

Course: Spanish 1
Unit 4 - Where do I live? (¿Dónde vivo yo?)

Year of Implementation: 2021-2022

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%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 various means of transportation, places in town, school, food and traditions in order to establish 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

- navigating through a city is an important way to experience culture. (A:2 B:1,4 C:1)

EU 2

- experiencing the food of a region aides in the understanding of the culture and customs of a particular country or region. (A:4 B:4 C:5)

EU 3

- comparing and describing experiences and cultural products is a great way to display individuality and relate to others. (A:3 B:3 C:5)

Essential Questions

EU 1

- What are some ways I travel around my town or city? (A:2 B:1 C:1)
- What can be unique about a city? (A:3 B:3 C:6)
- How can weather, terrain, and other factors change how I travel? (A:5 B:6 C:6)

EU 2

- What are my favorite foods? What foods do I not eat? (A:2 B:3 C:1,2)
- Why do we always offer bad-tasting foods to other people? (A:2 B:3 C:1)
- What are the most popular restaurants in your town? (A:3 B:3 C:1,2)
- How long do you take to eat dinner? (A:4 B:3 C:1)
- How do I express my needs in a restaurant setting? (A:2 B:2 C:2)
- How much do Americans tip compared to Spanish-speaking countries? (A:4 B:1 C:5)

EU 3

- How can I express that a food or experience is better or worse than another food or experience? (A:1 B:3 C:5)
- How can I compare cultural products and experiences to what we do in the United States? (A:4 B:4 C:5)
- What are my opinions on the products, practices, and perspectives from Spanish 1? (A:4,5 B:3,5,6 C:1,2,3,4,5,6)

	<ul style="list-style-type: none"> How can the information that I portray about myself show who I am? (A:1-5 B:1-6 C:1-6)
<p><u>Knowledge</u> Students will know . . .</p> <p>EU 1</p> <ul style="list-style-type: none"> vocabulary and usage for giving and receiving directions. (A:1,2 B:5 C:1,2,3) vocabulary and structures necessary to describe places in a city. (A:1,2 B:5 C:1,2,3) modes of transportation. (A:1,2 B:5 C:1,2,3) typical structure of cities in a Spanish speaking country. (A:1,2 B:5 C:1,2,3) <p>EU 2</p> <ul style="list-style-type: none"> vocabulary and structures necessary to order food in a restaurant. (A:1,2 B:5 C:1,2,3) expressions of courtesy, appropriate manners and behaviors in a restaurant. (A:1,2,4 B:4,5 C:1,2,3) <p>EU 3</p> <ul style="list-style-type: none"> vocabulary and structures needed to support their preferences. (A:1,2 B:5 C:1,2,3) vocabulary and structures needed to discuss different aspects of their identity as compared to others. (A:1,2 B:5,6 C:1,2,3) 	<p><u>Skills</u> Students will be able to . . .</p> <p>EU 1</p> <ul style="list-style-type: none"> give and receive directions (A:1,2 B:5 C:1,2,3) describe places in a city. (A:1,2 B:5 C:1,2,3) list and discuss modes of transportation. (A:1,2 B:5 C:1,2,3) compare and contrast the typical structure of a city. (A:1,2 B:5 C:1,2,3) <p>EU 2</p> <ul style="list-style-type: none"> order food in a restaurant (A:1,2 B:5 C:1,2,3) describe ingredients in a recipe. (A:1,2 B:5 C:1,2,3) compare and contrast restaurant etiquette. (A:1,2 B:5 C:1,2,3) <p>EU 3</p> <ul style="list-style-type: none"> make comparisons between themselves and others on a variety of topics. (A:1-5 B:1-6 C:1-6) utilize information learned throughout the course of the year to describe themselves, and compare products, practices and perspectives from Spanish 1. (A:1-5 B:1-6 C:1-6)
<p>Stage Two - Assessment</p>	
<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> 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}

- Playing games (Fly swatter, Kahoot, Quizlet, Gimkit, etc.) **(A EU1, EU2, EU3)**
- Students use technology to research foods and cuisines from the target culture. **(A EU1)**
- 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)**
- Students use a self-assessment checklist to assess goals from the year, collect evidence of their learning and post them to Google Classroom in order to showcase their progress. **(M EU3)**
- Create a venn diagram comparing and contrasting the cultural products, practices, and perspectives. **(M EU2, EU3)**
- Express feelings about personal preferences (parts of the city, modes of transportation and foods) **(A, M, T, EU1)**
- Students engage in e-pal exchanges (<http://blog.flipgrid.com/news/gridpals>) with students in a target country comparing cultural practices, products and perspectives. **(M,T, EU3)**
- Listening to authentic audio in the target language. **(M,T EU1, EU3)**
- Interpretive assessments (identify cognates) **(M,T EU1, EU2, EU3)**
- Presentational assessments to give directions around a city. **(M,T EU1)**
- Present students with a city map or menu for review and interpretation. **(M, T EU1)**
- Student created menus. **(T, EU2)**

- Interpersonal assessments (interview your classmates about food preferences) **(T EU1, EU3)**