

Spanish II Unit 1 - What Would You Like To Do?

Content Area: **World Languages**
Course(s): **Generic Course, SPANISH II**
Time Period: **Marking Period 1**
Length: **10 weeks**
Status: **Published**

Standards

World Language Standards

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Transfer Goals

Transfer Goals

Students will be able to independently use their learning to invite people to do things, accept or decline an invitation, talk about future plans, and talk about what they do to get ready for an event so that in the long run they will be able to effectively communicate with another Spanish speaker. Students will also become familiar with the culture and geography of Ecuador and its capital city, Quito.

Concepts

Essential Questions

- How are reflexive verbs used in Spanish to talk about getting ready/daily routine?
- How can we describe a new "place" using our prior knowledge about vocabulary?
- How can we talk on the phone in a culturally appropriate manner?
- How do we discuss making plans?
- How do we extend and accept invitations?
- How do we talk about getting ready?
- How do we turn an invitation down and why?
- Where is Ecuador located and what is its capital?

Understandings

Students will understand that...

- Reflexive verbs are used to discuss daily routine.
- Some verbs are used in expressions to convey different meanings.
- There are many different countries in addition to Spain and Mexico that speak Spanish.
- Verb formation is important when talking about oneself and others.

Critical Knowledge and Skills

Knowledge

Students will know:

- Common location vocabulary
- Common social events vocabulary
- Expressing the near future using IR + A + infinitive
- Present tense expressions using TENER
- Present tense of irregular verbs TENER and VENIR
- Present tense stem-changing verbs E to IE
- Reflexive Pronouns
- Verbs like GUSTAR

Skills

Students will be able to:

- Decline an invitation and explain why using expressions with TENER

- Describe a place by saying what one can do there and why one goes there
- Extend and accept invitations
- Extend invitations to friends and talk about different places and/or events
- Talk about getting ready by using reflexive verbs
- Use present tense stem-changing verbs

Assessment and Resources

Formative Assessment Plan (Other Evidence)

- Class Participation
- Compositions
- Homework
- Quizzes (written and oral)
- Reading
- Speaking
- Writing

Summative Assessment Plan

- Chapter Test - Traditional compilation of questions that sum up the contents of Chapter 7.
- Role Play - Call a friend on the phone asking about each other's plans for the weekend. Invite one another to do things and go places. Decline invitations and give reasons. Suggest alternative plans. Talk about what you feel like doing and what you have to do. Once you both have made a plan, talk about what you need to do to get ready.
- Teacher-Student Interviews - Students will sit one-on-one with the teacher and be asked a series of questions in Spanish. They must respond in Spanish and may NOT use any written materials to guide their responses.

Primary Resources

- Ven conmigo I textbook, workbooks and audio/video files
- Teacher-created PowerPoints and note sheets for introducing each topic

Supplementary Resources

- Quizlet
- Kahoot
- YouTube
- Duolingo
- Globe Trekker and other cultural video series
- Yabla
- IXL
- VoiceThread

Technology Integration and Differentiated Instruction

Technology Integration

Edmodo/Google Classroom

Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)

GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning

One to One Student laptop

All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic

Additional Support

These are examples of technology that can be used to support each of the lessons within this topic: Ven

Connmigo video series, GlobeTrekker videos, VoiceThread, IXL, etc.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
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TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Within each lesson, the Gifted Students are to be given a leadership role in the room.

Performance Task-Additional practice will be provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

Work with ELL Teacher to allow for all assignments to be completed with extra time.

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

At Risk Students (N.J.A.C.6A:8-4.3c)

Work with the I&RS Team to reach the needs of students.

Mentors provided

Offer additional supports as needed (after school help, parent contacts, frequent checks for understanding, etc.)

Special Education Students (N.J.A.C.6A:8-3.1)

All IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Frequent checks for understanding

Multiple representations- Encourage and allow tables, graphic organizers, etc.

Extend the time needed to complete assignments/assessments

Provide a copy of grading rubrics for projects/labs

Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Provide highlighted notes and readings when necessary

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability level/learning style.

Interdisciplinary Connections

MATH - N/A

SCIENCE - exploring facts and myths about Mitad del Mundo (Middle of the World)

SOCIAL STUDIES - locations within a town/city, location of Ecuador

ELA - language transfer awareness, influence of Spanish and English within each language

VISUAL/PERFORMING ARTS - performance of skits

APPLIED TECHNOLOGY - using language settings and keyboard functions to create Spanish products

BUSINESS EDUCATION - using the formal "usted" voice in a professional setting and specific phone conversation vocabulary

GLOBAL AWARENESS - perspectives, products and customs of Spanish-speaking countries

Learning Plan / Pacing Guide

Week 1:

- Introduction to geography and culture of Ecuador

Start off with Cap. 7 video story and comprehension questions to introduce the theme. Pause video at certain points to insert geographical or cultural facts about the region.


- Engaging in basic telephone conversation

Reference some of the phrases used in the Cap. 7 video while giving the lesson. Use a sample phone conversation (written) to demonstrate.

- Vocabulary related to events and fun destinations (embedded in each week of learning)

Use a variety of SmartNotebook, PowerPoint and Word files to practice vocabulary recognition.

Resources and activities from "Related Documents":

 cap7antemanowhosaidit.notebook

 cap7videohistoriatruefalse.docx

 cap7phoneconvo.notebook

 cap7phonoconvoslides.notebook

 phoneconvo.doc

Week 2:


- Lesson on extending/accepting invitations via SmartNotebook or PowerPoint
- Introduction to stem-changers via SmartNotebook or PowerPoint
- Vocabulary related to events and fun destinations (embedded in each week of learning)

Use a variety of SmartNotebook, PowerPoint and Word files to practice vocabulary recognition.

Resources and activities from "Related Documents":

 cap7commonerrorsinvitaciones.notebook

 cap7invitaciones scrambled answers.docx

 cap7invitaciones scrambled answers slide.notebook

 cap7 las invitaciones examples.notebook

 invitaciones common errors.notebook

 cap7 stem change lesson.notebook

 cap7 stem changers ditto.notebook

 cap7 stem changer word bank.notebook

Week 3:

- More practice with stem-changers via Quizlet, Kahoot and/or LinkIt assessments
- Optional: Introduce some options for declining invitations in Spanish

This will be needed to complete the Invitaciones mini-project in the files below.

- Vocabulary related to events and fun destinations (embedded in each week of learning)

Use a variety of SmartNotebook, PowerPoint and Word files to practice vocabulary recognition.


Resources and activities from "Related Documents":

 invitaciones famous people.doc

 invitaciones questions.doc

 invitaciones rubric.doc

 cap7 stem changer quizlet.docx

 cap7 stem changer prequiz.doc

 cap7 stem changer prequiz slides.notebook

Week 4:

- More practice with stem-changers
- Lesson on "PENSAR" to express planning


Ven conmigo textbook series provides good resources for this concept.

- Lesson on expressing yourself in the near future tense

Ven conmigo textbook series provides good resources for this concept.

- Vocabulary related to events and fun destinations (embedded in each week of learning)

Resources and activities from "Related Documents":

 cap7stemchangerquiz.doc

 cap7stemchangerquizlet.docx

 cap7stemchangerquiznew.docx

 cap7stemchangerquiznewest.docx

 cap7whiteboardwedstemchange.notebook


Week 5:


- More practice with "PENSAR" and near future tense
- Talking about getting ready
- Introduction to reflexive verbs via SmartNotebook or PowerPoint
- Vocabulary related to events and fun destinations (embedded in each week of learning)

Resources and activities from "Related Documents":

 cap7picprompts.notebook

 cap7reflexivestemchangenotes.notebook

 cap7reflexivewarmup.notebook


 cap7reflexivewkstslides.notebook

 cap7reflexivestemchangerdrills.notebook

Week 6:


- Lesson on using reflexive verbs in combination with helping verbs via SmartNotebook or PowerPoint
- Extra vocabulary related to getting ready
- Vocabulary related to events and fun destinations (embedded in each week of learning)

Resources and activities from "Related Documents":

 cap7extravocab.docx

 cap7testestaslisto.notebook

 cap7reflexiveprequizslides.notebook

 cap7matchingreflexives.docx

Week 7:


- More practice with reflexive verbs
- Lesson on making excuses/ More ways to decline invitations
- Lesson on "TENER" expressions

Ven conmigo textbook series provides good resources for this concept.

- Vocabulary related to events and fun destinations (embedded in each week of learning)

Resources and activities from "Related Documents":

 cap7whiteboardwedreflexives.notebook

 cap7reflexquizfillinsmatching.notebook

 cap7tenerexpressions.notebook


Week 8:

- Practice using stem-changing and reflexive verbs while giving/accepting/declining invitations and making plans


Many of the files below allow students to combine all of the concepts they've learned to create/conduct a decent conversation.


- Vocabulary related to events and fun destinations (embedded in each week of learning)

Resources and activities from "Related Documents":

 responderinvitaciones.doc

 stemchangerchartreview.notebook


 cap7ihavewhohasmasterlist.docx


 cap7opennotesquiz.docx

 cap7opennotesquiznew.docx

 cap7sentencecards.doc

 cap7sentenceformationsheet.docx


 cap7sentenceformationslide.notebook

 cap7sentenceswithreflexiveverbs.docx

Week 9:

- Tests, projects and other performance-based assessments (culmination of Unit 1)

Resources and activities from "Related Documents":

 cap7entrevista.docx

 cap7entrevistalapreguntaes.notebook

 cap7entrevistascrabblers.notebook


Week 10:


- Tests, projects and other performance-based assessments (culmination of Unit 1)

Resources and activities from "Related Documents":

 cap7pretest.doc

 cap7pretestanswersheet.docx

 cap7testpostreview.notebook

 cap7testreadingsection.pdf

 cap7testsamlequestions.notebook

 cap7testsecondhalfmultchoice.docx

 cap7testwarmup.notebook

Spanish II Unit 2 - Let's Eat!

Content Area: **World Languages**
Course(s): **Generic Course, SPANISH II**
Time Period: **Marking Period 2**
Length: **10 weeks**
Status: **Published**

Standards

World Language Standards

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TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Transfer Goals

Transfer Goals

Students will be able to independently use their learning to learn a variety of different vocabulary and expressions related to meals and food so that in the long run they will be able to communicate effectively in Spanish while ordering in a restaurant.

Concepts

Essential Questions

- How can grammar affect how comprehensible a message is?
- How can we compare the customs/traditions related to meals in our country to those in some Spanish speaking countries?
- How can we make polite requests, order food, and pay the bill in a restaurant?
- How can you express your preferences when talking about food?
- How can you talk about different meals and food?
- How do the verbs SER and ESTAR communicate different messages when commenting on food?

Understandings

Students will understand that...

- A rich and varied vocabulary is essential for good communication. However, all vocabulary words need not be known to convey a message.
- Culture sets the tone when talking about food and meals.
- Food vocabulary varies widely from region to region.
- Grammar affects the message being communicated when commenting on food.
- It is important to have culturally appropriate interactions with the wait staff in a restaurant.
- Verbs in a foreign language can be irregular by not following a rule.

Critical Knowledge and Skills

Knowledge

Students will know:

- Adjectives related to commenting on food
- Breakfast, lunch, and dinner vocabulary.
- Different expressions used to make requests, order food, and pay
- Numbers 200 to one million
- Place setting vocabulary
- SER and ESTAR in expressions related to food.
- TENER idioms
- The verb "encantar" with indirect object pronouns
- Stem changing verbs (o-ue, e-ie)

Skills

Students will be able to:

- Communicate using stem changing verbs and recognize patterns amongst other similar verbs
- Describe the flavor and texture of food
- Express wants and needs in a restaurant and pay the bill
- Express what food someone loves
- Express what someone usually has for breakfast, lunch, and dinner
- Identify what items make up a complete place setting

Assessment and Resources

Formative Assessment Plan (Other Evidence)

- Class Participation
- Compositions
- Homework
- Quizzes (written and oral)
- Reading
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- Writing

Summative Assessment Plan

Primary Resources

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Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

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Performance Task-Additional practice will be provided for students that provided a higher level of thinking for the concepts.

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Work with the I&RS Team to reach the needs of students.

Mentors provided

Offer additional supports as needed (after school help, parent contacts, frequent checks for understanding, etc.)

Special Education Students (N.J.A.C.6A:8-3.1)

All IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Frequent checks for understanding

Multiple representations- Encourage and allow tables, graphic organizers, etc.

Extend the time needed to complete assignments/assessments

Provide a copy of grading rubrics for projects/labs

Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Provide highlighted notes and readings when necessary

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability level/learning style.

Interdisciplinary Connections

MATH - numbers to a million

SCIENCE -

SOCIAL STUDIES - food variations from region to region within different countries

ELA - language transfer awareness, influence of Spanish and English within each language

VISUAL/PERFORMING ARTS - videos of Spanish cooking tutorials, food vocabulary

APPLIED TECHNOLOGY -

BUSINESS EDUCATION - how to pay a bill

GLOBAL AWARENESS - perspectives, products and customs of Spanish-speaking countries

Learning Plan / Pacing Guide

Week 1:

- More information about Ecuador using De Antemano video from textbook series
- Expressing likes and dislikes with food (brief preview of indirect object pronouns)


Use SmartNotebook or Powerpoint slides in combination with TPR to introduce topic, take notes and

complete drills together in class.


- Meals and food vocabulary (embedded in each week of learning)


Use Kahoot, Quizlet and teacher-made activities to practice using these terms.

Resources and activities from "Related Documents":


 [cap8foodintro.notebook](#)


 [cap8foodintrotruefalse.docx](#)


 [cap8foodpreferences.notebook](#)

 [cap8foodvideoquestions.notebook](#)

 [cap8voclistpart1.doc](#)

 [cap8enlamesadiagram.notebook](#)

 [cap8enlamesarubric.docx](#)

 [cap8enmiplatorubric.docx](#)

Week 2:

- Introduce the verb "ALMORZAR" (o to ue stem change) via SmartNotebook or PowerPoint with TPR


- Introduce "TENER" idioms to express hunger and thirst via SmartNotebook or PowerPoint with TPR

- Meals and food vocabulary (embedded in each week of learning)


Use Kahoot, Quizlet and teacher-made activities to practice using these terms.

Resources and activities from "Related Documents":

 [cap8megustachart.docx](#)

 [cap8translationpicprompts.notebook](#)

 [cap8almorzarfillins.docx](#)

 cap8diccionariodecomida.docx


 cap8tenercuadernodeactividades.notebook

Week 3:

- Lesson on describing food via SmartNotebook or PowerPoint with TPR
- "SER" vs "ESTAR" when describing food
- Meals and food vocabulary (embedded in each week of learning)

Use Kahoot, Quizlet and teacher-made activities to practice using these terms.

Resources and activities from "Related Documents":

 cap8quiz8-2A.pdf

 cap8serestar.notebook

 cap8serestarfooddescriptions.pdf

 cap8serestarnotes.notebook


Week 4:

- Lesson on origins of food (pre-exploration)
- Extra food vocabulary from the textbook will be added to our repertoire
- Meals and food vocabulary (embedded in each week of learning)

Use Kahoot, Quizlet and teacher-made activities to practice using these terms.


Resources and activities from "Related Documents":

 cap8originsoffoodanswers.docx

 cap8p236act7.notebook

 cap8p243originoffoods.docx

 cap8p243originoffoodsnew.docx

 cap8whiteboardwedpart2.notebook

Week 5:

- Lesson on making polite requests via SmartNotebook or PowerPoint with TPR
- Lesson on ordering food via SmartNotebook or PowerPoint with TPR
- Lesson on Indirect Object Pronouns via SmartNotebook or PowerPoint with TPR
- Meals and food vocabulary (embedded in each week of learning)

Use Kahoot, Quizlet and teacher-made activities to practice using these terms.

Resources and activities from "Related Documents":


 cap8listeninglab18.1n8.2.notebook

 cap8respuestaspreguntaswarmup.docx

 cap8restaurantequestionnotes.notebook

 cap8translationscards.docx

 cap8unscramble.notebook

 cap8unscramblesheet.docx

Week 6:

- More practice with Indirect Object Pronouns (textbook series offers options)
- Lesson on asking for and paying the bill via SmartNotebook or PowerPoint with TPR
- Meals and food vocabulary (embedded in each week of learning)

Use Kahoot, Quizlet and teacher-made activities to practice using these terms.

Resources and activities from "Related Documents":

 [cap8respuestaspreguntaswarmup.docx](#)

 [cap8restaurantequestionnotes.notebook](#)

 [cap8whiteboardwedpart3.notebook](#)

 [cap8voctranslations.notebook](#)

Week 7:


- Lesson on #200-1,000,000 in Spanish

Both textbook and teacher-led listening activities would be helpful for practicing number recognition.


- Lesson on decimals vs commas when expressing larger numbers in Spanish-speaking countries
- Meals and food vocabulary (embedded in each week of learning)

Use Kahoot, Quizlet and teacher-made activities to practice using these terms.

Resources and activities from "Related Documents":

 [cap8numbersihavewhoas.docx](#)

 [cap8numberslesson.notebook](#)

 [cap8numeros.doc](#)


 [cap8numerosnotes.notebook](#)


Week 8:

- Popular dishes in Spanish-speaking countries (textbook, YouTube)
- More practice with restaurant interactions (listening labs from textbook and role play in the classroom)
- Meals and food vocabulary (embedded in each week of learning)

Use Kahoot, Quizlet and teacher-made activities to practice using these terms.

Resources and activities from "Related Documents":

 [cap8notasculturales.docx](#)

 [cap8loteriawordbank.docx](#)

 [cap8writingtask.notebook](#)

 [cap8writingtaskdocument.docx](#)

Week 9:


- Tests, projects and other performance-based assessments (culmination of Unit 2)

Resources and activities from "Related Documents":

 [cap8skitrubrics.doc](#)

 [cap8skittranslations.doc](#)

 [restaurantskitscripts.docx](#)

 [cap8entrevista.docx](#)


 [cap8entrevistascramblers.notebook](#)

Week 10:

- Tests, projects and other performance-based assessments (culmination of Unit 2)

Resources and activities from "Related Documents":

 [cap8pretestdrills.notebook](#)

 [cap8pretestdrillsfollowup.docx](#)

 [cap8pretestslides.notebook](#)

Spanish II Unit 3 - Let's Go Shopping!

Content Area: **World Languages**
Course(s): **Generic Course, SPANISH II**
Time Period: **Marking Period 3**
Length: **10 weeks**
Status: **Published**

Standards

World Language Standards

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Transfer Goals

Transfer Goals

Students will be able to independently use their learning to learn a variety of different vocabulary and expressions related to shopping and gift giving so that in the long run they will be able to communicate effectively in Spanish while shopping.

Concepts

Essential Questions

- How can we ask for and give directions downtown in a way that is culturally appropriate?
- How can we discuss gifts, comment on clothing, and clothing design and style?
- How can we express our preferences and compare different items?
- What grammar structures can we use when discussing gift giving to avoid miscommunication?

Understandings

Students will understand that...

- A rich and varied vocabulary is essential for good communication. However, all vocabulary words need not be known to convey a message.

- Correct grammar and syntax affects the message that we are communicating.
- Culture sets the tone giving directions downtown and paying in a store.
- There are multiple ways to communicate your message in a foreign language, and translating is not always appropriate.

Critical Knowledge and Skills

Knowledge

Students will know:

- Comparative sentences
- Adjective agreement
- Gift, clothing, and different stores vocabulary
- Prepositional phrases and direction words
- Sentences using indirect object pronouns

Skills

Students will be able to:

- Ask for and give directions downtown
- Compare two items and comment on the design and style of the items
- Express what gift someone will give to whom
- Talk about where a specific gift can be purchased.

Assessment and Resources

Formative Assessment Plan (Other Evidence)

- Class Participation
- Compositions
- Homework
- Quizzes (written and oral)
- Reading
- Speaking
- Writing

Summative Assessment Plan

- Shopping video--create a role play in which you and your partner(s) go clothes shopping for a specific occasion. Use all that you have learned in MKP3 and previous years of study.

Primary Resources

- Ven conmigo I textbook, workbooks and audio/video files
- Teacher-created PowerPoints and note sheets for introducing each topic

Supplementary Resources

- Quizlet
- Kahoot
- YouTube
- Duolingo
- Globe Trekker and other cultural video series

- Yabla
- IXL
- VoiceThread

Technology Integration and Differentiated Instruction

Technology Integration

Edmodo/Google Classroom

Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)

GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning

One to One Student laptop

All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic

Additional Support

These are examples of technology that can be used to support each of the lessons within this topic: Ven Conmigo video series, GlobeTrekker videos, VoiceThread, IXL, etc.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Within each lesson, the Gifted Students are to be given a leadership role in the room.

Performance Task-Additional practice will be provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

Work with ELL Teacher to allow for all assignments to be completed with extra time.

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

At Risk Students (N.J.A.C.6A:8-4.3c)

Work with the I&RS Team to reach the needs of students.

Mentors provided

Offer additional supports as needed (after school help, parent contacts, frequent checks for understanding, etc.)

Special Education Students (N.J.A.C.6A:8-3.1)

All IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Frequent checks for understanding

Multiple representations- Encourage and allow tables, graphic organizers, etc.

Extend the time needed to complete assignments/assessments

Provide a copy of grading rubrics for projects/labs

Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Provide highlighted notes and readings when necessary

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability level/learning style.

Interdisciplinary Connections

MATH - currency in Spanish-speaking countries

SCIENCE - N/A

SOCIAL STUDIES - locations within a town/city, location and information about San Antonio, TX

ELA - language transfer awareness, influence of Spanish and English within each language

VISUAL/PERFORMING ARTS - performing skits in Spanish

APPLIED TECHNOLOGY - utilizing language settings in Microsoft and other applications

BUSINESS EDUCATION - properly using the "usted" voice when conversing in a professional setting

GLOBAL AWARENESS - perspectives, products and customs of Spanish-speaking countries

Learning Plan / Pacing Guide


Week 1:

- How can we discuss gift suggestions?
- Read & listen to the audio Fotonovela
- Partner questions about when we give gifts/ what is an ideal gift to give/receive.
- Presentation of new vocabulary
- Quiz-Quiz Trade activity to activate new vocabulary
- Discuss what you plan to give to whom
- Presentation of grammatical point-indirect object pronouns

Relevant activities and resources from "Related Documents" below:

 cap9videotruefalse.doc

 cap9storesandgoods.notebook

 cap9p268act1234.notebook

Week 2:

- How can we discuss gift suggestions?
- Present indirect object pronouns when discussing gift suggestions
- What is an indirect object pronoun?
- Compare Spanish grammar to English grammar
- Guided practice examples of correct/ incorrect sentence construction in English with respect to indirect object pronouns.
- Practice ordering sentences in Small groups
- Dice game activity in small groups--Subject-verb-DO-IOP

Relevant activities and resources from "Related Documents" below:

 cap9indirectobjproclothes.notebook

 cap9indirectobjpronouns.notebook

 cap9indirectobsentenceformation.notebook

 cap9indirectobjectpronounscramblerslides.notebook


Week 3:

- Where do we shop for different gifts?
- Present store vocabulary
- Open ended partner questions to activate new vocabulary
- Cultural notes about shopping in the US versus shopping in Spanish speaking countries.
- Mini lesson on the "mercadillo"/ Rastro de Madrid. Compare to similar shopping experience in US
- Class survey activity--activate thematic vocabulary

Relevant activities and resources from "Related Documents" below:

 [cap9lastiendaslist.docx](#)

 [cap9culturegrammar.docx](#)

 [cap9vocabintro.notebook](#)

 [cap9indirectopcardsentences.doc](#)

 [cap9indirectopprequiz.doc](#)

 [cap9indirectopquiz.doc](#)

 [cap9indirectpronouncards.doc](#)

Week 4:


- How can we discuss where something is located in a city/ with respect to another object?
- Presentation of directional words using places in a city
- Using a map, indicate where stores are located based on teacher directional words
- Guided practice using different geographical locations/ places in a city

- Guided practice using ESTAR + prepositional phrases
- Partner draw activity--students chose differentt vocabulary words to be illustrated based on verbal cues using directional prepositions
- Partner swap--Peer edit sketches for accuracy

Relevant activities and resources from "Related Documents" below:

 cap9locationlesson.notebook

 cap9locationprequiz.docx

 cap9locationquiz.docx

 cap9locationsinwd.notebook

 cap9locationtranslations.notebook







 cap9whiteboardslocation.notebook

Week 5:

- What clothing do we wear on different occasions?
- Open ended partner questions about appropriate clothing for different events.
- Presentation of clothing vocabulary.
- Watch short videos that present regional differences in clothing vocabulary. Open ended comprehension questions.
- Review of noun-adjective agreement to describe clothing.
- Practice new vocabulary through Yo tengo-Quien tiene activity
- "Barquitos"/ Battleship activity to reinforce the concept of noun-adjective agreement with new vocabulary

Relevant activities and resources from "Related Documents" below:







 cap9ropaloteria.docx

-  cap9ropamatching.doc
-  cap9ropaprequizstuff.notebook
-  cap9ropaquiz.doc
-  cap9descripcionesderopa.docx
-  cap9whiteboardwedclothingstores.notebook
-  cap9whiteboardsropa.notebook

Week 6:

- How can we comment on the material/ design of clothing and other objects?
- Using the preposition DE to say what something is made "of"
- Presentation of new vocabulary through guided practice examples
- Presentation of comparative sentences through TPRS story
- Tell/ Retell TPRS story & deduce grammatical rules for comparatives of equality & inequality
- Answer questions about TPRS story activating knowledge of comparative sentences
- Dice game activity to practice forming comparative sentences.
- Guided practice sentence writing using visual prompts to practice essential questions

Relevant activities and resources from "Related Documents" below:

-  cap9extravocab.docx
-  cap9extravoctruefalse.notebook
-  cap9fabriccolorsprints.docx
-  cap9q&awordbank.doc
-  cap9qandasheet.doc
-  cap9qandaslide.notebook

Week 7:

-How can we talk about where on our bodies we wear different clothes? How can we express what clothing "suits" someone? ("looks good on someone")

-Identify body parts through TPRS stories

-Answer comprehension questions about TPRS stories and identify body parts

Associate where on our bodies we wear different clothing

-Retell TPRS stories


-Play Simon says with body parts

-Activity yo tengo quien tiene to practice body part identification with description in Spanish

-Class survey activity to activate knowledge of vocabulary and associate with recycled vocabulary

-Assessment

Relevant activities and resources from "Related Documents" below:

 bodydiagram.docx

 cuerpoworksheet(2).docx

Week 8:

- How can we talk about art & artists using what we know about Spanish?

- Identify Mexican artist Frida Kahlo through visual PPPT presentation

-Make connections with historical timeline in US as compared to historical timeline in Mexico. Where does Frida Kahlo fit in?

-Identify salient features (body parts) about Frida Kahlo's appearance. Discuss how they are significant in her work

-Identify typical dress of the artist. How can we describe her clothing using what we have learned in this

chapter?

- Recreate timeline of Frida Kahlo in small groups/ retell her story
- Identify mexican artist Diego Rivera & his role in the historical timeline of US Mexico/ Discuss his relationship with Frida Kahlo
- Watch History Channel documentary "Frida"
- Vocethread speaking assesment--describing and expressing opinion on works by Frida Kahlo & Diego Rivera

Relevant activities and resources from "Related Documents" below:

Week 9:


How can we express preferences when shopping and referring to different items?

- Identify demonstrative adjective & thier use when referring to preferences
- How can we referr to items that are close to us and far away? Identify the differences between demonstrative adjectives and their use
- How can we discuss the "cost" of different objects? What is the "cost" of art?
- View different works of art form famous mexican artists (Frida Kahlo, Diego Rivera, David Alfaro Siqueiros, Maria Izquierdo) and discuss the cost of each/ several grouped together.
- Guided practice asking and answering about preferences & cost of different works of art.
- Survey activity using demonstrative adjectives to express preference about different works of art


Relevant activities and resources from "Related Documents" below:

 cap9miarmarioerrorsextarvoc.notebook

 cap9miarmarioproject.doc

 cap9miarmariorubrics.docx

 cap9demonstrativesquiz.docx

 demonstrativesadjectives.notebook


Week 10:

- Jigsaw activity in small groups--Cumulative review of all concepts & thematic vocabulary from the unit
- Small groups present review of essential questions jigsaw activity
- Kahoot Review
- Assessment


Relevant activities and resources from "Related Documents" below:

 cap9testerrors.docx

 cap9testquestionsamples.notebook

 cap9testslides.notebook

 cap9entrevista.docx

 cap9entrevistascrabblers.notebook

 cap9entrevistaslides.notebook

Spanish II Unit 4 - Celebrations!

Content Area: **World Languages**
Course(s): **Generic Course, SPANISH II**
Time Period: **Marking Period 4**
Length: **10 weeks**
Status: **Published**

Standards

World Language Standards

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Transfer Goals

Transfer Goals

Students will be able to independently use their learning to learn several different grammar structures in Spanish and vocabulary related to holidays and celebrations so that in the long run they will be able to effectively plan an event or celebration and appreciate festivals from another culture.

Concepts

Essential Questions

- How are different festivals in the Spanish speaking world linked to their European, indigenous, and African cultures?
- How can we ask for and give an opinion about something?
- How can we ask for help and respond to someone's request and tell someone what to do?
- How can we talk about past events?
- How can we talk about what someone does everyday?
- How can we talk about what someone is doing right now?
- How does someone give a command to another person?
- How does the form of a verb change the meaning of the message it communicates?

Understandings

Students will understand that...

- A rich and varied vocabulary is essential for good communication. However, all vocabulary words need not be known to convey a message.
- Changing the form of the verb changes the meaning of the message communicated.
- Culture sets the tone when asking for help and responding to requests.
- Different verb forms communicate events that are happening or have happened.
- Festivals and holidays in the Spanish speaking world are deep rooted in European, indigenous, and African cultures.
- Grammar and syntax determine the context of the message being communicated.
- There are culturally appropriate ways to ask for and give an opinion.
- There is a difference between asking for help and telling someone what to do.

Critical Knowledge and Skills

Knowledge

Students will know:

- Different expressions that ask for and give opinions.
- Different festivals of the Spanish-speaking world.
- Direct Object Pronouns.
- Expressions that ask for help and respond to requests.
- Holiday and celebration vocabulary.
- How to form present participles and the present progressive tense.
- Informal commands (affirmative and negative).
- Preterite tense.
- Related past tense vocabulary.

Skills

Students will be able to:

- Ask for help and respond to requests in a culturally appropriate way.
- Communicate in Spanish to ask for and express an opinion.
- Explain how European, indigenous and African cultures are present in the festival of Carnaval.
- Identify different holidays/festivals and when they are celebrated.
- Identify informal commands and be able to tell someone what to do.
- Identify verbs in the preterite and express past events.
- Use prior vocabulary knowledge to talk about how the holidays/festivals are celebrated.
- Use the present progressive tense to say what someone is doing right now.

Assessment and Resources

Formative Assessment Plan (Other Evidence)

- Class Participation
- Compositions
- Do Now Quizzes
- Homework
- Informal partner conversations
- Listening Labs
- Quizzes (written and oral)
- Reading

- Speaking
- Writing

Summative Assessment Plan

- Chapter Test - traditional, cumulative exam on paper or via LinkIt
- Interviews - Students are asked a series of questions inspired by the contents of Chapter 10. Each student will sit down with the teacher individually and respond verbally to each questions WITHOUT using visual aides.
- Video Skit - PARTY PLANNING! - You and your partner are planning a big celebration and several things need to be done. You will record a video of yourselves having a conversation and doing party-related tasks. 1) Talk about what you are doing right now to get ready for the celebration. 2) Ask for and give opinions about what needs to be done. 3) Ask for your friend's help with something. 4) Also, tell your friend to do a few things to help you. 5) Finally talk about what you did or what happened.

Primary Resources

- Ven conmigo I textbook, workbooks and audio/video files
- Teacher-created PowerPoints and note sheets for introducing each topic

Supplementary Resources

- Quizlet
- Kahoot
- YouTube
- Duolingo
- Globe Trekker and other cultural video series
- Yabla
- IXL
- VoiceThread

Technology Integration and Differentiated Instruction

Technology Integration

Edmodo/Google Classroom

Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)

GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning

One to One Student laptop

All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic

Additional Support

These are examples of technology that can be used to support each of the lessons within this topic: Ven Connigo video series, GlobeTrekker videos, VoiceThread, IXL, etc.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Within each lesson, the Gifted Students are to be given a leadership role in the room.

Performance Task-Additional practice will be provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

Work with ELL Teacher to allow for all assignments to be completed with extra time.

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

At Risk Students (N.J.A.C.6A:8-4.3c)

Work with the I&RS Team to reach the needs of students.

Mentors provided

Offer additional supports as needed (after school help, parent contacts, frequent checks for understanding, etc.)

Special Education Students (N.J.A.C.6A:8-3.1)

All IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Frequent checks for understanding

Multiple representations- Encourage and allow tables, graphic organizers, etc.

Extend the time needed to complete assignments/assessments

Provide a copy of grading rubrics for projects/labs

Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Provide highlighted notes and readings when necessary

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability level/learning style.

Interdisciplinary Connections

MATH - exploring the differences that exist between Spanish and English when expressing larger numbers (reversal of commas and decimal points)

SCIENCE - N/A

SOCIAL STUDIES - locations within a town/city, location of Ecuador

ELA - language transfer awareness, influence of Spanish and English within each language

VISUAL/PERFORMING ARTS - performing skits in Spanish

APPLIED TECHNOLOGY - utilizing language settings in Microsoft Office and other applications

BUSINESS EDUCATION - using the formal "usted" voice when conversing in a professional setting

GLOBAL AWARENESS - perspectives, products and customs of Spanish-speaking countries

Learning Plan / Pacing Guide

Week 1:

- How can we ask for and give opinions? Discuss when we ask for opinions in general and what about.
- Guided practice examples to practice asking and answering...Crees que? & Que te parece?
- Question & Answer matching activity. Students match opinion questions with answers that make sense in context.
- Class survey activity to activate speaking skills asking & answering opinion questions

Resources and activities from "Related Documents":

 cap10opinionquestions.docx

 cap10celebrationsaroundworld.docx










 cap10celebrationvocablist.docx

Week 2:

- How can we say what we are doing right now?
- Identify the present progressive tense. Identify how to form present participles as part of the present progressive tense.

- Discuss the difference in use between the present/ present progressive
- Watch several shory videoclips of native speakers and identify the use of the present/ present progressive
- Answer short comprehension questions about the videos
- Yo estoy....quien esta... activity to activate prior knowledge of vocabulary and use the present progressive tense
- Guided practice examples with situations & present progressive expressions

Resources and activities from "Related Documents":

-  cap10presentprogressivechartwithpics.docx
-  cap10presentprogressivenotes.notebook
-  cap10presentprogressiveprequiz.docx
-  cap10presentprogressiveprequizlistening.mp4
-  cap10presentprogressivequiz.docx
-  cap10presentprogressivescramblers.notebook
-  cap10presentprogressivewarmup.notebook
-  cap10presentprogressivewkst.notebook
-  cap10presprogquiz.docx


Week 3:


- How can we talk about different holidays celebrated in our culture and in the Spanish speaking world.
- Recall how to express the date as it relates to significant holidays/ celebrations/ festivities
- Identify through TPRS and visual prompts holiday vocabulary & actions associated with each
- How are common holidays celebrated in the USA and in the Spanish speaking world? What do we have in common, what is different?
- Discuss Saint Day celebrations in Spain

-Mini lesson on patron saints & Santiago de Compostela. What is a pilgrimage? What is the history behind the Camino de Santiago? Locate the pilgrimage on map. Discuss how geography might affect the pilgrimage.

Resources and activities from "Related Documents":

 cap10matamoscaspresprogholidays.docx

 cap10picturedictionarychart.docx

 cap10vocabfillins.notebook

 cap10vocablist.docx

Week 4:


- Use knowledge about how to ask for opinions & holiday celebrations to complete a jigsaw review activity
- Watch trailer for the movie The Way & answer comprehension questions as they relate to the mini lesson on Santiago de Compostela
- Watch the film
- Post viewing discussion/ questions
- Assessment

Week 5:

- How can we ask for help and respond to requests? Me haces el favor de...? Me audas a...? Me traes...?
- In what situations do we need to ask for help? How can we plan a celebration/ party and ask for help with specific tasks?

- Identify vocabulary that would be useful for party planning.
- Guided practice examples using visual prompts to ask for help/ respond to requests for help.
- How can we identify types of sentences in both English & Spanish? What types of phrases ask questions. make statements, tell someone one to do?
- Identify interrogative, declarative and imperative sentences in English and compare to Spanish grammar structures.
- Identify formation of informal (affirmative) imperatives. How do they differ from declaratives?
- Guided practice examples.
- "Chain of Command" activity--response to command stimuli for chain activity

Resources and activities from "Related Documents":

 cap10commandchart.docx

 cap10commandchartslide.notebook

 cap10commandornot.notebook

 cap10commandornotsheet.docx

 cap10commandplayingcards.docx

 cap10commandschartfilledout.docx

Week 6:

- Review/ recycle concept of sentence identification
- Match a situation and positive command--Deduce which negative commands would work in the same situation
- Identify the informal negative command forms in Spanish
- Guided practice examples
- Read situations in Spanish/ view visual prompts and create and appropriate affirmative/negative command
- Yo tengo.... quien tiene activity to practice using knowledge of situations, positive and negative commands


-Jigsaw review on how the types of sentences relate to the essential questions and theme of the unit

Resources and activities from "Related Documents":

 [cap10commandsposterrubric.docx](#)

 [cap10commandsprequiz.docx](#)

 [cap10commandsprequizslide.notebook](#)

 [cap10commandsqquiz.docx](#)

 [cap10commandsqquizletwords.docx](#)

Week 7:

-Review recycle requesting help/ giving affirmative & negative commands in various situations

-Watch short videoclips of native speakers discussing celebrations in their native countries

-What celebrations are being discussed? What expressions differ from ones that we have learned? Which are the same?


-What tasks might these spanish speakers need help with? How can they request help/ tell someone to help them?

-Partner simulated conversation on voicethread

-Kahoot Review

-Assessment

Resources and activities from "Related Documents":

 [cap10mandatosinformal.notebook](#)

 [cap10mandatosprequiz.doc](#)

 [cap10mandatosprequiz.notebook](#)

 cap10boardactivitiescommandsvocab.notebook

Week 8:

-How can we say what we did or what happened?

-Listen to a TPRS story about a "bad day". Deduce the formation of the past tense (AR Verbs) based on the repetition of the TPS story

-Answer questions in small groups about the TPRS story & conclude how it is formed. What are the grammar structures? How is it different from other known tenses in Spanish?

-Can we compare the grammar structures of expressing past tense in English to those that are used to express past tense in Spanish? Explain how in small groups.

-What vocabulary can denote a past tense time frame? Identify past tense vocabulary in Spanish.

-Guided practice examples of how to say what "happened" using situations and visual pictures prompts


-Quiz Quiz trade activity to activate past to present knowledge of verb forms

Resources and activities from "Related Documents":


 cap10preteritdrills.notebook

 cap10preteritechart.docx

 cap10preteritechartsARERIR.notebook

 cap10preteriteendinggamecards.docx

 cap10preteritefillins.docx

 cap10preteritefinishtheverb.notebook

 cap10preteriteirregulars.docx

 cap10preteriteirregularsnotes.docx

 cap10preteritelesson5charts.notebook

Week 9:

- Review & practice AR verbs in the past tense. Guided practice with identification of sentence syntax. Students determine what verb form is needed, present tense, past tense, present progressive, infinitive, etc.
- Identify the formation of ER/ IR verbs in the past tense.
- Guided practice examples using situations and visual picture prompts
- Watch short videoclips form of native Spanish speakers talk about a holiday that they recently celebrated. Answer comprehension questions sing the past tense to say what "happened" or what that person "did"
- Kahoot Review
- Assessment

Resources and activities from "Related Documents":

 [cap10preteriteloteria.docx](#)

 [cap10preteriteprequiznew.docx](#)

 [cap10preteriteprequizslide.notebook](#)

 [cap10preteriteprequizslides.notebook](#)

 [cap10preteriteprequizslidewithcharts.notebook](#)

 [cap10preteritequiz.doc](#)

 [cap10preteritequiz05122016.docx](#)

Week 10:

- Jigsaw review activities for final exam

Student self assessment sheets from each chapter covered. Student self assesses of he/she can do specific skills/ answer essential questions based on the skills and thematic vocabulary studied this year


- Watch episodes from Discovery channels "EXTRA Spanish series"

-Use all skills and thematic vocabulary to answer questions about the EXTRA Spanish series episodes

-Prep for Final Exam


Resources and activities from "Related Documents":

 [cap10pretestlastpage.docx](#)


 [cap10pretestpracticeslidesmultchoice.notebook](#)

 [cap10pretestslides.notebook](#)


 [cap10samplereadinglistening.pdf](#)


 [cap10whiteboardwedtestprepblank.notebook](#)


 [cap10whiteboardwedtestreview.notebook](#)

 [cap10testmultchoice.docx](#)

 [cap10testreading.docx](#)

 [cap10testreviewcommandpresprog.notebook](#)

 [cap10entrevista.doc](#)

 [cap10entrevistaslide.notebook](#)