



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe educational environment for all students to attain the skills and knowledge specified in the New Jersey Core Curriculum Content Standards at all grade levels so as to ensure their full participation in our global society as responsible, self-directed, and civic-minded citizens.

Course Title: Spanish 2A

Grade Level(s): 9-12

Duration:

Full Year:

X

Semester:

Marking Period:

Course Description:

This course is designed for the student who has successfully completed Spanish 1A or has a teacher recommendation from the middle school upon completion of the Beginning 1 and 2 courses. This course is an interactive, communicative-based approach through the Interpretive, Interpersonal and Presentational modes where students will be listening, speaking, reading and writing in the target language. Students expand their vocabulary related to their daily lives in predictable settings and also explore the target cultures related to themes at the Novice High level and steadily moving towards the Intermediate low level in the ACTFL proficiency guidelines. Students are comparing and contrasting cultures and becoming more aware of global challenges and perspectives using culturally authentic resources.

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

NJ World Language Mission:

- The study for another language and culture enables individuals, whether functioning as citizens or workers, to communicate Face to face and by virtual means in appropriate ways with people from diverse cultures.

NJ World Language Vision:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance Cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work related and/or financial Success in our increasingly interconnected world.

Washington Township Goal: All seniors who achieve a level 4 or AP will pass the Seal of Biliteracy.

Designed by:

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Under the Direction of:

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Written: July 2017

Revised: _____ July, 2021 _____

BOE Approval: _____

Grading Procedures:

The goal of this course is for students to demonstrate proficiency on the ACTFL proficiency scale and move along the continuum from the ***Novice-High to the intermediate low*** level in the four linguistic skills: speaking, reading, writing and listening in the target language. The students will also continuously compare and contrast the culture of the target language countries to their own . Proficiency will be assessed through benchmarks that contain components of integrated performance assessments, as well as formative and summative assessments in the areas of interpersonal, interpretive and presentational skills.

Grading on report cards is as follows:

50% Primary Assessments (IPAs, benchmarks, tests, major projects)

35% Secondary Assessments (Quizzes, classroom participation)

15% Support Assessments (homework)

	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID
Interpersonal Communication	I can communicate and exchange information, about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.
Presentational Speaking	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.	I can present information on most familiar topics using a series of simple sentences.
Presentational Writing	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write briefly about most familiar topics and present information using a series of simple sentences.
Interpretive Listening	I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.	I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.	I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.
Interpretive Reading	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.	I can understand the main idea of short and simple texts when the topic is familiar.	I can understand the main idea of short and simple texts when the topic is familiar.

Primary Resources:

The textbook used for this course is Auténticos written by Peggy Boyles, Myriam Met, Richard Sayers, and Carol Eubanks-Wargin; published by Pearson Education, Inc., Copyright 2018.

Unit Title: Unit 1: Celebrations & Special Events
Unit Description: <p>In this unit, celebrations and special events, students communicate, orally and in writing at a Novice High/Intermediate Low level, about their routines and getting ready for a special event. In addition, they identify special events in Spanish-speaking countries and compare them to those in the United States using interpretive skills.</p> <p>Students will continue to learn about the activities associated with the planning, attending, and participating in different celebrations and parties and the cultural etiquette.</p> <p>This unit also entails students talking about past celebrations in which they participated, and/or why they couldn't participate in different celebrations.</p> <p>Cultural: Students will learn the cultural perspective of parties, and celebrations in Spanish-speaking countries with a focus on "La Parranda" and compare them to those in the United States. Throughout the unit, they interpret information on the</p>
Unit Duration: 10-11 weeks

Desired Results

Standard(s): Students will enter at Novice High level and move through the proficiency continuum towards Intermediate Low. PLEASE USE THESE STANDARDS FOR ALL REMAINING UNITS!

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

<p>Core Idea:</p> <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<ul style="list-style-type: none"> • 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). • 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life. • 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. • 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts. • 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language. • 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
<p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	<p>7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</p> <ul style="list-style-type: none"> • 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life. • 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. • 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. • 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas. • 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.</p> <ul style="list-style-type: none"> • 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences. • 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts. • 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing. • 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
<p>Intercultural Statement</p>	<p>Possible topics:</p>
<p>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives attitudes, values</p>	<p>Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.</p>

Indicators:**Interpretive:**

- Skim and scan culturally authentic written and video/audio texts such as magazine articles, newspaper articles, and short video clips that focus on the celebration of milestone events in the target culture(s).
- Read and listen to information about celebrations and demonstrate comprehension
- Read and depict information that uses the irregular verbs hacer, tener, ir and ser in the preterite tense. In addition, interpret information about things you did and where individuals went.
- Maintain a steady discussion in the target language related to daily routines, and preparing for a special event.
- Recognize common gestures, intonation, and other visual or auditory cues of the target-culture.
- Understand cultural perspectives on celebrations

Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates, the teacher, and heritage speakers, in which they ask and answer question related to celebrations, events, and routines.
- Communicate using the irregular preterite tense of hacer, tener, ir, and ser.
- Compare daily routine practices of people in the target culture(s) with their own.
- Speak about preparing for a party that took place in the past or is about to take place
- Describe preparations for parties and celebrations in present and past tenses

Presentational:

- Use written and oral sentences to discourse, compare and contrast how different events are celebrated in the home and Spanish-speaking countries.
- Present information about: special events, clothing for different events, getting ready for an event.
- Communicate about things you did at a specific event they attended and where.
- Create a written presentation to showcase what one knows and is acquainted with, as well as what one should know to do.
- Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture during daily interactions.

Cultural Content Statement(s):

Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, celebrations, special events, likes/dislikes, and pastimes.

Understandings:

Students will understand that...

1. Events in Spanish-speaking countries are celebrated differently than in the United States.
2. Weekday and weekend activities differ for teenagers in the United States as compared to those in Spanish-speaking countries.
3. In Spanish-speaking countries, holidays and celebrations are important.
4. In Spanish-speaking countries people like to dress business casual or formal for special occasions where in the United States dress is more casual.

Essential Questions:

1. What special events are specific to Spanish-speaking countries?
2. What are the differences between teenager's weekday and weekend activities in the United States to those of Spanish speaking countries?
3. What special occasions are important in Spanish speaking countries compared to those in the United States?
4. What does one wear to special events in Spanish speaking countries compared to those in the United States?
5. How does one get ready for a special event in Spanish-speaking countries compared to that of the United States?
6. How do dress and event preparation reflect culture?

Assessment Evidence

Performance Tasks:

5 Rules for the 3 Modes

In order to help students better master this unit remember these rules when selecting activities:

1. They must be **authentic**.
2. They should always be **engaging**.
3. Activities should be **varied**.
4. They need to be **focused** around the unit theme.
5. The class should be taught 90% in the **target language**.

Interpretive

- Compare daily practices of people in the target culture(s) with own.
- Using Newsela or iCulture, read articles about typical days of students in various Hispanic/Latino countries and compare to your own using a Venn Diagram. Which country would you prefer and why?
- Listen to a YouTube video of a Latino teenager talking about his/her day. What is similar? Different? Why do you think the routine is different? (What cultural factors affect the difference)
- Watch clips of a Spanish movie and record the daily routine you see being acted out.
- Find picture books that show daily routines or comic strips and have students read and answer questions. Try to find one from a target country.

Interpersonal

- *Entrevista y Reportaje* – Interview a classmate about his or her daily routine.– Switch roles – and then write a paragraph or two describing his or her routine.
- *Partners*: Each student will take a role (role playing) at a wedding =, acts out their role, class guesses the reciprocal actions. The student partner guesses roles, change action.
- Share similarities and differences of your daily routine with your classmates.
- Charades with daily routines
- Students work with partners to develop a skit between siblings that takes place at home in the morning. The two argue over using the bathroom to get ready for school. Each student must use a variety of reflexive verbs with times to say when they need to use the bathroom and what activities they need to do.

Presentational

- Write an article for a fashion magazine with review of clothing, what a person did, what they bought, and where they went in their new outfit.
- Write and present information about daily routines; discussing your morning routine, as well as, your night routine before bed. Also, include activities from throughout the day that are non-reflexives.
- You are an event planner. Plan a step-by-step calendar for your client to prepare for her big day.

Other Evidence:

Pre-Assessment:

- Vocabulary evaluation/analysis
- [KWL Chart](#)
[KWL Chart](#)
[KWL Chart - Example](#)
- "Can Do" self-assessment
- Quick Write
- **Graffiti Wall** - Use large butcher paper and title it with a theme or big idea or topic from unit (*i.e. reciprocal actions, daily routines, saber vs conocer, and demonstrative adjectives*) Students over a certain amount of time (a day-a week) write thoughts/ideas/opinions that come to mind regarding the title. Have them initial each. Keep track of what students record. The graffiti wall then can be used throughout the unit by adding new information, correcting misconceptions, categorizing, developing vocabulary, etc. for you to use later.
- Interpretive *Use TPR activities to review reflexive verbs
- Compose questions about authentic passages read in class
- *Watch/produce student video clip (based on daily routines) and place events in chronological order (technology integration)

Formative Assessments:

- Reading / Interpreting Realia - Reading Strategies: Pronunciation and Comprehension strategies
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- TPR response
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry
- Whiteboard responses
- Smartboard responses
- Exit slips / Polls
- Grammar: *The verbs: -ar, -er, -ir, -car, -gar, -zar; -IR and SER*
- Grammar: Demonstrative Adjectives
- Saber vs Conocer; stem-changing verbs
- Teacher quiz / Socrate / Kahoot It! / Quizlet Live, etc.
- Student Blogs
- Matching vocabulary with photos
- Reading comprehension using authentic sources
- Cloze Statements - where students must insert appropriate vocabulary.
- Concentration game with vocabulary
- Temperature Gauge: Stop in the middle lesson and on the spot, check for understanding.
- Exit ticket.
- **Word Splash Activity** - content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram

Summative Assessments:

- Chapter Test / Unit Test
- Integrated Performance Assessment or a component
- Performance Assessment showing proficiency with "Can Do" statements and rubric

Benchmarks:

Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)

Presentational: You are an exchange student in Mexico. Your host family wants to know about special events in which you participate in your community. Using digital tools, show and describe photos of a typical special event you or your friends might attend and how you prepare for it step by step. Be prepared to answer questions from your teacher and classmates. Listen to a special event presented by 2 other of your “roommates.” Ask your classmates 3 questions about their event. After sharing events, determine which one would be most fun and why. Which one took the most preparation?

OR:

Interpretive: Students will read an article they choose from a selection of celebrations the teacher has provided. Then the student will give the main idea and supporting details, as well as recognize keywords to demonstrate understanding.

Presentational: Students will write an email to their Epal describing how they celebrated one of three holidays (teacher will provide choice), including things they did to prepare, what types of food they had, and any other traditions they may have celebrated.

Interpersonal: Students will have a conversation about what their favorite holiday/celebration is and describe why it's their favorite, what they do to prepare for this celebration, and what kind of activities they do for this celebration.

(Celebrations unique to the U.S.: Homecoming, Halloween, Prom, Sweet Sixteen, 4th of July celebrations)

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

- Performance is defined as how well a learner uses language acquired in a classroom setting.
- Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
 - interacting with native speakers of the language, or
 - immersed in a target language environment.

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- **Novice Low:** Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- **Novice Mid:** Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.

- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

<i>Assessing Performance Assessing Proficiency</i>	<i>Assessing Performance Assessing Proficiency</i>
Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired	Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired
Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations	Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations
Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level	Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level
Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices. Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time	

Learning Plan

Resources:

[NJ World Language Standards](#)
[NJ World Language Progression Chart](#)
[Annotated Glossary With Resources](#)
[Ohio Model Curriculum](#)
[American Association of Teachers of Spanish and Portuguese](#)
[Realidades 2 Student homepage](#)
[Real Academia Española](#)
[World Culture Encyclopedia](#)
[FlipGrid.com](#) - Students can record themselves and create a video.
[123 Teach Me](#) – All Types of Resources (some things are free others you have to pay for)
[Audiria](#) – Free Audio Texts
[Bowdoin College](#) – Online Spanish Grammar Explanations
[CAPL](#) – Culturally Authentic Images
[CARLA](#)
[CIA](#) – Facts About Countries Around The World
[Class Tools](#)
[Colby College](#) – Culture and Grammar Instruction
[Creative Language Class](#)
[Culture Crossing](#)
[Destinos](#) – Video Series
[¿De Verdad?](#) – Spanish Videos and Lessons
[Digital Dialects](#)
[Edmodo](#)
[EdPuzzle](#) – Cut Down Videos and Insert Comprehension Questions
[FLENJ](#)
[FLTEACH](#)
[FluencyProf](#) – Listening Comprehension Activities
[FORVO](#) – Speak with Native Speakers from Around the World
[Fotobabble](#) – Share and Narrate Pictures
[Glogster](#)
[Haverford Township Schools](#) – Integration of Authentic Materials
[I Love Languages](#)
[Instituto Cervantes](#)
[Instructional Resources](#) – Learning Scenarios
[IE Languages](#) listening resources vocabulary, grammar, and pronunciation exercises
[Language Guide](#) – Vocabulary Lessons with Pronunciation and Practice
[Languages On Line](#)
[Lang Media](#) – Video Clips
[Language Magazine](#)
[LANIC](#) – Latin and South America Resources
[Learn A Language](#) – Comprehensive Lessons, Games and Activities
[Learner.org](#) – Integrated Lessons for the World Language Classroom
[Lingorilla](#) – Video Clips and Interactive lessons
[Lingt](#) – Create speaking exercises for your students
[Lingus](#) – Videos for all levels
[LiveBinders](#)
[Live Worksheets](#)
[Lyrics Training](#)
[Me Encanta Escribir En Español](#) – Worksheets and Writing Activities
[Mis Cositas](#) – Cultural Videos
[Mi Vida Loca](#) – Video Series
[My Languages](#) - Grammar Guides and Short Vocabulary quizzes
[Mi Mundo En Palabras](#)
[Musical Spanish](#) – Music Videos and Interactive Activities
[NCLRC](#)
[Neil Jones](#)
[Newsela](#)
[OnLine Free Spanish](#) – Visual and Audio Activities
[Picture Dictionary](#)
[PicLits](#) - Pick An Image From Selection Then Writes – (Use Freestyle Choice To Change Language)
[Poll Everywhere](#)
[Portal De Educación](#)
[Poster My Wall](#) – Online Poster and Flyer Maker
[Professor Garfield](#) - Read and Listen to Children's Q and Create Their Own Comics

Realia Project

[Tank Game](#) with saber and conocer (Other grammar points are available)

- www.successnetplus.com
- www.phschool.com
- www.conjuguemos.com
- www.quizlet.com
- www.wordreference.com
- Google Classroom
- Presentational resources such as, but not limited to Google Drive (Docs, Slides, Forms, Drawings), Prezi, Storyboard That,
- Vocaroo)
- Microsoft Office Programs (Documents, Power Points)
- Blackboard
- Youtube
- Other websites, as needed, such as Spanish language online news and magazines
- Realidades 2 & Aténticos Audio CDs, MP3 files

[Quizlet.com/live](https://www.quizlet.com/live) Interactive review game where students can interact in their learning and assist each other.

<https://www.youtube.com/watch?v=zKxEJZsYxJc> Video: Como celebramos las fiestas patria.

Stem changing verbs: Textbook pg. 27-

Textbook pgs. 70-97; p.96 Vocabulario en contexto

-Leveled Vocabulary & Grammar Workbook.(Core Practice pgs.27-37 and Guided Practice pgs. 53-70)

-Communication Workbook with Test preparation; Writing, Audio & Video activities pgs.25-34

-Realidades para hispanohablantes + answer key.

-Grammar Study Guide

-Teachers Resource Book.

-TPR Stories

Learning Activities:

Pinterest:

<http://pin.it/8fmgTrg>

<http://pin.it/w6WwEPq>

<https://www.youtube.com/watch?v=XqN1cTGKTHU>

<http://pin.it/WsXUbp7>

http://pin.it/EfOut_S

<https://www.pinterest.com/kjacobs972/saberconocer/?lp=true>

[Shout!](#)

[Memory](#) – Reflexive verbs

[Facebook Activity](#)

[Family E-mail Activity](#)

[Blog / E-Mail Activity](#) – Template – Version A

[E-Mail Activity](#) – Template – Version B (FREE)

[Spanish Fidget Spinner Activities](#) – Great for Conjugation of Verbs or Vocabulary Games

[Verb Conjugation Spinners](#)

[Spanish Family Relationships](#) – Sentence Completion

[All About MySelfie](#) – (FREE)

[SeeSaw Task Cards](#)

[Eres Mía](#) – Ser and Descriptions (Song)

http://www.spanish.cl/Vocabulary/Games/Conocer_vs_Saber.htm

http://personal.colby.edu/~bknelson/SLC/saber_conocer.html

<http://www.spanish.bz/activity-saber.htm>

[Daily activities flashcards](#)

<https://www.spanishdict.com/guide/saber-vs-conocer>

http://wps.prenhall.com/wl_heining_anda_1/87/22455/5748699.cw/index.html

<https://www.coursehero.com/file/8370438/Saber-vs-Conocer-activity/>

http://www.spanish4teachers.org/files/saber_conocer.ppt

Games

<https://www.purposegames.com/game/de4ed80448>

<https://senorab1972.wordpress.com/2012/04/22/saber-conocer-y-mas/>

YOUTUBE

https://www.youtube.com/watch?v=-H7_2Qq2ng

Task cards:

<https://www.teacherspayteachers.com/Product/Task-Card-Set-Saber-vs-Conocer-in-Spanish-Sentences-1091292>

Demonstrative adjectives

<http://www.myspanishgames.com/fun-Spanish-grammar/demonstrative-adjectives.html>

Stem-changing verbs

[Sentence writing with stem-changing verbs](#)

[Lesson Plan with Stem changing verbs](#)

[El día del amor](#) song and activity

[E-I stem-changing verbs](#)

[Car, Gar, Zar](#)

Roll the Dice activity

Spanish Dict Notes and resources

Learning activities:

- Pronunciation Practice – Repeat nursery rhymes, poems, songs, tongue twisters, etc.
- Reading Strategies – Identify cognates, activate prior knowledge and summarize main ideas.
- [KWL Chart](#) / [KWL Chart](#)
- Play game using reflexives and reciprocal actions as well as reflexive pronouns.
- Create a routine poster and present to the class.
- Complete a crossword puzzle using clues such as *me cepillo los _____, me afeito las _____*.
- Make and discuss cómo hacer un poncho (Realidades 2, p.92) and display in the classroom.
- Have students complete *Rompecabezas* about daily routines, the different uses of saber and conocer, as well as demonstrative adjectives.
- Create a video of a wedding narrative, describing what the guests are doing/do.
- Play the En Contexto CD, follow along and list or act out the reflexive actions heard.
- Have students create their daily routine from the moment they wake up to when get ready for bed.
- Watch *GramActiva Videos* to reinforce grammar concepts, Ser vs. Estar, Tener, irregular preterite verbs and Saber vs Conocer and Demonstrative adjectives
- Play verb conjugation games such as the [Dice Game](#), Verb Relays [1](#) or [2](#), etc. using irregular preterite
- Play the [Cube Game](#) (one with subjects, the other with verbs; irregular preterite and reflexives, stem-changing verbs).
- [Stem-changing verbs](#) (Teachers pay teachers) magic squares
- [PowerPoint on Stem changing verbs](#)
- [Mi Rutina Diaria con Frida Kahlo](#)
- [Pinterest con actividades y videos de la rutina diaria](#)
- Use the reflexive verbs to express your daily routines using reciprocal actions
- ¿Cómo te preparas en la mañana? – Students write sentences about their daily routine for different occasions. Have them not only write in the singular form
- We all have schedules that vary, and so do our students. Students must write out their daily schedule, incorporating at least eight reflexive verbs. Students must choose to write two of the following three options for schedules: a regular school day, a normal Saturday and/or a normal summer day.
- **ROLL OF THE DICE:** Divide students into small groups. Give each group of students two dice. The roll of the first die will decide which subject pronoun will be used. One=yo, two=tú three=usted, él/ella, four= nosotros/nosotras Another die will have different *stem-changing verbs* in the infinitive form.
- Give each student an index card with a *stem changing verb* in the infinitive and they must create a sentence on the spot.
- Use [Conversation cards](#) to create a conversation.
- Role Plays
- Skits
- Have students volunteer to read and act out the character roles from the Videohistoria (Realidades 2).
- Complete video activities that accompany the Videohistoria.
- *Sentence Strip Activity* – Cut apart a paragraph / daily routine and have students and or groups put it back in order. Students can make the paragraph in the preterite tense (make the reflexive verbs in the past).
- Groups of 4 & flip chart paper: have each group member create a paragraph in the preterite tense, talking about a wedding or any other special event they attended with their family/friends. (paragraph builder).

Saber vs Conocer:

- Students make a list of 10 things that they know how to do, by combining saber plus an infinitive verb. Students then share their list with other students. To extend the activity, after each student makes a statement about himself or herself, they turn to their partner and ask if the person knows how to do the same thing.
- Story chain: In teams of three, the first student begins a story with a sentence using a regular -ar verb. The second student must continue the story using an -er verb. The third student continues the story using a regular -ir verb. You can decide if you want them to continue the story with another round or begin with a new story.
- Listening activity with manipulatives using **se** and **conozco** act. 15, p.56
- -fill in the correct forms of saber/conocer in an email; respond to email (extend to writing to another class and have that class respond) act. 16, p. 57 (Tech)
- -interview a classmate to get to know them better then write a paragraph about what you learned act. 17, p. 57
- -use a 8 ½ x 11 sized paper; make ½ “saber” and the other ½ “conocer”; students need to go online or clip from magazines to find pictures of people and things to paste on either side (Tech)
- [Saber vs conocer online game](#)

Social Emotional Learning:

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. World Language teachers include SEL practices in everyday learning to include the state competencies and sub-competencies. Students, through SEL, are able to take personal ownership and responsibility for their learning and decisions.



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

*Adopted by the New Jersey State Board of Education in August 2017

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): Using simple sentences independently: Students will come in at NH level and move towards IL standards.

World Language (7.1IL.B.4) Ask and respond to factual and interpretive questions of a personal nature or on school-related topics

- 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
- 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.
- 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.

- 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

4.0	Students will be able to: <ul style="list-style-type: none"> • Research similarities and differences on teens' daily routines and clothing preferences in Hispanic countries and in the US and create a multi-media presentation to share with an ELL student who will critique it for accuracy in the target country.
3.0	Students will be able to: <ul style="list-style-type: none"> • Communicate information about daily routines and getting ready for special events in the present and in the past. Compare and contrast age- and level- appropriate culturally authentic materials orally and in writing • Communicate about fashion and shopping • Use digital tools to exchange basic information in simple sentences on topics related to self/family routines and celebrations. • Create a multi-media presentation to demonstrate understanding of how to communicate about routines using the vocabulary and grammar presented in the unit in a relevant situation/scenario • Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture and one's own culture
2.0	Students will be able to: <ul style="list-style-type: none"> • Describe people and things using the verb Ser and Estar • Talk about clothing for different events and weekend plans • Explain cultural perspectives on teen dress • Describe yourself and others using the verbs Ser and Estar; Saber vs. Conocer • Use reflexive verbs to discuss and explain daily routines • Discuss cultural attitudes on teenagers' clothing
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Give students index cards with the names of important events in your school or community written on them. Have students discuss what type of clothing would be worn to each event, and say if it is formal or casual. • http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
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Struggling Learners	<p><u>Relevant for chapter all chapters:</u></p> <ul style="list-style-type: none"> • Review note-taking skills. • Keep a vocabulary notebook to add new words to, also add pictures or English translations. • Direct students to the online tutorial. They can review the related English grammar first & then proceed to the new Spanish grammar point. • Assign extra reading support online. Computer corrected activities use different reading strategies to help students comprehend new vocabulary & progress at their own pace. <p><u>Specific to this unit:</u></p> <ul style="list-style-type: none"> • For activity 6, pg. 78 Realides 2, students who struggle with spatial organization tasks may have trouble designing the Venn diagram. If so, provide a full-page lined version of the model. For each shown picture, have students write a description, cut it out, and glue it to the appropriate section of the diagram. •
English Language Learners	<ul style="list-style-type: none"> • Have students describe special events they attend in their country and how they prepare; compare to US and Spanish-speaking countries • Have students discuss traditional clothing items that may be similar to the poncho • Have students discuss theater in their country • Have students discuss teen trends in their country • http://www.state.nj.us/education/aps/cccs/ELL.htm
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators

Comprehensive & Physical Education: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CHPE.pdf>

Science: <https://www.nj.gov/education/cccs/2020/NJSLs-Science.pdf>

Social Studies: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-SS.pdf>

Visual and Performing Arts: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-VPA.pdf>

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4 contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016)

through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Integration of 21st Century Skills

Indicators:

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Focus on standards 9.1, 9.2 and 9.4

For NJSL-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

• Civic Financial Responsibility (CFR)
 • Credit Profile (CP) • Financial Psychology (FP)
 • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

Critical Thinking and Problem-solving Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	Multiple solutions exist to solve a problem. • An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Global and Cultural Awareness To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

Individuals from different cultures may have different points of view and experiences.	Culture and geography can shape an individual's experiences and perspectives.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
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Technology

- In order to make students from a target language culture feel more welcome in the school, students learn to use appropriate gestures and oral expressions for greetings, leave takings, and common classroom interactions, and incorporate them into their daily routines.
- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, voicethread and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.

- Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

Communication:

Interpersonal:

Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings and opinions.

Interpretive:

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentation:

Learners present information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

Culture:

Relating Cultural Practices to Perspectives:

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives:

Learners use the language to investigate, explain and reflect between the products and perspectives of the cultures studied.

Connections:

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives:

Learners access and evaluate information and diverse perspectives that are available through the language and its culture.

Language Comparisons:

Learners use the language to investigate, explain and reflect on the nature of the language through comparisons of the language studied and their own.

Cultural Comparisons:

Learners use the language to investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities:

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning:

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment and advancement.

Technology:

Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather it is an indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.

- Digital Tools in the context of a world languages class include applications and software that aid in communication. Some examples include video/web conferencing, texting, and IM'ing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, video casts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.

Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

Unit 2 & Unit 3 Title: Community Life & Travel/Around Town

Unit Description:

<p>This unit teaches students about differences and similarities between Hispanic communities around the globe. Students learn how to communicate orally and in writing in the past tense about community and transportation as it relates to the Hispanic culture. Students will explore the cultural perspectives on how people live in the US and the Spanish-speaking world. At an intermediate low level students will be able to communicate/compare/contrast in all modes about community life and daily responsibilities.</p>

Unit Duration: 12 weeks

Desired Results

Standard(s): PLEASE USE THESE STANDARDS FOR ALL REMAINING UNITS!

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

<p>Core Idea:</p> <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	<ul style="list-style-type: none"> • 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). • 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life. • 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. • 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts. • 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language. • 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
<p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	<p>7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</p> <ul style="list-style-type: none"> • 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life. • 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. • 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. • 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas. • 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.</p> <ul style="list-style-type: none"> • 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences. • 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

	<ul style="list-style-type: none"> • 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing. • 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
Intercultural Statement	Possible topics:
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.

Indicators:**Interpretive:**

- Skim and Scan culturally authentic written and video/audio texts such as magazine articles, newspaper articles, and short video clips that focus on the community life in the target culture(s).
- Read and depict information that uses the irregular tú commands, the present progressive in the irregular forms, and indirect object pronouns. In addition, interpret information about places you went in the city and what modes of transportation you used to get there.
- Understand a discussion in the target language related to stores, modes of transportation and giving directions in the form of commands.
- Recognize common gestures, intonation, and other visual or auditory cues of the target-culture.
- Demonstrate comprehension of content from reading, watching and listening material relating to: driving directions and advice.

Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates, the teacher, and heritage speakers, in which they ask and answer question related to community life, informal commands, and modes of transportation.
- Communicate using the irregular affirmative commands, the irregular forms of the present progressive and indirect object pronouns.
- Compare daily community life practices of people in the target culture(s) with own.
- Maintain a discussion related to: giving directions to get around town. Getting places around town, good driving habits, modes of transportation and give commands to other people.
- Maintain a discussion related to: Experiencias en la ciudad. Talk about errands you did and where you did them.

Presentational:

- Use written and oral sentences to discourse, compare and contrast how different traffic laws are in the United States and Spanish-speaking countries.
- Produce an oral or written report on how to get from a starting point to a point of interest.
- Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture during daily interactions.

Cultural Content Statement(s):

Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, celebrations, special events, likes/dislikes, and pastimes.)

Understandings:

Students will understand that...

1. Spanish-speaking countries are very proud of their traditional neighborhoods and communities.
2. Running an errand operates differently in Spanish-speaking countries than in the United States.
3. There are similar modes of transportation that are available in both Spanish-speaking countries and the United States.
4. There are many modes of living and ways of life in the Hispanic world that have developed over time and can be explored through stories, legends, and fables.
5. Giving and receiving directions is essential to authentic travel in Spanish-speaking countries.

Essential Questions:

1. What are the similarities and differences between neighborhoods or communities in the United States and Spanish-speaking countries?
2. How does running errands differ in the United States than Spanish-speaking countries?
3. How would you direct an individual or a group to...?
4. How have communities developed over time?
5. What helps or hinders you from getting around your community or neighborhood?
6. What world events/climate events can change a community and how can they impact emigration?

Performance Tasks:

5 Rules for the 3 Modes

In order to help students better master this unit remember these rules when selecting activities:

1. They must be **authentic**.
2. They should always be **engaging**.
3. Activities should be **varied**.
4. They need to be **focused** around the unit theme.
5. The class should be taught 90% in the **target language**.

Interpersonal:

- Talk about schedules, doing errands, telling time, community stores and services, and famous people from the past using a series of simple sentences
- Talk about prepositions and transportation, a telephone ad, *Las glorietas*, maps, driving, traffic signs, giving directions, relationships, things people do, when and how often, using gestures to communicate.
- Give information using direct object pronouns.
- Talk to give and request information.
- Describe using the preterite of *ir*, *ser*, *hacer*, *tener*, *estar*, *poder*
- Give directions to student volunteers to lead them around the room; have them blind-folded and go through an obstacle course; have students give directions; use a car on a “street” drawn on the board and have students “drive” the car blindfolded while listening to directions.
- Paired activity: Have each student draw a map of a local shopping district or use a map from Google Earth in the target country. Students then work as partners to give directions from one store/building to another.
- Play the role of someone who works at a location in town. Help a customer find something in the store and find another location in town

Interpretive:

- Read about Buenos Aires, a building in Mexico, medication labels, *barrios* in Spain and Latin America, *Los sellos* in Spain, sister cities international, and services *farmacias* provide; a picture based story and newspaper ad.
- Read about city events, Diego Rivera, la plaza mayor a telephone ad, the Mexico City subway, defensive driving, license requirements, the *carretera Panamericana*.
- Read, watch and listen to information about places, transportation and traffic signs.
- Listen to and watch a video about asking directions
- Read and interpret dialogue focusing in direct object pronouns and commands.
- Read a map of a town and identify places indicated.
- Read a story about going to town.
- Use a target country city map with points of interests and labels, then have the classmates follow your directions to the different points of interests.
- Using Google Earth maps, give hints and have students guess which building you are describing.
- Discuss how military time is used for transportation schedules

Presentational:

- Sequence pictures to tell a story and write the captions.
- Draw a scene from a favorite place to visit in town and talk about it.
- Draw a map of a city and identify places.
- Have students journal the errands they ran over the weekend and which locations they went to in town. Compare activities. Which location in WT was visited most?

Other Evidence:

Pre-Assessment:

- Vocabulary evaluation/analysis
- [KWL Chart](#)
[KWL Chart](#)
[KWL Chart - Example](#)
- "Can Do" self-assessment
- Quick Write
- **Graffiti Wall** - Use large butcher paper and title it with a theme or big idea or topic from unit (*i.e modes of transportation, stores and places in the city, indirect object pronouns, informal commands, and the present progressive*). Students over a certain amount of time (a day-a week) write thoughts/ideas/opinions that come to mind regarding the title. Have them initial each. Keep track of what students record. The graffiti wall then can be used throughout the unit by adding new information, correcting misconceptions, categorizing, developing vocabulary, etc. for you to use later.
- Interpretive *Use TPR activities to review informal commands and giving directions.
- Compose questions about authentic passages read in class
- *Watch/produce student video clip (based on direction giving and place the events in chronological order (technology integration))

Formative Assessments:

- Reading / Interpreting Realia - Reading Strategies: Pronunciation and Comprehension strategies
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- TPR response
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry
- Whiteboard responses
- Smartboard responses
- Exit slips / Polls; check for understanding activities.
- Grammar: *uses of por, irregular affirmative tú commands, present progressive: irregular forms, indirect object pronouns & Ser vs Estar*
- Noun / Adjective Agreement
- Teacher quiz / Socrate / Kahoot It! / Quizlet Live, etc.
- Student Blogs
- Matching vocabulary with photos
- Reading comprehension using authentic sources
- Cloze Statements - where students must insert appropriate vocabulary.
- Concentration game with vocabulary
- **Word Splash Activity** - content vocabulary is placed on a board, chart, large paper in a random ‘splash’. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram
- Temperature Gauge: Stop in the middle lesson and on the spot, check for understanding.
- Exit ticket.
- Teacher observation practices
- Assignments for speaking/ reading/listening/writing.

Summative Assessments:

- Chapter Test / Unit Test
- Integrated Performance Assessment or a component
- Performance Assessment showing proficiency with “Can Do” statements and rubric.

Benchmarks:

City Planning

Student Task: A committee of Spanish urban planners is visiting your town. They are interested in knowing how you would rearrange your downtown area to better serve the community. Create a simple map which includes important community areas, such as: the town hall, the hospital, the mall, the post office, the high school, the supermarket, the pharmacy, the airport, the movie theater, and a park.

Write a description of your map for the committee giving the location of each building.

Teacher Note: You may choose to make this assessment an oral presentation instead of written

Scoring Rubric

3 Exceeds Expectations Student provides more than 10 correctly labeled buildings on their map. Uses at least 10 complete sentences. Errors, if present, in grammar, spelling, punctuation, and capitalization do not hinder comprehension.

2 Meets Expectations Student provides 10 correctly labeled buildings on their map. Uses 10 complete sentences. Errors in grammar, spelling, punctuation, and capitalization do not hinder comprehension.

1 Approaches Expectations Student provides 7-9 correctly labeled buildings on their map. Uses 7-9 complete sentences. Errors in grammar, spelling, punctuation, and capitalization may hinder comprehension.

U Does Not Meet Expectations Student provides 6 or less correctly labeled buildings on their map. Uses 6 or less complete sentences. Errors in grammar, spelling, punctuation, and capitalization hinder comprehension.

Cars vs. Public Transportation

You're visiting your Spanish pen pal for two weeks in the summer, played by another student in the class. Your pen pal, Carlos, has already spent two weeks with your family in the United States. One day at dinner, Carlos mentions how shocked he was by how much your American family used their car over public transportation, which is so common in Spain. During the conversation, Carlos actively encourages you to use more public transportation instead of driving by explaining just a small number of the advantages of public transportation for the community. You respond by listing 5 disadvantages and 5 advantages of public transportation. Carlos can end with "Estoy de acuerdo, no estoy de acuerdo."

Scoring Rubric

3 EXCEEDS EXPECTATIONS Students give 5 or more advantages and disadvantages of public transportation. Students make slight errors in vocabulary and/or language structures, but errors do not impede comprehensibility.

2 MEETS EXPECTATIONS Students say three advantages and disadvantages of public transportation. Students make some errors in vocabulary and/or language structures, but errors do not impede comprehensibility.

1 APPROACHES EXPECTATIONS Students give two advantage and disadvantage of public transportation. Students make numerous errors in vocabulary and/or language structures that may impede comprehensibility.

U DOES NOT MEET EXPECTATIONS Does not give any advantages or disadvantages of public transportation. Students make significant errors in vocabulary and/or language structures that severely impede comprehensibility.

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

- Performance is defined as how well a learner uses language acquired in a classroom setting.
- Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:

- interacting with native speakers of the language or

Learning Plan

Resources:

EstudiaFeliz.com
[NJ World Language Standards](#)
[NJ World Language Progression Chart](#)
[Annotated Glossary With Resources](#)
[Ohio Model Curriculum](#)
[American Association of Teachers of Spanish and Portuguese](#)
[Realidades 2 Student homepage](#)
[Real Academia Española](#)
[World Culture Encyclopedia](#)
[123 Teach Me](#) – All Types of Resources (some things are free others you have to pay for)
[Audiria](#) – Free Audio Texts
[Bowdoin College](#) – Online Spanish Grammar Explanations
[CAPL](#) – Culturally Authentic Images
[CARLA](#)
[CIA](#) – Facts About Countries Around The World
[Class Tools](#)
[Colby College](#) – Culture and Grammar Instruction
[Creative Language Class](#)
[Culture Crossing](#)
[Destinos](#) – Video Series
[¿De Verdad?](#) – Spanish Videos and Lessons
[Digital Dialects](#)
[EdModo](#)
[EdPuzzle](#) – Cut Down Videos and Insert Comprehension Questions
[FLENJ](#)
[FLTEACH](#)
[FluencyProf](#) – Listening Comprehension Activities
[FORVO](#) – Speak with Native Speakers from Around the World
[Fotobabble](#) – Share and Narrate Pictures
[Glogster](#)
[Haverford Township Schools](#) – Integration of Authentic Materials
[I Love Languages](#)
[Instituto Cervantes](#)
[Instructional Resources](#) – Learning Scenarios
[IE Languages](#) listening resources vocabulary, grammar, and pronunciation exercises
[Language Guide](#) – Vocabulary Lessons with Pronunciation and Practice
[Languages On Line](#)
[Lang Media](#) – Video Clips
[Language Magazine](#)
[LANIC](#) – Latin and South America Resources
[Learn A Language](#) – Comprehensive Lessons, Games and Activities
[Learner.org](#) – Integrated Lessons for the World Language Classroom
[Lingorilla](#) – Video Clips and Interactive lessons
[Lingt](#) – Create speaking exercises for your students
[Lingus](#) – Videos for all levels
[LiveBinders](#)
[Live Worksheets](#)
[Lyrics Training](#)
[Me Encanta Escribir En Español](#) – Worksheets and Writing Activities
[Mis Cositas](#) – Cultural Videos
[Mi Vida Loca](#) – Video Series
[My Languages](#) - Grammar Guides and Short Vocabulary quizzes
[Mi Mundo En Palabras](#)
[Musical Spanish](#) – Music Videos and Interactive Activities
[NCLRC](#)
[Neil Jones](#)
[FlipGrid.com](#) Students can record themselves and create a video
<http://zachary-jones.com/>
<http://www.cvsd.net/olc/folder.aspx?id=1055&c=1031&s=55>
[ONLINE PRACTICE INDIRECT OBJECT PROUNOUNS](#)

Other resources: newspaper advertisements, authentic pictures of places around the community.

<http://blogs.transparent.com/spanish/places-in-town-directions-in-spanish/>

<https://betterlesson.com/community/course/50948/spanish-2-2012-2013-realidades>

[Memory](#) – stores and places around town

[Facebook Activity](#)

[Blog / E-Mail Activity](#) – Template – Version A

[E-Mail Activity](#) – Template – Version B (FREE)

[Spanish Fidget Spinner Activities](#) – Great for Conjugation of Verbs or Vocabulary Games

[Verb Conjugation Spinners](#)

[Spanish Family Relationships](#) – Sentence Completion

[Mariposa Traicionera – Ser vs. Estar](#) - Song

<http://lingohut.com/en/v72490/spanish-lesson-around-town-places>

<https://www.teacherspayteachers.com/Product/Spanish-City-Town-Lessons-Differentiated-Instruction-50-page-PACKET-910468>

<https://www.youtube.com/watch?v=MX5RI2iXcIc> **irregular present progressive**

Videos on present progressive

<https://www.pinterest.com/pin/539024649140554757/>

<https://www.pinterest.com/pin/539024649140550492/>

Uses of por

<https://www.pinterest.com/pin/759912137095050091/>

<https://www.pinterest.com/pin/417708934159946712/>

<https://www.youtube.com/watch?v=mE8LnI3BDb8>

<https://www.youtube.com/watch?v=4C-M7yVvrqg> **song on por**

Zambombazo: Song and cloze activities

<http://zachary-jones.com/zambombazo/cancionero-elvis-crespo-con-maluma-ole-brasil/>

<http://zachary-jones.com/zambombazo/clozeline-cruzando-el-charco-sobran-caravanas/>

<https://www.pinterest.com/pin/310889180508774733/> Matching game Por vs Para

<https://www.pinterest.com/pin/310889180508774713/>

<https://betterlesson.com/community/course/50948/spanish-2-2012-2013-realidades>

SER & ESTAR

[Ser vs Estar](#)

["For the love of Spanish"](#)

[Bright Hub Education](#) Describe famous people using ser and estar.

[Ser vs Estar](#) - Notes

[Ser vs Estar](#) – Más Arriba Online Workbook

[Ser vs Estar](#) - Worksheets

[Ser vs Estar](#) – Spanish Language And Culture

[Ser y Estar - TPR Story](#) - (www.teacherspayteachers.com)

[Ser vs Estar Graphic Organizer](#) - (www.teacherspayteachers.com)

[Ser vs Estar Maze](#) - (www.teacherspayteachers.com)

[Ser vs Estar Wordle](#) – Good To Ask Questions From

[Ser vs Estar Practice](#) (with Quiz) - (www.teacherspayteachers.com)

[Ser vs Estar](#) – Mnemonic

[Ser o Estar](#) – Game - (www.teacherspayteachers.com)

Learning Activities:

- *Where I live* (Language Arts, Social Studies, Math, Art)

You are going to host a Mexican exchange student from a rural area of Mexico. He has written you a letter inquiring about where you live. Respond to him/her making sure you: describe your community say some things you will do in the community when he/she arrives include a map of the area that marks your house and important landmarks so that he can begin to familiarize himself with your area.

- Pronunciation Practice – Repeat nursery rhymes, poems, songs, tongue twisters, etc.
- Reading Strategies – Identify cognates, activate prior knowledge and summarize main ideas.
- [KWL Chart](#) / [KWL Chart](#)
- Play game using affirmative commands, the irregular forms of present progressive and indirect object pronouns
- Play matamoscas, tic tac toe with vocabulary pertaining to stores and places around town.
- Write and present an advertisement
- Create a map of your town for a new Spanish-speaking family in your neighborhood
- Interacting with partners and giving directions to their house
- Transform the classroom into a community with locations to go and do the errands. Have students be clerks/doctors and others be the client
- Create a booklet describing the places around your town and what errands you do there
- Have students complete *Rompecabezas* about daily routines, the different uses of *saber* and *conocer*, as well as demonstrative adjectives.
- *Entrevista y Reportaje* – Interview a classmate about places they go. **Where, How, What for** and **with whom?** Switch roles.
- *Partners*: Each student will take a role (role playing) at a wedding each acts out their role, class guesses the irregular affirmative commands. The student partner guesses roles, change action.
- Play the En Contexto CD, follow along and list or act out the reflexive actions heard.
- Have students create their daily routine from the moment they wake up to the moment they get ready for bed.
- Watch *GramActiva Videos* to reinforce grammar concepts: *por*, irregular informal commands, the present progressive in the irregular forms and the indirect object pronouns.

- Play verb conjugation games such as the [Dice Game](#), Verb Relays [1](#) or [2](#), etc. using the irregular present progressive.
- Play the [Cube Game](#) (one with subjects, the other with verbs; irregular affirmative commands, present progressive).
- *ROLL OF THE DICE*: Divide students into small groups. Give each group of students two dice. The roll of the first die will decide which subject pronoun will be used. One=*yo*, two=*tú* three=*usted, él/ella*, four= *nosotros/nosotras* with *Ser* and *Estar*
- Use [Conversation Cards](#)
- Role Plays: Have students create their own role plays.
- Skits using conversational cards from communication workbook.
- <http://pin.it/eLLxz7a>
- Have students volunteer to read and act out the character roles from the Videohistoria (Realidades 2).
- Complete video activities that accompany the Videohistoria.
- <https://spanishdude.com/quickies/indirect-object-pronouns/>
- *Sentence Strip Activity* – Cut apart a paragraph / story and have students and or groups put it back in order.
- Ser and Estar: <http://zachary-jones.com/zambombazo/infografia-usos-de-los-verbos-ser-y-estar/>
- <https://estudiafeliz.com/2013/01/23/descripcion-de-una-foto-a-fun-creative-writingdrawing-activity-descripciones-serestar-el-presente/>
- ¿Dónde está el Club?
- **Writing activity:**<https://estudiafeliz.files.wordpress.com/2013/01/descripcic3b3n-de-foto-ser-estar-hoja.pdf>
- http://www.stjohns-chs.org/language/alsmith_courses/iopwksht.pdf worksheet on IOP
- Fondo cultural: read about and discuss the Pan-American Highway p. 175
- Read about close-knit communities in Spanish-speaking countries and discuss and compare the US; perform a bargaining skit p. 176 (Perspectivas del mundo hispano)
- Study and speak about a painting by Frida Kahlo act. 21, p. 173(VPA)
- pair work: role play a new driver and driving instructor situation to talk about driving act. 20, p. 172
- Fondo cultural: read about and discuss driver's license requirements in Spanish-speaking countries and the US p. 172
- <http://study.com/academy/lesson/present-progressive-in-spanish-practice-with-irregulars.html>
- <http://www.spanishdict.com/topics/practice/77> Online practice of the present progressive.

Present Progressive Practice Activity: Partner A

Work with a partner to find out who does each action. Person A reads aloud each sentence and person B writes the name of the person who does each action in the space on his/her sheet. Then person B reads and person A writes. Try to find out who does each action according to the drawing.

Present Progressive Practice Activity: Partner B

Work with a partner to find out who does each action. Person A reads aloud each sentence and person B writes the name of the person who does each action in the space on his/her sheet. Then person B reads and person A writes. Try to find out who does each action according to the drawing.

INTERPERSONAL MODE:

- Maintain a discussion related to: Giving directions to get around town
- Talk about:
 - getting to places around town
 - good driving habits
 - modes of transportation
 - Give commands to other people

INTERPRETIVE MODE:

- Demonstrates comprehension of content from reading, watching and listening material relating to driving directions and advice.

PRESENTATIONAL MODE:

- Produce an oral or written report on how to get from a starting point to a point of interest

COMPARISONS:

- Compare and contrast: the different places in your community and those of Spanish speaking countries, such as plazas.

Social Emotional Learning:

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. World Language teachers include SEL practices in everyday learning to include the state competencies and sub-competencies. Students, through SEL, are able to take personal ownership and responsibility for their learning and decisions.



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

*Adopted by the New Jersey State Board of Education in August 2017

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

- 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
 - 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.
 - 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
 - 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
 - 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
- 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
 - 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
 - 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

4.0	Students will be able to: <ul style="list-style-type: none"> • Participate in a bargaining/bartering conversation as either the buyer or the seller and conclude how they spend their day based on the cultural connections of the neighborhood and market places.
3.0	Students will be able to: <ul style="list-style-type: none"> • Give directions around a town with or without using a map. • Communicate errands. • Identify the main idea and most supporting details contained in authentic materials using electronic information and other sources related to targeted themes • Use digital tools to participate in short conversations and to exchange information related to the community and transportation systems • Compare and contrast age-and level- appropriate culturally authentic materials orally and in writing
2.0	Students will be able to: <ul style="list-style-type: none"> • Discuss things I have done and bought • Identify where actions took place • Orient myself to certain places in town • Model directions for a task • Discuss driving and good driving habits • Comprehend the importance of <i>el barrio</i>, including the popularity of <i>los mercados</i> in Spanish speaking countries
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Give students index cards with the names of important events in your school or community written on them. Have students discuss what type of clothing would be worn to each event, and say if it is formal or casual.
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	<ul style="list-style-type: none"> • http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
Struggling Learners	<p><u>Relevant for all Units</u></p> <ul style="list-style-type: none"> • Review note-taking skills. • Keep a vocabulary notebook to add new words to, also add pictures or English translations. • Direct students to the online tutorial. They can review the related English grammar first & then proceed to the new Spanish grammar point. • Assign extra reading support online. Computer corrected activities use different reading strategies to help students comprehend new vocabulary & progress at their own pace. <p><u>Specific to this unit 2 only:</u></p> <ul style="list-style-type: none"> • Continually remind students of purpose for writing to stay on task for act. 2, p. 127, act. 22, p. 143 • Review preterite of regular verbs before beginning irregular verbs • Act. 7, p. 135 review preterite forms of sacar, comprar, echar, ir, jugar, cobrar, and llenar before beginning activity • Bring in a map of local community when talking about characteristics of a community p. 144 • Have students recite act. 12, p. 166 using hand gestures to emphasize who the direct object is referring to • Provide maps of the community to use instead of creating maps for act. 22, p. 173
English Language Learners	<ul style="list-style-type: none"> • Have students describe special events they attend in their country and how they prepare; compare to US and Spanish-speaking countries • Have students discuss clothing items in the United States that may be similar to the poncho. • Have students discuss theater in their country • Have students discuss teen trends in their country • http://www.state.nj.us/education/aps/cccs/ELL.htm
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators

<https://www.state.nj.us/education/aps/cccs/lal/>

Demonstrate comprehension of conversations and written information on a variety of topics.

This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.

This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.

Use digital tools to participate in short conversations and to exchange information related to targeted themes.

This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.

Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.

Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.

Comprehensive & Physical Education: <https://www.nj.gov/education/cccs/2020/2020%20NJSL-CHPE.pdf>

Science: <https://www.nj.gov/education/cccs/2020/NJSL-Science.pdf>

Social Studies: <https://www.nj.gov/education/cccs/2020/2020%20NJSL-SS.pdf>

Visual and Performing Arts: <https://www.nj.gov/education/cccs/2020/2020%20NJSL-VPA.pdf>

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Integration of 21st Century Skills

Indicators:

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Focus on standards 9.1, 9.2 and 9.4

For NJSL-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

• Civic Financial Responsibility (CFR)
• Credit Profile (CP) • Financial Psychology (FP)
• Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

Critical Thinking and Problem-solving Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then

communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	Multiple solutions exist to solve a problem. • An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Global and Cultural Awareness To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

Individuals from different cultures may have different points of view and experiences.	Culture and geography can shape an individual's experiences and perspectives.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
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Technology

- In order to make students from a target language culture feel more welcome in the school, students learn to use appropriate gestures and oral expressions for greetings, leave takings, and common classroom interactions, and incorporate them into their daily routines.
- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, voicethread and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.
- Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

Communication:

Interpersonal:

Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings and opinions.

Interpretive:

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational:

Learners present information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

Culture:

Relating Cultural Practices to Perspectives:

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives:

Learners use the language to investigate, explain and reflect between the products and perspectives of the cultures studied.

Connections:

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives:

Learners access and evaluate information and diverse perspectives that are available through the language and its culture.

Language Comparisons:

Learners use the language to investigate, explain and reflect on the nature of the language through comparisons of the language studied and their own.

Cultural Comparisons:

Learners use the language to investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities:

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning:

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment and advancement.

Technology:

Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather it is an indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.

- Digital Tools in the context of a world languages class include applications and software that aid in communication. Some examples include video/web conferencing, texting, and IM'ing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, video casts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.

Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

Unit Title: All About Me

Unit Description:

This unit teaches students how to communicate orally and in writing in the imperfect tense about childhood experiences as it relates to the Hispanic culture. Students will explore the cultural perspectives on childhood songs, holidays and special events. At an intermediate low level students will be able to communicate/compare/contrast in all modes about childhood toys, games and activities, as it relates to how people interact in the Hispanic culture.

Unit Duration: 8-10**Desired Results**

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Core Idea:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

- 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
- 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.
- 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.
- 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

- 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
- 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

	<ul style="list-style-type: none"> • 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
Intercultural Statement	Possible topics:
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.

Indicators:**Interpretive:**

- Skim and Scan culturally authentic written and video/audio texts such as magazine articles, newspaper articles, and short video clips that focus on childhood experiences, as well as holiday celebrations in the target culture(s).
- Read and depict information that uses the imperfect tense, irregular verbs and indirect object pronouns.
- Listen to and interpret information about toys, play, pets, and childhood.
- Recognize common gestures, intonation, and other visual or auditory cues of the target-culture.
- Demonstrate comprehension of content from reading, watching and listening material relating to: childhood memories and activities.

Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates, the teacher, and heritage speakers, in which they ask and answer question related to childhood experiences.
- Communicate using the irregular verbs , the imperfect tense and indirect object pronouns.
- Compare childhood experiences, practices of holiday celebrations in the target culture(s) with own.
- Maintatin a discussion related to: how people interact, what they were like as a child, and activities they used to do.
- Maintain a discussion related to: celebrations and plans for parties; toys, pets, and animals in fables; childhood and children's activities

Presentational:

- Use written and oral sentences to discourse, compare and contrast how different childhood experiences are in the United States and Spanish-speaking countries.
- Produce an oral or written report on information about childhood activiites, and elementary school; a description from the point of view of a person in the past.
- Present information about good manners.
- Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture during daily interactions.

Cultural Content Statement(s):

Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, celebrations, special events, likes/dislikes, and pastimes.)

Communication: discussing personal history (narrative and orally)

Community, Connections and Culture: Differences and similarities between USA and Latin America/Spain regarding childhood games, nursery rhymes, playground activities and pre-school age child care opportunities

Understandings:

Students will understand that...

1. Going through each stage of life impacts the next.
2. Tradition is deep rooted in culture.
3. There are good and bad manners that are evident in any country.

Essential Questions:

1. Why are childhood memories and milestones important for growing-up?
2. Why are holidays and traditions essential to a country's culture?
3. Are manners universal?
4. How has my childhood shaped who I am?

Performance Tasks:

Rules for the 3 Modes

In order to help students better master this unit remember these rules when selecting activities:

- They must be **authentic**.
- They should always be **engaging**.
- Activities should be **varied**.
- They need to be **focused** around the unit theme.
- The class should be taught 90% in the target language

INTERPERSONAL MODE:

- Maintain a discussion related to: childhood toys, pets and activities, and to or for whom something is done.
- Using photo albums, children's books, etc. put students in pairs to discuss activities they used to do as a child
- Have students talk about their childhood pets, toys and games.
- Ask students to bring in at least one baby picture. In one minute (timed) tell a partner what they were like as a child/ baby, what they used to like to do, what they used to like to eat, what their parents used to say to them, etc. The Yearbook Baby Photo section can also be used for this. Inner/Outer Circle or Parallel lines activities can be used to alternate partners and give lots of practice in telling their story
- Studies have shown that children need creative play more than they need structured play. Have students research and argue the point in basic sentences.

INTERPRETIVE MODE

- Model how to write about your childhood using an authentic children's picture book.
- Video: Watch a video about 4 students talking about their childhood. Stop video for students to answer questions in the target language.
- Have students read fables/children's picture book stories from the target language and determine main idea, themes, cognates
- Listen to children's songs from target countries and identify common themes/compare to stories told to children here.
- Find on-line students talking about themselves in target countries. Compare their lives to yours.
- Compare pre-school education in target countries to our country. What does early childhood school look like in target countries?
- [https://www.pinterest.com/search/pins/?q=Spanish%20Activities%20for%20high%20school%20ideas&rs=guide&term=meta\[\]=for%20high%20school%7Cguide%7Cword%7C0&ad_refine=ideas%7Cguide%7Cword%7C2](https://www.pinterest.com/search/pins/?q=Spanish%20Activities%20for%20high%20school%20ideas&rs=guide&term=meta[]=for%20high%20school%7Cguide%7Cword%7C0&ad_refine=ideas%7Cguide%7Cword%7C2)
- Use the above link to view posters that are pertinent to the theme
- Use Infographics to talk about the changes in childhood throughout each decade. How has technology changed childhood from 1950's until now? Compare using a graphic organizer.
- iCulture and Newsela will have articles that can be used for discussion.

PRESENTATIONAL MODE:

- Using the video dropbox, VOKI, or Audacity, you will record yourself giving an introduction in Spanish and describing what you were like as a child. You may use the following questions as a guide.
- Describa su y su familia un poco.

Other Evidence:

Pre-Assessment:

- Vocabulary evaluation/analysis
- [KWL Chart](#)
[KWL Chart](#)
[KWL Chart - Example](#)
- "Can Do" self-assessment

Talk about toys playing with other children what you used to do what you were like Vocabulary: Toys Animals Childhood activities and places Behaviors and characteristics

Grammar: The imperfect tense of regular verbs: jugar, hacer, vivir The imperfect tense of irregular verbs ir, ver, and ser; possessive adjectives.

****INCORPORATE THE USE OF POSSESSIVE ADJ. DO NOT SPEND A WEEK ON IT****

- Interpretive *Use TPR activities to review informal commands and giving directions.
- Compose questions about authentic passages read in class
- *Watch/produce student video clip (based on direction giving and place the events in chronological order (technology integration)

Formative Assessments:

- Reading / Interpreting Realia - Reading Strategies: Pronunciation and Comprehension strategies
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- TPR response
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry
- Whiteboard responses
- Smartboard responses
- Exit slips / Polls; check for understanding activities.
- Grammar: *uses of por, irregular affirmative tú commands, present progressive: irregular forms, indirect object pronouns & Ser vs Estar*
- Noun / Adjective Agreement
- Teacher quiz / Socrate / Kahoot It! / Quizlet Live, etc.
- Student Blogs
- Matching vocabulary with photos
- Reading comprehension using authentic sources
- Cloze Statements - where students must insert appropriate vocabulary.
- Concentration game with vocabulary
- Word Splash Activity - content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram
- Temperature Gauge: Stop in the middle lesson and on the spot, check for understanding.
- Exit ticket.
- Teacher observation practices
- Assignments for speaking/ reading/listening/writing.

Summative Assessments:

- Chapter Test / Unit Test
- Integrated Performance Assessment or a component
- Performance Assessment showing proficiency with "Can Do" statements and rubric.

Benchmarks:

BENCHMARK #1: PRESENTATIONAL SPEAKING:

Learning Target: I can describe a specific memory about an event, occasion, toy, childhood item, etc. from my childhood.

While spending some time with a host family in Puerto Rico, you are sitting with the entire family around the dining room table talking. Your host mom just told a funny story from her childhood. You recall a memory from your childhood and decide to share it with your host family. You will want to include: *You will want to include the following in your letter: How old you were; Where it was; Who you were with; What happened/what you were doing.*

BENCHMARK #2: INTERPERSONAL SPEAKING:

Learning Target:

- I can answer a variety of questions about my childhood.
- I can ask a variety of questions about someone else's childhood.
- I can compare/contrast my childhood with someone else's childhood.

You are dating a Latino student and are going to meet his/her family soon. His/her family does not speak any English. They want to know if you are a good match for their son/daughter so they ask you a TON of questions about you and your childhood.

Be prepared to: Talk about what you were like when you were little (personality and physical appearance); Talk about what you used to do when you were little (when, with whom, where, and why); Talk about what you used to like/dislike; Ask what your boyfriend/girlfriend was like as a child; Compare your childhood with that of your boyfriend/girlfriend. Feel free to embellish your stories just a bit, so that you'll make a good impression on your girlfriend/boyfriend's family.

BENCHMARK #3: PRESENTATIONAL WRITING:

Learning Targets:

- I can describe what I was like when I was little.
- I can describe what I used to do when I was little (when, with whom, where, and why).
- I can write about what I used to like and dislike when I was little.

You are volunteering with Big Brothers/Big Sisters. They have paired you with a shy, six year old Spanish speaking child. You decide to introduce yourself in a letter before you meet him/her. In the letter you write about what you were like as a 6 year old, hoping to break the ice. You will want to include the following in your letter: An introduction of yourself; A description of what you were like when you were little (personality and physical appearance); A description of what you used to do when you were little (when, with whom, where, and why); A description of what you used to like/dislike when you were little.

Feel free to include anything else that will allow you to better connect with your new "little".

talking about very familiar topics related to self, family, friends, school and home.

- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

<i>Assessing Performance Assessing Proficiency</i>	<i>Assessing Performance Assessing Proficiency</i>
Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired	Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired
Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations	Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations

Learning Plan

Learning Activities:

[Learnig the imperfect Lady Gaga Style](#)

[Learning the imperfect with Uptown Funk](#)

<https://estudiafeliz.com/category/gramatica/preterito-imperfecto/>

- [Evidence for activity above:](#)

Interpretive Task:

Interpret other students' pictures of their childhood.

Create a fable for other students to read.

Write captions to a story using the perfect and imperfect preterite.

Interpersonal Task:

Write a simple storybook (fictional or personal) to share

Presentational Task:

Create a home video or slideshow.

<http://zachary-jones.com/zambombazo/cancionero-orishas-cuba-isla-bella/>

Twiccionario: <http://zachary-jones.com/zambombazo/twiccionario-cuando-era-nino-ser-ir-ver/>

Práctica del imperfecto: file:///C:/Users/lmarioni/Downloads/sergio_danti_-_cuento_para_mi_hijo_clozeline.pdf

Interpretive Cloze Activity: <http://zachary-jones.com/zambombazo/clozeline-capullo-eramos-tan-jovenes/>

Vocabulario: <http://study.com/academy/lesson/spanish-vocabulary-toys-and-childhood-activities.html>

Interpret/analyze stories/songs:**Context:**

- toys/activities/animals
- adjectives
- nouns
- verbs

Structure:

- uses of imperfect vs. preterite
- present tense transitions

Culture:

Compare childhood activities/songs/stories: i.e. *El Columpio*, *Los Elefantes*.

In groups of 4, practice (outloud) one of the songs. Pay attention to the pronunciation and the rhythm of the verses. Present your song to the class.

- [Spanish Imperfect](#)
- Verb Tic Tac Toe
- Read news articles, literature, poems, and blogs. Check out [Veinte Mundos](#) for articles written for students, or go to [Paperboy](#) to find newspapers from around the world.
- Watch the news online. The [BBC](#) has news articles and videos in a myriad of languages.
- Pair up two students and have them compare and contrast the similarities and differences in their childhoods. Present to the class sharing one another's information.
- Have students bring in one baby picture. Students are to write an essay of the following: what they were like as a child/ baby, what they used to like to do, what they used to like to eat, what their parents used to say to them, etc. For extra credit opportunities have students bring in home videos of when they were babies/ children. Even students that do not bring in videos are really interested in seeing other people's videos. Then have students ask others comprehension questions about what they said (or ask them yourself). Students gain participation points by answering correctly.
- Baby pictures may also be displayed and students can guess who everyone is. Pictures can be displayed like a gallery on bulletin board and students walk around guessing who is who but only have 3 questions they can ask for each photo.

- [PROYECTO: Cuando era niño](#) (Make changes according to your preference.)
- [PowerPoint](#) on the imperfect
- [Practice / check for understanding activity](#) using the imperfect: Students can do this from home or as a quick class activity.
- [Interpretive](#): Listening comprehension- Audio activity.
- [Presentational assignment](#)
- [Computer assignment](#): Practice of the imperfect and talking about your childhood.
- [Childhood project](#) with extensive vocabulary (more than what the book offers. Excellent to help students explore beyond their comfort zone.)
- Teachers pay Teachers: [Cuando era niño survey](#)
- Quick ["to do now"](#) activity with student lap tops.
- Practice – imperfect. Whiteboard game or other activity.
- Students will practice use of the imperfect in various activities.(TIC TAC TOE)
- Students will practice chapter vocabulary through various activities. (Matamoscas)
- [Guided practice practice activity](#)

-reading comprehension using the imperfect tense about Isaac Newton act. 17, 197 (LAL) (Sc.)

-State personal opinions about childhood act. 18, p. 197

-pair work: write and discuss childhood act. 19, p. 198

-group work: write and speak about what students did in elementary school act. 20, p. 198

-group work (game): create descriptions of famous people from the past and what they were like; guess who is being describes act. 21, p. 198

Resources:

[NJ World Language Standards](#)

[NJ World Language Progression Chart](#)

[Annotated Glossary With Resources](#)

[Ohio Model Curriculum](#)

[American Association of Teachers of Spanish and Portuguese](#)

[Realidades 2 Student homepage](#)

[Real Academia Española](#)

[World Culture Encyclopedia](#)

[123 Teach Me](#) – All Types of Resources (some things are free others you have to pay for)

[Audiria](#) – Free Audio Texts

[Bowdoin College](#) – Online Spanish Grammar Explanations

[CAPL](#) – Culturally Authentic Images

[CARLA](#)

[CIA](#) – Facts About Countries Around The World

[Class Tools](#)

[Colby College](#) – Culture and Grammar Instruction

[Creative Language Class](#)

[Culture Crossing](#)

[Destinos](#) – Video Series

[¿De Verdad?](#) – Spanish Videos and Lessons

[Digital Dialects](#)

[EdModo](#)

[EdPuzzle](#) – Cut Down Videos and Insert Comprehension Questions

[FLENJ](#)

[FLTEACH](#)

[FluencyProf](#) – Listening Comprehension Activities

[FORVO](#) – Speak with Native Speakers from Around the World

[Fotobabble](#) – Share and Narrate Pictures

[Glogster](#)

[Haverford Township Schools](#) – Integration of Authentic Materials

[I Love Languages](#)

[Instituto Cervantes](#)

[Instructional Resources](#) – Learning Scenarios

[IE Languages](#) listening resources vocabulary, grammar, and pronunciation exercises

[Language Guide](#) – Vocabulary Lessons with Pronunciation and Practice

[Languages On Line](#)

[Lang Media](#) – Video Clips

[Language Magazine](#)

[LANIC](#) – Latin and South America Resources

[Learn A Language](#) – Comprehensive Lessons, Games and Activities

[Learner.org](#) – Integrated Lessons for the World Language Classroom

[Lingorilla](#) – Video Clips and Interactive lessons

[Lingt](#) – Create speaking exercises for your students

[Lingus](#) – Videos for all levels

[LiveBinders](#)

[Live Worksheets](#)

[Lyrics Training](#)

[Me Encanta Escribir En Español](#) – Worksheets and Writing Activities

[Mis Cositas](#) – Cultural Videos

[Mi Vida Loca](#) – Video Series

[My Languages](#) - Grammar Guides and Short Vocabulary quizzes

[Mi Mundo En Palabras](#)

[Musical Spanish](#) – Music Videos and Interactive Activities

[NCLRC](#)

[Neil Jones](#)

[FlipGrid.com](#) Students can record themselves and create a video

<http://zachary-jones.com/>

<http://www.cvsd.net/olc/folder.aspx?id=1055&c=1031&s=55>

<http://www.miscositas.com/units.html>

<https://www.studyblue.com/notes/note/n/describe-childhood-experiences/deck/2158118>

[https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fwww.spanish4teachers.org%2Ffiles%2FSpanish Powerpoint Im perfect El Imperfecto.ppt](https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fwww.spanish4teachers.org%2Ffiles%2FSpanish%20Powerpoint%20Imperfect%20El%20Imperfecto.ppt)

<http://studyspanish.com/verbs/lessons/impreg>

<http://studyspanish.com/grammar/lessons/imp2>

<https://www.spanishdict.com/guide/spanish-imperfect-tense-forms>

https://www.youtube.com/watch?v=O_pTESSKBPU

[Possessive adjectives](#): Evidence

<https://quizlet.com/36668599/spanish-imperfect-tense-irregular-verbs-flash-cards/>

<http://www.spanish411.net/Spanish-Imperfect-Tense.asp>

Indirect Object Pronouns: <https://www.amherst.edu/.../Indirect%2520objects%2520and%2520..>

PowerPoints & different activities for the unit:

<https://betterlesson.com/community/unit/126939/unit-7-chapter-4a-cuando-eramos-ninos>

<http://www.bbc.co.uk/languages/>

Social Emotional Learning:

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. World Language teachers include SEL practices in everyday learning to include the state competencies and sub-competencies. Students, through SEL, are able to take personal ownership and responsibility for their learning and decisions.



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions



Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

*Adopted by the New Jersey State Board of Education in August 2017

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standards:

- 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
- 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.
- 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.

- 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

4.0	Students will be able to: <ul style="list-style-type: none"> • Research similarities and differences of how children celebrate holidays such as Christmas and Three Kings around the world in target language countries
3.0	Students will be able to: <ul style="list-style-type: none"> • Compare and contrast childhood parties, toys, pets, games, nursery rhymes and songs • Compare and contrast holidays such as Christmas and Three Kings • Use digital tools to participate in short conversations and to exchange information related to targeted themes • Create a video or presentation discussing their childhood • Demonstrate comprehension of conversations and written information on a variety of topics.
2.0	Students will be able to: <ul style="list-style-type: none"> • Talk about celebrations and parties with family and friends • Discuss childhood toys and games they and their friends played with using the imperfect tense • Describe what they were like as a child • Talk about activities that they and their friends used to do as a child using the imperfect tense • Discuss to or for whom something is done • Discuss cultural perspectives on childhood songs • Use common verbs in past tense
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Give students index cards with the names of important events in your school or community written on them. Have students discuss what type of clothing would be worn to each event, and say if it is formal or casual. • http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
Struggling Learners	<u>Relevant for unit 4:</u>

	<ul style="list-style-type: none"> • Review note-taking skills. • Use graphic organizers • Keep a vocabulary notebook to add new words to, also add pictures or English translations. • Direct students to the online tutorial. They can review the related English grammar first & then proceed to the new Spanish grammar point. • Assign extra reading support online. Computer corrected activities use different reading strategies to help students comprehend new vocabulary & progress at their own pace. • Provide extra sentences with new words in them when determining the meanings of new vocabulary words in context from Videohistoria. <p><u>For unit 4 only:</u></p> <ul style="list-style-type: none"> • Bring in toys as props and manipulatives. • For act. 9, p. 192. Bring in pictures to better indentify the analogies • Draw faces to use for Lola and Lulu for act. 13, p. 194 • Hang adverbs of frequency in the classroom that indicate the use of the imperfect tense for visual cues. • During oral presentation preparations, prompt students with questions to keep them on task and organized and to encourage more for them to talk about.
English Language Learners	<ul style="list-style-type: none"> • Have students describe special events they attend in their country and how they prepare; compare to US and Spanish-speaking countries • Have students discuss traditional clothing items that may be similar to the poncho • Have students discuss theater in their country • Have students discuss teen trends in their country • http://www.state.nj.us/education/aps/cccs/ELL.htm
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

Demonstrate comprehension of conversations and written information on a variety of topics.

This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.

- 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
- 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.
- 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.

- 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
- 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.

Use digital tools to participate in short conversations and to exchange information related to targeted themes.

This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.

Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.

Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.

Comprehensive & Physical Education: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CHPE.pdf>

Science: <https://www.nj.gov/education/cccs/2020/NJSLs-Science.pdf>

Social Studies: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-SS.pdf>

Visual and Performing Arts: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-VPA.pdf>

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Integration of 21st Century Skills

Indicators:

<https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CLKS.pdf>

Focus on standards 9.1, 9.2 and 9.4

For NJSLs-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Civic Financial Responsibility (CFR)
- Credit Profile (CP) • Financial Psychology (FP)
- Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

Critical Thinking and Problem-solving Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, points of view then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem solving involves the ability to generate and execute a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	Multiple solutions exist to solve a problem. • An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Global and Cultural Awareness To possess a cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

Individuals from different cultures may have different points of view and experiences.	Culture and geography can shape an individual's experiences and perspectives.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

Technology

- In order to make students from a target language culture feel more welcome in the school, students learn to use appropriate gestures and oral expressions for greetings, leave takings, and common classroom interactions, and incorporate them into their daily routines.
- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, voicethread and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.
- Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

Communication:

Interpersonal:

Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings and opinions.

Interpretive:

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentation:

Learners present information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

Culture:

Relating Cultural Practices to Perspectives:

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives:

Learners use the language to investigate, explain and reflect between the products and perspectives of the cultures studied.

Connections:

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives:

Learners access and evaluate information and diverse perspectives that are available through the language and its culture.

Language Comparisons:

Learners use the language to investigate, explain and reflect on the nature of the language through comparisons of the language studied and their own.

Cultural Comparisons:

Learners use the language to investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities:

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning:

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment and advancement.

Technology:

Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather it is an indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.

- Digital Tools in the context of a world languages class include applications and software that aid in communication. Some examples include video/web conferencing, texting, and IM'ing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, video casts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.

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