

Unit 2: Mis Amigos y Yo

Spanish

10 Class Meetings

Updated 2/2026

Essential Questions

- Language enables meaningful communication: Using descriptive adjectives and questions about personality allows us to interact effectively and understand others in real-life social situations.
- Culture shapes language use: How people describe friendships and talk about personality traits reflects cultural values and social norms in Spanish-speaking communities.

Enduring Understandings with Unit Goals

EU1

- Using descriptive adjectives and questions about personality allows us to interact effectively and understand others in real-life social situations.

EU2

- Culture shapes language use: How people describe friendships and talk about personality traits reflects cultural values and social norms in Spanish-speaking communities.

Standards

Connecticut World Language Curriculum Framework

COMMUNICATION

- **Standard 1.1:** Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.
- **Standard 1.2:** Students will understand and interpret spoken and written language on a variety of topics.
- **Standard 1.3:** Students will present information, concepts, and ideas to listeners or readers on a variety of topics.

CULTURES

- **Standard 2.1:** Students will demonstrate an understanding of the traditions, products, and perspective of the culture studied.

CONNECTIONS

- **Standard 3.1:** Students will reinforce and expand the knowledge of other areas of

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study through the world language.

- **Standard 3.2:** Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources.

COMPARISONS

- **Standard 4.1:** Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

- **Standard 5.1:** Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment, and active participation.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

Unit Content Overview

1. Describe self and others using personality traits

- Identify personality traits
- Identify cognates
- Express likes and dislikes
- Describe friends and family
- Describe hobbies, interests, and school activities

2. Grammar

- Identify definite and indefinite articles
- Word order: placement of adjectives
- Subject-verb-noun-adjective

3. Cultural Connections

- Connecting with friends around the world
- Compare perspectives on the meaning of friendship in Latin America and the United States.
- Pop-culture

Target Vocabulary:

Artístico, atrevido, bueno, estudioso, gracioso, inteligente, paciente, reservado, serio, sociable, talentoso, ser, estar, gustar, amigo, amiga, chico, chica, a veces, segun, muy, pero, el, la, una, uno

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Interdisciplinary Connections

- English – cognates, words with Latin routes, structure and function of language
- Math- numbers, graphs, analyzing data, formulas
- Social Studies: geography, history of Mexico, Latino ethnicities
- Art: Traditional/cultural dance and music
- ESL: Reading, writing, recognizing cognates

Daily Learning Objectives

Students will be able to...

- Translate and apply unit 2.1 vocabulary
- Students will analyze celebrity traits and classify them using descriptive adjectives in Spanish.
- Students will apply rules of “ser” and estar” to distinguish between permanent and temporary characteristics.
- Students will construct original sentences by conjugating and applying the verbs ser and estar appropriately.
- Students will design and conduct a survey in Spanish to collect information about their friends’ personality traits and activities, and then analyze and report the results using correct ser and estar conjugations.*
- Students will interpret descriptive details in a text to identify the correct person being described.
- Students will organize information about themselves, including personality traits, likes, dislikes, and hobbies, using a graphic organizer to plan a Spanish email to a pen pal. *

Instructional Strategies/Differentiated Instruction

- Do Now
- Binder checks
- Think-Pair-Share
- Graphic Organizers
- Role-Playing / Simulations
- Think-Alouds / Modeling
- Choice Boards / Learning Menus
- Jigsaw / Collaborative Learning
- Interactive Technology
- Sentence Frames / Starters
- Peer Review / Feedback
- Choice of Output Modality
- Homework
- *Visual aids*
- *Color coding*

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Assessments

FORMATIVE ASSESSMENTS:

- TWPS
- Homework
- Do now
- Guided Classwork with skills practice
- Think-Write-Pair-Share (TWPS)
- Warm-ups / Exit Slip
- Binder checks
- Observations
- Self-assessments
- Class participation
- Oral presentations

SUMMATIVE ASSESSMENTS:

- Quiz- EU 1
- Quiz- EU 2
- Quiz- EU 3
- Unit Task- “Spanish-Speaking Countries Folklore Dance Project”

Unit Task

Unit Task Name: “**Conectando con Amigos del Mundo**”

(Connecting with Friends Around the World)

Description:

In this task, students will demonstrate understanding of how using descriptive adjectives and questions about personality allows us to interact effectively and understand others in real-life social situations (EU 1) and how culture shapes language use, as the way people describe friendships and talk about personality traits reflects cultural values and social norms in Spanish-speaking communities (EU 2). Students will begin by organizing information about themselves, including personality traits, likes, dislikes, and hobbies, using a graphic organizer to plan a Spanish email to a pen pal. Next, they will compose and revise their email in Spanish, applying descriptive adjectives, questions about personality, and proper use of *ser* and *estar*.

Finally, students will create a multimedia presentation in Spanish that introduces themselves, shares personal interests, and highlights what they learned about friendships and cultural perspectives around the world. This project allows students to communicate meaningfully in Spanish (EU 1) and reflect on how cultural norms influence descriptions of personality and friendships in Spanish-speaking communities (EU 2).

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Unit Resources

- *Realidades, Prentice Hall*
- *Google*
- *Google Slides*
- *Google Classroom*
- *Laptops*
- *Airtame*
- www.studyspanish.com
- Youtube.com
- www.rae.com
- www.wordreference.com
- www.learningspanishlanguage.com