

PEMBROKE PUBLIC SCHOOLS

Unit Map

Course Overarching Essential Questions: *How do we communicate physical description? How is a meal shared?*

SUBJECT: Español		COURSE: SPANISH 1B		GRADE LEVEL(S): 8TH GRADE	
UNIT / THEME/GENRE : CHAPTER 5B UNA FIESTA DE CUMPLEAÑOS		TIME REQUIRED: 4 WEEKS		LATEST REVISION: May 2022	
INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S): WE SEE OUR SPANISH-SPEAKING FAMILY FROM THE BIRTHDAY IN A RESTAURANT TO SHARE A MEAL; IN THIS UNIT WE LEARN TO USE THE IRREGULAR VERB <i>VENIR</i> TO SHOW MOVEMENT; WE ALSO LEARN THE DISTINCT USES OF THE VERBS <i>SER</i> AND <i>ESTAR</i> TO EXPRESS THE CONCEPT ‘ <i>TO BE.</i> ’					
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.	
<p>What are cultural perspectives on meals and mealtimes in Spanish-speaking countries?</p> <p>How are people described?</p> <p>How do languages allow people to communicate?</p>	<p>Adjectives used to describe people and things</p> <p>Place setting vocabulary</p> <p>Polite expressions for meals and ordering</p>	<p>Dining in Spanish-speaking countries is a cultural experience</p> <p>Dining practices differ among the United States and Spanish-speaking countries.</p> <p>The verb <i>Venir</i> is an irregular ‘boot verb’ and a ‘go-verb’, similar to the verb <i>Tener</i>.</p> <p><i>Ser</i> and <i>Estar</i> are two verbs that both mean ‘<i>To be</i>’ yet each has distinct uses and definitions</p>	<p>Exchange information while describing physical features of family members</p> <p>Write about plans for celebrations</p> <p>Listen to, read and write information about restaurant meals and service.</p>	<p>Communication NL.1.a NL.1.b NL.2.b NL.2.c NL.3.a NL.3.b NL.4.b NL.4.c</p> <p>Linguistic NL.5.a</p>	

		<p style="text-align: center;">COMMON MISUNDERSTANDINGS</p> <p>The verb <i>Venir</i> is conjugated like a regular -er verb</p> <p>The verbs <i>Ser</i> and <i>Estar (to be)</i> can be used for the same purposes of description.</p>		<p>NL.6.a.1</p> <p>NL.6.b.1</p> <p>Lifelong Learning NL.7.a</p> <p>NL.8.b.1</p> <p>NL.8.b.3</p>
<p>CEPA(S) (<i>Curriculum Embedded Performance Assessments</i>): Include information from assessment evidence and list/name any rubric or toolkit used</p> <p>Formative: Gimkit Live; Quizlet modalities: <i>Learn, Write and Spell</i>; Conjuguemos.com; In-class graded 5B listening activity (<i>listening</i>); in-class graded speaking activity with self assessment (<i>Speaking</i>)</p> <p>Summative: Vocabulary Recognition Quiz 5B-1 (<i>reading</i>); Restaurant Skit (<i>speaking and writing</i>); Prueba 5B-3 The Verb <i>Venir</i>’ (<i>writing</i>); Prueba 5B-4 <i>Ser vs. Estar</i> (<i>reading</i>); 5B vocabulary exam (<i>listening</i>); 5B Flipgrid graded speaking exam (<i>speaking</i>)</p>				
<p>RESOURCES: GIMKIT.COM; QUIZLET.COM; SAVVAS LEARNING ONLINE; KAHOOT.COM; CONJUGUEMOS.COM; FLIPGRID.COM</p>				
<p>VOCABULARY BY TIER: (CCSS AND WIDA)</p> <p>Tier 1 (general vocabulary that is used in daily life): el hombre; la mujer; el joven; la joven; el azúcar; la cuchara; el cuchillo; la pimienta; el plato; la sal; la servilleta; la taza; el tenedor; el vaso; alto; bajo; corto; guapo; joven; largo; viejo; el pelo; canoso; castaño; negro; rubio; pelirrojo</p>				

Tier 2 (vocabulary that will be encountered in other content areas): ¿Algo más? ¡Qué + adjective!; tener calor; tener frío; tener sueño; delicioso; desear; pedir; el plato principal; de plato principal; el postre; de postre; rico; el camarero; la camarera; la cuenta; el menú; me falta; quisiera; traer; le traigo; yo traigo; ahora; de nada; otro; venir; vengo; vienes; viene; venimos; venís; vienen

Tier 3 (content-specific vocabulary):

<p>Lesson Plan List (numbered list with a brief description of each lesson)</p> <ol style="list-style-type: none"> 1. Presentation of Vocabulary 5B with Quizlet; pronunciation; QuizletLive; textbook activities 1, 2; assign Quizlet modalities (Learn, Spell, Write) 2. Conjuguemos.com activities; listen to vocabulary in context (Videohistoria) with comprehension questions; text actv. 3; Core Practice 5B-1/5B-2 assigned 3. Review 5B-1/5B-2 with swap correct; Gimkit.com activities; listening activity 5; textbook activities 4,5,6; Guessing game with Google Slides 4. 5B Vocabulary Recognition quiz; text actvs. 8&9; <i>Exploración del Lenguaje</i> 5. Core Practice 5B-3 and 5B-4 in class; listening activities 6&7 Prueba 5B-2 vocab activity assigned 6. Venir introduction activity, Guided Practice Activity 5B-1 and 5B-2; GramActiva Video; Core Practice 5B-5 assigned 7. 5B-1 Communicative Pair Speaking; text actvs. 11, 12, 13; Listening actv. 8 8. Ser vs. Estar introduction; Guided Practice Activity 5B-3 and 5B-4; GramActiva Video; text activities 15, 16, 17 9. Kahoot! Ser vs. Estar; Graded Listening activity (9); assign Core Practice 5B-6 and 5B-7 10. Swap correct 5B-6/5B-7; text activities 18 & 19; review for quiz 11. prueba 5B-3 (<i>Venir</i>) and 5B-4 (<i>Ser vs. Estar</i>); Assign Restaurant skit: in-class writing and rehearsal 12. In-class graded speaking activity (ordering) with self-assessment; rehearsal of skit 13. Perform skit live or on Flipgrid; Writing activities 12 & 13 14. Swap correct writing activities; 'Pass the Page' writing practice 15. Assign pair conversations; Kahoot/Quizlet vocabulary practice 16. Listening vocabulary quiz; record pair speaking assessment
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<p>Reflections related to Ribas Training and Interrupted Learning:</p>
