

Course: Spanish 1
Unit 1 - Who am I? (¿Quién soy yo?)

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Curriculum Team Members Saidah Hart (shart@lrhsd.org) , Monica Snyder (msnyder@lrhsd.org) , James Spicer (jspicer@lrhsd.org),
Renée Toliver (rtoliver@lrhsd.org)

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

Interpretive (A)

- 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.
- 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.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Interpersonal(B)

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 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.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Presentational(C)

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

<https://www.state.nj.us/education/cccs/2020/>

Unit Standards:

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content
- 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions may work better than others.
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Transfer Goal: Students will be able to independently use the target language to share basic information about themselves in order to establish relationships within the classroom and community.

As aligned with LRHSD Long-Term Learning Goal(s): Students will be able to independently use their learning to:

- Communicate effectively in more than one language in a variety of situations and for multiple purposes.
- Demonstrate cultural awareness based on understanding of and respect for other *cultures*, past and present.
- Make *connections* with other disciplines by applying learning from language class to relevant situations in other classes.
- Use the language to investigate, explain, and reflect on the concept of culture through *comparisons* of the cultures studied and their own.

Enduring Understandings

Students will understand that . . .

EU 1: Identifying countries and recognizing cultural differences allow for greater empathy

EU 2: Learning language allows for the building of community

EU 3: Communication is a form of expression

Essential Questions

EU 1

- How do I greet and get to know others in the Spanish?
- How do I express my feelings to others in the target language?
- How do I find out about other cultures using the target language?

EU 2

- How is my culture similar to or different from those of the target cultures?
- How is my language similar to or different from the target language?
- How can my understanding of the target cultures help me demonstrate empathy towards others?
- In what ways does learning about languages create cultural appreciation and empathy?

EU 3

- How can I use my knowledge of language and culture to enrich my life and community?
- How are the schools around the world similar/different from my school?
- How can my knowledge of language and culture broaden my opportunities?

Knowledge

Students will know . . .

EU 1

- simple greetings, introductions, and leave-taking expressions (A:1, 2 B:1, 2, 3, 5)
- formulaic questions/answers for names, age, birthday, feelings, telephone, email, etc. (A:1, 2 B:1, 2, 3, 5 C:4)
- the alphabet for spelling and writing names, emails, etc. (A:1, 2 B:1, 2, 3, 5 C:4)
- countries and nationalities of Spanish speakers (A:1, 3 C:6)
- calendar vocabulary (months, days, numbers) to discuss birthdays (A:1, 2 B:1 C:1)
- how to describe themselves to others (A:1 B:1 C:1)

EU 2

- important dates in a person's life and select Spanish-speaking holidays (A:1, 4 B:1 C:1)
- colors and shapes to describe flags of Spanish-speaking countries (A:1, 4 B:1, 5 C:1, 4)
- how to describe and discuss nationalities using culturally appropriate terminology (A:3 B:1 C:1, 4)
- demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken. (A:4, 5 B:4, 5, 6 C:5, 6)

EU 3

Skills

Students will be able to . . .

EU 1

- greet each other in Spanish using memorized chunks/phrases (A:1, 2 B:1, 2, 3, 5)
- respond to common classroom commands (A:1, 2 B:1, 2, 3, 5)
- introduce themselves and respond in a culturally appropriate way to an introduction (A:1, 2 B:1, 2, 3, 5)
- ask and answer personal identity questions (age, birthday, origin, phone numbers, etc.) (A:1, 3 C:6)
- demonstrate common gestures and non-verbal cues (A:1, 2 B:1, 2, 3, 5)
- present personal information in written format (A:1, 2 B:1 C:1)
- express place of origin using the verb to be (*ser*) (A:1 B:1 C:1)
- differentiate between familiar and formal greetings (A:1, 2 B:1, 2, 3, 5)

EU 2

- identify Spanish speaking countries and describe a country's flag (A:1, 4 B:1, 5 C:1, 4)
- compare flags, weather patterns, and some important holidays in the U.S. and Spanish-speaking countries (A:1, 4 B:1, 5 C:1, 4)
- manipulate adjectives to describe people and cultures. (A:3 B:1 C:1, 4)
- describe weather conditions in select Spanish-speaking countries. (A:4, 5 B:4, 5, 6 C:5, 6)

EU 3

- how to navigate informal and formal language expressions (A:1, 2 B:1, 2 C:1)
- how to describe their schedules and class preferences (A:3 B:1 C:1)
- how to describe themselves in comparison to students around the world (A:3, 5 B:5 C:6)

- identify and compare cultural practices (A:1, 2 B:1, 2 C:1)
- develop the ability to interact appropriately with speakers of other languages. (A:3 B:1 C:1)
- discuss classes and preferences regarding academics. (A:1 B:1, 3 C:1)
- utilize appropriate addresses in spoken and written language. (A:3, 5 B:5 C:6)

Stage Two - Assessment

Other Evidence:

- Formative and Summative Assessments
- Reading Comprehension Activities
- Listening Comprehension Activities
- Interpretive Assessments
- Interpersonal Assessments
- Presentational Assessments

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement}

- Learn alphabet in Spanish (A, EU1)

- *Playing games (Fly swatter, Kahoot, Quizlet, Gimkit, etc.) (A EU1, EU2, EU3)*
- *Practice pronunciation for introduction skills (A EU1)*
- *Label maps and identifying capitals (A, M EU2)*
- *Students keep a listening log each week in which they document new vocabulary words and cultural insights they gain from listening to authentic resources. (A,M EU1, EU2, EU3)*
- *Act out various classroom commands (A, M EU1)*
- *Practice dates, days, and holidays using a calendar (A, M EU1)*
- *Listening to authentic audio in the target language. (M,T EU1, EU3)*
- *Create a venn diagram comparing and contrasting the cultural practices. (M EU2, EU3)*
- *Interpretive assessments (identify cognates) (M,T EU1, EU2, EU3)*
- *Presentational assessments (write a short paragraph introducing yourself to your teacher) (M,T EU1)*
- *Express feelings about personal preferences (school, emotional well-being, activities, etc.) (A, M, T, EU1)*
- *Learn and utilize the Super 7 (tiene, es, le gusta, va ,quiere, está, hay) (A, M, T, EU1, EU2, EU3)*
- *Interpersonal assessments (interview your classmates) (T EU1, EU3)*
- *Use previously learned material in order to construct a simulated social media profile where students present to class/small groups. (T EU1, EU3)*