

03_ Friendships and personal descriptions

Content Area: **World Language**

Course(s):

Time Period: **Full Year**

Length: **25-30 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, geography of the Spanish-speaking countries, the numbers, dates, time, activities, descriptions, school, clothing, professions and places. 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 emphasizes 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.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- friendships are treated differently in various countries.
- it is important to describe yourself and others as unique individuals.
- nouns in Spanish use masculine and feminine articles.
- the history of a country impacts its culture.

Essential questions:

- How are friendships identified in Spanish-speaking countries versus English-speaking countries?
- What do I need to know in order to describe people in Spanish?
- What are the definite and indefinite articles used to identify masculine and feminine nouns in Spanish?
- How does the history of country impact its culture in Spanish-speaking countries?

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.3 | Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals. |
| 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.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.4 | Copy/write words, phrases, or simple guided texts on familiar topics. |

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

| | |
|--------------------|--|
| 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.SL4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| WRK.K-12.P.4 | Demonstrate creativity and innovation. |
| WRK.K-12.P.7 | Plan education and career paths aligned to personal goals. |
| WRK.K-12.P.8 | Use technology to enhance productivity increase collaboration and communicate effectively. |
| 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. |

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- there are different forms of the verb “SER” (TO BE) and how to use each form with subject pronouns.
- there is a difference between masculine and feminine nouns with singular and plural.
- it is important to know how to express all the numbers, even large numbers, in Spanish (101-1.000.000).
- there are descriptive adjectives to describe friends and people.
- there are important dates in history that relate to the Spanish-speaking countries.
- it is important to know the interrogative words in Spanish in order to ask and answer questions.
- they can use different activities in Spanish to describe their friends.

Procedural Knowledge

Students will be able to:

- request and provide information by asking and answering simple, practiced questions, using memorized words and phrases for describing friends and friendships in Spanish.
- express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals using the activities in Spanish.
- identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to friendships, adjectives and articles in Spanish.
- identify familiar people, places, objects in daily life based on simple oral and written descriptions about friends in Spanish.
- present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences using the adjectives and articles in Spanish.
- copy/write words, phrases, or simple guided texts using the adjectives and articles in Spanish.

EVIDENCE OF LEARNING

Formative Assessments

1. Interpersonal/simulated conversations
2. Guided dialogues
3. Student-created dialogues
4. Drawing/labeling activity: Describing friends in the classroom
5. Listening comprehension: Activities describing people
6. Exit ticket: ¿Qué te gusta hacer?
7. Homework assignments (see packet pages)

Summative Assessments

1. Vocabulary quiz: Las actividades
2. Unit test: Las actividades
3. Quiz: Los artículos (masculine and feminine nouns)

4. Quiz: El verbo SER
5. Unit test: Los adjetivos y el verbo SER
6. Speaking & listening assessment: Los adjetivos - students will ask and answer questions in Spanish using the adjectives.
7. Acrostic poem project using the Spanish adjectives

RESOURCES (Instructional, Supplemental, Intervention Materials)

- Packet 1 "Los artículos" https://drive.google.com/file/d/1wuF9JtJKcEIKLABJ68CIUx95wkt_VXvD/view?usp=sharing
- Google slides on the masculine and feminine articles https://docs.google.com/presentation/d/1TUDcOPx_4-we3XE1w8dWX5DmlqsXallCs19xAUjkCPU/edit?usp=sharing
- Packet 2 "Las actividades" <https://drive.google.com/file/d/1XUbiRSHJk8lvi9G5v8OMJQyijhvQ25oS/view?usp=sharing>
- Googles slides on the verb GUSTAR (to like) https://docs.google.com/presentation/d/1tafulpYvT0CZq532zE4uhw66B1FN7gHh_6xxLgCvLvK/edit?usp=sharing
- Packet 3 "Los adjetivos" <https://drive.google.com/file/d/1tQGf8ecnRA1XEIX8qrnkucZ-S5-vfxZN/view?usp=sharing>
- Around the World: Los adjetivos <https://drive.google.com/file/d/0Bz3Qr18Wn-b1OGF5ODIDck5CMWM/view?usp=sharing&resourcekey=0-uTOG9Pciub8cWbUyHdwxrg>
- Matamosca game (fly swatter) with activities & adjectives <https://drive.google.com/file/d/0Bz3Qr18Wn-b1RUFgVzB6Q2Ytemc/view?usp=sharing&resourcekey=0-4b3X-ErdXJVJtL4YNxWfdQ>
- Skills for Success: Spanish Middle/High School Workbook
- Skills for Success: Building Spanish Vocabulary
- Buen Viaje 1
- SmartBoard activities

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - Language Acquisition, Information Writing

Social Studies - Anthropology

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.