Spanish 1 Unit 3

Content Area:
Course(s):
Time Period: **January**
Length: **30-40 days**
Status: **Published**

Targeted Standards

Interpretive Mode of Communication: Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Interpersonal Mode of Communication:

Presentational Mode of Communication: Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

Rationale & Transfer Goals

In this unit, students will learn about schools and schedules in Hispanic Countries and compare it to schools in the United States. Students will learn about what school objects are needed for their class as well as describe their classes. Students will also be introduced to AR verbs.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

- Students will understand that schooling varies within a culture, as well as between cultures.
- Children will understand that how they prepare for school and their activities reflect their culture and might be similar and/or different from those of a student in a Spanish speaking country.
- A solid base in English grammar facilitates learning another language.
- There are cultural differences & similarities in a classroom in the U.S.& Spanish speaking countries.
- Students will understand that listening and observing are important when learning a language.
- Students will learn nouns and articles in Spanish that are gender and number specific.
- Students will understand that listening for familiar words like cognates will give them clues to help them figure out what the speaker is

Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

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    - How is my classroom the same and/or different from a classroom in a Hispanic Country?
    - How do I describe things in my classroom?
    - How can I describe my school?
    - How do I identify the everyday objects I use at school?
    - How do I provide a detailed description of objects I need to use in the classroom?
    - How are school schedules different in the US compared to schools in Hispanic Countries?
    - How do you form the plural of nouns and articles? How does this differ from English grammar rules?

Content/Objectives

Content - What students will know

- School subjects
- School schedule
- School activities
- School supplies
- Classroom furniture and parts of the classroom
- Prepositions of location
- Ordinal numbers
- Colors
- Adjectives to describe classes
- How to compare their school to schools in Spanish-speaking countries
- Subject pronouns
- Present tense AR verbs
- Plurals of nouns & articles
- The verb estar
- Facts about Costa Rica and it's schools
- Facts about Mexico and Central America

Skills - What students will be able to do

Discuss what students do during the day

- Ask and tell who is doing an action
- Compare their own school with that of a student in a Spanish-speaking country-Describe a classroom

by size, number and color

- Indicate where things are located in a classroom
- Talk about more than one object or person
- Understand cultural perspectives on school
- Identify present tense AR verb endings
- Describe their classes using adjectives
- Identify subject pronouns
- Identify classroom furniture
- Identify school supplies
- Use the verb estar correctly
- Discuss facts about Costa Rica
- Discuss facts about Mexico and Central America

Instructional Activites

Evidence (Assessments) - How we know students have learned

-
    - Teacher Observation
    - Class participation
    - Completed practice worksheets/workbook
    - Listening/writing activities
    - Homework practice
    - Quiz on vocabulary/grammar recognition
    - Chapter Test

Presentational Projects:

- Make a powerpoint presentation or drawl and label a classroom
- -"El precio de una mochila"- Research the price of a book bag in 6 Spanish speaking countries in local currency. Use the Internet to convert to U.S. dollars. Compare cost to U.S. & discuss why there might be a price difference.
- Create an ideal high school schedule in the target language

- Assessments

Activities/Strategies - How we teach content and skills

- Discuss chapter opener
- PowerPoint presentation or hands on manipulative to introduce the vocabulary
- Present video historia DVD
- Total Physical Response (TPR) activities.
- Teacher generated materials related to content.
- Pictures/youtube clips
- Listening proficiency activities
- Writing proficiency activities
- Textbook/workbook activities
- Review fondo cultural section of the chapter
- Students cut out, copy or download photos of school supplies and classroom furniture and categorize each picture under correct category
- Use "thumbs up/thumbs down technique to assess listening comprehension
- Students write out schedule of classes in Spanish
- Paired activity: ask & tell what classes you like best & why.
- Tu/Usted/ustedes activity: students cut out or
    - download pictures showing individuals and groups of people. Correctly identifying as tu/usted/ustedes under the pictures
    - Using p. 87 as a guide, use Venn diagram to identify what activities you and yours partner have

in common; conjugate verbs in the yo/tu/nosotros form

- Use photos on p. 99 & 108 to discuss school uniforms; mention "official school seal" as part of uniform
- Students make their own lists of classroom objects vocabulary, adding any other words they know.
- Students "take inventory"- count number of classroom objects they see & make a list "Hay dos"
- Play "logico o no", using Act 5, p. 104 as guide
- Use information on p. 116 to discuss what schools are like in many Spanish speaking countries.
- Video clips about schools and Hispanic countries

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

- Classroom objects
- Furniture in a classroom
- School subjects/schedules
- Subject pronouns
- Present tense AR verbs
- Plurals of nouns & articles

The verb estar

Spiral Focus from Previous Unit

- Likes and dislikes
- Numbers
- Colors

- Adjectives

Instructional Activity

Additional oral and written practice on content for this unit

Written, auditory and role playing activities using text, personal white boards, and ancillaries

Use practice sheets to re-introduce/review vocabulary and grammar presented in previous units/years

21st Century Skills - What are the 21st Century Skills that are a part of this unit?

9.4.11.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.11.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.11.TL.3: Select appropriate tools to organize and present information digitally.

9.4.11.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Key Resources

Classroom based activities using technology tools (Flip cameras, Smart board, youtube, animoto, and Kahoot,etc)

Realidades textbook

Guided and Core Practice Workbook

Audio activities

Videohistoria/video activities

GramActiva Videos

Realidades.com

Flashcards/pictures

Listening and writing activities

Research practice worksheets on topics in this unit

Interdisciplinary Connections - How does this content impact the following groups

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

RI.11-12.7
(ELA)

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

SL.11-12.5
(ELA)

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LGBTQ

Integration of Contributions of LGBTQ People - This unit will also include age-appropriate instruction for grades 9 – 12 on the political, economic, and social contributions of LGBTQ people with the following content/activities https://www.njleg.state.nj.us/2018/Bills/PL19/6_.HTM

(where applicable)

Hispanic

Integration of Contributions of Hispanic People - This unit will also include age-appropriate instruction for grades 9 – 12 on the political, economic, and social contributions of Hispanic people(where applicable).

African American

Amistad Commission Standards Integration- This unit will also include age-appropriate instruction for grades 9 - 12 aligned with the following standards: https://law.justia.com/codes/new-jersey/2018/title-52/chapter-16a/section-52-16a-88/

(where applicable):

Women

Integration of Contributions of Women- This unit will also include age-appropriate instruction for grades 9 – 12 on the political, economic, and social contributions of women (where applicable)