Spanish 1 Unit 4

Content Area:
Course(s):
Time Period: **March**
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.

7.1.NH.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NH.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NH.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

Interpersonal Mode of Communication: Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

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.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics

	and themes.
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.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Rationale & Transfer Goals

In the beginning of this unit, the students will learn vocabulary to talk about themselves and their friends, primarily about activities they like and dislike, and personality traits. The students will become more aware of the diversity of music and dance within the Spanish-speaking world. Students will also start to learn the basics of Spanish conjugation.

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

- Each country in the Spanish speaking world has distinct musical styles and traditions
- Adjective placement in Spanish affects meaning
- Knowledge of English grammar is helpful in learning Spanish.
- An infinitive is the simple present form of a verb used as either a noun, adjective, or adverb.
- U.S. adolescents tend to have more friends than their counterparts in Spanish speaking countries. Spanish students spend more time with their family
- Outdoor cafes and plazas are popular meeting places in many Spanish speaking countries

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.

- How do I describe things I do and don’t do in Spanish?
- How do I use subject pronouns in Spanish?
- How do I use the verb ser to say where people are from?

- How do I use the verb gustar to say things that others like or don't like to do?
- Why is it important to know the correct word order & placement of adjectives in Spanish?
- How are friendships between adolescents in the U.S. similar to yet different from those between adolescents in Spanish speaking countries?
- Where do you go to spend time with friends or meet new ones?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Content/Objectives

Content - What students will know

- Foods items in the target language such as beverages, desserts, main dishes, fruits, and vegetables
- Adverbs
- How to categorize food items for breakfast, lunch and dinner
- How to order a meal in the target language
- Healthy choices vs unhealthy choices
- Maintaining good health you must eat healthy and exercise
- How to describe food by color, number & size
- Present tense of -er and -ir verbs
- The plural of adjectives
- The verb ser
- Typical meals of Hispanic countries vs meals in the US
- Key facts about South America
- Artists- Diego Rivera & Bartolome Murillo

Skills - What students will be able to do

- Talk and identify food items such as beverages, desserts, main dishes, fruits, and vegetables
- Identify and talk about foods one likes, dislikes or loves
- Use descriptive words such as tasty, delicious etc. to describe foods
- Describe foods by color, number and size
- Compare and contrast a typical meal in the US compared to a Spanish-speaking country
- Identify culturally significant foods and drinks
- Order a meal in the target language
- Express what is missing from the table and ask for it
- Use ser, to correctly describe the personality and physical descriptions of others
- Categorize food items into the breakfast, lunch & dinner category
- Understand cultural perspectives on meals, diet and health
- Discuss food, health and exercise choices
- Create a food pyramid
- Use present tense verbs er and -ir correctly
- -Identify key facts about South America
- Identify the works of the famous artists Diego
- Rivera & Bartolome Murill

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 food pyramid in the target language
- Comic strip: Working in pairs or individually, create comic strip that illustrates 5 suggestions for better health
- Assessments

Activities/Strategies - How we teach content and skills

- Discuss chapter opener pages
- 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
- Listening activity: Description of a meal; students decide if meal is el desayuno or el almuerzo
- Use a Venn diagram to decide what foods might be eaten for breakfast and lunch
- Using a Venn diagram compare and contrast a typical meal in the US compared to a Hispanic country
- Listen to native speakers talking about foods
- Practice verb conjugation with whiteboards

- Using a recipe for enchiladas, write which ingredients had origins in
- the Americas & which came from Europe
- Fill in postcard activity to practice present tense -er/-ir verbs (p. 133)
- Role play: What do you like to eat? Imagine you are going to Uruguay as an exchange student. Call your host sibling to find out likes/dislikes what food/beverages (s)he likes/doesn't like.
- Listening activity: Students decide if activities being described are healthy or unhealthy.
- -Act 11, p. 155- Students take test on healthy activities to see how they rate
- Written activities to practice correct use of verb "ser"
- Reading activities to practice verbs & vocabulary in context: The food of athletes
- Role play a restaurant scene

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

Content or Skill for this Unit

- Food items for breakfast, lunch, and dinner
- Maintaining good health
- Present tense verbs
- Verb Ser & Estar
- Adjectives

Spiral Focus from Previous Unit

- Numbers
- Colors
- Adjectives

- The verb estar

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

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)