



AERO:SBC Basic Unit Template

Subject/Course:	Spanish
Grade Level:	Upper Elementary / Beginners
Topic/Concept:	MAKING FRIENDS IN A NEW COUNTRY!
Estimated Time Required:	4 weeks
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Desired Results:

- 1. What do we want students to know or be able to do? List standard(s) and relevant benchmark(s)?**

COMMUNICATION

The Interpersonal Mode

Standard 1.1: Students will converse, provide and obtain information, express feelings, emotions, and ideas, and exchange opinions in the target language.

Benchmarks: By the end of grade 5 students will:

- Perform greetings, leave-takings, and common classroom interactions using culturally appropriate oral expressions.
- Ask and answer questions about familiar topics such as school events, celebrations, personal opinions, and family, orally and in guided writing

The Presentational Mode

Standard 1.3: Students will present information, concepts, and ideas to listeners and/or readers on a variety of topics in the language studied.

Benchmarks: By the end of grade 5 students will:

- Give show and tell presentations
- Produce and present audio or video-recorded announcements, posters, advertisements, skits and or short plays

CULTURES

Standard 2.1: Students will demonstrate an understanding of the practices and perspectives of the cultures studied and the relationship between them.

Benchmark: By the end of grade 5 students will:

- Identify simple patterns of behavior, interactions, and customs in various familiar settings

2. What are the enduring understandings that this unit is built upon?

- Making new friends improves quality of life and helps in adapting to a new country.
- Learning about other countries’ culture and history through new friendships helps us understand people’s reactions and behaviors.

3. What essential or unit questions will prompt curiosity and focus?

- Who am I?
- What do I look like?
- What are some words I would use to describe my personality?
- What does my family look like?
- Where is my family from?
- How is my family made up?
- What do we like to do together?
- How do I have fun?
- How does my family have fun?
- Where do we like to go together?
- What do we do together that is typical in my country’s culture?

4. In the context of this unit, what specific knowledge or skills do you want the students to acquire?

Knowledge	Skills	Vocabulary
Presentations	Be able to introduce themselves and say where they are from; use different expressions to introduce themselves as well as their family members; share a cultural custom their family observes.	hola, ¿qué tal? ¿qué onda? me llamo, ¿cómo te llamas? mucho gusto, el gusto es mío, igualmente, ¡bien gracias!
Physical descriptions	Use adjectives to better clarify descriptions; understand when and how to use noun-adjective agreement	Alto(a), bajo(a), de estatura mediana, gordo(a), delgado(a), flaco(a), mediano(a), el pelo largo/corto/ liso/ondulado/rizado
Personality traits	Use a common set of adjectives to describe their own personality; understand when and how to use noun-adjective agreement	Simpático(a), amable, generoso(a), inteligente, talentoso(a), sociable, trabajador(a), atlético(a), estudioso(a), artístico(a), perezoso(a), ordenado(a), desordenado(a)
Family, Professions and occupations Vocabulary	Name their family and their professions or occupations	Una madre, una mamá, un padre, un papá, un hermano, una

		hermana, un abuelo, una abuela, un tío, una tía, un primo, una prima, un ingeniero, un(a) arquitecto, una ama de casa, un(a) doctor(a), un(a) estudiante, un(a) maestro(a), un(a) científico(a), un(a) financiero(a), un(a) programador(a)
Numbers 0-20	Count to 20 and talk about number of members in their families	Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, die, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte
Verbs and verb <i>Gustar</i>	Talk about the different activities their families like to do by using listed verbs in the present tense in the 1st and 3rd person singular and the 3 rd person plural both in writing and speaking	Bailar, cenar, comer, cocinar, jugar, practicar deportes, ver películas, leer, ir a misa, ir de compras, me gusta, no me gusta, le gusta, no le gusta, nos gusta, no nos gusta
Places	Use the learned vocabulary to talk about the different places they like to go to with their families and friends	Restaurante, cine, parque, casa, patio, plaza, estadio, club, centro comercial, estadio

Evidence of learning

How will we know if students have achieved the desired result and can meet the standard(s) and benchmark(s)?

1. Provide a detailed description of the culminating task (summative assessment):

- The students will present themselves and all their family members using Slides, Power Point, Prezi, or any other format they choose. They will include family descriptions, personal traits, likes and dislikes, cultural or historical information, places they have gone together. Each student will present their final project to the rest of the class. After the presentation the student will answer questions from the audience.

Rubric for All About Me Presentation				
CATEGORY	4	3	2	1
Uses complete sentences	Uses complete sentences.	Uses mostly complete sentences.	Uses some complete sentences	Rarely uses in complete sentences.
Uses noun/adjective	Uses noun/adjective	Mostly uses	Sometimes uses	Rarely uses

agreement	Agreement.	noun/adjective agreement.	noun/adjective agreement.	noun/adjective agreement.
Conjugates verbs correctly	Conjugates all verbs correctly.	Conjugates most verbs correctly.	Conjugates some verbs correctly.	Conjugates few verbs correctly.
Uses target vocabulary	Uses all the target vocabulary.	Uses most of the target vocabulary.	Uses some of the target vocabulary.	Uses a little of the target vocabulary.
Speaks Clearly	Speaks clearly and pronounces all words correctly.	Speaks clearly pronouncing most of the words correctly.	Speaks clearly pronouncing some of the words correctly.	Speaks clearly pronouncing a few of the words correctly.
Historic/cultural content	Includes ample personal, family and cultural information.	Includes significant personal, family and cultural information.	Includes basic personal, family and cultural information.	Includes very little personal, family and cultural information.
Presentation	Presentation is compellingly organized, prepared and delivered.	Presentation is organized, well prepared and delivered.	Presentation shows some organization and preparation.	Presentation lacks organization and preparation.

Instructional Plan:

Provide a plan of your instructional activities, including time and materials needed. Map out, in steps, how you will get from the introduction of the unit to its conclusion so that by the end, your students can succeed on the culminating task and meet the benchmarks. Be sure to include any formative assessments at the points in the plan when you will need them.

List of possible materials, activities:

- Tutorial presentations for targeted vocabulary
- Word search sheets
- Whiteboard activities, copy the rule for regular –ar, -er, -ir verbs in present
- View an explanation of nouns
- View an explanation of adjectives
- Bingo verbs
- Popcorn verb conjugation
- Whiteboard contest for writing numbers
- Bingo Numbers
- Locate places in a map (restaurant, church, park, school, movie theater, shopping mall, etc.)
- Venn Diagram to compare cultural heritage and traditions between the families in the classroom.

STEM or STEAM Connection:

- Art: create and decorate a family tree
- Math: Adding and subtracting to learn numbers
- Social Studies: Family histories, making a family crest
- Technology: Use Power Point to create an “*ALL ABOUT ME*” presentation

Daily organization of 55-minute class periods:

- Daily 15 minutes' teacher instruction. Introduce vocabulary and/or grammatical concepts:
 - Week 1: Greetings, leave takings, expression of courtesy, nouns and articles
 - Week 2: Adjectives, Noun adjective agreement
 - Week 3: New vocabulary: family, professions and occupations
 - Week 4: Regular verbs in present, verb *gustar* and vocabulary of places
 - Week 5: Review and formal assessment (students work on their “*ALL ABOUT ME*” presentations)
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- Daily 15 minutes' individual work
 - Online presentations and/or tutorials
 - Think-pair Share
 - Small dialogues
 - Workbook
 - Fill in the blanks/ word search sheets
- Daily 15 minutes' games
 - Bingo
 - Memory
 - Pictionary
- Daily 10 minutes' informal assessment
 - Work with individual students, one by one to check progress, clarify concepts, answer questions.

WEEK ONE:

- Teacher introduces new vocabulary (greetings, leave takings, expression of courtesy) using various materials
- Students listen to different dialogues where people are introducing themselves
- Students create their own short dialogues to present to classmates
- Teacher introduces the concept of noun and articles
- Students practice nouns and articles using various materials
- Students and teacher play hangman to review greetings, goodbyes and expressions of courtesy

WEEK TWO:

- Teacher introduces some adjectives by describing herself
- Teacher shows flashcards with a variety of adjectives
- Teacher explains noun-adjective agreement using various materials
- Students describe themselves using pictures
- Students practice adjectives and use them in sentences
- Students create a monster using different recycled materials and describe it
- Students and teacher play a memory game and/or hangman on adjectives and noun-adjective agreement

WEEK THREE:

- Class discusses family crests.
- Class brainstorms ideas that could represent their family histories or lives.
Examples:
 - Students share what their parents do for work
 - Teacher shows some pictures of different people doing different things and tells what their occupations/professions are in Spanish
 - Students design a flag that represents the countries their families come from
 - Students make a picture that represents first or last names and share with the class
 - Teacher and students bring some photos that show family celebrations and describe them to the class
 - Students make their own family tree using construction paper
- Students play dominoes game to practice family vocabulary

WEEK FOUR:

- Teacher shows 4 different pictures of 4 different places; students name them in Spanish
- Using the same pictures students brainstorm different activities one could do there
- Students write a list of verbs that ends with *-ar, -er, -ir*
- Teacher uses some slides to introduce the rule for *-ar, -er, -ir* regular verbs in present
- Class creates a chart for the rule of the present tense of *-ar, -er, -ir* regular verbs
- Students find some verbs in a word search and classify them according to their endings (*-ar, -er, -ir*)
- Students conjugate some of *-ar, -er, -ir* regular verbs in present
- Class talks about the activities they and their families like and don't like to do
- Teacher introduces the verb *gustar*
- Students talk in pairs about what they like and don't like to do
- Class plays Pictionary and Around the World to practice verbs

WEEK FIVE: Summative Assessment

- Quizzes to check progress
- Students work on “*MY FAMILY AND ME*” project:
 - Create at least 10 slides that describe students and their families
 - Include at least one picture of students and their families on each slide
 - Write complete sentences for each slide using target vocabulary, noun-adjective agreement and correct conjugation of verbs
 - Use at least 5 different words from the targeted vocabulary
 - Take a picture of the flags they created to represent the countries where their families come from and include it on their presentation
 - Take a picture of their family tree to put on one slide

- Put pictures of the student and his/her family doing different activities in at least 3 different places
- Students practice their oral presentations
- Students present “*MY FAMILY AND ME*” projects to the rest of the class
- Assessment & follow-up