

Course: Spanish 1
Unit 2 - Who are my friends and family?
(¿Quiénes son mis amigos y mi familia?)

Year of Implementation: 2021-2022

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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%20NJSL-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 (e.g., political, economic, cultural) 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 their learning to communicate with others in the target language about family, friends, home, and traditions in order to establish global and cultural connections in a diverse society.

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

communicating and maintaining a conversation with others in another language encourages further understanding of others and other cultures.

EU 2

demonstrating knowledge of specific practices of the target culture such as: social patterns, activities, roles, leisure, and educational activities, builds a sense of community.

EU 3

expressing one's preferences helps establish individual and cultural identity.

Essential Questions

Essential Questions:

EU 1

- What can I do to extend the conversation?
- What can I talk about with someone I don't know very well?
- How can I show that I care about what is being said in a conversation?
- What skills can I use in order to understand the main idea?

EU 2

- What is my home like?
- Who are my family and friends?
- How is my home similar to and different from homes in Spanish- speaking countries?
- How and when do people use their leisure time?
- What is the appropriate attire for different events for the United States versus other countries?

EU 3

- How do I communicate what I like in the target language?
- How can I communicate what I prefer in the target language?
- How do my preferences contribute to forming relationships?

Knowledge

Students will know . . .

EU 1

- expressions for continuing a conversation such as: interrogatives, leave taking expressions, polite exchanges, greetings, idiomatic expressions. (A:1, 2, 3 B:1, 2 3 C:1, 2)
- use of culturally specific body language can impede or enhance a conversation. (A:1, 2, 3 B:1, 2 3 C:1, 2)
- cognates enhance comprehension of spoken and written language and demonstrate that awareness by identifying commonly occurring cognates in the language they are learning. (A:1, 3 B:2, 3 C:3)

EU 2

- parts of the house. (A:1, 3 B:3 C:5)
- vocabulary related to relationships such as : school, family, friends. (A:1, C4)
- resources associated with a school setting: school supplies, classroom objects, and parts of the school. (A:3, C:1, B:1)
- activities and pastimes with friends and family. (A:3, B:4, C:1)

EU 3

- how to communicate likes and preferences in the target language. (A:1 B:1, 2, 3 C:1)
- how one's cultural experiences form likes and preferences. (A:4 B:4 C:5)

Skills

Students will be able to . . .

EU 1

- ask questions of others. (A:1, 2, 3 B:1, 2 3 C:1, 2)
- ask for repetition and repeat to ensure understanding. (A:1, 2, 3 B:1, 2 3 C:1, 2)
- utilize frequency expressions. (A:1, 2, 3 B:1, 2 3 C:1, 2)
- observe, identify, and replicate patterns of behavior used with family, friends, and acquaintances in everyday situations. (A:1, 2, 3 B:1, 2 3 C:1, 2)
- compare the use of cognates and sentence structures between the target language and English. (A:1, 3 B:2, 3 C:3)

EU 2

- compare and contrast cultural perspectives related to family and home. (A:3 B:5 C:3)
- ask and answer simple questions related to family and self. (A:2 B:1 C:1)
- identify classes they take and express opinions about them. (A:1 B:1 C:1)
- categorize the supplies that are needed for certain classes. (A:3 B:2 C:2)
- recognize places and people in the school. (A:3 B:1 C:1)
- explain their school schedule to someone and interpret someone else's schedule. (A:1 B:1, 2, 3 C:5)
- compare and contrast schools in the U.S. with schools abroad. (A:1 B:1, 2, 3 C:5)
- tell which activities are done with friends and family.

EU 3

- exchange personal preferences, emotions, and opinions in the target language. (A:1 B:1, 2, 3 C:1)
- compare and contrast topics of daily life in culturally authentic situations. (A:2, 4 B:3, 4 C: 1, 5)

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}

- *Practice pronunciation for introduction skills (A EU1)*
- *Playing games (Fly swatter, Kahoot, Quizlet, Gimkit, etc.) (A EU1, EU2, EU3)*
- *Total Physical Response activities for classroom commands & requests (A EU2)*
- *Reflect upon cultural readings and related activities (A, M EU2, EU3)*
- *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)*

- EdPuzzle Cultural Comparison of Student Life and Family Life **(A, T EU2)**
- Information Gap speaking activity: classroom object bingo **(M EU2, EU3)**
- Classroom Picture description speaking/writing task **(M EU2)**
- Cognate story translation **(M EU1)**
- *Create a venn diagram comparing and contrasting the cultural practices.* **(M EU2, EU3)**
- *Express feelings about personal preferences through an interview (school, home life, activities, etc.)* **(A, M, T, EU 1)**
- *Interpretive assessments (identify cognates)* **(M,T EU1, EU2, EU3)**
- [Presentational assessments](#) **(M,T EU1)**
- Create a family tree in order to compare/contrast familial structure. **(M, T EU2)**
- Create a video tour of your home or school to compare/contrast with dwellings/schools in Latin America. **(M, T EU2, EU3)**
- Host a live fashion show or replicate an episode of “Who wears it best” describing different outfits. **(T EU2, EU3)**
- Exchange brief messages, emails, postcards, and letters. **(T EU2 EU3)**
- *Interpersonal assessments (interview your classmates)* **(T EU1, EU3)**