

UNIT PLAN CONTEXT	
Language / Course: Spanish 1 (Grade 8 and/or Grade 9)	Length of Unit: 6-7 weeks Wednesday, September 13 th – Friday, November 10 th (dates based on 2023-2024 calendar) *The week of October 30th includes different activities
Proficiency Checkpoint and Proficiency Target: Checkpoint A - Novice Mid	
Meaningful Unit Title: ¡Mucho Gusto!	
NYS World Language Anchor Theme: A. Identity & Social Relationships	NYS World Language Anchor Topic: A. Identity
Integrated NYS World Language Topics: B. School Life & Education B. Leisure Choose an item. Choose an item. Choose an item.	
Brief Unit Overview: This unit begins with students identifying personal characteristics, physical characteristics, nationalities, school schedule, and school activities. Students introduce themselves and describe their physical and personal characteristics to their classmates. Students exchange information about their birthday, age, and school information. As a result, students will describe another classmate. This unit continues with students exchanging information about classes they like and dislike as well as necessary school supplies. Students express preferences about classes and activities. Students analyze authentic resources about school schedules in Spanish speaking countries and compare them with their own. This unit ends with students completing a summative task which includes reading a letter from a Honduran student, exchanging schedules with a classmate, and designing a back-to-school ad for school supplies. Additionally, students will react to the Target Back-to-School Ad in Spanish.	
Inquiry Question(s): <ul style="list-style-type: none"> Who am I? Who are you? 	

STANDARDS AND FUNCTIONS	UNIT-LEVEL CAN-DO STATEMENTS	ACCEPTABLE EVIDENCE
1. Interpretive Communication [understand, interpret, analyze]	I can identify basic facts, memorized or familiar words and phrases when they are supported by gestures or visuals in short informational and literacy texts I can understand familiar questions and statements from simple sentences in conversations that are spoken or written	<ul style="list-style-type: none"> By answering questions using information found in authentic resources. By classifying the qualities of a student By matching questions and answers.
2. Interpersonal Communication [exchange information, express feelings, express preferences, express opinions]	I can request and provide information, meet basic needs, express preferences or feelings and react to those of others on school and leisure	<ul style="list-style-type: none"> By asking and answering basic informational questions with classmates By expressing preferences By responding a text message thread
3. Presentational Communication [describe, inform, narrate, explain, persuade]	I can present information about my life and activities, state preferences and opinions on school and leisure using a mixture of simple practiced or memorized words, phrases, and sentences spoken or written	<ul style="list-style-type: none"> By describing criteria of a successful/organized student by using adjectives By making a poster/comic strip/ PPT of positive characteristics.

4. Cultural Practices & Products [identify, describe, explain]	I can identify cultural products and practices in my own and other cultures to help me understand perspectives using words and phrases, with graphic or visual support	<ul style="list-style-type: none"> By answering questions and completing a graphic organizer using information found in an authentic resource around after school activities in a Spanish speaking country
5. Cultural Comparisons [compare]	I can identify similarities and differences of practices and products of the target cultures with my own culture, using words and phrases, with graphic or visual support	<ul style="list-style-type: none"> By completing a Venn Diagram which compares my school day and the school day in a Spanish speaking country

Resource: [NYS Learning Standards for World Languages](#)

Resource: [NYS World Language Performance Indicators for Modern Languages, Categories 1-2](#)

SUMMATIVE PERFORMANCE TASKS		
Interpretive Task	Interpersonal Task	Presentational Task
Task 1: <ul style="list-style-type: none"> Reference IPA 	Task 2: <ul style="list-style-type: none"> Reference IPA 	Task 3: <ul style="list-style-type: none"> Reference IPA

LANGUAGE TOOLBOX		
Key Language Functions	Supporting Language Structures	Supporting Vocabulary
Identify people including self	Me llamo Yo soy (de) Yo tengo Yo estoy	<ul style="list-style-type: none"> Personal identification Physical characteristics Personal characteristics Nationalities Age/Birthday

Describe characteristics	Se llama El/Ella es El/Ella tiene Tienes Tiene Estás Está	<ul style="list-style-type: none"> - Personal identification - Physical characteristics - Personal characteristics
Express preferences with simple reasons	(No) Me interesa (No) Me gusta (más) Yo prefiero	<ul style="list-style-type: none"> - School subjects - Leisure Activities - Sports - Hobbies
Exchange information	<ul style="list-style-type: none"> - ¿Cómo te llamas? - ¿Cómo eres? - ¿Cuál es tu nacionalidad? - ¿Cuándo es tu cumpleaños? - ¿De donde eres? - ¿Cuál es tu clase favorita? ¿Por qué? - ¿Qué clase no te gusta? - ¿Qué te gusta hacer? - ¿Qué necesitas? - ¿Quién es tu profesor/a favorito/a y por qué? - ¿Cuántos años tienes? 	<ul style="list-style-type: none"> - School supplies - School subjects - Leisure activities - Sports - Hobbies
Compare products/ practices/ perspectives	Me llamo Yo soy (de) Yo tengo Yo estoy Se llama El/Ella es El/Ella tiene	<ul style="list-style-type: none"> - School supplies - School subjects - Leisure activities - Sports - hobbies

SUGGESTED RESOURCES AND MATERIALS	
Authentic Resources	Other Materials
Images <ul style="list-style-type: none"> • Authentic Images - MY JOURNEY IN LANGUAGE TEACHING (weebly.com)\ (Childhood & School Images) 	<ul style="list-style-type: none"> - Vocabulary Lists

<ul style="list-style-type: none"> • Social Media Posts <p>Videos</p> <ul style="list-style-type: none"> • Target Back to School Ad in Spanish • Mi Mochila <p>Infographics</p> <ul style="list-style-type: none"> • ¿Cómo Ser Más Organizado? • ¿Cómo Ser un Buen? • Estilos de Aprendizaje (Learning Styles in Spanish) • Aprender a Estudiar (Learn & Study) 	
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Resource: [NYS World Language Standards Authentic Resources Wakelet](#)