

Grade Level: 8-12	Course Title: Spanish 1	Name of Unit: Mis amigos interesantes
	Content Competencies	
Course Standards: ACFTL Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. • Interpersonal: Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions. • Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Culture: Interact with cultural competence and understanding. • Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • Products to Perspectives: Learners use the language to investigate, explain, and	Communication: Students will comprehend oral and written language appropriate to the level • NOVICE RANGE: Communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized • Functions: Presents simple, basic information on very familiar topics by producing words, list, notes, and formulaic language using highly practiced language • Contexts/Content: Creates messages in some personally relevant contexts on topic that relate to basic biographical information • Text Type: Produces words and phrases and highly practiced sentences or formulaic questions • Language Control: Produces memorized language that is appropriate to the context; limited language control may require a sympathetic audience to be understood • Vocabulary: Produces a number of high frequency words and formulaic expressions; able to use a limited variety of vocabulary on familiar topics • Cultural Awareness: May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions Comprehension: Students will write and speak in the target language appropriate to the level • NOVICE RANGE: Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-structured oral or written text, with strong visual support • Functions: Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized • Context/Content: Comprehends texts with highly predictable, familiar contexts (those related to personal background, prior knowledge, or experiences) • Text Type: Comprehends texts ranging in length from lists to phrases, to simple sentences, often with graphically organized information • Language Control: Primarily relies on vocabulary to derive meaning from text • Vocabulary: Comprehends some, but not all of the time, highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions • Cultural Awareness: Uses own culture to derive meaning from texts that are heard, read, or viewed	

reflect on the relationship between the products and perspectives of the cultures studied. Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. • Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence. • Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. • Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. Communities: Communicate and interact with cultural competence in order to participate in	Production: Students will speak in the target language appropriate to the level • NOVICE RANGE: Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized • Functions: Can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying • Contexts/Content: Able to function in some personally relevant contexts on topics that relate to basic biographical information • Text Type: Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions • Language Control: Can control memorized language sufficiently to be appropriate to the context and understood by the context and understood by those accustomed to dealing with language learners, however at times with difficulty • Vocabulary: Able to understand and produce a number of high-frequency words, highly practiced expressions, and formulaic questions • Cultural Awareness: May use culturally appropriate gestures and formulaic expressions in highly practiced applications. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication Transfer Students will be able to (SWBAT): Perform the following functions in the target language appropriately - Talk about myself (providing basic information), about others (providing basic information about people that I know), and about my preferences (music and fashion) - Understand events that happen in short stories about preferences - Recognize the aspect of beauty in my own culture and compare it with other cultures' perspective on beauty - Identify cultural characteristics of Costa Rica and Venezuela
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multilingual communities at home and around the world. ● School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. ● Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
	Meaning	
Possible Resources: ● VOCES online textbook ● www.wordreference.com ● www.quizlet.com ● www.conjuguemos.com	UNDERSTANDINGS: <i>Students should understand that...</i> ● Identify the influences of fashion and beauty in the target culture. ● Recognize how the ideals of beauty affect everyday life in the target culture and my own. ● Explain the definition of beauty according to cultural definitions.	ESSENTIAL QUESTIONS: ● What sources influence fashion and definitions of beauty? ● How do ideals of beauty affect daily life? ● What is considered to be beautiful in different cultures?
	Acquisition of Knowledge	Acquisition of Skills
	<i>Students will know...</i> Vocabulary: ● Physical characteristics (description) ● Articles of clothing (cultural and highly recognized terms)	<i>Students will be skilled at...</i> ● Identify and use vocabulary pertaining to describing the physical appearance of one's self and others. ● Identify vocabulary that translates to

	● Everyday activities (sports) ● Terminology to express likes and dislikes (preferences) <u>Grammar:</u> ● Indirect object pronouns ● 1st person plural conjugation ● 3rd person plural conjugation ● 3rd person singular conjugation ● 2nd person singular conjugation ● Time of day expressions ● Gustar, Ser, and Estar <u>Culture:</u> ● Life in Costa Rica ● Life in Venezuela ● Musical influences in both countries ● Engage in cultural investigations in both countries ● Read authentic materials about both countries	the interests of the students. ● Use the vocabulary and grammar constructions to express preferences ● Use the proper construction to use shorthand, more conversational Spanish. ● Conjugate present tense -ar/er/ir verbs. ● Identify and use the proper time construction in Spanish. ● Use the target verbs appropriately. ● Look at and identify important elements through pictures and first-hand accounts. ● Listen to music native to the countries and engage in conversation about the genre, artist, time period, and meaning. ● Participate in cultural investigations.
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