

Spanish 1: Juntos Somos Mejor

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| <i>Time Frame: 8 weeks</i> | <i>Unit 5 Title: We Are Better Together</i> | <i>Course Name: Spanish 1</i> |
| Stage 1: Desired Results | | |
| Established Goal(s) | Transferable Skills | |
| <p><u>Standards:</u> NH World Language Standards:</p> <p>1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.</p> <p>4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. (NHAWLT, 2008).</p> | <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Actively negotiate meaning among individuals in conversation, reading and writing at a novice-mid level (Interpersonal Communication) Interpret appropriate cultural meanings that occur in written, spoken or visual format at a novice-mid level level (Interpretive Communication) Create messages that can be interpreted by members of another culture without active negotiation at a novice-mid level (Presentational Communication) | |
| | Meaning | |
| | <p><u>Understandings</u> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Students will recognize the different ways people participate in their communities. Students will understand that diverse perspectives exist in both our personal culture and the target culture. Students will understand that there are both tangible and intangible aspects of family and community that differ across cultures. | <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> How do people participate in their communities around the world? How do I help others in my family, my community, and my world? |
| | Acquisition | |
| | <p><i>Students will know...</i></p> <ul style="list-style-type: none"> Students will know how to use a variety of high frequency words. Students will know the vocabulary and questions associated with communities and participation. Students will know the structure necessary to formulate questions to | <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Students will be able to identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are written, spoken or signed. |

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acquire basic information about community and participation.

- Students will be able to communicate in spontaneous spoken, written or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- Students will be able to present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written or signed language.