

**Course: Spanish Communication 1 MOD**  
**Unit 1 - Who am I? (¿Quién soy yo?)**

**Year of Implementation: 2021-2022**

**Curriculum Team Members: Jennifer Pirrotta ([jpirrotta@lrhdsd.org](mailto:jpirrotta@lrhdsd.org)), Jocelyn Auerbach Klein ([jklein@lrhdsd.org](mailto:jklein@lrhdsd.org)), Tricia Entrekin ([tentrekin@lrhdsd.org](mailto:tentrekin@lrhdsd.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.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 effectively communicate with others about personal and school identity in order to establish cultural appreciation and make linguistic connections in Spanish.

### **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: Communicating in at least one other language allows people to obtain information, express feelings, exchange opinions with a wider audience, and gain knowledge of other cultures.

EU 2: Identifying Spanish-speaking countries and recognizing cultural differences between these countries helps one gain knowledge about and empathize with other peoples and cultures, leading to a more appreciative society.

EU 3: Learning another language encourages further participation in multilingual communities both within and beyond the school setting.

Essential Questions

*EQ 1*

- How can your communication with a foreign speaker be more meaningful if you speak his or her language?
- How can learning a World Language enrich your life?
- How do a person's likes and dislikes vary depending on his or her individuality?

*EQ 2*

- How are the schools around the world similar/different from my school?
- Why is it important to understand the perspectives and value systems of another culture?
- How can the study of a world language enhance your knowledge of other disciplines (or something else)?

*EQ 3*

- How can my knowledge of language and culture broaden my opportunities?
- How can language foster the creation of identification with others beyond the limits of national boundaries?

	<ul style="list-style-type: none"> <li>• What are similarities and differences between Spanish-speaking countries and communities and the country and community that I live in?</li> <li>• How does connecting with people from other cultures foster tolerance and understanding?</li> <li>• How can my understanding of cultural differences help me demonstrate empathy?</li> </ul>
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• simple greetings, introductions, and leave-taking expressions (A:1, A:2, A:4, B:1,B:5, C:1, C:4))</li> <li>• formulaic questions/answers for names, age, birthday, telephone, address etc. (A;1, A:4, A:5, B:1,C:1, C:4))</li> <li>• countries and nationalities of Spanish speakers (A:1, C:3)</li> <li>• calendar vocabulary (months, days, numbers) to discuss birthdays and holidays (A:1, A:4, C:1,C:3)</li> <li>• how to describe themselves (A:1, A:2,A:4, B:3, C:3, C:4)</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• how to describe school schedules including time of classes and teachers (A:1, A:2, A:4, A:5, B:3, C:1, C:4, C:5)</li> <li>• supplies necessary for classes and class activities(A:1, A:2,. A:4, A:5, B:1, B:2, B:3, C:2, C:3, C:4)</li> </ul>	<p><u>Skills</u> Students will be able to. . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• count from 0-31. (A:1, A:4, C:1,C:3)</li> <li>• discuss the dates, days of the week and holidays. (A:1, A:4, C:1,C:3)</li> <li>• apply personal information to discuss and complete documents (A;1, A:4, A:5, B:1,C:1, C:4))</li> <li>• ask and answer personal questions about self (name, age, address, telephone number, birthday, nationality) (A:1, A:4, A:5, B:1,C:1, C:4))</li> <li>• identify and describe physical and personality characteristics about self. (A:1, A:2,A:4, B:3, C:3, C:4)</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• discuss what subjects they have in school and describe their schedule in terms of day, time, rotation and teacher or teachers. (A:1, A:2, A:4, A:5, B:3, C:1, C:4, C:5)</li> <li>• identify what school supplies they have or need for each class. (A:1, A:2,. A:4, A:5, B:1, B:2, B:3, C:2, C:3, C:4)</li> </ul>

- how to discuss their likes/dislikes about class activities (A:1, A:2, A:4,B:1, B:2, B:3 C:2, C:3, C:4))

*EU 3*

- demonstrate knowledge of geographical locations and celebrations of Spanish-speaking communities and regions including countries, cities, and geographical features of the places where the target language is spoken. (A:5, B:2, C:5)

- discuss the activities they like and dislike to do in classes (using infinitive verbs) (A:1, A:2, A:4,B:1, B:2, B:3 C:2, C:3, C:4)

*EU 3*

- locate Spanish-speaking communities, regions and countries on a map. (A:5, B:2, C:5)
- identify the capitals of Spanish-speaking countries. (A:5, B:2, C:5)
- compare and contrast the regional celebrations of Spanish-speaking countries with the country they live in. (A:5, B:2, 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}

- Quizlet & Peardeck- make flashcards and study vocabulary **(A, EU 1, EU 2)**
- Using the above flashcards, play “Manos Arriba” by having 2 students use one set of flashcards and spread them out on their desk picture side up. The teacher says “Manos Arriba” and then a word. The students raise one hand and try to be the first to grab that flashcard. Continue until all cards are used and the winner is the person who has the most cards. **(A, EU 2)**
- Label maps from the different Spanish-speaking regions: Spain, Mexico, Central America & the Caribbean, South America. Label the countries and capitals. **(A, EU 3)**
- Use online resources such as the following to practice working with maps: **(A, EU 3)**

<http://www.lizardpoint.com/fun/geoquiz/>

<http://www.sheppardsoftware.com/Geography.htm>

<http://www.ilike2learn.com/ilike2learn/Samerica.html>

<http://www.yourchildlearns.com/map-puzzles.htm>

<http://www.funbrain.com/where/>

- It is the first day of school, and you are helping some Spanish-speaking exchange students learn their locker combinations. Read the list of combinations. **(A, EU 1)**
- Total Physical Response activities for classroom commands & requests **(A, EU 2)**
- Work with a partner to ask and answer questions about the time pictured on various clocks. **(A, EU 2)**
- The teacher will express a time in Spanish and the students will write the time as numerals on white board, paper, etc. and hold up for the teacher to check. **(A, EU 2)**
- Ask and answer about what day it is today and what day it will be tomorrow. **(A, EU 1)**
- Use manipulative clocks to arrange times dictated by the teacher or by other students. Also use these clocks to show students a time and have them either say or write down the time they see. **(A, EU 2)**
- Make flashcards of school subjects, school supplies and class activities. Use the flashcards to do the Inside / Outside Circle activity. **(A, M, EU 2)**
- Listening comprehension activity: Have students listen to a song and jot down words they hear. Turn to a partner and read words. Partner checks his or her list to see if s/he also heard the word; if not, add the word. Listen a second time to verify.

Some songs incorporate thematic vocabulary such as colors in Santana's "Primavera" or parts of the body in Mana's "Mis ojos". **(A, M, EU1, EU3)**

- Create a calendar with important Hispanic and American holidays and birthdays of friends/ family **(A, M, EU1)**
- 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)**
- Survey other students about what activities they like and don't like to do in class. Create a chart with the results. **(A, M, EU 2)**
- Create questions asking someone what classes and activities they like and dislike. Pair up with a classmate and ask each other your questions. **(A, M, EU 2)**
- Create a digital presentation to describe yourself and your classes. **(A, M, EU 1, EU 2 )**
- At the beginning of the unit, have students list what they know, think they know and want to know (RBT activator) about Spanish-speaking people/countries. At the end of the unit, have students revisit their list and reflect if they were correct and incorrect and why. **(A, M, EU 3)**
- Research and find an article about a Spanish-speaking country. Read and summarize the article. **(A, M, EU 3)**
- Create a scavenger hunt where students will identify a country using facts and clues given to them. **(A, M, EU 3)**
- Using their own schedules, students will write down at what time different classes are during the day. **(A, M, EU 2)**
- EdPuzzle Cultural Comparison of Student Life **(A, M, EU 2)**
- Create a class calendar. As students, "Quien celebra un cumpleaños en septiembre?" Have the class fill in the square with "el cumpleaños de David". Review which days are holidays and show students on board how to say that day in Spanish. Have students fill this in. Also inform students of any day when "No hay clases". Encourage students to share and record other events important to them (school play, band concert, softball game, etc.). At the beginning of any class, ask "Es hoy un dia especial?" Invite students to share who has a birthday. Sing or play the song "cumpleaños feliz" or "las mananitas" to celebrate. **(A, M, EU 1, EU 2)**
- Interpretive exercises and assessments: GoFormative, exit tickets **(M, EU 1, EU 2)**
- Cloze exercise - White-out words in the lyrics, i.e. verbs in the present tense. Have students listen and fill-in the verbs. To scaffold the activity, write the infinitives in a word bank at the top of the page. For practicing interpretive reading, provide students with the verb forms at the top. Before listening to the song, see if they can fill in the verbs to give meaning from the text. "Tengo tu love" by Sie7e works well in this exercise. Students only have to choose between "Soy" and "Tengo". **(M, EU1)**
- Create Biopoem- create poem incorporating vocabulary **(M,EU1)**
- Give students phrases from a conversation. Students should put them in numerical order to create a logical conversation. **(M, EU 1)**
- Presentational activities: Google Slides, student-created videos, Flipgrid, Peardeck **(M, T, EU1, EU 2)**
- Create a dialogue where you are meeting another student in your Spanish class for the first time. Greet them, introduce yourself, ask questions about them, discuss your likes and dislikes and say good-bye. Present to the class. **(M, T, EU1, EU2)**

- Teachers will conduct a mock interview with the students. Students will not know the questions beforehand. Questions will focus on their name, describing themselves and what classes and activities they like/dislike. **(M, T, EU 1, EU 2)**
- Create a fake social networking page. Students can put pictures of themselves and write a description. **(M, T, EU 1, EU 2)**
- Students will have one minute to use all acquired knowledge to have a conversation in Spanish with another person. **(T, EU 1)**
- Students can imagine they work for a company, such as ACIS, that plans trips for teachers and students. The students have to plan a trip that potential students and teachers could take to a Spanish speaking country. They would have to come up with an itinerary of things to do and see each day of the trip. **(T, EU 3)**
- Teacher will give each student a class at random. Students will respond by saying 3 sentences about that class. **(T, EU 2)**
- Students will create a dialogue where they are making plans to visit a Spanish Speaking country this summer. They are discussing what they are going to do at different times each day of their vacation. **(T, EU 1, EU 2)**