

Department of World Languages

SPANISH I

Course Content & Standards (NJSLA 2014)

Unit 1: ¿Quién soy yo? (Who am I?)

Vocabulary: (7.1.NM.A.1, A.2, A.3, A.4, A.5, B.2, B.3, B.4, B.5)

- Introductions (greetings, interrogatives, exchanging names, basic likes/dislikes of activities/sports/hobbies)
- How you're feeling (basic feelings/conditions/moods)
- Numbers, dates, months, days of the week, & time (age & birthdate)
- Weather & seasons
- School (commands, supplies, subjects, & schedule)

Grammar: (7.1NM.A.4, A.5, C.1, C.3)

- Subject pronouns (mostly tú y yo)
- Ser (basic characteristics)
- Tener (age, having necessary school supplies)
- Definite & indefinite articles
- Adjective agreement

Culture: (7.1.NM. C.1, C.3)

- Hispanic & Latin greeting practices
- Spanish calendar
- School life in Spain & Latin America

Unit 2: Mi familia y yo (My family & I)

Vocabulary: (7.1.NM.A.1, A.2, A.3, A.4, A.5, B.2, B.3, B.4, B.5)

- Family (members, relationships, & pets)
- House (rooms, furniture, & appliances, daily chores)
- Physical descriptors & personality characteristics

Grammar: (7.1NM.A.4, A.5, C.1, C.3)

- Subject pronouns (all, including compound/plural subjects)
- Ser

- Tener
- Ir/ir + a
- Tener + que
- Estar
- Possessive adjectives
- Hago & pongo (in reference to chores)

Culture: (7.1.NM. C.1, C.3)

- Family dynamics in Spanish-speaking countries
- Houses (styles, construction) in Spanish-speaking countries
- Quinciañera

Unit 3: La comida (Food)

Vocabulary: (7.1.NM.A.1, A.2, A.3, A.4, A.5, B.2, B.3, B.4, B.5)

- Food & meals
- Dining (restaurants, place settings)
- Interacting with restaurant staff

Grammar: (7.1NM.A.4, A.5, C.1, C.3)

- Gustar/Interesar/Encantar & indefinite object pronouns
- Regular -ar/-er/ir verbs
- Infinitive verb phrases (review tener + que/ir + a, & add acabar + de)
- Present progressive (building-upon estar from last unit)
- Stem-change verbs (servir, pedir, querer, preferir only)

Culture: (7.1.NM. C.1, C.3)

- Cultural dishes
- Dining practices & etiquette in Spanish-speaking countries
- Meal times

Unit 4: El tiempo libre (Free time)

Vocabulary: (7.1.NH.A.1, A.2, A.3, A.4, A.5, B.2, B.3, B.4, B.5)

- Sports
- Leisure activities

Grammar: (7.1NH.A.4, A.5, C.1, C.3)

- Stem-change verbs (e→ie, o→ue)

- *Review & recycle all previously covered information

Culture: (7.1.NH. C.1, C.3)

- Popular or different sports in Spanish-speaking countries
- Different leisure time activities in Spanish-speaking countries

Course Pacing:

Marking Period 1 Unit 1 = *Novice-Mid*

Marking Period 2 Unit 2 = *Novice-Mid*

Marking Period 3 Unit 3 = *Novice-Mid to Novice-High*

Marking Period 4 Unit 4 = *Novice-Mid to Novice-High*

Course Expectations & Skills:

- 1.) Apply vocabulary & grammar to reading, writing, speaking, & listening comprehension assignments.
- 2.) Develop & perform dialogues & oral presentations in the present tense.
- 3.) Create a variety of unit-based projects including those which require the use of technology.
- 4.) Demonstrate a growth to Novice-Mid proficiency level according to the 2012 Standards established by the American Council on the Teaching of Foreign Languages (ACTFL).
- 5.) Develop a cross-cultural awareness through exposure to cultural practices.

Resources:

Textbooks = *Así se dice* Level 1

Supplemental Materials = online resources, teacher-made resources, & Shared Google Drive Folder

Grading Scale:

<u>Category</u>	<u>Category Weight</u>
Classwork/Homework/Participation	20%
Minor Assessments	30%
Major Assessments	50%

Course Standards Key:

New Jersey Student Learning Standards (NJSLS) World Languages

Language Target Level: Novice-Mid (Units 1-3) and Novice-High (Units 3-4) Level Learner:

- Novice Mid: Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Communication Strands:

- 7.1.NM/NH.A. = Interpretive Mode
- 7.1.NM/NH.B. = Interpersonal Mode
- 7.1.NM/NH.C. = Presentational Mode

Novice-Mid

Interpretive Mode

- 7.1.NM.A.1 - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NM.A.2 - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3 - Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4 - Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal Mode

- 7.1.NM.B.1 - Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2 - Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.3 - Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4 - Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 - Exchange information using words, phrases, and short sentences practiced in class on familiar

Presentational Mode

- 7.1.NM.C.1 - Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 - Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 - Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 - Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Novice- High

Interpretive Mode

- 7.1.NH.A.1 - Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NH.A.2 - Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3 - Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4 - Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5 - Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.6 - Reserved - This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.NH.A.7 - Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 - Identify some unique linguistic elements in English and the target language.

Interpersonal Mode

- 7.1.NH.B.1 - Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.B.2 - Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
- 7.1.NH.B.3 - Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

- 7.1.NH.B.4 - Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 - Converse on a variety of familiar topics and/or topics studied in other content areas.

Presentational Mode

- 7.1.NH.C.1 - Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.NH.C.2 - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- 7.1.NH.C.3 - Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 - Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.C.5 - Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

Spanish 1 Unit #1: ¿Quién soy yo?

Updated: July 2019

[New Jersey Student Learning Standards](#) 2014

Unit Summary:

Unit Overview:

Theme or topic(s):

The first unit of the year is centered on self-expression and survival phrases in the target language. Students are introduced to proper greetings and goodbyes in the target language, as well as cultural practices for greetings. Students use the target language to exchange information with their peers and adults. They will compare and contrast a typical American school day with one in the target culture. By the end of the unit, students will be able to interpret authentic documents related to school, weather and calendar. They will be able to talk about themselves and their school day with others.

Enduring Understandings:

- Cultural greeting practices play an important role in meeting someone for the first time.
- It is important to use context clues when attempting to aurally and visually interpret the target language.
- Calendars reflect one's culture and a people's cultural perspective.

	<ul style="list-style-type: none"> ● School days in the USA are often very different from those in other countries, both in the number and types of courses studied, but also in the days and hours that school is open and how students go to and from school. ● Perspectives about going to school can be very different in other countries. ● Self-expression should include but not be limited to: introductions, likes/dislikes, and basic feelings/conditions.
<p><u>Unit Learning Targets/ Goals/ Outcomes</u></p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i> <u>Can-Do Statements</u></p>	<p><u>Performance Indicators</u></p> <p><u>Bloom's and the World Language Classroom</u></p> <p>Unit-Specific Can-Do Statements (*heavier focus on interpersonal & presentational Can-Do):</p> <p>I Can...</p> <ul style="list-style-type: none"> ● ...greet someone. ● ...introduce myself. ● ...ask "What is your name?" ● ...ask "How are you?" ● ...tell how I am feeling. ● ...tell where I am from. ● ...ask "Where are you from?" ● ...ask someone about their age. ● ...tell someone my age. ● ...ask someone about their telephone number. ● ...tell someone about my telephone number. ● ...tell what time it is. ● ...ask for the time. ● ...tell the date. ● ...ask "What is today's date?" ● ...ask "When is your birthday?" ● ...tell when my birthday is. ● ...count from 0-10.

	<ul style="list-style-type: none"> ● ...count from 10-20. ● ...count from 20-30. ● ...say “Please”, “Thank you”, and “You’re welcome”. ● ...say which classes I am taking. ● ...ask what classes someone is taking. ● ...say what school supplies I need or have. ● ...say what period I have a specific class. ● ...ask who your favorite teacher is. ● ...tell who my favorite teacher is and why. ● ...ask “What is your favorite class?” ● ...tell you about my favorite class and why. ● ...tell you who my teachers are and what classes they teach. ● ...describe my classes as difficult or easy. ● ...tell what time school or a class starts and ends. ● ...use simple sentences to tell about school in Spanish-speaking countries. ● ...describe the weather. ● ...ask “What is the weather like?”. ● ...say what season it is. ● ...say what the weather is like in a particular season. ● ...ask & express likes/dislikes.
<p>Standards and Competencies: New Jersey Student Learning Standards Grade levels: K-12 6-12 9-12</p>	<p>NJSLS 2014 <u>Interpretive:</u> 7.1.NM.A.1, 7.1.NMA.2, 7.1.NMA.3, 7.1.NMA.4, 7.1.NMA.5 <u>Interpersonal:</u> 7.1.NMB.2, 7.1.NMB.3, 7.1.NMB.4, 7.1.NMB.5 <u>Presentational:</u> 7.1.NM.C.1, 7.1.NMC.3</p>
<p>Proficiency Level of Tasks in This Unit and Proficiency Benchmarks:</p> <p>Novice Low/ Mid/ High, Intermediate Low/ Mid/ High Proficiency Benchmarks (ACTFL)</p>	<p><u>Performance Level:</u> Novice-Mid</p> <p>Proficiency Benchmarks</p>

<p><u>Performance Assessments:</u> <i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p><i>* ACTFL Appendix D template is useful for creating Interpretive activities.</i></p>	<p><u>Authentic Resource</u> (general or specific)</p> <p><u>Interpretive Task Overview (reading and/or listening):</u></p> <ul style="list-style-type: none"> • Read and answer questions about a school schedule in a Spanish-speaking country. • Answer questions based on a student’s description of their school schedule. <p><u>Interpersonal Task Overview (written or oral):</u></p> <ul style="list-style-type: none"> • In a conversation with their teacher, students will answer questions in order to introduce themselves, say where they are from, say their age, talk about the date, say their phone number, describe likes/dislikes, describe what they need for school, what is in their backpack, and describe their school schedule. <p><u>Presentational Task Overview (written or oral):</u></p> <ul style="list-style-type: none"> • Create a multi-media rich digital presentation to introduce themselves, say where they are from, say their age, talk about the date, say their phone number, describe what they need for school, what is in their backpack, and describe their school schedule.
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Language Structure, Vocabulary:

Overview of the content students will know by the end of this unit

Structures/grammar (general or specific):

- telling time.
- saying the date.
- the verb tener = to have, age = tener ___ años, the expression to need = tener + que.
- the verb ser = to be.
- subject pronouns (yo/tú/él/ella).
- adjectives/nouns.
- use of dictionary and wordreference.com.
- likes & dislikes.

Vocabulary (general or specific):

- greetings.
- describing how you are feeling.
- numbers.
- nationalities.
- people (girl, boy, teacher).
- telling names.
- classroom supplies.
- classroom commands.
- school schedule.
- days and the date.
- weather, seasons.
- time.
- simple adjectives.
- past times.

Formative Practice and Assessments:

How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?

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Interpretive:

- Listen to a native Spanish-speaker introduce him/herself, say how they are feeling and answer questions about the content.

<p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<ul style="list-style-type: none"> ● Compare and contrast an authentic class schedule from a Spanish-speaking country. ● Read a letter where a student describes their schedule and fill out a blank schedule. ● Use flashcards to practice numbers and telling time. ● Quizlet Live game. ● Watch videos on EdPuzzle and answer questions. ● Watch authentic Spanish movie and answer questions related to school. ● Play memory-based game. <p><u>Interpersonal:</u></p> <ul style="list-style-type: none"> ● Simulated conversations in pairs and groups about personal information and school schedule. ● Find Someone Who Activity. ● Go Fish Game. ● Round table discussions. <p><u>Presentational:</u></p> <ul style="list-style-type: none"> ● Answer questions about your school schedule. ● Use Charlala/FlipGrid introducing yourself and saying where you are from and how old you are. ● Create a video showing what objects you have in your pencil case or backpack. ● Write your parents a letter saying what you need for the school year. ● Write a short email to a penpal introducing yourself. ● Complete Venn Diagram comparing American schools with schools from Spanish-speaking countries.
<p><u>Instructional Strategies and Resources:</u></p> <p><i>Possible modifications and accommodations</i></p>	<p>https://www.bhprsd.org/Page/3193</p>
<p>Interdisciplinary Connections:</p>	<ul style="list-style-type: none"> ● <u>Social Studies and Geography</u> – Maps of the world, with emphasis on Spanish-speaking countries.

	<ul style="list-style-type: none"> • <u>Math</u> – Numbers 1-100, solving basic addition, subtraction, multiplication and division problems, telling time, 24 hour clock. • <u>Technology</u> – Quizlet.com, GoogleSlides/Docs, Padlet.com, Flipgrid.com, EdPuzzle, wordreference.com, Quizizz.com, Quizalize, Kahoot!, Charlala.com, Peardeck.com, Gimkit.com. • <u>English</u> – Parts of speech, irregular verbs, regular verbs, prepositions, context and text organization, use of dictionary. • <u>Science</u> - weather and seasons.
<u>Career Ready Practices</u>	<u>NJ Career Ready Practices</u> CRP1, CRP2, CRP4, CRP6, CRP8, CRP9, CRP11, CRP12
Technology Standards	<u>NJ Standards</u> 8.1.12.A.3, 8.1.12.C.1, 8.1.12.F.1, 8.2.12.A.3

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

Spanish 1 Unit #2: Mi familia y yo

Updated: July 2019

[New Jersey Student Learning Standards](#) 2014

Unit Summary:	
<u>Unit Overview:</u>	<p><u>Theme or topic(s):</u> In this unit, students will describe family members, a house, its contents and express their preferences (likes / dislikes) about the various rooms and objects. Students will compare and contrast living conditions in the USA verse Spanish-Speaking countries. Additionally, students will share information about their family members, describe them, and ask about other people's families.</p> <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none">● Housing is a reflection of culture.● Family is an ever-changing component of a student's life.● A home and a family are specific to the culture in which one is raised and in which one lives.● The term "family" can encompass a variety of people and have different meanings for different people.
<u>Unit Learning Targets/ Goals/ Outcomes</u>	<u>Performance Indicators:</u>

Adapted from: Ohio Department of Education, December 2016 (rev.)

What will students be able to do/communicate by the end of this unit, and in what context?

Interpretive, Interpersonal and Presentational
Can-Do Statements

Bloom's and the World Language Classroom:

Unit-Specific Can-Do Statements (*heavier focus on interpersonal & presentational Can-Do):

I Can...

- point out members of my family.
- describe how someone is related to me.
- understand what people say in a short conversation about their family members.
- understand basic descriptions of family members.
- understand personal emails, notes, and short text about family.
- ask and answer questions about family members' appearance and personality.
- ask and answer questions about what family members like to do and why.
- describe my family members, including ages, personalities, likes, and physical descriptions.
- talk about what my family and I do together.
- tell where and with whom I live.
- describe a family using photographs, and other visual cues.
- understand when people describe where they live or their room.
- use a Spanish website to find culturally appropriate furnishings and appliances.
- obtain basic information from Spanish real estate ads.
- talk about where people live, describe various types of dwellings (apartments, condos, dorms, houses, castles, huts, etc).
- describe rooms and furniture.
- share information about where I live.
- describe where things are in a room.
- talk about things that belong to me and others.

Standards and Competencies:
New Jersey Student Learning Standards

NJSLS 2014

<p>Grade levels: K–12 6–12 9–12</p>	<p><u>Interpretive</u>: 7.1.NH.A.1, 7.1.NH.A.2, 7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.A.7 <u>Interpersonal</u>: 7.1.NH.B.1, 7.1.NH.B.2, 7.1.NH.B.3, 7.1.NH.B.4, 7.1.NH.B.5 <u>Presentational</u>: 7.1.NH.C.1, 7.1.NHC.3, 7.1.NHC.5</p>
<p>Proficiency Level of Tasks in This Unit and Proficiency Benchmarks:</p> <p>Novice Low/ Mid/ High, Intermediate Low/ Mid/ High Proficiency Benchmarks (ACTFL)</p>	<p><u>Performance Level</u>: Novice-Mid</p> <p>Proficiency Benchmarks</p>
<p><u>Performance Assessments:</u> <i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p>* ACTFL Appendix D template is useful for creating Interpretive activities.</p>	<p><u>Authentic Resource</u> (general or specific):</p> <p><u>Interpretive Task Overview (reading and/or listening):</u></p> <ul style="list-style-type: none"> • Read and answer questions regarding a real estate website from a Spanish-speaking country. • Answer questions based on people talking about their family. <p><u>Interpersonal Task Overview (written or oral):</u></p> <ul style="list-style-type: none"> • In conversations with their teachers and each other, students will ask and answer questions about their house, where things are, what objects are in each room, and their family members. <p><u>Presentational Task Overview (written or oral):</u></p> <ul style="list-style-type: none"> • Create a multimedia rich digital presentation to describe 3 important people in your life including name, age, birthday, physical description, personality, and what they like to do.

<p>Language Structure, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p><u>Structures/grammar (general or specific):</u></p> <ul style="list-style-type: none"> ● prepositions. ● Ser (= to be). ● adjectives and adjective agreement. ● possessive adjectives. ● Tener (Tener + que). ● Subject Pronouns. ● Estar. ● Ir (Ir +a). <p><u>Vocabulary (general or specific):</u></p> <ul style="list-style-type: none"> ● family members and relationships. ● pets. ● physical and personality descriptions. ● rooms in a house. ● furniture.
<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>INSERT GOOGLE SHARED FOLDER</p> <p><u>Interpretive:</u></p> <ul style="list-style-type: none"> ● Listen to a speaker from a Spanish-speaking country describe their family and home and answer questions about the content. ● Compare and contrast different types of homes from a Spanish-speaking country. ● Read a letter where a student describes their home and answer questions about the content. ● Quizlet Live game. ● Watch videos on EdPuzzle and answer questions. ● Watch authentic video(s) and answer questions related to family. ● Study a family tree and answer questions related to it. ● Compare and contrast a traditional Quinceanera to a Sweet 16. <p><u>Interpersonal:</u></p> <ul style="list-style-type: none"> ● Simulated conversations in pairs and groups about family and homes.

	<ul style="list-style-type: none"> ● Info gap activity describing people. ● Interview classmates about the furniture in their homes and complete a chart. ● Interview classmates about their family and complete a chart. ● Play “Guess Who?” game. <p><u>Presentational:</u></p> <ul style="list-style-type: none"> ● Answer questions about your family and house. ● Create a video showing what objects you have in your bedroom. ● Design and describe your ideal house. ● Write a short email to a penpal describing your family. ● Complete a Venn Diagram comparing Spanish-speaking country homes and American homes. ● Create a “Wanted” poster using adjectives to describe the suspect.
<p><u>Instructional Strategies and Resources:</u></p> <p><i>Possible modifications and accommodations</i></p>	<p>https://www.bhprsd.org/Page/3193</p>
<p>Interdisciplinary Connections:</p>	<ul style="list-style-type: none"> ● Social Studies and Geography – Students will examine maps of the Spanish-speaking world. ● Math –Students will compare prices and work within a budget. ● Technology – Quizlet.com, GoogleSlides/Docs, Padlet.com, Flipgrid.com, EdPuzzle, wordreference.com, Quizizz.com, Quizalize, Kahoot!, Charlala.com, Peardeck.com, Gimkit.com. ● English – Students will learn the parts of speech, irregular verbs, regular verbs, possessive adjectives. ● Industrial Design- discussing various styles and architecture of homes.
<p><u>Career Ready Practices</u></p>	<p>NJ Career Ready Practices CRP1, CRP2, CRP4, CRP6, CRP8, CRP9, CRP11, CRP12</p>
<p>Technology Standards</p>	<p>NJ Standards 8.1.12.A.3, 8.1.12.C.1, 8.1.12.F.1, 8.2.12.A.3</p>

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

Spanish 1 Unit #3: La comida

Updated: July 2019

[New Jersey Student Learning Standards](#) 2014

Unit Summary:

Unit Overview:

Theme or topic(s):

This unit will prepare students dine in a restaurant in a Spanish-speaking country. Students will learn about food that they enjoy, the Food pyramid, what people eat, their opinions and customs on the different meals and types of food. They will be able to ask for what they want, pay for it in the appropriate currency, and then describe what they ate. They will also understand recipes and prepare a recipe.

Enduring Understandings:

- Food is an important aspect of every culture.
- Where a person lives influences their food choices and shopping habits.
- Food habits (ex; mealtimes, portions, snacking) can be strongly influenced by a person's culture.
- Preparing, cooking, and eating food can be a rewarding and pleasurable experience.

<p><u>Unit Learning Targets/ Goals/ Outcomes</u></p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i> <u>Can-Do Statements</u></p>	<p><u>Performance Indicators:</u></p> <p><u>Bloom's and the World Language Classroom:</u></p> <p>Unit-Specific Can-Do Statements (*heavier focus on interpersonal & presentational Can-Do): I Can...</p> <ul style="list-style-type: none"> ● discuss meals and table settings. ● identify foods and beverages. ● discuss food preferences with others. ● compare and contrast dining habits. ● talk about what I eat for each meal and which meal I prefer. ● read authentic documents for information: including the food pyramid, a viewing circular, recipes, infographics. ● talk about what I want to eat or drink. ● discuss quantities of food. ● ask others their food and drink preferences. ● read stories/emails/charts and answer questions about these materials. ● present a recipe.
<p>Standards and Competencies: <u>New Jersey Student Learning Standards</u> Grade levels: <u>K-12</u> <u>6-12</u> <u>9-12</u></p>	<p>NJSLS 2014 <u>Interpretive:</u> 7.1.IL.A.1,7.1.IL.A.2, 7.1.IL.A.3, 7.1.IL.A.4, 7.1.ILA.5, 7.1.IL.A.7, 7.1.IL.A.8 <u>Interpersonal:</u> 7.1.IL.B.1, 7.1.IL.B.2, 7.1.IL.B.4, 7.1.IL.B.5 <u>Presentational:</u> 7.1.IL.C.1, 7.1.IL.C.2, 7.1.IL.C.3, 7.1.IL.C.4, 7.1.IL.C.5</p>
<p>Proficiency Level of Tasks in This Unit and Proficiency Benchmarks:</p> <p><u>Novice Low/ Mid/ High,</u> <u>Intermediate Low/ Mid/ High</u></p> <p><u>Proficiency Benchmarks (ACTFL)</u></p>	<p><u>Performance Level:</u> Novice-Mid to Novice-High</p> <p><u>Proficiency Benchmarks</u></p>

<p><u>Performance Assessments:</u> <i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p>* <u>ACTFL Appendix D</u> template is useful for creating Interpretive activities.</p>	<p><u>Authentic Resource</u> (general or specific):</p> <p><u>Interpretive Task Overview (reading and/or listening):</u></p> <ul style="list-style-type: none"> ● Read a menu in the target language and answer questions. ● Listen to a recipe being prepared and answer questions. <p><u>Interpersonal Task Overview (written or oral):</u></p> <ul style="list-style-type: none"> ● In conversations with their teachers and/or each other, students will ask and answer questions about their food preferences, where they like to go eat, and what they like to eat and drink at particular meals. <p><u>Presentational Task Overview (written or oral):</u></p> <ul style="list-style-type: none"> ● Create a multimedia rich digital presentation where you identify the ingredients in a recipe and give instructions or present yourself preparing a place setting.
<p>Language Structure, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p><u>Structures/grammar (general or specific):</u></p> <ul style="list-style-type: none"> ● regular verbs (-ar, -er, -ir). ● the verb beber(= to drink). ● the verb comer(= to eat). ● the verb desear(= to wish/want). ● stem-changing verbs: querer & preferir (e→ ie) ● stem-changing verbs: servir & pedir (e→ i) ● Indirect object pronouns with verbs: gustar/interesar/encantar ● Present Progressive <p><u>Vocabulary (general or specific):</u></p> <ul style="list-style-type: none"> ● foods: fruits, vegetables, meats, desserts, drinks. ● meals.

	<ul style="list-style-type: none"> ● ingredients and recipes. ● restaurant. ● table setting.
<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>INSERT GOOGLE SHARED FOLDER</p> <p><u>Interpretive:</u></p> <ul style="list-style-type: none"> ● Explore, analyze and discuss the Food Pyramid. ● Listen to authentic food/cooking videos in the target language. ● Compare and contrast food and meal choices. ● Use flashcards to practice vocabulary. ● Quizlet Live game. ● Watch videos on EdPuzzle and answer questions. ● Play Bingo game with food vocabulary. <p><u>Interpersonal:</u></p> <ul style="list-style-type: none"> ● Simulated conversations in pairs and groups about their food preference, where they like to eat and what they generally eat at meals. ● Survey their classmates about their eating habits and discuss with their groups. ● Plan a meal plan with their partners for a special occasion of their choice. ● Role play being a customer and a waiter in a restaurant. ● Have a conversation discussing favorite meal you have ever had. ● Describe your favorite meal while your partner listens and illustrates. <p><u>Presentational:</u></p>

	<ul style="list-style-type: none"> ● Answer questions about what they eat and do not eat and at which meal. ● Use Padlet/FlipGrid to do discuss their food preferences and where and what they like to eat. ● Create a video or performance of a recipe. ● Write an email to a Spanish-speaking country exchange student who is coming to visit, asking about their food preferences and any dietary restrictions.
<u>Instructional Strategies and Resources:</u> <i>Possible modifications and accommodations</i>	https://www.bhprsd.org/Page/3193
Interdisciplinary Connections:	<ul style="list-style-type: none"> ● Math – prices, currency exchange. ● Technology – Quizlet.com, GoogleSlides/Docs, Padlet.com, Flipgrid.com, EdPuzzle, wordreference.com, Quizizz.com, Quizalize, Kahoot!, Charlala.com, Peardeck.com, Gimkit.com. ● FACS- food, preparing a recipe, reading and understanding a recipe. ● Science - food waste and the environment.
<u>Career Ready Practices</u>	<u>NJ Career Ready Practices</u> CRP1, CRP2, CRP4, CRP6, CRP8, CRP9, CRP11, CRP12
Technology Standards	<u>NJ Standards</u> 8.1.12.A.3, 8.1.12.C.1, 8.1.12.F.1, 8.2.12.A.3

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

Spanish 1 Unit #4: El tiempo libre

Updated: July 2019

[New Jersey Student Learning Standards](#) 2014

Unit Summary:	
Unit Overview:	<p><u>Theme or topic(s):</u> This unit focuses on what the students do in their free or leisure time. Students will first talk about their own and their friends' preferences for spending their time; what they usually do, then move on to learning and talking about what people in Spanish-speaking countries do in order to compare and contrast hobbies, sports, other interests. Students will also learn to talk about what they are going to do.</p> <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none">● People in target countries spend their free/leisure time in similar / different ways to Americans.● People reflect their cultural perspective in their choice of leisure activities.● People's personalities and physical abilities influence and are reflected in their choices of leisure activities.
<u>Unit Learning Targets/ Goals/ Outcomes</u>	Performance Indicators:

What will students be able to do/communicate by the end of this unit, and in what context?

Interpretive, Interpersonal and Presentational
Can-Do Statements

[Bloom's and the World Language Classroom:](#)

Unit-Specific Can-Do Statements (*heavier focus on interpersonal & presentational Can-Do):

I Can...

- say things that I like to do.
- say things that I don't like to do.
- ask and answer the question "What do you like to do?"
- say that I do not like either of the choices.
- ask and answer the question "With whom do you like to do something?"
- ask and answer the question "When do you like to do something?"
- say how often I like to do things.
- say why I like do certain activities.
- give opinions.
- ask and answer the question "What does he/she like to do?"
- say 10 things that I like to do.
- show that I understand when someone says what they like and don't like to do.
- say "me too" and "me neither".
- invite people to do things with me.
- ask and answer the question "What do you prefer to do?"
- invite someone to do an activity with me.
- accept or decline an invitation to do something.
- give an excuse as to why I cannot do an activity.
- identify 10 familiar words I hear in a video or podcast.
- draw a picture to summarize a reading that shows what someone likes to do.
- tell what someone likes to do based on what I read or hear about them.
- talk about what I do on my free time.
- present information about my leisure activities.
- compare and contrast how teenagers in Spanish-Speaking countries and American teenagers spend their free time.

<p>Standards and Competencies: New Jersey Student Learning Standards Grade levels: K-12 6-12 9-12</p>	<p>NJSLS 2014 <u>Interpretive:</u> 7.1.NM.A.1, 7.1.NMA.2, 7.1.NMA.3, 7.1.NMA.4, 7.1.NMA.5 <u>Interpersonal:</u> 7.1.NMB.1 7.1.NMB.2, 7.1.NMB.3, 7.1.NMB.4, 7.1.NMB.5 <u>Presentational:</u> 7.1.NM.C.1, 7.1.NMC.3</p>
<p>Proficiency Level of Tasks in This Unit and Proficiency Benchmarks:</p> <p>Novice Low/ Mid/ High, Intermediate Low/ Mid/ High Proficiency Benchmarks (ACTFL)</p>	<p><u>Performance Level:</u> Novice-High</p> <p>Proficiency Benchmarks</p>
<p><u>Performance Assessments:</u> End-of-unit assessment: <i>interpretive*</i>, <i>interpersonal and presentational</i> <i>communication tasks, using an authentic</i> <i>resource based on the theme/topic of this unit</i></p> <p>* ACTFL Appendix D template is useful for creating Interpretive activities.</p>	<p><u>Authentic Resource</u> (general or specific):</p> <p><u>Interpretive Task Overview (reading and/or listening):</u></p> <ul style="list-style-type: none"> • Read and answer questions about a series of Spanish infographics discussing leisure activities. • Answer questions based on an interview of Spanish-Speaking teens discussing how they spend their free time. <p><u>Interpersonal Task Overview (written or oral):</u></p> <ul style="list-style-type: none"> • In a conversation with their teacher, students will answer questions to say what activities they like and dislike and why, as well as how often and how well they do them. <p><u>Presentational Task Overview (written or oral):</u></p> <ul style="list-style-type: none"> • Create a multimedia rich digital presentation to showcase their likes and dislikes, how they spend their free-time and what their peers like to do.

<p>Language Structure, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p><u>Structures/grammar (general or specific):</u></p> <ul style="list-style-type: none"> • All regular present-tense verbs. • Hacer (= to do). • negatives. • adverbs. • question words. • Stem changing verbs (e-ie, o-ue, u-ue, e-i) <p><u>Vocabulary (general or specific):</u></p> <ul style="list-style-type: none"> • activities. • sports, hobbies, interests. • frequency words. • preferences. • asking, accepting, and declining an invitation.
<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>INSERT GOOGLE SHARED FOLDER</p> <p><u>Interpretive:</u></p> <ul style="list-style-type: none"> • Listen to a Native speaker describe their favorite activities, when they do them, and with whom. • Compare and contrast an infographic related to how people from Spanish-Speaking countries spend their time. • Read a letter where a student describes their weekend activities and answer questions. • Use flashcards to practice new vocabulary. • Quizlet Live game. • Watch videos on EdPuzzle and answer questions. • Watch authentic videos and answer questions. • Memory Game. <p><u>Interpersonal:</u></p> <ul style="list-style-type: none"> • Simulated conversations in pairs and groups about what students like to do. • Find Someone Who Activity.

	<ul style="list-style-type: none"> ● Poll the class about how often you do activities. ● Send a “text” to invite a friend to do something this weekend. ● Respond to Flipgrid videos about what your classmates like to do. ● Decide with a friend what you are going to do over the weekend. <p><u>Presentation:</u></p> <ul style="list-style-type: none"> ● Use FlipGrid introducing yourself and saying what your favorite activities are. ● Create a video describing your weekend schedule. ● Write a short email to a penpal introducing yourself and discussing how you spend your free time. ● Complete a Venn Diagram comparing activities from Spanish speaking countries and those in the USA. ● Write a script and present to the class your discussion about your weekend plans.
<p><u>Instructional Strategies and Resources:</u></p> <p><i>Possible modifications and accommodations</i></p>	<p>https://www.bhprsd.org/Page/3193</p>
<p>Interdisciplinary Connections:</p>	<ul style="list-style-type: none"> ● Technology – Quizlet.com, GoogleSlides/Docs, Padlet.com, Flipgrid.com, EdPuzzle, wordreference.com, Quizizz.com, Quizalize, Kahoot!, Charlala.com, Peardeck.com, Gimkit.com. ● English – Students will learn about and discuss parts of speech, conjugation verbs, subject verb agreement, adverb placement and negation. ● Visual and Performing Arts- Students will read, discuss, listen to, and watch videos of Spanish-Speaking students talking about their likes, dislikes and preferences. They will also perform partner skits discussing what they like to do etc. ● Math - create bar graphs showing what sports/activities are the most popular.
<p><u>Career Ready Practices</u></p>	<p><u>NJ Career Ready Practices</u> CRP1, CRP2, CRP4, CRP6, CRP8, CRP9, CRP11, CRP12</p>
<p>Technology Standards</p>	<p><u>NJ Standards</u> 8.1.12.A.3, 8.1.12.C.1, 8.1.12.F.1, 8.2.12.A.3</p>

