

## World Language/Common Core Unit Alignment

**Course:** Spanish 1

**Dates of Unit:** August 18 – September 18

**Text/Resource:** Realidades

**Unit/Theme:** Mis amigos y yo

**Stage:** Year 1

**Authentic target-culture resources the students will experience as part of the unit:** authentic video clips, readings, advertisements, music and emails

| Components of Unit   | Elements to address and learn:<br>New (N), Review (R),<br>Comprehensible Input (CI)  | Communication functions:<br><b>Receptive</b> (listening, reading, viewing)<br><b>Productive</b> (speaking, writing, graphic)   | Mid-way proficiency tasks:<br><b>Communication modes</b> (interpersonal, interpretive, presentational) and <b>setting</b> (real-world purpose)   |
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| <b>Content</b><br>Topics and vocabulary that students address and learn in this unit                   | <ul style="list-style-type: none"> <li>• The alphabet, cardinal/ordinal numbers</li> <li>• Formal and informal greetings</li> <li>• Likes and dislikes (gustar)</li> <li>• AR verbs</li> <li>• Adjectives</li> <li>• The verb to be: estar and ser</li> <li>• Verb infinitives,</li> <li>• Class subjects,</li> <li>• School activities</li> <li>• Classroom objects</li> <li>• Definite and indefinite articles</li> <li>• Hobbies and activities</li> <li>• Telling time</li> <li>• The calendar/days of the week/months/seasons</li> <li>• Interrogative pronouns (question words)</li> </ul> | <ul style="list-style-type: none"> <li>• Students will be able to greet people in formal and informal settings</li> <li>• Students will be able to describe themselves and others</li> <li>• Student will be able to describe their schedule, school subjects and activities and those of their friends</li> <li>• Students will be able to describe their hobbies and afterschool activities</li> <li>• Students will be able to describe what they like and don't like to do.</li> <li>• Students will be able to ask basic questions and respond to them.</li> <li>• Students will be able to give information about themselves and their classmates</li> </ul> | <p><b>Interpersonal: Interview a classmate.</b><br/>Students will interview their classmates about their classes and activities and introduce them to the class (Interpersonal and presentational)</p> <p><b>Interpretive: Students will be able to read/comprehend/ and respond effectively to verbal and written communication.</b><br/>Students will read a letter/email from their pen pal or another class mate and write a summary about what they found out. (Interpretive and presentational)</p> <p><b>Presentational:</b><br/>Students will write a letter/email back to a classmate or pen pal describing themselves, their classes and daily activities.</p> |
| <b>Culture</b><br>Practices, products, perspectives that support the content                           | <ul style="list-style-type: none"> <li>• Formal versus informal use of you</li> <li>• Different Cultural perspectives on school/education</li> <li>• Different cultural perspectives on daily life</li> </ul>  | <ul style="list-style-type: none"> <li>• Students will be able to compare the education systems in their own culture and the target culture.</li> <li>• Students will be able to compare hobbies and activities between their culture and the target culture</li> </ul>  |  |
| <b>Linguistic structures</b><br>Grammar, syntax, pronunciation, etc. that students need to communicate | <ul style="list-style-type: none"> <li>• Subject/verb agreement</li> <li>• Gender agreements</li> <li>• Word order</li> <li>• Plurals</li> <li>• Accent marks</li> <li>• Pronunciation</li> <li>• Cognates</li> <li>• Interrogative pronouns</li> </ul>  |  |  |