

Course: Spanish 1
Unit 3 - What do I like to do? (Spanish)

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.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
- 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 information about themselves and others in order to maintain relationships within the classroom and community.

As aligned with the LRHSD Long Term Learning Goals: Students will 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

- observing cultural practices and beliefs influence preferences such as art, music, and film. (A:1, 4 B:4 C:5)

EU 2

- making decisions on how to spend their leisure time could be influenced by geography, climate and cultural norms. (A:5 B:6 C:6)

EU 3

- managing time wisely when deciding between obligations and free time activities will reduce anxiety and stress in students' lives. (A:4 B:3, 5, 6 C:5)

Essential Questions

EU 1

- How do the arts reflect a culture's perspective? (A:1, 4 B:4 C:5)
- What do leisure activities and pastimes reveal about a culture? (A:5 B:4 C:5)
- What are some important works of art that are indicative of other cultures? (A:1, 4, 5 B:4 C:5)

EU 2

- What activities might a young person in a Spanish speaking country do based on his/her geographical location? (A:5 B:6 C:6)
- How does climate affect what activities one can do? (A:5 B:4, 6 C:5, 6)
- In what ways can financial factors have an impact on leisure activities? (A:1, 4, 5 B:3, 6 C:5)
- How would you describe your activities both in and out of school to a Spanish-speaking person? (A:3 B:3 C:5)
- Why might some people choose indoor activities and others choose outdoor activities? (A:5 B:6 C:6)
- How does our culture influence our choice of leisure activities? (A:5 B:6 C:6)
- How do the skills we develop in our leisure time enhance our personal lives? (A:4 B:5 C:5)

EU 3

- How do I choose between what I have to do and what I feel like doing? (A:3 B:3 C:2, 5)

	<ul style="list-style-type: none"> • What leisure activities help to reduce anxiety and stress in my life? (A:3 B:3 C:2, 5) • How does establishing a schedule or routine assist with budgeting and managing my time? (A:3 B:1, 2, 3 C:1)
<p><u>Knowledge</u> Students will know . . .</p> <p>EU 1</p> <ul style="list-style-type: none"> • ways of expressing preferences, likes, and dislikes. (A:1, 4 B:4 C:5) • famous works of art and artists from Spanish-speaking countries (A:1, 4 B:4 C:5). • different genres of music. (A:1, 4 B:4 C:5) <p>EU 2</p> <ul style="list-style-type: none"> • the types of recreational activities they participate in are impacted by geography and climate.(A:5 B:6 C:6) • common pastime activities in Spanish-speaking countries. (A:5 B:6 C:6) • what they choose to wear is impacted by climate and geography. (A:5 B:6 C:6) • how climate and geography plays a role in determining what one does for the day.(A:5 B:6 C:6) • being an active and engaged member of the community can lead to a more fulfilling life.(A:5 B:6 C:6) <p>EU 3</p> <ul style="list-style-type: none"> • that obligations take priority over leisure activities (A:4 B:3, 5, 6 C:5) • the difference between leisure activities and obligations (A:4 B:3, 5, 6 C:5) 	<p><u>Skills</u> Students will be able to. . .</p> <p>EU 1</p> <ul style="list-style-type: none"> • express preferences, likes, and dislikes. (A:1, 4 B:4 C:5) • identify various works of art from Spanish speaking countries. (A:5 B:4 C:5) • utilize vocabulary related to art, music, and film.(A:1, 4, 5 B:4 C:5) <p>EU 2</p> <ul style="list-style-type: none"> • describe world geography and climate through appropriate vocabulary.(A:5 B:4, 6 C:5, 6) • make use of vocabulary related to leisure and recreational activities(A:3 B:3 C:5) • compare and contrast available activities in various locations and weather conditions.(A:5 B:6 C:6) • compare and contrast their lifestyle with teenagers from Spanish-speaking countries.(A:4 B:5 C:5) <p>EU 3</p> <ul style="list-style-type: none"> • describe what they have to do around the house?(A:3 B:3 C:2, 5) • describe what they like to do with friends and family? (A:3 B:3 C:2, 5) • create a schedule based on activities they like to do and need to do. (A:1, 4, 5 B:3, 6 C:5)

- there is value in budgeting their time wisely (A:4 B:3, 5, 6 C:5)
- stress and anxiety often come from poor use of time (A:4 B:3, 5, 6 C:5)
- how to express the activities that one likes to do in order to reduce stress and anxiety (A:4 B:3, 5, 6 C:5)

- express how they feel in various situations. (A:5 B:6 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}

- Students use technology to find new music in their favorite genre from the target culture.
- Students keep a listening log each week in which they document new vocabulary words and cultural insights they gain from listening.

- Students use a self-assessment checklist to set goals for the semester, collect evidence of their learning and post them to Classroom in order to showcase their progress.
- Students engage in e-pal exchanges with students in a target country comparing how much time students spend on homework and how much time they spend on leisure activities. The students compile the survey results and compare them across cultures.
- *Playing games (Fly swatter, Kahoot, Quizlet, Gimkit, etc.) (A EU1, EU2, EU3)*
- *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, EU 1)*
- *Present students with artwork for review and interpretation.*
- *Student-created fashion show.*
- *Interpersonal assessments (interview your classmates) (T EU1, EU3)*