

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

Year of Implementation: 2021-2022

Curriculum Team Members: Jennifer Pirrotta (jpirrotta@lrhsd.org), Jocelyn Auerbach Klein (jklein@lrhsd.org), Tricia Entrekin (tentrekin@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 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%20NJSL-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 family, friends, home, and traditions in order to establish global and 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

Essential Questions

<p>Students will understand that . . .</p> <p>EU 1</p> <p>Communicating and maintaining a conversation with others in another language encourages further understanding of others and other cultures.</p> <p>EU 2</p> <p>Demonstrating knowledge of specific practices of the target culture such as: social patterns, activities, roles, leisure, and educational activities, builds a sense of community.</p>	<p>EQ 1</p> <ul style="list-style-type: none"> ● How can I describe my family and friends? ● What connotations can family have? ● 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? <p>EQ 2</p> <ul style="list-style-type: none"> ● How can clothing and fashion reflect one's personality, likes, dislikes and culture? ● 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?
<p><u>Knowledge</u> Students will know . . .</p> <p>EU 1</p> <ul style="list-style-type: none"> ● names of family members and the familial relationships among the various people. (A:1,A:2, A:3,A:4, A:5; B:1, C:1, C:4) ● adjectives (and nouns) to describe physical appearance. (A:1,A:2, A:3,A:4, A:5; B:1, C:1, C:4) ● adjectives to describe personality traits. (A:1,A:2, A:3, A:4,A:5; B:1, C:1, C:4, C:5) ● how to describe themselves and others. (A:1,A:2, A:3, A:4; B:1; C:1, C:4) 	<p><u>Skills</u> Students will be able to . . .</p> <p>EU 1</p> <ul style="list-style-type: none"> ● describe the physical/personality traits of classmates, friends, and family. ● identify family members and the relationships between family members. (A:1,A:2, A:3,A:4, A:5; B:1, C:1, C:4) ● express their likes and dislikes & the likes and dislikes of others. (A:1,A:2, A:4 ;B:1, B:3,C:1; C:4) ● defend a preference with details and reasons. (A:1,A:2, A:4, B:1; C:1, C:4)

- how to create agreement between descriptive adjectives and the subject. (A:1,A:2, A:4, B:1; C:1, C:4)
- how to express likes and dislikes. (A:1,A:2, A:4 ;B:1, B:3,C:1; C:4)
- words to describe a person's interests, i.e. activities, foods, sports, music, books, etc. (A:1,A:2, A:3, B:1, C:1, C:4)
- how to ask and answer some basic questions about their friends and family(A:1, A:2, A:4, A:5; B:1, B3)

EU 2

- appropriate vocabulary to describe what people are wearing(A:1,A:2, A:3, B:1, C:1, C:4)
- colors to describe clothing (A:1,A:2, A:3, B:1, C1, C:4)
- how to discuss clothing for different social activities(A:1,A:2, A:4, A:5), B:1, C1, C:4, C:5)
- how to compare and contrast their clothing with clothing in Spanish- speaking countries and communities. (A:3 B:5 C:3)

- ask and answer questions about the hobbies, interests, and activities that their friends and family like and dislike. (A:1, A:2, A:4, A:5; B:1, B3)

EU 2

- describe what people are wearing (A:1,A:2, A:3, B:1, C:1, C:4)
- describe clothing using colors (A:1,A:2, A:3, B:1, C1, C:4)
- classify clothing choices and preferences for different social activities (A:1,A:2, A:4, A:5), B:1, C1, C:4, C:5)
- apply fashion options to various social settings (A:1,A:2, A:4, A:5), B:1, C1, C:4, C:5)
- compare and contrast cultural perspectives related to clothing. (A:3 B:5 C:3)

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}

- Give each student an index card with an age on it. Speaking only in Spanish, students will need to line up from youngest to oldest. **(A, EU 1)**
- Create a family tree using different celebrities as the family members. **(A, EU 1)**
- Using a list of types of stores, name an example of this type of store in your community and what items are sold there. **(A, EU 2)**
- Make flashcard pairs: Write a question in Spanish on the left side of the flashcard and the answer in Spanish on the right side. Cut the flashcards in half. Students have to match the questions and answers. **(A, M, EU 1, EU 2)**
- Ask and answer questions about friends and family members.. **(A, M, EU 1)**
- Make flashcards of family members and after school and weekend activities. Use the flashcards to do the Inside / Outside Circle activity. **(A, M, EU 1)**
- Make flashcards with clothing and accessories 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, M, EU 2)**
- Reflect upon cultural readings and related activities **(A, M EU 1, EU 2)**
- Write sentences saying what clothing you will wear in different situations. **(A, M, EU 2)**
- EdPuzzle Cultural Comparison of Student Life and Family Life **(A, M, EU 1)**
- Have students create a fashion show. Some students will model the clothing and accessories and the other students will be the commentators. They need to say the clothing and colors of the items. **(A, M, EU 2)**
- Explain how family members are related to one another by completing sentences with the appropriate word. **(M, EU 1)**
- Presentational activities: Google Slides, student-created videos, Flipgrid **(M, T, EU1, EU 2)**
- Create a family tree in order to compare/contrast familial structure. **(M, T, EU 1)**
- Create a photo album in order to compare/contrast friends and self. **(M, T, EU 1)**
- Exchange brief messages, emails, postcards, and letters. **(T, EU 1, EU 2)**

- At your first Spanish Club meeting, your teacher requests that all of you try to talk to each other in Spanish. Since you just learned how to talk about your family, you feel confident that you can talk about some of your family members. Tell how they are related to you, their ages, and what they like to do. **(T, EU 1)**
- You got a gift certificate from your favorite clothing store for your birthday. Describe the items you would like to buy. **(T, EU 2)**

