

Course: Spanish Communication 1 MOD
Unit 3 - What do I like to do? (¿Qué me gusta hacer?)

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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 personal preferences and leisure activities in order to create cultural appreciation and establish worldwide connections.

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 . . .

EU 1

Cultural practices and preferences influence products, symbols, art, music, film and beliefs.

EU 2

How geography, climate and cultural norms directly influence personal interests and foster the various ways people spend their leisure time.

Essential Questions

EQ 1

- How do the activities one participates in reflect him/her?
- How do my interests or talents make me unique among my peers?
- How are my hobbies similar to/different from others in Spanish-speaking cultures?

EQ 2

- What influences a person's cultural identity?
- How can a person's cultural identity influence his/her role in society?
- How have Latin Americans shaped American culture?

Knowledge

Students will know . . .

EU 1

- how to express preferences for activities(A:1, A:2, A:3, A:4, A:5; B:1, B:2, B:3, B:4, B:5; C:1, C:2, C:3, C:4, C:5)
- how to describe how often/how well they do things(A:1, A:2, A:3, A:4, A:5; B:1, B:2, B:3, B:4, B:5; C:1, C:2, C:3, C:4, C:5)
- how to ask and answer simple questions about hobbies and preferences using interrogatives (A:1, A:2, A:3, A:4, A:5; B:1, B:2, B:3, B:4, B:5; C:1, C:2, C:3, C:4, C:5)
- how their hobbies and interests are similar or different to those in Spanish-speaking cultures (A:1, A:2, A:3, A:4, A:5; B:1, B:2, B:3, B:4, B:5; C:1, C:2, C:3, C:4, C:5)

Skills

Students will be able to . . .

EU 1

- express preferences for activities (A:1, A:2, A:3, A:4, A:5; B:1, B:2, B:3, B:4, B:5; C:1, C:2, C:3, C:4, C:5)
- describe how often/how well they do activities (A:1, A:2, A:3, A:4, A:5; B:1, B:2, B:3, B:4, B:5; C:1, C:2, C:3, C:4, C:5)
- ask and answer simple questions about hobbies and preferences (A:1, A:2, A:3, A:4, A:5; B:1, B:2, B:3, B:4, B:5; C:1, C:2, C:3, C:4, C:5)
- compare and contrast their hobbies and interests to those in Spanish-speaking cultures (A:1, A:2, A:3, A:4, A:5; B:1, B:2, B:3, B:4, B:5; C:1, C:2, C:3, C:4, C:5)

EU 2

- the definitions of Hispanic, Spanish, Latino and Chicano (A:3, A:4, A:5; C:3, C:4, C:5)
- the biographical backgrounds of famous Latin Americans and their impact on American culture, including but not limited to Roberto Clemente, Celia Cruz, Desi Arnaz and César Chavez (A:3, A:4, A:5; C:3, C:4, C:5)

EU 2

- define the terms Hispanic, Spanish, Latino and Chicano (A:3, A:4, A:5; C:3, C:4, C:5)
- identify the biographical backgrounds of famous Latin Americans and describe their impact on American culture, including but not limited to Roberto Clemente, Celia Cruz, Desi Arnaz and César Chavez. (A:3, A:4, A:5; C:3, C:4, C: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}

- point to pictures identifying activities **(A, EU 1)**
- provide descriptions of activities and cultural traditions portrayed in pictures **(A, EU 1)**
- Watch the PBS American Experience Biography of Roberto Clemente. Answer questions provided with teacher materials. **(A, EU 2)**
- Use a teacher made PowerPoint/Google slides including media clips to introduce Celia Cruz, Desi Arnaz and César Chavez. Students can fill in a guided note sheet for each of the figures. **(A, EU 2)**

- Use EdPuzzle so students can watch videos and answer questions about Roberto Clemente, Celia Cruz, Desi Arnaz and César Chavez. **(A, EU 2)**
- provide comprehensible input in order to teach new concepts **(A, EU 1, 2)**
 - Write & discuss
 - Personalized questions & answers (PQA)
 - Weekend talk
 - Card talk
 - Picture talk
 - Selfie talk
 - Calendar talk
 - Item talk
 - Simple surveys
 - One-word image
 - TPRS
 - Story asking/Story guessing
 - Videotalk/Movietalk
- reflect upon cultural readings and related activities **(A, M, EU 2)**
- Ask students to Think, Pair, Share what the terms Hispanic, Spanish, Latino and Chicano mean. Then provide them with the correct definitions. Ask students to then compare and contrast their thoughts with the actual definitions. **(A, M, EU 2)**
- Carousel Brainstorm other famous Hispanic Americans who have contributed to American Society. **(A, M, EU 2)**
- listen to authentic speakers talk about their hobbies and interests (EdPuzzle, This is Language, Yabla, Babbel) **(A, M, EU 1)**
- compare and contrast student activities to those in Spanish-speaking cultures in a class discussion in English **(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)**
- provide pictures or cartoons for students to describe their free time/interests/traditions **(M, EU 1)**
- listen to authentic music, including musicians from various Spanish-speaking cultures **(M, EU 2)**
- scavenger hunt to find classmates who share interests **(M, T, EU 1)**
- create questions about self and others using interrogatives **(M, T, EU 1)**
- practice interviewing a classmate and finding out about their preferences, sports, hobbies and talents **(T, EU 1)**