### Unit #1: Learning a New Language

**Key Learning:** Basic vocabulary, concepts and cultural etiquette to communicate in the Spanish Language

**Grades:** 9, 10, 11, 12

**Days:** 30

**CPALMS:** [http://www.cpalms.org/Public/PreviewCourse/Preview/1285](http://www.cpalms.org/Public/PreviewCourse/Preview/1285)

<table>
<thead>
<tr>
<th>2011 Florida Next Generation World Languages Standards (Focus)</th>
<th>Reading</th>
<th>Writing</th>
<th>Speaking</th>
<th>Listening</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>WL.K12.NM.2.1: Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.</td>
<td>WL.K12.NM.3.1: Introduce self and others using basic, culturally-appropriate greetings.</td>
<td>WL.K12.NM.3.2: Introduce self and others using basic, culturally-appropriate greetings.</td>
<td>WL.K12.NM.1.1: Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.</td>
<td>WL.K12.NM.6.1: Recognize basic practices, and perspectives of cultures where the target language is spoken (such as greetings,</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>WL.K12.NM.3.1: Introduce self and others using basic, culturally-appropriate greetings.</td>
<td>WL.K12.NM.3.2: Participate in basic conversations using words, phrases, and memorized expressions.</td>
<td>WL.K12.NM.3.2: Participate in basic conversations using words, phrases, and memorized expressions.</td>
<td>WL.K12.NM.1.2: Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities, and needs presented in a clear, slow, and repeated speech.</td>
<td></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>WL.K12.NM.3.6: Use appropriate gestures, body language, and intonation to clarify a message.</td>
<td>WL.K12.NM.3.8: Differentiate among oral statements, questions, and exclamations in order to determine meaning.</td>
<td>WL.K12.NM.3.8: Differentiate among oral statements, questions, and exclamations in order to determine meaning.</td>
<td>WL.K12.NM.1.3: Demonstrate understanding of basic words, and phrases in simple messages and announcements on familiar settings.</td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>WL.K12.NM.5.1: Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.</td>
<td>WL.K12.NM.5.3: Write simple sentences about self and /or others.</td>
<td>WL.K12.NM.4.1: Provide basic information about self and immediate surroundings using words and phrases, and memorized expressions.</td>
<td>WL.K12.NM.1.4: Demonstrate understanding of simple information supported by visuals through a variety of media.</td>
<td></td>
</tr>
<tr>
<td><strong>Culture</strong></td>
<td>WL.K12.NM.5.6: Prepare a draft of an itinerary for a personal experience or event.</td>
<td>WL.K12.NM.5.6: Pre-write by drawing pictures to support ideas related to a task.</td>
<td>WL.K12.NM.4.5: Role-play skits, songs, or poetry in the target language that deal with familiar topics.</td>
<td>WL.K12.NM.4.6: Present simple information about a familiar topic using visuals.</td>
<td></td>
</tr>
</tbody>
</table>
holiday celebrations, etc.

**WL.K12.NM.6.2**: Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).

**WL.K12.NM.6.3**: Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.

**WL.K12.NM.8.1**: Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.

**WL.K12.NM.8.2**: Recognize true and false cognates in the target language and compare them to own language.

**WL.K12.NM.8.3**: Identify celebrations typical of the target culture and one’s own.

**WL.K12.NH.6.1**: Use information acquired through the study of the practices, and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.

**WL.K12.NH.7.2**: Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.

**WL.K12.NH.8.1**: Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.

**WL.K12.NH.8.3**: Compare and contrast specific cultural traits of the target culture and compare to own culture.

---

**Proficiency Goal:** Novice Low/Mid/ Novice High

<table>
<thead>
<tr>
<th>Topic</th>
<th>Skills</th>
<th>Lesson Essential Question(s)</th>
<th>Word, concepts, phrases and/or grammar skills</th>
<th>Suggested Activities</th>
<th>Teacher Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Greetings, Farewells, and Introductions</td>
<td><strong>Interpretive</strong> <strong>WL.K12.NM.1.2</strong>, <strong>2.1</strong> Understand some common greetings and expressions</td>
<td>What are some of the common words used to greet someone in Spanish?</td>
<td>El alfabeto ¿Hola! ¿Cómo te llamas? ¿Cómo estás? Buenos días Buenas tardes Buenas Noches... Latin American Countries ¿Dónde queda? ¿De dónde eres?</td>
<td>In pair share (Writing): Students will create a script of a conversation of Introductions. Speaking (TPR): Students will perform a greeting conversation in which the teacher will assign the tone of the conversation (Happy, mad, indifferent, etc.).</td>
<td>Greetings: <a href="https://prezi.com/r_bophyka_li/spanish-greetings/">https://prezi.com/r_bophyka_li/spanish-greetings/</a></td>
</tr>
<tr>
<td></td>
<td><strong>Interpersonal</strong> <strong>WL.K12.NM.3.1, 3.2, 3.4, 3.6</strong> Greet and say good-bye to people using culturally appropriate body language. Ask and tell where someone is from.</td>
<td>How do you identify culturally appropriate verbal and body language to greet someone in Spanish? How do you introduce yourself to others?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Presentational  
WL.K12.NM.4.1, 4.5, 5.1, 5.3  
Introduce themselves to people  
Greet people | Pronouns (Yo, tú, el, ella, ud. Nosotros (as), Ellos (as, ustedes…  
Verbo: Ser (soy, eres…)  
Speaking: Students will choose the name of a celebrity. The teacher will ask students to mingle introducing themselves as the personality they have chosen to play.  
In Groups: Locate the Spanish speaking countries in a world map, Identify their capital and the region they belong to.  
In Groups: The teacher will give students cards with possible greeting questions and answer. Students will have to find the student with the matching card that completes their question or answer. Then students will work with other students (pairs) to create a longer dialog with their expressions.  
Writing: The students must research information on Spain including food, music different traditions and present it in a PPT.  
Pronouns:  
https://prezi.com/5sxjvhbqspvn/copy-of-subject-pronouns-spanish/  
http://www.purposegames.com/game/spanish-subject-pronouns-quiz  
http://www.quia.com/jg/322547.html  
https://www.youtube.com/watch?v=4gg1soO1OUQ |
|---|---|
| Interpretative  
WL.K12.NM.1.1, 1.3  
Understand someone talking about their age, where they are from, their phone number | Do you know your numbers from 1-100 in Spanish?  
Can you spell your numbers from 1-100?  
Números: 1-100  
Verbo: Tener (tengo, tienes, tiene...)  
Tengo 15 años  
In Pair Share: Introduce each other, talk about age using verb: “Tener.”  
In class: Teacher will call out numbers and students will write the numbers in small white boards.  
Numbers:  
www.mendycolbert.com/Clock_project.pdf  
https://quizlet.com/549371/spanish-numbers-1-100-flash-cards/ |
| Interpersonal  
WL.K12.NM.3.3,3.4 | Where are you from? |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tell someone your birth date. Exchange essential information about self.</strong></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>
| **Presentational**  
*WL.K12.NH.4.4*  
Present personal information about one’s self. |
| **What is the date of your birthday?** |
| Next day teacher will hold a card with a number and students must spell out the number in Spanish. |
| In class: Students will complete a survey about personal information and then share their results to the class. |
| **https://www.youtube.com/watch?v=6FEyfy5N6Ni**  
**http://www.spanish411.net/Spanish-Numbers.asp**  
**Presentation:**  
https://prezi.com/2agrl-6vqlm/spanish-numbers-prezi-adapted-from-discovery-educations-prezi/ |
| **1.3 Formal vs Informal**  
**Introduction**  
*WL.K12.NM.1.4, 2.4*  
Understand the difference between Usted vs Tú. |
| **Interpretive**  
*WL.K12.NM.1.4, 1.4, 2.4*  
Understand someone saying the date and time  
*WL.K12.NM.1.2, 1.4, 2.1*  
Understand someone saying the date and time | **When do we use a formal address?**  
**When do we use an informal address?**  
**What subject pronouns are used when communicating with a friend and an adult?** |
| **Pronouns:** (Usted, Tú)  
Estudiante, maestro/a, profesor/a, cómo estás, cómo está, cómo se llama usted, cómo te llamas tú?  
| **Writing:** Recognize if a sentence is logical or illogical using the pronouns Usted vs Tú.  
Role-play: Create a short skit presenting different scenarios using Tú vs Usted.  
| **http://www.spanish.cl/Grammar/Games/Tu_vs_Usted.htm**  
**www.spanish.cl/grammar/games/tu_vs_usted.htm**  
**https://prezi.com/ytktppvzcqvi/tu-vs-usted/** |

**1.4 Months, Days, Seasons and Time**  
*WL.K12.NM.4.5, 4.6*  
Write and/or act out a small conversation between a teacher and/or a student. |
| **Interpretive**  
*WL.K12.NM.1.2, 1.4, 1.4*  
Identify each month according to the seasons using visuals.  
*WL.K12.NM.3.5, 3.8*  
Share with the weekly forecast. |
| **How do you list the days of the week and months of the year?**  
**What is today’s date?**  
**How is the weather today?**  
**What is the difference between the Northern and Southern Hemispheres?** |
| **Meses del año: enero, febrero, marzo…**  
**Días de la semana: lunes, martes, miércoles...**  
**Estaciones del año: primavera, verano...**  
Grados celsius  
Grados farenheit  
| **Individual/Class: Make a calendar using days of the week, months, and weather.**  
**Individual:** Keep a daily log tracking the weather throughout one entire week. Present your finding to the class.  
**Pen Pal:** Students write a short note to a student in...  
| **www.ver-taal.com**  
**www.quia.com**  
**www.spanishspanish.com**  
**www.languagesonline.org.uk**  
**www.myspanishgames.com**  
**https://www.youtube.com/watch?v=BdLuT_P0QzE**
<table>
<thead>
<tr>
<th>Say and write different temperatures.</th>
<th>Tell and ask the date</th>
<th>Tell and ask the time</th>
<th>Presentational WL.K12.NM.4.6, 5.2, 5.5, 5.6 WL.K12.NH.5.6</th>
<th>Write the day and time using the culturally appropriate format.</th>
<th>Present information about the weather in Florida.</th>
<th>Draw a picture related to the date and time listened and/or written.</th>
<th>Hemispheres’ seasons?</th>
<th>Hemisferio Norte Hemisferio Sur</th>
<th>Spain (or other region in the US) comparing and contrasting the weather.</th>
<th>Research: Investigate the different types of weather in various Spanish Speaking countries.</th>
<th>See <a href="https://www.youtube.com/watch?v=U7W6xKx6g2I">https://www.youtube.com/watch?v=U7W6xKx6g2I</a></th>
</tr>
</thead>
</table>

1.5 Cognates

|-----------------------------------------------|-----------------------------------|-------------------|-------------------------------------------------|---------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------|

| Interpersonal WL.K12.NM.3.2, 3.8, 8.2 | Differentiate and use cognates in basic conversations and written sentences. | How does a cognate word help me understand a reading passage? | | | | | | | | | |
|-----------------------------------------------|-----------------------------------|-------------------|-------------------------------------------------|---------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------|

| Presentational WL.K12.NM.4.1, 5.1, NM.8.2 | Talk about how the target language is similar to English. | Write a list of vocabulary words considered cognates. | | | | | | | | | |

Making Language Practical through Culture
WL.K12.NH.7.2: Latin American Countries Bingo: Using a Map of Latin America, the teacher will point out the Spanish-Speaking countries. Students will fill out a 4 x 4 grid (table) with the Latin American countries. The teacher will call out the names of the countries, the first student that completes a row will call bingo. The students will say the countries of the winning row.  
WL.K12.NH.6.1, 8.1, 8.3: Students will pick a country in which he/she research about the following topics:  
a. 24 hour clock, international dates calendars, and phone formats  
b. the concepts of “being late” and being “on time”.  
The teacher might want the student to differentiate the student’s findings on the topic with his/her own culture concept of time. |
| Culture Appreciation: | WL.K12.NH.6.1, 8.1, 8.3: Students will research and give their opinions on cultural differences of personal space  
[http://www.npr.org/sections/codeswitch/2013/05/05/181126380/how-different-cultures-handle-personal-space](http://www.npr.org/sections/codeswitch/2013/05/05/181126380/how-different-cultures-handle-personal-space)  
WL.K12.NM.6.1, 6.3, 8.3, WL.K12.NH. 8.1, 8.3: Students will read an article and watch a video ([28 Traditions from Around the World](https://www.youtube.com/watch?v=IWLGvaeDAU)) and opine about the Birthday tradition in the Hispanic culture and how it differs from the anglo-saxon cultures.  
Link: [https://www.youtube.com/watch?v=IWLGvaeDAU](https://www.youtube.com/watch?v=IWLGvaeDAU) |
| Cultural Interactions: | WL.K12.NM.6.2, 8.1: Acting out: Students will imitate, and compare and contrast the appropriate greetings, gestures, and social behaviors of the Hispanic Culture with their own.  
Students will compare the weather in Florida to the weather in another Latin American country. |

**Note:** At the end of this unit students should be able to listen, understand and write down a dictation given by the teacher using the unit vocabulary.