



Spanish 1 - Unit 1 - Quien soy yo en Hand? (Who am I at Hand?)

Unit Focus

"Who am I at Hand?" Madison students will take another look at "themselves" in Spanish, this time paying special attention to who they are at their new high school - Daniel Hand. Students will be engaged in learning more about their new identity at Hand, which includes many new online language learning tools and how they will enhance their middle school experience. This unit goes into detail about what it is like to be a middle school student, including specific courses, classroom objects, activities, expressing preferences, and describing yourself. Students will be able to compare and contrast their high school schedules and experience with those of students in Spanish speaking countries. They will ultimately select a school that interests them for a study abroad program and will need to correspond with their host family beforehand.

Following the PBA, students will read their first short novel in the target language, *Noches misteriosas en Granada*, about a boy who studies abroad in Granada, Spain.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
World Readiness Standards for Learning Languages <i>World-Readiness Standards for Learning Languages (All)</i> C.1 COMMUNICATION - <i>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</i> <ul style="list-style-type: none"> • C.1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions • C.1.2 Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics C.2 CULTURES - <i>Interact with cultural competence and understanding</i> <ul style="list-style-type: none"> • C.2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. C.4 COMPARISONS - <i>Develop insight into the nature of language and culture in order to interact with cultural competence</i> <ul style="list-style-type: none"> • C.4.2 Cultural Comparisons: Learners use the language to 	T1 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure) T2 Initiate communication on and respond effectively to a given topic based on interactions/exchanges. T3 Compare and contrast cultures to make connections, recognize patterns, and/or develop generalizations.	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	U1 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) U2 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal)	Q1 How do I enhance my skills as a language learner by appropriately using technology resources? Q2 What am I trying to say and how do I say it? Q3 How do I identify myself? Q4 What is it like to be a high school student? Q5 How do I make sense of what I'm reading if I don't understand every word?

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Student Growth and Development 21st Century Capacities Matrix

Collaboration/Communication

- Presentation: Students will be able to relay information and ideas to an authentic audience (other than the teacher) to promote collective understanding.

ACQUISITION OF KNOWLEDGE AND SKILL

KNOWLEDGE

SKILLS

K1 Classroom expressions

K2 Me gusta (and infinitive) - to express likes and dislikes

K3 Activities vocabulary

K4 Yo soy + adjective (adjective and noun agreement) - to describe yourself

K5 Class subjects, periods, with time

K6 Subject pronouns

K7 Conjugations of AR verbs in the present tense.

K8 Classroom objects vocabulary

K9 Estar and Prepositions (debajo de, encima de, delante de, detrás de, a la izquierda de, a la derecha de, al lado de)

K10 Appropriate technology resources (wordreference.com, duolingo.com)

K11 Main ideas and themes from the novel *Noches misteriosas en Granada*

S1 Asking and responding to oral questions about classes, school routines, and school related activities.

S2 Identifying courses and location of classroom objects in context.

S3 Generating and asking basic questions to communicate needs in the classroom.

S4 Describing myself and my likes/dislikes.

S5 Describing my school schedule, including the course, time, and what I need for the course.

S6 Identifying the appropriate subject pronouns in context.

S7 Communicating with all forms of AR verbs to communicate.

S8 Using online resources appropriately and efficiently for a specific task and/or to simply broaden their language skills.

S9 Interpreting information about school schedules in Spanish speaking countries.

S10 Reading and interpreting a novel at an intermediate level.