

08_Emotions

Content Area: **World Language**
Course(s):
Time Period: **Full Year**
Length: **10-15 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:

- the cultural differences between English speaking countries and Spanish speaking countries bring a necessity to understand the culture before identifying the language.
- it is important to know how to express oneself.

Essential questions:

- How can I express the way I feel in Spanish?
- What are the important differences between the verbs SER and ESTAR when used in Spanish contexts?
- Which emotions and feelings do I express in Spanish using the verb ESTAR?

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.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

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

LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.
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 expressions in Spanish for emotions.
- there are two verbs in Spanish that signify "to be" -“SER” and “ESTAR” - and how to use each in context.

Procedural Knowledge

Students will be able to:

- request and provide information by asking and answering simple, practiced questions, using memorized words and phrases about emotions 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 emotions in Spanish.
- present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences using the emotions vocabulary in Spanish.

EVIDENCE OF LEARNING

Formative Assessments

1. Listening comprehension: Say the emotion and the students will illustrate the emotion.
2. Simulated conversations with emotions
3. Student Self-assessments
4. Class Discussions
5. Exit Ticket: ¿Cómo estás? y ¿Cómo te sientes?
6. Writing task: Students will write about a way they are feeling and describe the 'who, what, where, why, when, how' for feeling that way.

Summative Assessments

1. Video project: They will videotape themselves acting out different emotions and using different subject pronouns.
2. Quiz: Las emociones y el verbo ESTAR

RESOURCES (Instructional, Supplemental, Intervention Materials)

- Quizlets
- SmartBoard activities
- Skills for Success: Spanish Middle/High School Workbook
- Skills for Success: Building Spanish Vocabulary
- ESTAR + ADJ. video-
<http://www.youtube.com/watch?v=3F5WNHt0Fso&playnext=1&list=PLC99A56D867133877>
- Emotions
flashcards <https://drive.google.com/file/d/1471eQxDqgeALcEmBY8wOJ801VCMrq6dL/view?usp=sharing>
- Packet "Las emociones" <https://drive.google.com/file/d/1dLxCdlychXIBenWQWSzu5mVspjJdDIO/view?usp=sharing>

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - Language Acquisition, Information Writing

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.