Spanish 1 Unit 5

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

Section Title

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: 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.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.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.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 this unit, the students will learn about leisure activities, sports, and the community. Students will be able to express their likes and dislikes of activities in the target language.

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

- Sports and leisure activities are common amongst cultures and help define who we are
- Understanding that learning customs and traditions increases their awareness and perspectives within their culture and those of others

How geography and climate affect leisure activity choices

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 sports and spare time activities differ in the United States vs. Spanish speaking countries?
- What are the most popular sports in the United States vs. Spanish speaking countries?
- How can I express the sports that I enjoy playing?
- What do we learn about people and communities through comparing sports?
- What types of places are integral parts of my community?
- How do I arrange activities with my friends?
- How do geography and climate affect the activities that are available to us?

Content/Objectives

Content - What students will know

- Leisure activities and various places to go to after school
- Expressions to tell where to go and with whom in the target language
- How to tell when something happens and to talk about when things are done in the target language
    - Expressions for extending, accepting and declining invitations in the target language
    - The verb ir- to go
    - Interrogative words
    - Time
    - Ir + a + infinitive
    - The verb jugar (stem changing verb)
    - Sports
    - Artist- Francisco Goya
    - Expressing feelings with the use of the verb estar
    - Days of the week
    - Facts about Puerto Rico and how the Hispanic culture has influenced the US

Skills - What students will be able to do

- Identify places in the community
- Discuss leisure activities and activities outside of school
- Use the verb Ir (to go to talk about where you go and with whom
- State and identify interrogatives

- Understand the cultural perspectives on leisure activities
- Extend, accept, and decline invitations
- Tell when an event happens
- Identify places in the community
- Discuss leisure activities and activities outside of school
- Use the verb Ir (to go to talk about where you go and with whom
- State and identify interrogatives
- Understand the cultural perspectives on leisure activities
- Extend, accept, and decline invitations
- Tell when an event happens
- Identify time by the hour in Spanish
- Understand cultural perspectives on after-school activities
- Discuss leisure activities in Spanish speaking world
- Use infinites correctly to state where you are going in the community
- State and describe how someone feels
- Identify days of the week in the target language
- Identify your favorite sport
- Use the verb jugar to express what students like to play
- Identify famous Hispanic athletes
- Identify the works of the famous artist Francisco Goya

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:
- Draw or make a powerpoint about the things you like to do during your leisure time.
- 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
- 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
- Listening activity: Listen & understand as people ask questions about weekend events.
- Flashcards for question words
- Use clocks to practice telling time
- Activities to practice feelings and the use of estar
- Paired speaking activity: Discuss your weekend plans with a classmate. Mention at least 3 things you plan to do and the partner mentions their weekend plans.
- Writing activity: Write a short note to a friend to let him/her know where you are going this weekend.
- Reading activity: Read about the different activities offered at a mall and answer the questions (p. 188)
- Video clips about famous Hispanic sport players, Goya & Puerto Rico – pg. 192-193 pg. 212-213
- Discuss fondo cultural sections in the textbook

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

Content or Skill for this Unit

- Leisure activities, sports, places
- The verb jugar
- The verb IR
- Sports
- Time
- Expressions to tell where and with whom
- Feelings expressions for extending, accepting, and declining invitations

Spiral Focus from Previous Unit

- Infinities
- Numbers
- Days of the week
- The verb estar
- The verb Ir

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

Research practice worksheets on topics in this unit

Listening and writing activities

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)