

Summit Public Schools
Summit, New Jersey

Lawton C. Johnson Summit Middle School
Grade Level 8 / World Language
Length of Course: Full Year
Intermediate Spanish

Course Description:

Intermediate Spanish is the third year of language instruction offered at the middle school. This course is taught in a full immersion setting, in which all students are encouraged to participate in authentic activities. Students will spend the academic year exploring the country of Spain and getting acquainted with its customs and traditions. Students will enhance their vocabulary as they explore the following topics: travel, food, hobbies, fashion, celebrations, and careers.

Unidad 1:
Vamos de Viaje a España

7.1 World Language Novice High

Interpretive Mode of Communication

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

Interpersonal Mode of Communication

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

Presentational Mode of Communication

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level

on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

Big Ideas: *Course Objectives/Content Statement(s)*

One of the motivating reasons to learn a second language is traveling to another country. Students will not only gain knowledge about the various regions and provinces of Spain, but also enhance their vocabulary to be successful travelers. In this unit, students will learn how to make a travel reservation, navigate an airport, discuss their travel plans - all in Spanish!

<p style="text-align: center;">Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p>1. What information is essential when planning for an international trip?</p> <p>2. How can you effectively communicate while navigating through an airport or on a flight to Spain?</p> <p>3. How do you get yourself ready for a trip?</p>	<p>Students will understand that:</p> <ol style="list-style-type: none"> Spain has various languages and dialects. The Iberian peninsula includes the countries of Spain, Portugal, and Andorra. Spanish people greet each other differently than Americans. Reflexive verbs indicate that a person is performing the action toward or for him/herself.
<p style="text-align: center;">Areas of Focus: Proficiencies (Progress Indicators)</p>	<p style="text-align: center;">Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>Interpretive Mode of Communication:</p> <ul style="list-style-type: none"> <i>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</i> <i>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly</i> 	<p>Instructional Focus:</p> <p>In the target language, learners will . . .</p> <ol style="list-style-type: none"> Become acquainted with Spain, and identify the various regions, provinces and major cities of Spain. Discuss travel plans, arrangements and accommodations. Be able to converse about how they get ready before a trip. Demonstrate knowledge of idiomatic expressions and

contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

- *7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).*

Interpersonal Mode of Communication:

- *7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.*

- *7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.*

- *7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.*

Presentational Mode of Communication:

- *7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.*

- *7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.*

- *7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.*

phrases that relate to travel.

6. Accurately use reflexive verbs to describe their routine before and after a trip.

Sample Assessments:

Formative:

- Edmodo/Google classroom responses/posts
- Participation during class discussions, pair/group activities and games
- Pair discussions
- Peardeck activities
- Polls and quizzes (Gimkit, Quizzizz, Quizlet Live, Polleverywhere, etc.)

Summative:

- Improvisational conversations in pairs or trios with “given” scenarios
- Pen pal letter to students in Spain
- Unit quizzes: listening, reading, and writing tasks included

Projects/Post Assessment:

- Digital breakout activity: In small groups, students will race against each other to solve clues in a travel themed breakout.
https://docs.google.com/document/d/1a2G2RnbEOL7ctYADLl2Gujb69YXw8iNC6ipP_3PtoRs/edit?usp=sharing
- Green screen project: In pairs, students will recreate a plane, airport & hotel scene in the target language. Students will record using green screen props.
https://docs.google.com/document/d/1BnCT5rfwb_2263ik-LU6mZ2ZZUBBzGJPIZaXX2ILgbw/edit?usp=sharing

Instructional Strategies:

Interpretive:

- Dollar to Euro conversion activities
- Compare and contrast a Spanish airline versus a U.S. airline website

- Examine a sample plane ticket from Iberian airlines
- Discussion after viewing videos such as the following:
<https://www.youtube.com/watch?v=3wdYMKwm4os>
- Scavenger hunts using Google Street View and various tourist attractions throughout Spain
- Scavenger hunt using the Iberia Airlines website:
<http://www.iberia.com/?language=es>

Interpersonal:

- Think Pair Share - Would you rather book a flight via the internet or a travel agency?
- Survey class regarding travel preferences using
<https://www.mentimeter.com/features/word-cloud>
- Improvisational Dialogues (Passenger vs. Flight Attendant/Customer vs. travel agent)

Presentation:

- Students will use Padlet to present where they would like to travel in Spain and the reasons why
- Create a meme using a tourist attraction in Spain
<https://memegenerator.net/>

Interdisciplinary Connections

- Mathematics: Converting kilometers to miles and euros to dollars
- Geography: Locate Spain on a world map. Explore various tourist attractions through Google Street View

Technology Integration

- Use of Edmodo to continue travel discussions after school hours
- Connect with Pen pals via FlipGrid - discuss places they would like to visit in Spain
- Integrate YouTube, VideoEle series, audio-lingua.eu, laits.utexas.edu, podcastsinspanish.org for authentic listening opportunities pertaining to travel, such as:
<https://www.youtube.com/watch?v=oX0jcZQ16ew>
- Use Google street view & google glasses to explore tourist attractions throughout Spain

Media Literacy Integration

	<ul style="list-style-type: none"> ●Students will explore, analyze and interpret information posted on travel sites such as www.tripadvisor.com <p>Global Perspectives</p> <ul style="list-style-type: none"> ●Explore the map of Spain and its relation to the United States.
<p>Career Readiness, Life Literacies, and Key Skills Practices:</p> <ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being. ● Consider the environmental, social, and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership, and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration, and communicate effectively. ● Work productively in teams while using cultural/global competence. <div data-bbox="66 1360 784 1484" style="border: 1px solid black; background-color: #e1eef6; padding: 5px; text-align: center;"> <p>Supports for English Language Learners</p> </div>	

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need

Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts:

Teacher Resources:

- www.tripadvisor.com
- <https://www.iberia.com/es/?language=es>
- https://es.airbnb.com/?set=bev&on_new_domain=1596221202_YzVkYUzNDdlMDZi

Parque Guell

<https://www.youtube.com/watch?v=pqfm644g9YQ&t=148s>

Paradores

<https://docs.google.com/document/d/1ltoyUpc-nQZepeY84h4Z-J10QOj7Un06MDQmru0W7mI/edit?usp=sharing>

<https://www.youtube.com/watch?v=kZmD65WINSa>

Acueducto de Segovia

<https://www.youtube.com/watch?v=dIY7hkKmWGU>

https://docs.google.com/document/d/1WGrq8ZuqFPFIi30mLQFk1XJVqfJUTTRiMag0MASAJ_4/edit

- www.gimkit.com
- www.kahoot.com
- www.quizlet.com
- www.quizizz.com
- www.jeopardylabs.com
- <https://www.peardeck.com/>
- www.wheeldecide.com

Suggested Student Texts:

Unidad 2:

¿Qué te gustaba hacer antes y qué te gusta hacer ahora?

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Presentational Mode of Communication

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

Big Ideas: Course Objectives/Content Statement(s)

One of the ways to understand a culture is to look at their leisure time-activities. In Spanish speaking countries most activities take place in the streets, parks, plazas and cafés. Summer festivals are commonplace on the weekends with live entertainment and food stands. On a daily basis you will see people of all ages strolling the streets, kids playing in the parks, people sitting at outdoor cafés enjoying each other's companies. Sports are also very important, the most popular team sport in Spain is soccer. People of all ages can be seen playing this sport in parks, on sports fields, beaches or neighborhood streets. In this Unit, students will be able to talk about their leisure time activities in the

present and reminisce about their leisure time activities as children. They will be introduced to the activities Spaniards enjoy with the purpose of making cultural connections.

<p style="text-align: center;">Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<ol style="list-style-type: none"> 1. What do children and teenagers in the U.S. do for fun? How does it compare to activities children and teenagers in Spain do for fun? 2. How does my definition of fun compare to that of other students' from other cultures? 3. If you were to travel to Spain, would you be able to perform the same leisure activities you do in the US? 4. What leisure activities are most popular in Spain? 5. What kind of music do young people listen to in Spain? 6. How do you know when to use “saber” and “conocer”? 7. What tense should you use when reminiscing about the past? 8. How do children and adults relate to each other in the US and how does it compare to Spain and Latin America? 	<p>Students will understand that:</p> <ol style="list-style-type: none"> 1. Preferences for leisure activities can vary from child to child and culture to culture. 2. Tastes in music are varied in Spain depending on region. 3. The verbs hacer, poder and tener have irregular preterit tense conjugations. 4. Both “saber” and “conocer” mean to know but the verb “saber” followed by an infinitive means “to know how to” do something. It is also used to talk about knowing information and facts. The verb “conocer” means “to know” in the sense of being acquainted or familiar with a person, place or thing. 5. The imperfect tense is used to discuss things you “used to do” in the past. 6. The verbs ser, ver and ir have irregular imperfect tense conjugations.
<p style="text-align: center;">Areas of Focus: Proficiencies (Progress Indicators)</p>	<p style="text-align: center;">Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>Interpretive Mode of Communication:</p> <ul style="list-style-type: none"> • <i>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</i> 	<p>Instructional Focus:</p> <p>In the target language, learners will . . .</p> <ol style="list-style-type: none"> 1. Discuss preferred sports and outdoor activities. 2. Talk about their favorite and least favorite leisure activities. 3. Be able to describe themselves as a child 4. List toys they used to play with as a child. 5. Describe playground activities they

• 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

• 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

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Presentational Mode of Communication:

• 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

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• 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school Environment.

enjoyed and places they went to as a child.
6. Compare themselves now and then.

Sample Assessments:

Formative:

- Padlet discussions with classmates
- Listening activities with post discussions
- Gallery Walks
- Peardeck Activities
- Quizizz activities
- Polls and quizzes (Gimkit, Quizizz, Quizlet Live, Polleverywhere, etc.)

Summative:

- Pair debates about childhood favorites (games, toys, books, etc.)
- Unit quizzes: listening, reading, and writing tasks included
- Improvisational conversations in pairs or trios with scenarios given by teacher

Projects/Post Assessment:

- Voicethread project describing their childhood and life now as a teenager
https://docs.google.com/document/d/1Efl_kLNhpaio36sXanYHMDhGYSGcEUEwLb7sfrXJ1RI/edit
- Pen pal letter to their friend in Spain detailing their favorite sports/leisure activities now and as a child

Instructional Strategies:

Interpretive:

- Read and analyze short biographies of famous Spaniards in sports, television, art, politics, etc.
- Flyswatter games to review current vocabulary
- Respond to questions in gallery walks:

- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

<https://docs.google.com/document/d/1T9qn2aITf9LZp9sHtX8slBqR79dVIqVhwc0w3RIUno/edit?usp=sharing>

- Scavenger hunts using the following Spanish store website:

<https://www.elcorteingles.es/>

Interpersonal:

- Card games (vete de pesca, miércoles, guerra, etc.) to practice asking and answering questions using the target vocabulary.

- Timed pair debates using provided questions on Google Slides. Here is an example:

https://docs.google.com/presentation/d/14s_9cL1zQkd0Inem4zSamuFI2w9tX0_c_HGCK5ydnBw/edit#slide=id.g2a209e4096_0_15

- Information gap activities where students must ask questions about likes and dislikes to figure out what person plays a sport or likes a certain activity.
- Interview a famous soccer player, musician, artist, etc. One student plays the role of the soccer player or artist and the other the reporter. They can talk about the childhood of the famous person for example.
- Running Dictations - draw what you read!

Presentational:

- Recreate the story of Ratoncito Perez using images provided

https://docs.google.com/document/d/1hA_hwWqqRrtHeavJjNW_gCkITzvnc838423cY9M3y-Y/edit?usp=sharing

- Use the following site <https://ifaketextmessage.com/> to create a text message to pen pal about sports/hobbies of interest

Interdisciplinary Connections

Music: Learn various childhood songs in the target language.

	<p>Geography: Review the regions of Spain</p> <p>Sports: Learn the history behind Spanish soccer teams and their respective players</p> <p>Technology Integration</p> <ul style="list-style-type: none"> ● Use online polling sites to gather class information about favorite and least favorite sports and activities www.polleverywhere.com ● Use www.lyricstraining.com to review Spanish songs that teenagers currently listen to in Spain ● Listen to the top 40 songs in Spain http://los40.com/lista40/?o=VL40 ● Use Gimkit to review grammar concepts https://www.gimkit.com/host/5c1104ccfb3f39001f628ab5 <p>Media Literacy Integration</p> <ul style="list-style-type: none"> ● Students will explore, analyze and interpret shopping information posted on store sites such as https://www.elcorteingles.es/ <p>Global Perspectives</p> <ul style="list-style-type: none"> ● Identify various leisure activities of children & teenagers in Spain and how they compare/contrast with those of the United States ● Learn how “fútbol” is a lifestyle in Spain ● Explore popular toys in Spain ● Compare and contrast music in the Spain and the United States
<p>Career Readiness, Life Literacies, and Key Skills Practices:</p> <ul style="list-style-type: none"> ● Act as a responsible and contributing 	

community member and employee.

- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors

Models & Figures		
Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts:

Teacher Resources:

● <https://www.elcorteingles.es/>

El Clásico

<https://www.youtube.com/watch?v=glK7IEGcPHA>

Piqué

<https://www.youtube.com/watch?v=1RkCMRtkA1w&t=166s>

Ratoncito Perez

<https://www.youtube.com/watch?v=bn8eQmltw3E>

- www.gimkit.com
- www.kahoot.com
- www.quizlet.com
- www.quizizz.com
- www.jeopardylabs.com
- <https://www.peardeck.com>

Unidad 3: ¡Olé! España está de fiesta.

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<p>Big Ideas: Course Objectives/Content Statement(s) This unit will foster a greater understanding of the family unit in Spain and the traditions and holidays honored by the Spanish people. Students will learn the vocabulary for each of these themes and compare and contrast them with their own family values and traditions.</p>	
<p style="text-align: center;">Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p>1. Why do people celebrate holidays? 2. What is the difference between a day that is special for only one person or one family and a day that is special for a whole country or region? 3. How does culture influence the concept of family? 4. What roles do different family members play in a typical family in Spain? 5. How can I make comparisons in Spanish?</p>	<p>Students will understand that:</p> <ol style="list-style-type: none"> 1. Spanish holidays are often based on religious or historical events. 2. Different regions in Spain have various ways to celebrate special days and occasions. 3. The concept of what makes a family can be culturally defined 4. Calendar dates are expressed differently in Spanish. 5. Spanish people greet each other with two kisses. 6. Comparisons and superlatives are useful when contrasting two items. 7. Possessive adjectives change depending on gender and number.
<p style="text-align: center;">Areas of Focus: Proficiencies (Progress Indicators)</p>	<p style="text-align: center;">Examples, Outcomes, Assessments</p>
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- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

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- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

Sample Assessments:

- Peardeck activities
- Polls and quizzes (Gimkit, Quizzizz, Quizlet Live, Polleverywhere, etc.)

Formative:

- Edmodo/Google classroom responses/posts
- Watch videos about various celebrations and participate in post pair/class discussions
- Listening activities about fiestas with post questions
- Peardeck activities
- Polls and quizzes (Gimkit, Quizzizz, Quizlet Live, Polleverywhere, etc.)

Summative:

- Improvisational Dialogues using scenarios about popular fiestas Spain
- Unit quizzes: listening, reading, and writing tasks included

Projects/Post Assessment:

- Partner project about family members. Student partners create a slideshow with photos of their respective family members. Students compare age, personality and physical attributes during live presentation.

Instructional Strategies:

Interpretive:

- Interpret infographics about Spanish celebrations and answer follow up questions. Here is an example:

https://docs.google.com/document/d/1TLgoABCbxirr2aMHpd4bNQeqfDzh5vKoCO6H6_e6Fks/edit?usp=sharing

- Watch Youtube videos about Spanish celebrations and participate in class discussions. Below is a sample video::

<https://www.youtube.com/watch?v=ksw7WXfoGcA>

- Participate in webquests using celebration sites such as the following:

<https://www.turismo.navarra.es/esp/Productos/san-fer>

[min.htm](#)

Interpersonal

- Recreate scenarios such as the “La Corrida de Toros” in Pamplona
- Improvisational Dialogues with topics about family and celebrations given by teacher
- *Vamos a hablar* activity to review grammar and vocabulary. See below for an example.

https://docs.google.com/document/d/1udRpJtRQDuh7iQRIX6FSK06vXHZrMykw6jq4OeauQ_M/edit

Presentational:

- Students will post about their favorite Spanish celebrations on www.padlet.com.
- Explore and then present popular songs from Spanish fiestas.
- Use <https://wordart.com/> to create a word cloud for a Spanish celebration. Students will describe the celebration in the target language.

Interdisciplinary Connections

Geography: Identify in which regions Spanish fiestas are celebrated.

Music: Learn music played at various Spanish celebrations.

History: Research the royal family in Spain and compare the Spanish government with the US government.

Technology Integration

- Play flashcard factory with a partner to review the celebration vocabulary.
- Play <https://jeopardylabs.com/play/2020-03-09-611> to review vocabulary and grammar before the unit quiz.
- Watch Youtube videos to learn about various celebrations:
<https://www.youtube.com/watch?v=YDa9y47XCcA>
- Use <https://quizlet.com/232346359/live> to practice the family vocabulary
- Use www.polleverywhere.com to survey students about their family life

	<p>Media Literacy Integration</p> <ul style="list-style-type: none"> ● Read and interpret infographics about different celebrations across Spain. ● Navigate the following Spanish website to learn about La familia Real: https://www.casareal.es/ES/Paginas/home.aspx <p>Global Perspectives</p> <ul style="list-style-type: none"> ● Exploration of traditions and celebrations unique to Spain. ● Compare La Familia Real in Spain with the government in the United States
<p>Career Readiness, Life Literacies, and Key Skills Practices:</p> <ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being. ● Consider the environmental, social, and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership, and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration, and communicate effectively. ● Work productively in teams while using cultural/global competence. 	

Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		
Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via	Increase opportunities to	Individualized assessment tools

computer or electronic device	engage in active academic responding	based on student need	
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts:

Teacher Resources:

- <https://www.casareal.es/ES/Paginas/home.aspx>
- <https://www.sanfermin.com/es/>
- www.pinterest.com (great resource for Infographics)
- <https://www.tomatina.es/en/>
- www.gimkit.com
- www.kahoot.com
- www.quizlet.com
- www.quizizz.com
- www.jeopardylabs.com
- <https://www.peardeck.com/>
- www.wheeldecide.com

Suggested Student Texts:

Unidad 4:
Vamos de Compras en España

7.1 World Language Novice High

Interpretive Mode of Communication

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

Interpersonal Mode of Communication

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

Presentational Mode of Communication

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

Big Ideas: Course Objectives/Content Statement(s)

One of the first things we notice about a person is the clothing he or she is wearing. If we want to get to know another person or culture we need to look at clothing as a cultural product and explore all its nuances. Many of the same clothes that are “in” in the US are also popular in Spain such as T-shirts and jeans. However even though the casual look is acceptable, sloppiness is frowned upon. Generally shorts, other than for children, are considered improper anywhere except the beach or a resort. In addition, traditional dress varies by region and is worn during special festivities throughout Spain. In this Unit, students will be able to shop for clothing, inquiring with sales associates about items, prices, and purchasing. They will share opinions about clothing, and understand advertising (print, web, radio, tv). In addition they will understand how culture influences fashion trends for example by looking at trends in the target country and our own. They will also be introduced to traditional clothing according to the region in Spain. Finally they will understand the fluidity of the definition of style which can vary by culture, ethnicity, background or life objectives of a person.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

<ol style="list-style-type: none"> 1. How do those places compare to those in Spain? 2. How does one pay for purchases in the US? How can you pay for purchases if traveling to Spain? 3. When do you get the best deal when clothes shopping in the US? How about in Spain? 4. What is the relative value of the dollar compared to the euro or the Mexican peso? 5. Do you prefer to shop online or in store? How often do you shop online? What are the advantages? 6. What kind of clothing do children and teenagers in the US like to wear on a daily basis? How does it compare to what children and teenagers in Spain like to wear? 7. How does your definition of style compare to other children in your classroom, town and the US? How does it compare to other cultures? 8. How does one's culture/ethnicity/background influence the clothes we wear? 9. How does culture influence fashion? And the reverse, how can fashion influence a culture? 10. Where can you buy clothing in the US? s and disadvantages of shopping online? 	<ol style="list-style-type: none"> 1. Clothing styles may vary by culture, ethnicity, background and life objectives. 2. World cultures influence fashion trends. 3. The fashion industry can influence the way cultures dress. 4. Sales happen twice a year in Spain during the summer and winter. Discounts may increase weekly until all merchandise from the previous season is sold to make room for the new season. Stores do not regularly have a sales rack as they do in the US. 5. Currencies vary from country to country. 6. Culture influences the types of fabric and colors used to make clothing. For example, alpaca fiber as opposed to sheep's wool. Bright colors and flower designs in the Caribbean. 7. The verb ser has irregular present tense conjugations and it is used to describe clothing and the material clothing is made of. 8. The verbs “probarse” and “encontrar” are stem changing in the present tense. “Probarse” is also a reflexive verb. 9. Demonstrative adjectives este, ese and aquel and their variations are used to point out things and people that are nearby. Demonstrative adjectives can also be used as pronouns to replace nouns.
<p style="text-align: center;">Areas of Focus: Proficiencies (Progress Indicators)</p>	<p style="text-align: center;">Examples, Outcomes, Assessments</p>
<p>Students will:</p> <ul style="list-style-type: none"> • <i>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</i> • <i>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words,</i> 	<p>Instructional Focus:</p> <p>Instructional Focus:</p> <p>In the target language students will be able to:</p> <ol style="list-style-type: none"> 1. Indicate articles of clothing in the target language. 2. Describe patterns and fabric. 3. Describe clothing in detail. 4. Indicate sizes of clothing.

phrases, and short sentences in culturally authentic materials related to targeted themes.

- *7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).*

Interpersonal Mode of Communication:

- *7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.*

- *7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.*

- *7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.*

Presentational Mode of Communication:

- *7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.*

- *7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.*

- *7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.*

5. Discuss clothing preferences and make comparisons.
6. Discuss ways of paying for purchases.
7. Understand the relative value of currencies.

Sample Assessments:

Formative:

- Gallery Walks reviewing grammar and vocabulary
- Pair/class discussions about shopping habits & trends
- Google Classroom/Edmodo posts related to shopping and fashion trends
- Peardeck activities
- Polls and quizzes (Gimkit, Quizzizz, Quizlet Live, Polleverywhere, etc.)

Summative:

- Improvisational conversations in pairs or trios with “given” scenarios
- Pen pal letter to students in Spain
- Unit quizzes: listening, reading, and writing tasks included

Projects/Post Assessment:

- Screencast Project - students will choose a Spanish store website and choose clothes their pen pal should wear when they come to visit.

Instructional Strategies:

Interpretive:

- Scavenger hunt using the website for el Corte Ingles:

https://docs.google.com/document/d/15xNbM9b_TWk7_Mq_BX7tV6m99dHqutwtDVHOj89gjw/edit?usp=s_haring

- Flyswatter Game to review vocabulary:

<https://docs.google.com/document/d/1RXIGTDqUDG8-gAvra-gyX5l1UeYj9GZIMT8R2lj5fGQ/edit>

- Wheel Decide Activities to review grammar:

<http://wheeldecide.com/index.php?c1=tan...como&c2=mejor+%28-es%29&c3=peor+%28-es%29&c4=más...+que&c5=menos...que&c6=tanto+%28-os%2C+-as+-a%29&time=5>

<http://wheeldecide.com/index.php?c1=los+abrigos&c2=la+cartera&c3=los+tacones&c4=las+zapatillas&c5=el+chaleco&c6=el+traje&c7=la+corbata&c8=los+pantalones&time=5>

- Visit popular clothing stores online to get a sense of clothing styles in Spain

<http://www.zara.com/es/#>

http://shop.mango.com/home.faces?state=she_001_ES

http://www.desigual.com/es_ES

<http://www.roxy.es/rebajas/>

Interpersonal

- Interview partner activities about current shopping trends:

<https://docs.google.com/document/d/1SVeJoOuY2Y4nHckHX7E2ga6OdyFFtjOvkC7zlQzTag/edit?usp=sharing>

- Improvisational Dialogues using shopping scenarios
- *Vamos a hablar* activity. Students walk around the room. When music stops, they speak to the student nearest to them. A fashion photo will be posted and they need to have a discussion in the target language until music begins again.

Presentational:

- Pen Pal Letter discussing fashion trends in the United States

https://docs.google.com/document/d/1iH9Q4-QcR-Knb0Nc1LBi_bVwe7lfpMf5nCLU8MiFz2w/edit?usp=sharing

- Create a 30 sec. radio announcement promoting a sale at a store (voice recording)
- Research online fashion trends and share with class on Padlet
- Purchase a gift for a friend in class on the *Corte Ingles* - present details about gift to class.

Interdisciplinary Connections

Math: Convert euros to dollars and vice versa

Marketing/Advertising: Analyze marketing tools used on website to attract customers

	<p>Technology Integration</p> <ul style="list-style-type: none"> ● Online converter https://www.xe.com/currencyconverter/convert/?Amount=1&From=USD&To=EUR ● Quizizz to review grammar concepts https://quizizz.com/admin/quiz/5ccc42731fb1c8001a511701/startV4 ● Quizlet Live to review grammar https://quizlet.com/382061291/live ● Use https://ifaketextmessage.com/ to have a conversation with a friend about an upcoming vacation to Spain. Discuss clothing you will need for the trip. <p>Media Literacy Integration</p> <ul style="list-style-type: none"> ● Analyze digital infographics to learn about shopping trends in Spain <p>Global Perspectives</p> <ul style="list-style-type: none"> ● Explore popular fashion trends in Spain ● Compare and contrast popular brands in Spain vs. the United States
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<p>Career Readiness, Life Literacies, and Key Skills Practices:</p> <ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being. ● Consider the environmental, social, and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership, and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration, and communicate 	
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effectively.

- Work productively in teams while using cultural/global competence.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for	Differentiated materials

	understanding, feedback		
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts:

Teacher Resources:

Zara

- <https://www.youtube.com/watch?v=XkcvQsJe2Bk>

El Corte Ingles

- <https://www.elcorteingles.es/>
- <https://www.playfactile.com/edit/4unidad>
- www.gimkit.com
- www.kahoot.com
- www.quizlet.com
- www.quizizz.com
- www.jeopardylabs.com
- <https://www.peardeck.com/>
- www.wheeldecide.com

Unidad 5: *¿Qué sugieres que pida?*

7.1 World Language Novice High

Interpretive Mode of Communication

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Interpersonal Mode of Communication

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

Presentational Mode of Communication

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

Big Ideas: Course Objectives/Content Statement(s)

With travel comes the opportunity to experience the food of the host country. Spain is known for its varied culinary delights, and students will benefit from learning about some of the dishes that give Spanish food its flare. In this unit, students will learn how to express commands, how to make suggestions and to express doubt, emotions, and wishes.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ol style="list-style-type: none"> 1. What Spanish food have you tried and/or heard about? 2. What grammar and vocabulary do you need to be able to make it through a typical meal with a Spanish host family? In a restaurant in Spain? 	<p>Students will understand that: Students will understand that...</p> <ol style="list-style-type: none"> 1. In Spain, meals are eaten at different times than here in the United States and look different, too. 2. Immediately after a meal, conversation continues to flow at the table for a good amount of time

<p>3. How do you decide what you're going to order from a restaurant menu?</p>	<p>during the <i>sobremesa</i>.</p> <ol style="list-style-type: none"> 3. The negative “tú” command is formed by using the “tú” form of the present subjunctive. 4. In Spanish, the present subjunctive is used to express wishes, hopes, suggestions, obligations, necessities, and emotions. 5. The present subjunctive is formed by first using the “yo” form of the verb in the present indicative, then dropping the -o, and finally by adding the following endings: <p style="text-align: center;">-ar verbs: -e, -es, -e, -emos, -éis, en</p> <p style="text-align: center;">-er and -ir verbs: -a, -as, -a, -amos, -áis, -an</p>
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<p style="text-align: center;">Areas of Focus: Proficiencies (Progress Indicators)</p>	<p style="text-align: center;">Examples, Outcomes, Assessments</p>
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<p>Students will: Interpretive Mode of Communication:</p>	<p>Instructional Focus: In the target language, learners will be able to...</p> <ol style="list-style-type: none"> 1. Identify and describe various common Spanish dishes and ingredients. 2. List popular tapas served in Spain and their respective ingredients. 3. Follow a video tutorial and list the ingredients. 4. Recite a recipe after watching a video tutorial in the target language. 5. Be able to give commands using the “tú” form in the positive and negative format. <p>Sample Assessments:</p> <p><i>Formative:</i></p> <ul style="list-style-type: none"> ● Edmodo/Google Classroom for surveys, posts, and comments about various food topics ● Gallery Walks pertaining to Spanish recipes and foods ● Pair/Class discussions pertaining to food
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• 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.

• 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

• 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

Interpersonal Mode of Communication:

• 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

• 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

• 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

Presentational Mode of Communication:

• 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

• 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

• 7.1.NH.PRSNT.3: Describe orally and in writing

- Peardeck activities
- Polls and quizzes (Gimkit, Quizzizz, Quizlet Live, Polleverywhere, etc.)

Summative:

- Unit quizzes: listening, reading, and writing tasks included
- Pair Debates using food as a sub topic
- Improvisational Dialogues

Projects/Post Assessment:

- Cook Off Project: Students will recreate a Spanish food and compete with another group who will recreate the same food.

Instructional Strategies:

Interpretive:

- Listening Activity about typical breakfasts in Spain:

<https://docs.google.com/document/d/1buxLQ29TQeDc66ufU8YRV5WKhgEZnZnz2bVDmucivxw/edit>

- Watch the tutorial to make Gazpacho and re-write the recipe in command form (tú):

<https://www.youtube.com/watch?v=7TrCI6mLT3E>

- Watch a video about *tapas* and answer post questions:

<https://www.youtube.com/watch?v=p5AMgw9651k>
<https://api.playposit.com/go/share/467740/250778/0/0/Las-Tapas>

Interpersonal

- Interview Activity regarding food preferences:

<https://docs.google.com/document/d/1pa5Aghq88h8E9X0XMT0Y5lsFUdqeMCKv9iesIT6lq4/edit>

- Play concentration in pairs to review ingredients, food descriptions and commands

https://docs.google.com/document/d/1oJ9_VaY6i_G_cSRhVt-5MqoaH7ZQTn-7FDae6pgaE/edit

- Pair discussions about favorite and least favorite *tapas* from Spain

Presentational:

- Create a wordart for a popular Spanish food using descriptive adjectives

people and things from the home and school environment.

www.wordart.com

- Puppet Show

<https://docs.google.com/document/d/16FRPR3jIqYDBFr6-FcSNMcvVPBTsi-ZNAkp8uJXoxc/edit?usp=sharing>

Interdisciplinary Connections

Technology: Use recording and editing tools to present a cooking episode.

Health: Calorie counts of popular Spanish foods.

Technology Integration

- Use Skype for real-time and authentic speaking and listening opportunities with restaurants in Madrid
- Access audio-lingua for authentic listening prompts:
 - *<http://www.audio-lingua.eu/spip.php?article2265&lang=fr>
 - *<http://www.audio-lingua.eu/spip.php?article1845&lang=fr>
 - *<http://www.audio-lingua.eu/spip.php?article1236&lang=fr>
 - *<http://www.audio-lingua.eu/spip.php?article934&lang=fr>
 - *<http://www.audio-lingua.eu/spip.php?article693&lang=fr>

Media Literacy Integration

- Visit www.tripadvisor.com to review popular Spanish restaurants and their menus.

Global Perspectives

- Explore the restaurants of Madrid via www.tripadvisor.com
- Compare and contrast the differences between meals in Spain and the United States. Explore the differences in both ingredients used and times meals are eaten.

<p>Career Readiness, Life Literacies, and Key Skills Practices:</p> <ul style="list-style-type: none">● Act as a responsible and contributing community member and employee.● Attend to financial well-being.● Consider the environmental, social, and economic impacts of decisions.● Demonstrate creativity and innovation.● Utilize critical thinking to make sense of problems and persevere in solving them.● Model integrity, ethical leadership, and effective management.● Plan education and career paths aligned to personal goals.● Use technology to enhance productivity, increase collaboration, and communicate effectively.● Work productively in teams while using cultural/	

global competence.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
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Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials

Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts:

Teacher Resources:

- www.tripadvisor.com (authentic menus)
- <http://www.podcastsinspanish.org/listen/level1/dieta.mp3>
- www.youtube.com (recipe tutorials)
- www.gimkit.com
- www.kahoot.com
- www.quizlet.com
- www.quizizz.com
- www.jeopardylabs.com
- <https://www.peardeck.com/>
- www.wheeldecide.com

Unidad 6: ¿Cómo será el futuro?

7.1 World Language Novice High

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Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

Big Ideas: Course Objectives/Content Statement(s)

The allure of the future has always affected the present moment. What do I need to do now to get to where I want to be later in life? What do I see myself doing after my formal schooling comes to an end? Your time well spent in Spain may very well be a deciding factor when answering these questions. In this unit, students will be able to identify and talk about possible future professions and careers and how they see the world and themselves in the future.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ol style="list-style-type: none"> 1. What does the future look like for you? 2. How would you describe the future you? 3. Do you determine your future, or is it predestined? 	<p>Students will understand that: Students will understand that...</p> <ol style="list-style-type: none"> 1. The future tense is used to state what will happen. 2. Regular verbs in the future tense are conjugated

	<p>by adding the following endings to the infinitive form of the verb: -é, -ás, -á, -emos, -éis, -án.</p> <p>3. Young people in Spain have a generally negative attitude about the future of their country.</p>
Areas of Focus: Proficiencies (Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <ul style="list-style-type: none"> • <i>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</i> • <i>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</i> • <i>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</i> <p>Interpersonal Mode of Communication:</p> <ul style="list-style-type: none"> • <i>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</i> • <i>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</i> • <i>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</i> 	<p>Instructional Focus: Instructional Focus:</p> <p>In the target language, learners will . . .</p> <ol style="list-style-type: none"> 1. Be able to identify what they’re going to be when they’re older using the future tense. 2. Talk about what will happen using the future tense. 3. Learn about popular careers needed in their future. <p>Sample Assessments:</p> <p><i>Formative:</i></p> <ul style="list-style-type: none"> ● Edmodo/Google Classroom for surveys, posts, and comments about preferred careers ● Pair/Class discussions pertaining to their future (high school, college, careers, personal life, etc.) ● Peardeck activities ● Polls and quizzes (Gimkit, Quizzizz, Quizlet Live, Polleverywhere, etc.) <p><i>Summative:</i></p> <ul style="list-style-type: none"> ● Unit quizzes: listening, reading, and writing tasks included ● Pair Debates about future plans ● Improvisational Dialogues <p>Projects/Post Assessment:</p> <ul style="list-style-type: none"> ● Students will write a letter to future 8th grade students. They will describe the teacher, activities and expectations. In addition, they will give advice

Presentational Mode of Communication:

- *7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.*
- *7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.*
- *7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.*

in the future tense to explain how to be successful in Spanish class.

Instructional Strategies:

Interpretive:

- Listen to the following prompt and answer the post questions:

https://docs.google.com/document/d/11HMmLhGcItbKPvPxpfdEKSVS0kRdVomomqK8fVSEo8/edit?usp=s_haring

- Play Dámelo: In pairs, students will answer questions only if they roll a 6 on the die. Once their partner rolls a 6 they have to hand their pen over to their partner, once they say Dámelo.

Interpersonal

- Students will post what they would like to do in the future on www.padlet.com. Teachers will post responses on white board and students will have pair discussions about posts.
- Using flipgrid, students will communicate with their pen pals about their future plans

Presentational:

- Chalk Activity ¿Qué quieres ser en el futuro? Students will write their responses outdoors.
- Students will write an email to their future self. Using the future tense students will answer the following questions:
Where will you live? What job will you have? What will your personal life be like? Where will you travel?

Interdisciplinary Connections

8th-grade Advisory Program (Career Day)

Technology Integration

- Use Skype/Facetime to connect with friends and family to discuss careers and education

Media Literacy Integration

- Analyze infographics in the target language that detail popular careers in Spain

	<p>Global Perspectives</p> <ul style="list-style-type: none"> ● Allow learners to examine, compare, and contrast their beliefs about the future with others from the Spanish-speaking world
<p>Career Readiness, Life Literacies, and Key Skills Practices:</p> <ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being. ● Consider the environmental, social, and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership, and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration, and communicate effectively. ● Work productively in teams while using cultural/global competence. <div data-bbox="66 1291 784 1413" style="border: 1px solid black; background-color: #e1eef6; padding: 5px; text-align: center;"> <p>Supports for English Language Learners</p> </div>	

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need

Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts:

Teacher Resources

<http://www.audio-lingua.eu/spip.php?article3942>

<http://www.audio-lingua.eu/spip.php?article3941>

<http://www.audio-lingua.eu/spip.php?article2635>

<http://www.podcastsinspanish.org/listen/level1/prof.mp3>

<http://www.podcastsinspanish.org/listen/level3/futuro.mp3>

<https://www.laits.utexas.edu/spe/vid/adv10e.html>

- www.gimkit.com
- www.kahoot.com
- www.quizlet.com
- www.quizizz.com
- www.jeopardylabs.com
- <https://www.peardeck.com/>
- www.wheeldecide.com

Summit Public Schools

Summit, New Jersey

Curricular Addendum

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

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.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

Technology Integration

Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

**Instructional Strategies:
Supports for English Language Learners:**

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- [The Global Learning Resource Library](#)

Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading