



UNIT PLAN CONTEXT

Language / Course: Spanish 1 (Grade 8 and/or Grade 9)	Length of Unit: 7 weeks Tuesday, January 2 nd – February 16 th
Proficiency Checkpoint and Proficiency Target: Checkpoint A - Novice Mid	
Meaningful Unit Title: ¡En la ciudad!	
NYS World Language Anchor Theme: B. Contemporary Life	NYS World Language Anchor Topic: B. Communities & Neighborhood
Integrated NYS World Language Topics: B. House & Home B. Shopping B. Food & Mealtaking Choose an item. Choose an item.	
<p>Brief Unit Overview:</p> <p>This unit begins with students identifying rooms and objects in a home, places in my community, things you buy, clothes/ food, weather/ seasons. Students describe rooms and objects in my house, household responsibilities, how my city looks, location of buildings and objects, where to buy clothing and food, where you shop, how to dress for weather conditions. Students exchange information about their home, household responsibilities, community, city, and shopping preferences.</p> <p>This unit continues with students exchanging information about their places in their community. Students express preferences about food and shopping. Students analyze authentic resources about homes, community, and shopping in Spanish speaking countries and compare them with their own.</p> <p>This unit ends with students completing a summative task which includes comparing a Hispanic country to Niagara Falls, NY, discussing a trip to Mexico City/ Hispanic Speaking Country, and creating a graphic/ brochure/ PPT welcoming visitors to Niagara Falls, NY.</p>	
<p>Inquiry Question(s):</p> <ul style="list-style-type: none"> What is it like to be a member of the Niagara Falls community? 	

STANDARDS AND FUNCTIONS	UNIT-LEVEL CAN-DO STATEMENTS	ACCEPTABLE EVIDENCE
1. Interpretive Communication [understand, interpret, analyze]	<p>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</p> <p>I can understand familiar questions and statements from simple sentences in conversations that are spoken or written</p>	<ul style="list-style-type: none"> By labeling the rooms and the furniture in my house (real or imagined) By matching the names of places in my community to an image or map By listing the clothes I wear each season By identifying where places are located in my community By identifying locations of community buildings and items within a house. By classifying which objects go in a room
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 household, community and shopping habits.	<ul style="list-style-type: none"> By asking information about household responsibilities By telling my classmates what and where my favorite place in my community is located

		<ul style="list-style-type: none"> By asking classmates about their favorite store and clothing items
3. Presentational Communication [describe, inform, narrate, explain, persuade]	I can present information about my household, community, and shopping habits using a mixture of simple practiced or memorized words, phrases, and sentences spoken or written	<ul style="list-style-type: none"> By describing people, places and things in my community By giving information about what clothes are need during summer versus winter
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	By answering questions and completing a graphic organizer using information found in an authentic resource
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	By completing a Venn Diagram


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"> Identify the purpose of a text Compare the country to Niagara Falls, NY 	Task 2: <ul style="list-style-type: none"> You and a new friend are going to explore Mexico City/ Hispanic place of choice. Discuss with your friend three places each of you want to visit, your host's family's home, how you will get there, what restaurant you will eat at, and what clothing you will pack. 	Task 3: <ul style="list-style-type: none"> Create a graphic/ brochure/ PPT welcoming visitors to Niagara Falls, NY

LANGUAGE TOOLBOX		
Key Language Functions	Supporting Language Structures	Supporting Vocabulary
Identify rooms and objects in a home, places in my community, things you buy, clothes/ food, weather/ seasons	Mi casa es... Mi cocina es... Está Tiene Hay Voy, va, vamos	<ul style="list-style-type: none"> - Places vocab - House vocab - Clothing vocab - Seasons and weather - Prepositions - Location - Transportation Vocab
Describe rooms and objects in my house, household responsibilities, how my city looks, location of buildings and objects, where to buy clothing and food, where you shop, how to dress for weather conditions	Me gusta... Yo llevo... Ejemplo: El banco está... Yo voy de compras... Mi ciudad es... Tengo que...	<ul style="list-style-type: none"> - Places vocab - House vocab - Clothing vocab - Seasons and weather - Prepositions - Location - Transportation Vocab - Chores Vocab
Express preferences	Tengo hambre...	

<p>Exchange information</p> <p>Compare products/ practices/ perspectives</p>	<p>Quiero ir... Me gusta ir... Mi restaurante favorito es...</p> <p>Mi lugar favorito es... Mi tienda favorita es... Mi ciudad es... ¿Qué llevas? Describe tu ciudad...</p> <p>-Mi comunidad es.... - Mi ciudad es... - Mi casa/apartamento es...</p>	<ul style="list-style-type: none"> - Food Vocab - Places vocab - Places Vocab - Clothing vocab - Grande, pequeño/a, bonito/a, interesante, aburrido/a, nuevo/a, viejo/a, el campo, limpio/a, sucio/a - Places vocab - House vocab - Clothing vocab - Seasons and weather - Prepositions - Location - Transportation Vocab
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RESOURCES AND MATERIALS	
Authentic Resources	Other Materials
 <p>Infographic: House</p> <p>Infographic: Running a household</p> <p>Infographic: In my house</p> <p>Video: A Walk Around Madrid</p>	<ul style="list-style-type: none"> - Vocab List - Video: Prepositions -

[***Infographic: Where?***](#)

[***Video: El transporte***](#)

[***Supermarket Ads***](#)

[***Anuncios - Comerciales - Google Docs***](#)

[***Infographic: Shopping***](#)

Resource: [NYS World Language Standards Authentic Resources Wakelet](#)