

Unit Title: ¿Quiénes somos? Identidades
Grade Level: 9-10
Subject Area: Spanish I
Duration/Length/Number of class periods: ~4 weeks
Description: Students are learning to talk about themselves: likes and dislikes, introductions, and compare themselves to others of their age.
Established Goals (National, State, Local):
WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

<p>What Enduring Understandings are desired?</p> <ul style="list-style-type: none"> Interact in spoken and written exchanges to express your identity, ask for and give personal information and express preferences about activities.
<p>What Essential Questions will be considered?</p> <ul style="list-style-type: none"> Who am I? How does what I do define who I am? How am I similar to and different from young people in the Spanish-speaking world? How do language and music shape identity?
<p>Students will know / be able to:</p> <p>Can Do Statements</p>

Description	<i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	Fo	Su	Introductor y Activity	Learnin g Activity	Stu dent Technology Used	Teac her Technology Used	ISTE Standards
		r	m					

Activities and online blogs, portfolios, videos utilized in this unit are generally accessed from Entre Culturas Text Series by Wayside Publishing .							
Students will begin to form comparisons between Texas and Paraguay through maps, charts, activities: small group and in class discussions and Jamboard			x	x		x	2b
Students will watch a video blog of a young woman from Paraguay (via textbook) to hear and see their surroundings and interests.			x	x	x		7a
Students will use the video blog and their online textbook access to select words they have heard from the blog.	x				x		7a
Students will listen again to the blog and write two sentences stating comparing themselves (affirmatively or negatively) with the student. This will be submitted in their online portfolio	x			x	x		1c
Students will begin vocabulary study: Intro to vocab through images using photos in textbook as well as pre-study game with Quizlet.live			x	x	x	x	1c
Using new vocabulary, students will practice saying simple sentences explaining if the description matches them. They will record on a chart their answers and then record the answers of two classmates.				x			
Students will match famous people with their profession (from a predetermined list) then brainstorm to add more from their knowledge base. Through these *activities, students will practice the grammar component of introducing self and others.				x			
Students will continue to practice vocabulary regarding activities via images and quizlet.live				x	x	x	1c
Students will utilize the grammar structure of likes/dislikes to discuss in groups. They will complete various *in-class activities to practice asking and answering.				x			
Students will utilize their online portfolios to show evidence of understanding and self assessment.	x					x	1c

Students will progress through more questions and possible options to answer about themselves. These will be mainly in-class partner and group activities. (Several class periods). Several short formatives will be given using different methods throughout the days.	x			x			
Watch the video blogs of Isaac and Marina. Use the graphic organizer to mark the words you hear, note what you learn about each student and their characteristics. Using evidence from the blogs, which student would you like to host? (fillable PDF to take notes and write response)	x				x		1c
Interpersonal Task Then write an email to the exchange student you selected (paper or electronic option)	x				x		1c
Presentational Task Finally, create a video blog to share with the family you will stay with when you and your classmates travel to Spain or Costa Rica next summer. (Created and shared in Explorer)	x				x		1c

<p>Materials, tools and resources: Many of these resources are part of the Entre Culturas: Textbook and Online resources from Wayside Publishing rubric: Used for determining level of proficiency Quizlet.com Online portfolios: part of the curriculum series Entre Culturas and their Explorer options. Jamboard</p>
<p>Unit Plan Author Caroline Thorson, Luverne High School</p>
<p>Additional credit given to: Wayside Publishing, Entre Culturas Spanish I</p>