

08_Describing Self & Others

Content Area: **World Language**
Course(s):
Time Period: **Full Year**
Length: **40 days**
Status: **Published**

General Overview, Course Description or Course Philosophy

This is an introductory Spanish course. It introduces the students to the basics of the Spanish language through the discovery of various Spanish-speaking cultures around the world. The units in this course include the alphabet, the days of the week, the months of the year, the seasons, conversation, culture, weather, the numbers, dates, time, activities, descriptions and school. Students will learn how to ask questions in Spanish, as well as how to form sentences to answer questions in Spanish. This course develops the essential pieces of learning the beginning levels of a world language: reading, writing, listening and speaking. It also emphasize the three modes of communication: interpretive, interpersonal and presentational. The course uses authentic materials to introduce these topics and allow the students to grow as Spanish speakers, readers, writers and listeners with a background knowledge of Hispanic cultures around the world through an introduction of the language and cultures.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
WRK.K-12.P.4	Demonstrate creativity and innovation.

WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.7	Plan education and career paths aligned to personal goals.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- the concepts of number and/or gender apply to adjectives, definite and indefinite articles, nouns and the verb “ser”.
- it is important to describe yourself and others as unique individuals.

Essential Questions:

- Why is it important to learn how to describe nouns in Spanish?
- How can I use adjectives to describe nouns in Spanish?

CONTENT AREA STANDARDS

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- there are differences between the grammar rules in English and Spanish.
- there is gender and number associated with adjectives, articles and nouns in Spanish.
- they can use the verb "ser" to describe nouns in Spanish.
- different forms of the verb “ser” are used with certain nouns and subject pronouns.
- there are four forms each of definite and indefinite articles, which account for the number and gender of the nouns they are modifying.

Procedural Knowledge

Students will be able to:

- identify the meaning of adjectives describing personality and physical traits.
- describe themselves and other singular subjects with the correct form of “ser” and adjectives that account for number and gender, in written and spoken form.
- describe plural subjects with the correct form of “ser” and adjectives that account for number and gender, in written and spoken form.
- create questions about the description of any singular or plural subject and answer in a complete sentence, in written and spoken form.
- utilize listening comprehension skills to identify the classmate being described orally by another classmate.

EVIDENCE OF LEARNING

Alternate Assessments

- Oral Presentations
- Multimedia Presentations
- Student Dramatizations

- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences
- Interactive Game Creations

Benchmark Assessments

Eduastic Assessments

Formative Assessments

1. Teacher observations (Communicators, Judy classroom clock set)
2. Open- ended questions (ex. “How would you describe your best friend?”)
3. Classroom discussion
4. Student self assessment (kinesthetic drills, games, homework , pre-test)

Summative Assessments

1. Tests and quizzes (listening and written)
2. Alternate assessments (Personal Description, Classmate Description)

RESOURCES (Instructional, Supplemental, Intervention Materials)

- Textbook- ¿Cómo te va? Level A Chapter 1 pages 20-39
- Workbook - ¿Cómo te va? Level A
- CD Activities - ¿Cómo te va? Level A
- Teacher created worksheets
- Keys to Literacy – two column notes

- Standard Deviant Video – Adjectives, the verb “ser”
- Communicators
- SmartBoard
- Flashcards

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - Language Acquisition, Informational Writing

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.