

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

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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 that they hear, view, and read in predictable culturally authentic materials.

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.

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.

<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.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Transfer Goal: Students will be able to independently use their learning to communicate with others in Spanish 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 Goals, students will be able 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 . . .

Essential Questions

EQ 1

<p>EU 1</p> <ul style="list-style-type: none"> • navigating through a city is an important way to experience culture. <p>EU 2</p> <ul style="list-style-type: none"> • experiences with food reflect the culture of and customs of a particular country or region. 	<ul style="list-style-type: none"> • How culturally rich is my community? • How can going places for social activities strengthen relationships? • How can I get around my community? <p>EQ 2</p> <ul style="list-style-type: none"> • How does my diet reflect my culture? • How does my diet compare to those of other cultures?
<p><u>Knowledge</u> Students will know . . .</p> <p>EU 1</p> <ul style="list-style-type: none"> • vocabulary and structures to discuss where they will go (A:1,A:2, A:3,A:4, A:5; B:1, C1, C:4) • vocabulary to discuss transportation (A:1,A:2, A:3,A:4, A:5; B:1, C1, C:4) • places in the community (A:1,A:2, A:3,A:4, A:5; B:1, C1, C:4) • days of the week (A:1,A:2, A:3,A:4, A:5; B:1, C1, C:4) • recreational activities (A:1,A:2, A:3,A:4, A:5; B:1, C1, C:2,C:4) • vocabulary structures to talk about what they are going to do in the near future (A:1,A:2, A:3,A:4, A:5; B:1, C1, C:2, C:4) • how to talk about when they will do certain activities by indicating time (A:1,A:2, A:3,A:4, A:5; B:1, C1, C:2, C:3, C:4) <p>EU 2</p> <ul style="list-style-type: none"> • how to talk about food preferences • (A:1,A:2, A:3,A:4, A:5; B:1, C1,C:2, C:4) 	<p><u>Skills</u> Students will be able to. . .</p> <p>EU 1</p> <ul style="list-style-type: none"> • describe where they will go (A:1,A:2, A:3,A:4, A:5; B:1, C1, C:4) • describe how they will get to different places (A:1,A:2, A:3,A:4, A:5; B:1, C1, C:4) • describe the places in the community (A:1,A:2, A:3,A:4, A:5; B:1, C1, C:4) • talk about the days of the week (A:1,A:2, A:3,A:4, A:5; B:1, C1, C:4) • describe recreational activities in relation to places in their community (A:1,A:2, A:3,A:4, A:5; B:1, C1, C:2,C:4) • describe what they will do in the near future (A:1,A:2, A:3,A:4, A:5; B:1, C1, C:2, C:4) • talk about what time they will do certain activities (A:1,A:2, A:3,A:4, A:5; B:1, C1, C:2, C:3, C:4) <p>EU 2</p> <ul style="list-style-type: none"> • describe what they like and don't like to eat (A:1,A:2, A:3,A:4, A:5; B:1, C1,C:2, C:4)

- how to talk about meals and times (A:1,A:2, A:3,A:4, A:5; B:1, C1,C:2, C:4)
- how to talk about activities related to eating (A:1,A:2, A:3,A:4, A:5; B:1, C1,C:2, C:4)
- about the diet and foods in Spanish-speaking countries (A:1,A:2, A:3,A:4, A:5; B:1, C1,C:2, C:3, C:4)

- describe their food/beverage preferences for breakfast, lunch and dinner (A:1,A:2, A:3,A:4, A:5; B:1, C1,C:2, C:4)
- tell the times they eat their meals (A:1,A:2, A:3,A:4, A:5; B:1, C1,C:2, C:4)
- talk about activities related to eating (A:1,A:2, A:3,A:4, A:5; B:1, C1,C:2, C:4)
- understand cultural perspectives on diet and health (A:1,A:2, A:3,A:4, A:5; B:1, C1,C:2, C:3, C:4)
- describe foods in Spanish- Speaking countries (A:1,A:2, A:3,A:4, A:5; B:1, C1,C:2, C:3, C:4)

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}**

- point to pictures identifying places, transportation, activities and food **(A, EU 1, 2)**
- Make flashcards with pictures of places in a community, leisure activities, transportation and food on one side and the Spanish word on the reverse side. Use flashcards to do activities such as Inner Outer Circle, partner practice, etc. **(A, EU 1, 2)**
- Create a graphic organizer to separate foods into the categories of breakfast, lunch and dinner. **(A, EU 2)**
- provide descriptions of places, activities, foods and cultural traditions portrayed in pictures **(A, EU 1, 2)**
- Use Google Earth Street View to look around Spanish speaking communities and identify places within the community. **(A, EU 1)**
- listen to authentic speakers talk about transportation, places and food (EdPuzzle, This is Language, Yabla, Babbel) **(A, M, EU 1, 2)**

- Create a Bingo board of foods and beverages. Have students interview each other and document which foods each student eats and drinks. The first student to complete a horizontal and vertical row with names of their classmates wins. **(A, M, EU 2)**
- Using white boards, the teacher will say a time of day and the students have to choose one food item and one beverage that would be appropriate for that meal and either write the words or draw pictures. **(A, M, EU 2)**
- Your friend is taking a make-up test after school. Text her telling her what you are going to do after school today. Tell her where you are going and at what time. **(M, EU 1)**
- ask classmates where they like to go, how they get there and what they like to eat **(M, EU 1, 2)**
- compare and contrast student transportation, places frequented and food to those in Spanish-speaking cultures in a class discussion in English **(M, EU 1, 2)**
- Have students spread out their flashcards picture side up. Ask them what they prefer to eat and drink for breakfast, lunch and dinner. They have to find the picture of the food/beverage they prefer and construct a complete sentence indicating their preference. **(M, EU 2)**
- play class games relating to target vocabulary (i.e. flyswatter, four corners, hotseat, vocabulary BINGO, scrabble, *Kahoot!*, Quizlet, Gimkit, Quizizz, etc.) **(M, EU 1, 2)**
- provide pictures or cartoons for students to describe their transportation, places frequented and food **(M, EU 1, 2)**
- Working with a partner, talk about what you eat and drink at different times of the day. **(M, EU 2)**
- scavenger hunt to find places on a map **(M, EU 1)**
- create questions about self and others using interrogatives **(M, T, EU 1, 2)**
- make a dish from a Spanish-speaking culture **(T, EU 2)**
- You are on the student committee to plan your class trip. Your task is to present four different options to your class advisors about where you want to go and what you want to do there. **(T, EU 1)**
- Your Spanish club is meeting for breakfast before school next week. It is your job to find out what everyone prefers to eat and drink for breakfast and then plan the menu and create the shopping list based on their preferences. **(T, EU 2)**