

Unit 1: Mis Amigos y Yo
Spanish I
14 Class Meetings

Essential Questions

- How do I use another language to communicate with others?
- What strategies can I use to communicate more effectively?
- What is the Spanish-speaking world like?
- What can I learn about my own language and culture from the study of others?
- How do I demonstrate an understanding of the similarities, differences, and interactions across cultures and languages?
- How do I use my knowledge of language and culture to enrich my community and broaden my opportunities?

Enduring Understandings with Unit Goals

- **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.
 - Communicate in languages other than English.
- **EU #2:** Identifying Spanish-speaking countries and recognizing cultural differences between these countries helps one gain new perspectives to ultimately aid in language comprehension.
 - Gain knowledge and understanding of other cultures.
 - Connect with other disciplines and acquire information.
- **EU #3:** Learning another language encourages further participation in multilingual communities both within and beyond the school setting.
 - Participate in multilingual communities at home and around the world.
- **EU #4:** Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.
 - Develop insight into the nature of language and culture.

Standards

Common Core State Standards/College and Career Readiness Anchor Standards:

Literacy: Writing 9 - 12:

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Common Core of Learning/World Language: In at least one language other than English

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.

Unit 1: Mis Amigos y Yo

Spanish I

14 Class Meetings

- **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 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.

MSMHS 21st Century Learning Expectations

Competency 1: Read and write effectively for a variety of purposes.

Competency 2: Speak effectively with a variety of audiences in an accountable manner.

Competency 8: Take responsibility for his/her own learning and behavior.

Competency 9: Value human, cultural, and natural diversity.

Unit Content Overview

- **Vocabulary:**
 - Activities
 - School Day Schedule Vocabulary
 - Cognates
 - Personality Traits
 - Musical Instruments from the Caribbean
- **Grammar:**
 - Like – Don't like
 - Infinitives
 - Negatives
 - Expressing Agreement or Disagreement
 - The Vowels
 - Adjectives
 - Definite and Indefinite Articles
 - Word Order: Placement of Adjectives
- **Culture:**
 - Pablo Picasso

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- Outdoor Cafés
- Jaime Antonio González Colson
- Music and Dance in the Hispanic Countries
- El Mundo Hispano: España
- Frida Khalo
- Simón Bolívar
- The Friendship
- El Mundo Hispano: El Caribe

Learning Objectives

Students will be able to...

- Use basic greetings, farewells, and expressions of courtesy in both oral and written forms.
- Read, listen to, talk, and understand information about activities people like and don't like to do.
- Ask others what they like to do.
- Understand cultural perspectives on favorite activities.
- Understand cultural perspectives regarding dancing.
- Read, listen to, talk and understand information about personality traits.
- Ask and tell what people are like.
- Use adjectives to describe people.
- Understand cultural perspectives on friendship.
- Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken.

Assured Learning Experiences

Differentiated Instruction / Instructional Strategies:

- Daily Routines
- Lecture (PowerPoint, Websites) with note taking
- Teacher modeling
- TPR - Total Physical Response
- Listening comprehension exercises (audiovisual material, music)
- Flexible grouping
- Cooperative learning projects/presentations
- Class discussion
- Examination of exemplary student work
- Student self-assessment
- Graphic organizers and maps
- Guided reading and writing skills practice

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- Online lab
- Videos (Pearson, YouTube, DVDs)
- Oral Class Participation

Reading and Writing: Developing Literacy in Context:

- **Total class modeling:**
Examples include group frame, cooperative strip paragraph, poetry frames, read aloud, shared reading & writing, interactive writing, story map.
- **Small groups scaffolding:**
Examples include pairs ear-to-ear reading of known books and poetry to develop fluency, team tasks, team cooperative strip paragraph, team poetry/found poetry, team projects, collaborative posters, team collaborative dialog for performance as skit, choral reading/reader's theatre
- **Individual work:**
Examples include learning logs, interactive journals, storyboards, genres, etc.

Interdisciplinary Connections:

- Fine Arts
- Geography

Assessments

FORMATIVE ASSESSMENTS:

- Journals
- Homework
- Discussions
- Observations during class activities
- Oral class participation
- Oral Presentation: "A Mí Me Gusta Mucho"
 - Rubric 2: Accountable Talk
Student speaks effectively with a variety of audiences in an accountable manner.
 - Rubric 9: Responsibility and Stewardship - Student values human, cultural and natural diversity - Student meets civic responsibilities to society and the natural environment.

SUMMATIVE ASSESSMENTS:

- 2 Vocabulary Quizzes
- 1 Unit Quiz: Vocabulary, Grammar and Skills
- 1 Unit Test: Vocabulary, Grammar, Culture and Skills
- Final Project: E-mail - "Amigo Por Correspondencia"
 - Rubric 8: Student Ownership - Student takes responsibility for own learning and behavior.