

01_Unit 1: Un amigo o una amiga-Friendships and Descriptions

Content Area: **World Language**

Course(s):

Time Period: **Full Year**

Length: **20-25 days**

Status: **Published**

General Overview, Course Description or Course Philosophy

This is a full year course that is designed to develop basic reading, writing, speaking and listening skills in the Spanish language through a variety of media. Various aspects of Spanish culture in Spain, the Caribbean, Central America and South America, as well as the geography of these regions, are discussed around the world. Students will have the opportunity to ask questions and respond to them in Spanish. Students will be able to conduct conversations in the target language. Students will learn the basics of the Spanish language, the common phrases, food, describing self and others, school, sports, family and home. 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. Spanish 1CP will provide students with authentic materials and the use technology within the classroom to allow the students to grow as Spanish speakers, readers, writers and listeners in the Global world. Students will have the ability to communicate with others and culturally understand the importance of a foreign language as an essential component of global competence.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- interpersonal relationships are different in the United States than in most Spanish-speaking countries.
- the Spanish language uses a masculine and feminine article for each noun.

Essential questions:

- How can I describe a culture with knowledge of nationality?
- How is the conquest of the Latin-American countries similar/different to the early settlement of the United States?

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.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
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.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
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.

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.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.K-12.NJSLSA.L5	Demonstrate understanding of word relationships and nuances in word meanings.
TECH.K-12.P.4	Demonstrate creativity and innovation.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- masculine vs feminine nouns are different.
- definite articles and indefinite articles are key components to the Spanish language.
- the verb SER-to be is used for grammatical sentences to describe self and others, state names and nationalities.
- adjectives are used to describe self and others.
- a nationality is an important part of one's culture.

Procedural Knowledge

Students will be able to:

- use the Spanish language structure to create complete sentences and describe friendships and people.
- identify masculinity and femininity among nouns based on structure of the word and association with usage.
- use descriptions in complete sentences and dialogue to describe friends and friendships.
- describe their friends and people they recognize by using the verb SER in the singular 1st and 3rd person forms.
- explore cultures of Spanish-speaking countries by using descriptions of people, dress, and activities.
- identify when to use masculine and feminine endings for adjectives.

EVIDENCE OF LEARNING

Benchmark Assessments

Edulastic/Pear Assessments

Alternate Assessments

- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences

Formative Assessments

Teacher-created description charts. (Teacher writes descriptions in Spanish- student identifies classmates based on descriptions in 3rd person)

Game: ESPIO (I spy)

- Listening assessments with descriptions of people.
- Writing assessments describing self and others
- Speaking assessment-describing friends and family
- Categories of the different topics-Category chart
- Kinesthetic activities
- Proficiency scales
- Quizziz, Nearpod, Classkick, Kahoot, Blooket formative assessments.
- Monitoring progress through Unit packet
- Notetaking in the Unit packet
- Exit ticket: Describing yourself and others
- Guessing game: Who is who with descriptive adjectives?
- Student-created conversations
- Student-created dialogues

Summative Assessments

Descriptive Adjective Project

Unit 1-Assessment

RESOURCES (Instructional, Supplemental, Intervention Materials)

- Buen Viaje 1: Chap 1
- Game: Quién Soy
- [Unit 1 Packet-Un amigo/una amiga](#)

Technology Subscriptions to the following:

- Nearpod
- Classkick
- Wordwall
- Quizziz
- Quizlet
- Blooket
- Kahoot
- Adobe Spark/Canva/Piktochart
- Jamboard
- Edpuzzle

Additional resources:

- Whiteboards
- Textbook: Buen Viaje 1-Glencoe
- Skills for Success: Spanish Middle/High School Workbook
- Skills for Success: Building Spanish Vocabulary

- Smartboard Activities
- Soft tossing balls
- Google Slides presentations

Authentic materials/websites:

www.wordreference.com

INTERDISCIPLINARY CONNECTIONS

Language Acquisition

Use technology to enhance productivity

Work productively in teams while using cultural global competence

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.