

Verona Public School District Curriculum Overview

Spanish II (Resource)



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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

This course will continue to emphasize the four skills of listening, speaking, reading, and writing which were begun in Level I. Constant reentry of past lessons will be part of each new lesson. Technology will be used to enhance the topics covered. Students will learn to perform a variety of language functions: Discuss leisure time, comment on travel, comment on food, talk about the past, discuss fine art, express activity preferences, and to ask for and give information. These functions will be performed in a variety of contexts for example, at home, in school, at work, when traveling, while shopping and playing. Students will be able to perform these tasks with an appropriate level of accuracy using interpersonal, interpretive and presentational modes.

Prerequisite(s):

Completion of Spanish I (R)

Standard 8: Technology Standards

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| 8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i> | 8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i> |
| <ul style="list-style-type: none"> A. Technology Operations and Concepts X B. Creativity and Innovation X C. Communication and Collaboration X D. Digital Citizenship X E. Research and Information Fluency X F. Critical thinking, problem solving, and decision making | <ul style="list-style-type: none"> A. The Nature of Technology: Creativity and Innovation X B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming |

SEL Competencies and Career Ready Practices

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| Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i> | Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i> |
| Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism. | CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals. |
| Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals. | CRP3. Attend to personal health and financial well-being. CRP6. Demonstrate creativity and innovation. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. x CRP11. Use technology to enhance productivity. |
| Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports. | x CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management. |
| Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed. | x CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence. |
| Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others. | CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management. |

Standard 9: 21st Century Life and Careers

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| <p>9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i></p> | <p>9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i></p> | <p>9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i></p> |
| <ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting | <ul style="list-style-type: none"> A. Career Awareness (K-4) B. Career Exploration (5-8) x C. Career Preparation (9-12) | <ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log. |

| <h2 style="text-align: center;">Course Materials</h2> | |
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| <p>Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i></p> | <p>Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i></p> |
| <ul style="list-style-type: none"> ● <i>Avancemos</i>– Level 2 - Digital/hard copy textbook ● <i>Avancemos</i>– Level 2 – <i>Práctica por niveles</i> digital/hard copy workbook ● <i>Avancemos</i>– Level 2 – Online ancillaries and resources ● <i>Avancemos</i>– Level 2 - Online video series ● <i>Avancemos</i>– Level 2 - Audio CD series <p>Online textbook and resources</p> | <ul style="list-style-type: none"> ● Quizlet http://www.quizlet.com ● Conjuguemos http://www.conjuguemos.com ● Rich Internet Applications for Language Learning http://clear.msu.edu/teaching/online/ria/ ● Quizlet http://www.quizlet.com ● Vocaroo http://vocaroo.com ● University of Texas target language videos https://www.laits.utexas.edu/spe/beg01.html |

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| | <ul style="list-style-type: none">● Interactive textbook-linked activities https://www.classzone.com● Scholastic student magazines Log in● Vocabulary TicTacToe board Assignment list |
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Overall Course Goals: (at the Novice High proficiency level)

Interpretive:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 - Initiate, maintain, and end a conversation.
 - Ask for and give permission.
 - Express needs.
 - Give reasons.
 - Request, suggest, and make arrangements.
 - Extend, accept, and decline an invitation.
 - Express an opinion and preference.

Presentational:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

- Handle simple transactions related to everyday life:
 - Express needs.
 - Give reasons.
 - Express an opinion and preference.
 - Request and suggest.

Cultural Content Statement(s): The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)

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, school, likes/dislikes, and pastimes.)

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| Unit One Title / Topic: ¡Vamos de compras! /Let's Go Shopping! | Unit Duration: 8-10 weeks |
| STAGE 1: DESIRED RESULTS | |
| Established Goals | |
| <p>7.1.NH.A.1-Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.3-Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.A.4- Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4- Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5- Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.1-Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.1.NH.C.2- Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>7.1.NH.C.3-Describe in writing people and things from the home and school environment.</p> <p>7.1.NH.C.5-Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.</p> | |
| Transfer Goal | |
| <p>Students will be able to independently use their learning to exchange and acquire.....</p> <ul style="list-style-type: none"> ● information with regard to shopping/make purchases and describe their shopping trip using the target language of Spanish . | |
| Unit Description | |
| <p>Students use the target language in the three modes of communication to explore how people shop for clothes according to weather and life events. They compare weather /shopping practices in the home and target culture. Students understand that their celebrations in some ways are similar to and different from that of students in the target culture.</p> <ul style="list-style-type: none"> ● <u>Interpretive:</u> They interpret authentic written and video/audio texts related to clothes/weather/celebrations (invitations, posters, radio/television/newspaper/advertisements). ● <u>Interpersonal:</u> They engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to clothes/ weather/ celebrations in the home and target cultures ● <u>Presentational:</u> They use lists, chunks of language, and memorized phrases to compare clothes/weather/celebrations in the home and target culture. | |
| Meaning | |
| <p>Enduring Understandings <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Knowing how and where to shop are essential skills. ● Awareness of shopping habits in the Spanish-speaking world ● Climate, weather, and culture affect how people dress | <p>Essential Questions</p> <ul style="list-style-type: none"> ● How do I shop and pay for what I want to buy? ● How do weather and seasons affect what I wear? ● What articles of clothing and other items are needed for casual/formal/cultural celebrations? |

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| <ul style="list-style-type: none"> ● Shopping experiences can be different yet similar to the shopping habits in the United States | <ul style="list-style-type: none"> ● How is a shopping experience similar/different in the Spanish-speaking? ● How do prices and currency compare in the US and Spanish-speaking countries? |
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Acquisition of Knowledge & Skills

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| <p>Students will know:</p> <ul style="list-style-type: none"> ● Clothing <ul style="list-style-type: none"> ○ adjectives to describe clothing and accessories ○ size related vocabulary ● Types of stores ● Activities associated with planning , shopping, attending, and participating in celebrations ● Structures needed to: <ul style="list-style-type: none"> ○ Ask and answer questions related to clothing and preferences ○ Describe shopping experiences ○ Offer and ask for help in a store ○ Compare and contrast shopping habits in the home and target culture <p>The following items have been previously assessed and are being recycled in this unit:</p> <ul style="list-style-type: none"> ● How people greet and take leave in a target culture(s) ● Colors ● Prices ● Structures needed to: <ul style="list-style-type: none"> ○ Express likes and dislikes ○ State preferences and opinions ○ Compare ○ Describe ○ Express frequency with which we do things | <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify culture-specific shopping habits, as found in culturally authentic video/audio/written texts. ● Identify types of stores in target culture as found in culturally authentic video/audio/written texts. ● Identify articles of clothing as found in culturally authentic video/audio/written texts related to celebrations. ● Ask memorized questions related to clothing/weather. ● Answer simple questions related to clothing/weather. ● Ask memorized questions related to celebrations in the home and target cultures. ● Answer simple questions related to celebrations in the home and target cultures. ● Express likes, dislikes, and preferences related to clothes/weather/celebrations ● Perform a culturally authentic song/poem /skit associated with a particular target culture celebration. ● Create an invitation related to a target culture celebration. |
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| <p><i>Grammar Concepts</i></p> <p>SWBAT ask and answer the following questions:</p> <ul style="list-style-type: none"> ● ¿Cómo me queda/n? ● ¿Qué llevas puesto? ● ¿Qué tienes puesto? ● ¿Qué vistes? ● ¿Qué talla necesitas? ● ¿Qué color quieres? ● ¿Qué/Cuál me recomiendas? ● ¿Cuánto cuesta/n? | |
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- ¿Te gusta/n?
- ¿Te interesa/n?
- ¿Te aburre/n?
- ¿Te encanta/n?
- ¿Qué te parece?
- ¿Qué haces?
- ¿Qué pones?
- ¿Cuándo sales?
- ¿Qué traes?
- ¿Qué dices?
- ¿Cuándo vienes?
- ¿Qué tienes?
- ¿Conoces a....?
- ¿Qué le das a...?
- ¿Qué sabes...?
- ¿Qué ves...?
- ¿Me deja ver ...?
- ¿De qué es?

Topics

- *How to express what to wear with llevar, llevar puesto, tener puesto, vestirse, ponerse*
- *Me queda (n)*
- *Introduce cuesta/cuestan,*
- *Recycle AR/ER/IR in the Present Tense*
- *Verbs like gustar (encantar, interesar, importar, quedar, costar)*
- *Irregular & Yo-go verbs (traer, poner, hacer, tener, salir, dar, saber, ver)*
- *Regular AR Preterite verbs*

Textbook Resources

- *Avancemos Level Two:*
 - *Unit 3: Puerto Rico*
 - *Lesson 1 (¿Cómo me queda?)*
 - *Lesson 2(¿Filmamos en el mercado?)*

STAGE 2: ACCEPTABLE EVIDENCE

Sample Authentic Assessment:

The “Quinceañera” is an elaborate 15th birthday party celebrated by females in many Latin American countries. You have been invited to your friend’s Quinceañera and need to buy appropriate clothing for the event. Let’s go shopping! Select the store where you will shop. Tell the clerk what clothing items and colors you want: give your size, ask for prices and sales, decide which clothes will be appropriate and state why. Use flyers, magazines, etc. to make a visual presentation of the selection. Another student or the teacher can play the clerk.

Learning Goal/SLO # 1 I can identify and describe clothes, weather and events.

- I can understand when someone describes what they are wearing.
- I can recognize the type of clothing needed for certain weather/occasions.
- I can compare and contrast weather in the United States and Spanish speaking countries.

Learning Goal/SLO # 2 -I can ask and respond to simple questions related to clothes and weather in the home and target cultures.

- I can ask memorized questions (yes/no, either/or, and short response) related to:
 - The type of clothing and how it fits
 - Weather and how it affects clothing
 - What the dress is for a celebration
- I can answer simple questions (yes/no, either/or, and short response) related to:
 - The type of clothing and how it fits
 - Weather and how it affects clothing
 - What the dress is for a celebration

Learning Goal.SLO # 3 - I can copy and write words and phrases to create a multimedia rich presentation describing a celebration in the home or target culture.

- I can use words, phrases and memorized sentences to create a multimedia presentation that provides basic details (e.g. when an event takes place season /weather, what people do, what people wear, why they celebrate) about a cultural celebration in my culture or the target culture.

Learning Goal/SLO # 4 - I can hold a simple conversation during a typical shopping exchange in the target language.

- I can ask basic questions during a shopping exchange about price, size, materials, etc.

Stage Three: Activities**Interpretive:**

- They interpret authentic written and video/audio texts related to clothes/weather/celebrations (invitations, posters, radio/television/newspaper/advertisements).
 - Watch a weather report from the news and complete interpretive task (e.g. write a paragraph about what to wear based on the weather report, create a chart comparing the weather home and in a Spanish-speaking country)
 - Listen to audio recordings about weather, seasons, and clothes, and answer comprehension questions.
 - Read and interpret online articles about fashion
 - Complete a minimum number of assignments (based on point value) for vocabulary review each week.

- Participate in a field trip (in school and/or out of school) to experience authentic traditional food

Interpersonal:

- They engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to clothes/ weather/ celebrations in the home and target cultures
 - Role-play with a partner-shopping scene according to weather conditions/season.
 - Engage in information gap activities about weather conditions and clothing
 - Engage in memory games to describe someone's clothes
 - Complete a minimum number of assignments (based on point value) for practice asking and answering questions, and reacting to answers with follow up questions.
 - Communicate with teacher/classmates in the target language
 - Respond to simple questions in the target language (Partnered speaking activities to be completed with students and teacher)

Presentational:

- They use lists, chunks of language, and memorized phrases to compare clothes/weather/celebrations in the home and target culture.
 - Present and impromptu weather forecast that includes current weather conditions, temperatures, and necessary clothing
 - Create and present comparison of clothing prices/sizes home and in the target culture
 - Create and present a PowerPoint to compare a celebration at home and in the target language using the unit vocabulary.

Differentiation Strategies:

- Tiered Activities (leveled reading)
- Flexible grouping based on ability/interest level
- Interest-based options (product/process choice)
- Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
- Technology integration

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| Unit Two title/ Topic: ¡Buen viaje! / Have a Nice Trip! | Duration : 8 weeks |
| STAGE 1: DESIRED RESULTS | |
| Established Goals | |
| <p>7.1. NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1. NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response</p> <p>7.1. NH.A.6 Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1. NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1 .NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas</p> <p>7.1 .NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p> | |
| Transfer Goal | |
| <p>Students will be able to independently use their learning to engage and exchange...</p> <ul style="list-style-type: none"> ● information related to travel planning and preparation using the target language of Spanish. | |
| Unit Description | |
| <p>Students use the target language in the three modes of communication to explore how a travel destination affects travel planning and preparation.</p> <ul style="list-style-type: none"> ● <u>Interpretive</u>: Students interpret authentic written and video/audio texts found in electronic information sources and other sources that deal with travel and means of transportation. ● <u>Interpersonal</u>: They engage in short, unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community in which they talk about travel plans, means of transportation, and steps that they might take to get to their destination. ● <u>Presentation</u>: They use sentence-level discourse to provide information about a trip in a multimedia presentation | |
| Meaning | |
| Enduring Understandings <i>Students will understand that:</i> <ul style="list-style-type: none"> ● Documentation and an itinerary are necessary for travel ● There are steps that must be taken before you travel ● There are different rationales for using specific means of transportation ● It is important to know how to give and follow directions | Essential Questions <ul style="list-style-type: none"> ● How would you plan a trip (domestic/international)? ● How is travel similar/different home and abroad? ● What factors affect your choice of transportation? |
| Acquisition of Knowledge & Skills | |
| <p>Students will know:</p> <ul style="list-style-type: none"> ● Travel preparation ● Items needed for traveling | <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Express what they have done on past vacations |

- Names of places, objects, and personal at the airport/train station
- Travel activities
- Airport/Train Station related activities
- Popular travel destinations
- Structures necessary to ask for and give directions
- Expressions needed to state opinion

Grammar Concepts

SWBAT ask and answer the following questions:

- ¿Qué necesitas?
- ¿Cuándo confirmas el vuelo?
- ¿Vas a confirmar el vuelo?
- ¿Cuándo haces las maletas?
- ¿Vas a hacer las maletas?
- ¿Qué pones en las maletas?
- ¿Cuándo/Dónde haces cola?
- ¿Cuándo/Dónde facturas el equipaje?
- ¿Cuándo/Dónde pasas por seguridad?
- ¿Cuándo/Dónde aboradas el avión o el tren?
- ¿Dónde queda...?
- ¿Dónde está...?
- ¿Tienes tu...?
- ¿Dónde visitaste?
- ¿Adónde fuiste?
- ¿Qué hiciste?
- ¿Qué viste?

Topics:

- Past of Regular verbs (Preterite of AR verbs)
- Irregular Past Tense (*ir, ser, hacer, ver, dar*)
- Command forms to give directions

- Express what they want to do on future vacations Investigate different options for vacationing
- Identify steps for travel home/abroad
- Give advice/opinion
- Get information
- Make purchases/transactions
- Compare different means of transportation
- Make choices
- Retell highlights from past events
- Plan travel arrangements to different destinations

STAGE 3: Activities

Interpretive:

Students interpret authentic written and video/audio texts found in electronic information sources and other sources that deal with travel and means of transportation.

- Read authentic airplane/train tickets/ itineraries and complete interpretive task
- Visit and read about an authentic vacation destination to plan a trip and make a reservation
- Research requirements for obtaining passport/travel visa
- Post a blog about a past vacation in a Spanish-speaking country
- Complete a minimum number of assignments (based on point value) for vocabulary review each week.

- Participate in a field trip (in school and/or out of school) to experience authentic traditional food

Interpersonal:

They engage in short, unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community in which they talk about travel plans, means of transportation, and steps that they might take to get to their destination.

- Ask and answer questions related to travel.
- Role-play a passenger/airport personal skit.
- Role-play a scene where you are lost and ask for directions.
- Discuss activities and advantages of different vacation spots
- Sequence the steps of travel with a partner
- Complete a minimum number of assignments (based on point value) for practice asking and answering questions, and reacting to answers with follow up questions.
- Communicate with teacher/classmates in the target language
- Respond to simple questions in the target language (Partnered speaking activities to be completed with students and teacher)

Presentational:

They use sentence-level discourse to provide information about a trip in a multimedia presentation.

- Create a map and help a partner get from one place to another by giving specific directions in the target language.

Differentiation Strategies:

Tiered Activities (leveled reading)

Flexible grouping based on ability/interest level

Interest-based options (product/process choice)

Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)

Technology integration

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| Unit Three Title/Topic: ¡Viva el deporte! /Long Live Sports! | Unit Duration: 8 weeks |
| STAGE 1: DESIRED RESULTS | |
| Established Goals | |
| <p>7.1. NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NH.A.3-Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1. NH.A.4 Identify people, places, object, and activities in daily life based on oral or written description.</p> <p>7.1. NH.A.6 Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1. NH.A.7- Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1. NH.A.8-Identify some unique linguistic elements in English and the target language.</p> <p>7.1. NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1 NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations</p> <p>7.1. NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays or role plays using familiar vocabulary orally or in writing</p> <p>7.1. NH.C.3 Describe in writing people and things from the home and school environment</p> <p>7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1. NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</p> | |
| Transfer | |
| <p>Students will be able to independently use their learning to ...</p> <ul style="list-style-type: none"> ● compare and contrast sports and extracurricular activities in both the home and target culture, while using the target language of Spanish. | |
| Unit Description | |
| <p>Students use the target language in the three modes of communication to explore sports and extracurricular activities home and target culture(s) by comparing and contrasting sports in both cultures.</p> <ul style="list-style-type: none"> ● Interpretive: They interpret authentic written and video/audio texts such as sports websites, blogs, sports articles, and commentaries that focus on sports. ● Interpersonal:They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to sports and extracurricular activities. ● Presentational: They use sentence level discourse to compare and contrast sports in both cultures while exploring the cultural norms and practices associated with playing/following a sport. | |
| Meaning | |
| Enduring Understandings <i>Students will understand that:</i> | Essential Questions <ul style="list-style-type: none"> ● What role does after school activities play in contributing to a balanced life? |

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| <ul style="list-style-type: none"> ● Activities enrich people's lives. ● Geography and culture determine popular sports and activities. ● Sports bring people together in spite of their geographical and cultural differences | <ul style="list-style-type: none"> ● What similarities and differences are there in the activities that students have access to after school in the USA and in Spanish-speaking countries? ● How do sports bring people globally together? |
| Acquisition of Knowledge & Skills | |
| <p>Students will know:</p> <ul style="list-style-type: none"> ● Vocabulary related to: <ul style="list-style-type: none"> ○ Sports ○ Sports events/competitions ○ Sports equipment ○ Extracurricular activities ○ Health and hygiene ● Expressions of opinion and emotion ● Actions associated with sports ● Structures necessary to describe people and events ● Cultural practices related to sports ● Recycle numbers, time, seasons and weather | <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Recognize previously learned words and phrases and determine the meaning of contextualized culturally authentic materials related to the world of sports ● Identify school activities of students in the target culture(s) as found in culturally authentic materials. ● Identify the key elements associated with different sports as found in culturally authentic material from the target culture. ● Ask questions related to sports with classmates and others using digital tools and face-to-face communication. ● Answer questions related to sports with classmates and others using digital tools and face-to-face communication. ● Ask questions about preferences and opinions related to the sports. ● Answer questions about preferences and opinions related to the sports. ● Describe orally and in writing athletes, events, and equipment associated with sports ● Compare and contrast the importance of sports at home and in the Spanish-speaking world ● Describe their daily routine with reflexive verbs and the associated products and tools. (Personal hygiene) ● Describe events currently taking place using the present progressive. |
| <p><i>Grammar Concepts</i></p> <p><i>SWBAT ask and answer the following questions:</i></p> <ul style="list-style-type: none"> ● ¿Qué <u>comiste</u>? ● ¿<u>Metiste</u> un gol? ● ¿<u>Hiciste</u> ejercicio? ● ¿<u>Competiste</u> en un campeonato? ● ¿Cuándo te despiertas? ● ¿Cuándo te levantas? ● ¿Cuándo te duchas? ● ¿Cuándo te bañas? ● ¿Cuándo te secas? ● ¿Cuándo te acuestas? ● ¿Cuándo te duermes? ● ¿Cuándo te cepillas el pelo/los dientes? ● ¿Cuándo te peinas? ● ¿Cuándo te lavas el pelo/las manos/la cara? <p><i>Topics:</i></p> <ul style="list-style-type: none"> ● Action verbs associated with sports ● <i>Ir + a + infinitive</i> | |

- *Present Tense*
 - *Preterite Tense of ER/IR verbs*
 - *Regular and Irregular verbs*
 - *Reflexive verbs and associated vocabulary*
- Textbook Resources*
- *Avancemos Level Two : Unit 2 Argentina*

STAGE 2: ACCEPTABLE EVIDENCE

Transfer Task

Sample Authentic Assessment:

1. Ask and answer questions about their daily routine and sports practice. (Interpersonal)
2. Create a comic strip depicting one's daily routine using reflexive verbs. (Presentational)

Learning Goal/SLO # 1 -I can identify words/phrases, key points, and main idea(s) in target language age- and level-appropriate culturally authentic materials dealing with popular sports competitions and events, equipment, and other activities.

- I can understand the main idea and some details announced during a sports event.
- I can identify major events and competitions in popular sports at home and in Spanish- speaking countries.
- I can listen to a sports commentator and understand the highlights of a game.
- I can understand specific information regarding sports scores, rules, and equipment.
- I can follow multi-step instructions on how to play a sport.

Learning Goal/SLO # 2 - I can ask and respond to questions about sports and other activities

- I can talk with someone about my favorite extracurricular activities and sports.
- I can express reactions in highly familiar situations such as at a sporting event.
- I can initiate a conversation about sports.
- I can exchange views and opinions about my favorite sports team and how they are doing this year.

Learning Goal/SLO # 3 - I can describe and discuss one's daily routine including personal hygiene and wellness.

- I can describe my daily routine using reflexive verbs and pronouns
- I can ask and answer questions about others' daily routines
- I can identify the products and tools used with different reflexive verbs (personal hygiene)

Learning Goal/SLO # 4 -Compare and contrast the role and attitudes of sports fans/athletes in different sports and in different cultures.

- I can compare popular sports home with Spanish-speaking countries.
- I can create a brochure about my school's' sports/teams.
- I can compare extracurricular activities available to students at home and in Spanish-speaking countries.

STAGE 3: Activities

Students use the target language in the three modes of communication to explore sports and extracurricular activities home and target culture(s) by comparing and contrasting sports in both cultures.

Interpretive:

They interpret authentic written and video/audio texts such as sports websites, blogs, sports articles, and commentaries that focus on sports.

- Read a culturally authentic sports article and answer questions
- Read a biography about an athlete in a Spanish-speaking country
- Complete a minimum number of assignments (based on point value) for vocabulary review each week.
- Participate in a field trip (in school and/or out of school) to experience authentic traditional food

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to sports and extracurricular activities.

- Interact in paired dialogues, A/B activities, interviews, role-play and blogs to discuss sports
- Ask/Respond to questions about favorite sports/athletes
- Interview a classmate about their favorite extracurricular activities
- Complete a minimum number of assignments (based on point value) for practice asking and answering questions, and reacting to answers with follow up questions.
- Communicate with teacher/classmates in the target language
- Respond to simple questions in the target language (Partnered speaking activities to be completed with students and teacher)

Presentational:

They use sentence level discourse to compare and contrast sports in both cultures while exploring the cultural norms and practices associated with playing/following a sport.

- Create a brochure for Spanish-speaking students coming to your high school telling them about the school sports and extracurricular activities available.
- Create and present a PowerPoint about a famous athlete in the target language

Differentiation Strategies:

- Tiered Activities (leveled reading)
- Flexible grouping based on ability/interest level
- Interest-based options (product/process choice)
- Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
- Technology integration

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| Unit Four Title/Topic: Costumbres (Traditions) | Unit Duration: 6 weeks |
| STAGE 1: DESIRED RESULTS | |
| Established Goals | |
| <p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.A.3-Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1. NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics</p> <p>7.1. NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1 .NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1 .NH.B.5- Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> | |
| Transfer Goal | |
| <p>Students will be able to independently use their learning to ...</p> <ul style="list-style-type: none"> ● compare and contrast traditions of their home culture versus those who live in Spanish speaking countries. | |
| Unit Description | |
| <p>Students use the target language in the three modes of communication to discuss history, ancient civilizations and compare similar and different traditions from that of students in the home and target culture.</p> <ul style="list-style-type: none"> ● Interpretive: Interpret authentic written and video/audio texts such as blogs, community bulletin boards, advertisements that focus on the unit topics. ● Interpersonal: They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to legends, traditions and history, drawing parallels between the home and target culture. ● Presentational: They use sentence level discourse to present the history and significance of different cultural legends. | |
| Meaning | |
| <p>Enduring Understandings <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Who I am is a combination of many factors. ● Community affects who I am and how I develop. ● Legends from every culture share similarities and differences. | <p>Essential Questions</p> <ul style="list-style-type: none"> ● How are traditions important? ● What can we learn from the past? ● How do traditions differ and align in the target language? ● Can we compare modern and ancient civilizations? |
| Acquisition of Knowledge & Skills | |

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| <p>Students will know:</p> <ul style="list-style-type: none"> ● Legends and Ancient civilizations ● Vocabulary associated with legends ● Cultural significance of legends ● Locations around the city | <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Describe ancient civilizations and legends ● Demonstrate understanding of legends and their cultural significance ● Identify and describe traditions ● Compare legends in the home and target culture/history |
| <p>SWBAT ask and answer the following questions:</p> <ul style="list-style-type: none"> ● ¿Cómo eras cuando eras pequeño/a? ● ¿Adónde ibas...? ● ¿Qué hacías...? ● ¿Qué jugabas...? ● ¿Con quién jugabas? ● ¿Cómo estabas cuando te levantabas...? ● ¿Cómo estabas cuando te acostabas? <p>Topics:</p> <ul style="list-style-type: none"> ● Imperfect tense ● Imperfect vs. Preterite (was doing vs. did something) ● Telling stories in the past <p><i>Textbook Resources</i></p> <ul style="list-style-type: none"> ● Avancemos Level Two: <ul style="list-style-type: none"> ○ Unit Four: Mexico (Cultura antigua, ciudad moderna) | |

STAGE 2: ACCEPTABLE EVIDENCE

Sample Authentic Assessment:

Latin American countries have celebrations that are different from what is celebrated in this country. An example is the “Quinceañera” which is an elaborate 15th birthday party celebrated by females. Create and present a PowerPoint comparing a celebration at home and in the target language using the unit vocabulary, for example compare a Quinceañera to a Sweet Sixteen or Bat Mitzvah.

Learning Goal/SLO # 1 – I can tell stories about the past using the past tense.

- I can tell about isolated events that took place in the past.
- I can describe repetitive or background pieces of information from the past.
- I can describe my childhood and exchange information with others about theirs.

Learning Goal/SLO # 2 - I can explain a legend from the target culture.

- I can retell a legend using words, phrases and expressions.
- I can ask and answer questions about legends and history.
- I can describe the significance of a legend.

- I can retell the chronological order of events in a legend.

Learning Goal/SLO # 3 - I can compare and contrast traditions and customs from the home and target cultures.

- I can explain a tradition or custom from the target culture.
- I can make comparisons between the home and target culture.

Learning Goal/SLO # 4 — I can use memorized words and phrases to ask and respond to questions about the past.

- I can describe events from my childhood.
- I can ask questions about other's' childhoods.
- I can have a simple conversation in the target language about traditions and their origins.

Stage Three: Activities

Interpretive:

Interpret authentic written and video/audio texts such as blogs, community bulletin boards, advertisements that focus on the unit topics.

- Read dialogues and answer questions
- Engage and practice in audio/video activities
- Cultural reading comprehension
- Complete a minimum number of assignments (based on point value) for vocabulary review each week.
- Participate in a field trip (in school and/or out of school) to experience authentic traditional food

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to how preferences relate to community and cultural activities, and how they are similar and different from that of students in the home and target culture.

- Interact in paired dialogues
- A/B activities
- Interviews, role-plays, blogs
- Communicate with the teacher and classmates in the target language
- Respond to questions in the target language

Presentational:

They use sentence level discourse to describe themes to include presentation of legends and traditions.

- They compare and contrast cultural practices that occur in the home and target culture.
- Create and present a multimedia project that demonstrates mastery of the reviewed topics.

Differentiation Strategies:

- Tiered Activities (leveled reading)
- Flexible grouping based on ability/interest level
- Interest-based options (product/process choice)
- Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
- Technology integration