



**Topic and Essential Question**

**Topic: *Introduction to the Spanish Language***

- ❖ How are alphabetic sounds in Spanish different from those in English?
- ❖ What are some basic vocabulary words that will be needed for Spanish class?
- ❖ What are the differences between formal and informal 'you' used in Spanish?

**Topic: *¿Cómo eres?***

- ❖ How can we identify words that are similar to English?
- ❖ How can we talk about what activities we like and don't like to do?
- ❖ How can adjectives match the noun that they describe?
- ❖ How do we distinguish between a specific item and a more general item grammatically?

**Topic: *La escuela***

- ❖ How do we show the relationship between the speaker and the subject of a sentence?
- ❖ What is an infinitive verb?
- ❖ What does it mean to "conjugate" a verb?
- ❖ What is the difference between a regular and irregular verb?
- ❖ How do we talk about where things are located?
- ❖ What question words are used in Spanish to obtain different types of information?
- ❖ How do we talk about quantities of a particular item?
- ❖ How do we express possession?

**Topic: *La comida***

- ❖ How do we talk about liking items as opposed to liking to do something?
- ❖ How does the process of conjugating -ER/-IR verbs differ from conjugating -AR verbs?
- ❖ How does changing a noun from singular to plural affect the words that modify it?
- ❖ How do we conjugate a verb that doesn't follow the normal rules?

## Unit/Topics

Introduction to the Spanish language and culture (September)  
¿Cómo eres ? ( October)  
La escuela (November)  
La comida (December- January)

## SWBAT/Objectives

- ❖ Use the alphabet to spell
- ❖ They will compare and contrast the vowel sounds in English and Spanish
- ❖ They will understand the widespread influence of the Spanish language and Hispanic culture
- ❖ They will be able to introduce themselves and say how they are doing and where they are from.
- ❖ Describe themselves and others by using ser in the present tense.
- ❖ They will be able to create questions to ask about personality traits.
- ❖ They will be able to use adjectives to describe themselves.
- ❖ They will be able to talk about their likes and dislikes by conjugating gustar in the present tense.
- ❖ They will be able to use various techniques to decode and understand short reading assignments.
- ❖ Compare school systems
- ❖ Talk about school subjects and supplies
- ❖ Talk about what people need while they are in school.
- ❖ Express possession
- ❖ Talk about location using estar.
- ❖ Ask about when something takes place
- ❖ Talk about foods and beverages for breakfast and lunch
- ❖ Talk about likes and dislikes
- ❖ Express how often something is done
- ❖ Understand cultural perspectives on meals

## Vocabulary/Key Terms

### Students will be able to answer the following questions:

- ❖ ¿Cómo te llamas?
- ❖ ¿De dónde eres?
- ❖ ¿Cuántos años tienes?
- ❖ ¿Cuál es tu número de teléfono?
- ❖ ¿Cuál es tu dirección?
- ❖ ¿Qué hora es?
- ❖ ¿Cómo se escribe?
- ❖ ¿Cómo se deletrea?
- ❖ ¿Qué te gusta hacer?
- ❖ ¿Qué no te gusta hacer?
- ❖ ¿Cómo eres?
- ❖ ¿Cómo es tu personalidad?

- ❖ ¿Eres sociable?
- ❖ ¿Eres paciente?
- ❖ ¿Qué es un cognado?
- ❖ ¿Cómo utilizo los cognados para leer en español?
- ❖ ¿Cuántas clases tienes?
- ❖ ¿Qué clases tienes este semestre?
- ❖ ¿Qué necesitas para las clases de matemática?
- ❖ ¿Cuál es tu clase favorita?
- ❖ ¿Qué te gusta más español o ciencia?
- ❖ ¿Cómo es la clase?
- ❖ ¿Quién enseña la clase?
- ❖ ¿Tienes mucha tarea?
- ❖ ¿Tienes un lapicero?
- ❖ ¿A qué hora empieza la clase de español?
- ❖ ¿A qué hora termina la clase de ciencia?
- ❖ ¿Cuál es tu comida favorita?
- ❖ ¿Qué frutas te gustan más?
- ❖ ¿Qué comes en el desayuno?
- ❖ ¿Te gusta el jugo de manzana?
- ❖ ¿Comes desayuno?
- ❖ ¿Sabes cocinar?
- ❖ ¿Quién cocina en tu casa?
- ❖ ¿De dónde es el chocolate?

## Assessments:

### Listening:

- ❖ Listening Activities –teacher driven and pair work.
- ❖ Listening quiz on the alphabet.

### Writing:

- ❖ Guided Practice Questions answer by the students.
- ❖ Teacher-created worksheet completed by the students.
- ❖ Student 's created questions
- ❖ Grammar quizzes on ser and gustar.

### Speaking:

- ❖ Oral activities- pair work.

### Culture:

- ❖ Talk about the history of the language (Latin)
- ❖ Spanish speaking countries and capitals
- ❖ Explain the influence of the Spanish language and Hispanic culture.
- ❖ Talk about Spanish heritage month.
- ❖ Sept 16 Mexican independence day

- ❖ Greeting with kisses Compare school in Spanish speaking countries and the United States.
- ❖ El recreo
- ❖ La siesta
- ❖ foods that are native to the Americas.
- ❖ Festival de la tomatina.
- ❖ La noche de los rabanos
- ❖ Fruits and vegetables from the Americas

### Common Core Standards:

L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SL.9-10.1.D

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task

W.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

L.9-10.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SL.9-10.1.C

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

L.9-10.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

### Differentiated Instruction:

Students will be able to make linguistic connections between Spanish, their home language and English. Skill expectations are the same

<b>ELLs:</b>	recognizing that i Students will also write reflective essays in their journals on linguistic and cultural connections. Individual students will have areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing.
<b>SWDs:</b>	Depending on individual student strengths and areas of need, specific comprehension and writing strategies will be employed. These include scaffolding, chunking material, graphic organizers, non-linguistic representations of vocabulary, and Venn diagrams. Skill expectations are the same recognizing that individual students will have areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing. Since several assessments are group assignments, students will be paired with a student who has demonstrated the ability to work well with others and help them do their best. The small groups will also be strategically chosen for cooperative learning strengths.
<b>High-Achievers:</b>	Students have the opportunity to access different resource reading materials for this unit in multiple reading levels, from basic to materials written for native high school speakers. Students are expected to meet all skills goal with greater focus on their individual areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing. Project assessments allow students to present their work in a variety of presentation formats; i.e., text, video, PowerPoint.
<b>Resources/Books</b>	Power points, variety of text books including but not limited to Santillana, En sus marcas, Spanish for Mastery and Descubre

#### End of the unit assessment:

- ❖ Persuasive essay:  
What are the benefits of speaking a foreign language? Should foreign languages be taught in school? Why? Explain using two outside resources. Three paragraphs minimum  
  
Or
- ❖ Critique essay:  
Analyze “ why bilinguals are smarter”b by Yudhijit Bhattacharjee and the critique the author’s point of view. Do you agree or disagree with all of her ideas? Justify your point of view.
- ❖ Based on the poem “yo soy” read in class, students will create a poem using ser in order to describe their personality traits.
- ❖ ¿Quién soy yo?: In 100 words or more students have to describe who they are. Name, age, nationality, likes and dislikes, personality traits, etc. They will also create questions
- ❖ Re-Create your school schedule and then in 100 words or more describe your daily routine in school. Your essay must have the following:  
Time school starts and finishes. How many classes you have.  
What is your favorite and least favorite class and why. Utensils you need for your favorite class.  
Who is your favorite teacher and why. What you do after school and with who, etc.
- ❖ For this mini project, students will answer a series of questions about yourself and your food and beverage preferences. Students will write a letter to a pen pal in which they will..
  - Introduce themselves by saying your name
  - Tell how old they are
  - Tell where are they from/ Tell where they live
  - Talk about what they usually eat and drink for breakfast, lunch, and dinner

- Talk about food that they like
- Talk about food that they love
- Talk about things that they have never eaten before
- Talk about food that they don't like
- Tell what their favorite meal is and why And say good-bye.