

MP1,3-All About Me

Content Area: **World Language**
Course(s): **Spanish 8**
Time Period: **MP1,3**
Length: **MP1,3**
Status: **Published**

Essential Questions

- Who am I?
- How am I?
- How do I describe myself and others?
- How do I present information, concepts and ideas in another language in a way that is understood?
- How do you share personal description?

Big Ideas

- Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

Technology Integration

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Activity:

Students will create a speaking presentation in Spanish via *Google Voice*. They will be asked to describe themselves and their friends and family. Next students will submit voice file to me so that I may comment and give feedback.

Cross-Curricular Integration

Integration Area: **English Language Arts**

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique,

well-chosen details, and well-structured event sequences.

Activity:

Students will be introduced to various descriptive vocabulary. Next they will be asked to write a descriptive piece describing the people and places in their lives in Spanish.

Enduring Understandings

7.1 Language

A. Interpretive Mode

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.5: Identify some unique linguistic elements in the target culture.

7.1.NH. IPRET.6: Interpret some common cultural practices associated with the target culture(s).

B. Interpersonal Mode

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

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.

C. Presentational Mode

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

Focus Area

Grammar

- *ser*
- *estar*

Vocabulary

- Adjectives
- Family
- Friends
- Shopping/Stores

Cultural:

- The amount of leisure time available and how it is spent varies among cultures.