

Department of World Languages

SPANISH II

Course Content & Standards (NJSL 2020)

Unit 1: ¿Repaso de: Quién soy yo?/La Salud y Rutina (Review: Who am I?/Health & Routine)

(7.1.NH.IPRET. 1-7; 7.1.NH.IPERS. 1-5; 7.1.NH.PRSNT. 1-5)

Vocabulary:

- Introductions (greetings, interrogatives, exchanging names, basic likes/dislikes of pastimes, foods, classes, etc.)
- Numbers, dates, months, days of the week (age & birthdate)
- Daily routine & health & wellness [How you're feeling (basic feelings/conditions/moods)]

Grammar:

- Subject pronouns
- Ser (basic characteristics)
- Tener (age, having necessary school supplies)
- Regular -ar/-er/-ir verb conjugations
- Stem-change verbs
- Reflexive verbs
- Indirect object pronouns (with gustar, doler, etc.)
- Irregular yo-form verbs (go verbs)

Culture:

- Farmacias in Spanish-speaking countries
- Compare & contrast daily routines of American students vs. students in Spanish-speaking countries

Unit 2: Los viajes (Traveling)

(7.1.NH.IPRET. 1-7; 7.1.NH.IPERS. 1-5; 7.1.NH.PRSNT. 1-5)

Vocabulary:

- Transportation (car, boat, airport, train station),
- Basic hotel
- Basic destination vocab. (attractions)

Grammar:

- Continuing yo-go verbs
- Review present progressive (& add -yendo)
- Review infinitive verb phrases {ir + a, tener que, *optional*: acabar de}
- Direct object pronouns
- Para + infinitive = in order to
- Para + noun = for
- Por/en + vehicle

Culture:

- Significant cultural attractions in Spanish-speaking countries
- Tipping expectations
- Currencies

Unit 3: En tu tiempo libre (Free time activities and hobbies)

(7.1.IL.IPRET. 1-5; 7.1.IL.IPERS. 1-5; 7.1.IL.PRSNT. 1-4)

Vocabulary:

- Leisure time activities:
 - Parties
 - Music/Concerts/Art/Theater
 - Sports
 - Locations (movies/television, shopping, museums etc.)
 - Outdoor activities (skiing/beach/camping, etc.)
 - Technology (social media, video games, etc.)
- Expressions of time (before, after, etc.)

Grammar:

- Introduce preterite -ar/-er/-ir and irregular yo forms (-car/-gar/-zar)
- Introduce irregulars (poder, poner, saber, querer, venir, hacer, tener, estar, andar, traer, decir)
- Ir / Ser in the preterite

Culture:

- Famous musicians/artists/actors from Spanish-speaking countries
- Popular songs/movies from Spanish-speaking countries
- Significant cultural attractions in Spanish-speaking countries
- Dances from Spanish-speaking countries

- Compare & contrast free time activities/hobbies of American students vs. students in Spanish-speaking countries

Unit 4: Estar de moda (Fashion/Clothing & Accessories)

Vocabulary:

- Fashion
- Shopping (mall, jewelry store, shoe store, etc.)
- Clothes & Accessories (textures, patterns)
- Review of numbers (including “higher” numbers over 100)

Grammar:

- Continue to review preterite verbs, especially irregular preterite verbs
- Superlatives and comparatives
- Big numbers (currencies)
- *Review & recycle all previously covered information

Culture:

- Compare & contrast shopping practices & customs in America vs. Spanish-speaking countries
- Currencies (\$0.01 vs. 0,01€)
- Indigenous markets
- Discuss bargaining

Course Pacing:

Marking Period 1 Unit 1 = *Novice-Mid to Novice-High*

Marking Period 2 Unit 2 = *Novice-Mid to Novice-High*

Marking Period 3 Unit 3 = *Novice-High to Intermediate-Low*

Marking Period 4 Unit 4 = *Novice-High to Intermediate-Low*

Course Expectations & Skills:

- 1.) Apply vocabulary & grammar to reading, writing, speaking, & listening comprehension assignments.
- 2.) Develop & perform dialogues & oral presentations in the present tense. Begin to incorporate the present progressive. Progress to the preterite tense.
- 3.) Create a variety of unit-based projects including those which require the use of technology.

- 4.) Demonstrate a growth from Novice-Mid to Intermediate-Low proficiency level according to the 2012 Standards established by the American Council on the Teaching of Foreign Languages (ACTFL).
- 5.) Develop a cross-cultural awareness through exposure to cultural practices.

Resources:

Textbooks = *Así se dice* Level 1 & Level 2

Supplemental Materials = online resources, teacher-made resources, & Shared Google Drive Folder

Grading Scale:

<u>Category</u>	<u>Category Weight</u>
Classwork/Homework/Participation	20%
Minor Assessments	30%
Major Assessments	50%

Course Standards Key:

New Jersey Student Learning Standards (NJSLS) World Languages

Language Target Level: Novice-High (Units 1-3) and Intermediate-Low (Units 3-4) Level Learner:

- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes. Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
- Intermediate Low: Students communicate using simple sentences (in multiple tenses) to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes. Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Communication Strands:

- 7.1.NH.IPRET. = Interpretive Mode
- 7.1.NH.IPERS. = Interpersonal Mode
- 7.1.NH.PRSNT. = Presentational Mode

- 7.1.IL.IPRET. = Interpretive Mode
- 7.1.IL.IPERS. = Interpersonal Mode
- 7.1.IL.PRSNT. = Presentational Mode

Novice-High

Interpretive Mode

- 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.3: Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

Interpersonal Mode

- 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.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

Presentational Mode

- 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.

- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

Intermediate-Low

Interpretive Mode

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

Interpersonal Mode

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

Presentational Mode

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

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT
WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

Spanish II
Unit #1:
¿Repaso de: Quién soy yo?/La Salud y Rutina

Updated: July 2020

[New Jersey Student Learning Standards 2020](#)

Unit Summary:

Unit Overview:

Theme or topic(s):

This unit will give students the ability to apply what has been learned throughout Spanish 1. Students will describe people's personalities, conditions, and emotions, explain minor illnesses, and talk about a visit to the doctor's office.

In this unit students will learn additional parts of the body and basic toiletries as they talk about their daily routine.

By the end of the unit, students will be able to compare and contrast one's daily routine. They'll be able to interpret a person's daily routine. They'll be able to interpret various health-related infographics. They will be able to discuss their health and wellness.

Enduring Understandings:

- Self-expression should include but not be limited to: introductions, likes/dislikes, and basic feelings/conditions.

	<ul style="list-style-type: none"> ● There are different ways to discuss people’s personalities and behaviors, emotions and feelings. ● Students will be able to describe their health/well-being. ● Students will be able to describe their daily routine. ● There are different ways to describe some minor health problems. ● Identification of more parts of the body in the target language. ● People have daily routines, especially in the morning and at night. ● It is important to be in touch with your physical and emotional well-being. ● Health practices differ across countries and cultures. ● There are things I can do every day to improve my overall health and well-being.
<p><u>Unit Learning Targets/ Goals/ Outcomes</u></p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i> <u>Can-Do Statements</u></p>	<p><u>Performance Indicators</u></p> <p><u>Bloom’s and the World Language Classroom</u></p> <p>Unit-Specific Can-Do Statements (*heavier focus on interpersonal & presentational Can-Do): I Can...</p> <ul style="list-style-type: none"> ● I can understand and explain the main idea and key information about how to stay healthy in infographics, short articles, political cartoons and opinion blogs. ● I can list the body parts that hurt. ● I can express how I am feeling physically. ● I can discuss what I do to stay healthy. ● I can ask others what they do to stay healthy and why. ● I can explain what wellness means to me. ● I can give advice to others about how to stay healthy and be well. ● I can point out activities that are not good for your well-being and explain why. ● I can tell others what not to do in order to stay healthy. ● I can list what I need to complete my daily routine.

	<ul style="list-style-type: none"> • I can explain to someone my daily routine.
<p>Standards and Competencies: New Jersey Student Learning Standards Grade levels: K-12 6-12 9-12</p>	<p>NJSLS 2020 <u>Interpretive:</u> 7.1.NH.IPRET.1, 7.1.NH.IPRET.2, 7.1.NH.IPRET.3, 7.1.NH.IPRET.4, 7.1.NH.IPRET.5, 7.1.NH.IPRET.6, 7.1.NH.IPRET.7 <u>Interpersonal:</u> 7.1.NH.IPERS.1, 7.1.NH.IPERS.2, 7.1.NH.IPERS.3, 7.1.NH.IPERS.4, 7.1.NH.IPERS.5 <u>Presentational:</u> 7.1.NH.PRSNT.1, 7.1.NH.PRSNT.2, 7.1.NH.PRSNT.3, 7.1.NH.PRSNT.4, 7.1.NH.PRSNT.5</p>
<p>Proficiency Level of Tasks in This Unit and Proficiency Benchmarks: Novice Low/ Mid/ High, Intermediate Low/ Mid/ High Proficiency Benchmarks (ACTFL)</p>	<p><u>Performance Level:</u> Novice-High Proficiency Benchmarks</p>

Performance Assessments:

End-of-unit assessment: interpretive, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit*

** [ACTFL Appendix D](#) template is useful for creating Interpretive activities.*

Authentic Resource (general or specific)

Interpretive Task Overview (reading and/or listening):

- Read and answer questions about a daily schedule in a Spanish-speaking country.
- Answer questions based on a student's description of their daily schedule.
- Interpret infographics regarding various health and wellness-related practices.

Interpersonal Task Overview (written or oral):

- In a mock conversation with their teacher, students will act-out a dialogue in a doctor's office in the target language. The student and the teacher can switch roles between who is playing the doctor and who is playing the patient.

Presentational Task Overview (written or oral):

- Create a multi-media rich digital presentation to describe their daily routine.

Language Structure, Vocabulary:

Overview of the content students will know by the end of this unit

Structures/grammar (general or specific):

- Review Spanish I:
 - Subject pronouns
 - Ser (basic characteristics)
 - Tener (age, having necessary school supplies)
 - Regular -ar/-er/-ir verb conjugations
- Stem-change verbs
- Reflexive verbs
- Indirect object pronouns (with gustar, doler, etc.)
- Irregular yo-form verbs (go verbs)

Vocabulary (general or specific):

- Body parts
- Expressing emotions and/or pain
- Symptoms of being sick
- Expressions of time
- Daily routine
- Hygiene items
- Wellness practices

Formative Practice and Assessments:

How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?

(activities, quizzes, bell ringers, games, exit tickets, etc.)

INSERT GOOGLE SHARED FOLDER

Interpretive:

- Listen to a native Spanish-speaker introduce him/herself, say how they are feeling and answer questions about the content.
- Compare and contrast an authentic daily routine from a Spanish-speaking country.
- Read a letter where a student describes their daily routine and answer accompanying questions.
- Interpret an infographic regarding daily routines and/or healthy activities.

- Read an infographic about healthy activities and answer questions.
- Take a test about what your level of activity is.
- Read an article with advice about how to be more active.
- Read articles about how often you should go to the doctor and answer questions.
- Take online quiz about whether or not you have the flu or a cold.
- Listen and answer questions about a dialogue at the doctor's office.
- Read an article about healthy resolutions and find key vocabulary words.
- Complete graphic organizer comparing health practices of Spanish-speaking countries and Americans.
- Summarize articles on various health topics: sleeping habits, eating well, anxiety/stress.
- Listen to a video/dialogue and complete info gap activity.
- Quizlet Live game.
- Watch videos on EdPuzzle and answer questions.
- Watch authentic Spanish videos and answer questions related to daily routines or health-related topics.
- Play memory-based games.
- thislanguage.com activities.
- Gimkit, Kahoot, Quizizz, Quizlet vocabulary games.

Interpersonal:

- Simulated conversations in pairs and groups about personal information, daily routines, or doctor visits.
- Find Someone Who Activity.
- Role play asking partner what hurts and give advice to feel better
- Inside/Outside Circle or Line questioning activities
- Round table discussions.

Presentational:

	<ul style="list-style-type: none"> ● Use FlipGrid/Adobe Spark/Screencastify/Extempore introducing yourself and saying where you are from and how old you are. ● Write a short email to a penpal introducing yourself. ● Answer questions about your daily routine. ● Create a video showing what objects you use in your daily routine. ● Write a letter to your Spanish-speaking penpal describing your daily routine. ● Complete Venn Diagram comparing American doctors' offices and pharmacies with those from Spanish-speaking countries. ● Present a dialogue to the class role-playing a doctor's visit. ● Write a paragraph describing what you do to stay well. ● Describe a recent visit to the doctor's office. ● Create a FlipGrid video describing your favorite sport and how often you do it. ● Create a small presentation about the health benefits of a certain activity. ● Write a list of the top 10 ways to stay healthy. ● Write a list of things they need to complete their daily routine. ● Keep a journal describing what you do each day to stay healthy.
<p><u>Instructional Strategies and Resources:</u></p> <p><i>Possible modifications and accommodations</i></p>	<p>https://www.bhprsd.org/Page/3193</p>
<p>Interdisciplinary Connections:</p>	<ul style="list-style-type: none"> ● <u>Social Studies and Geography</u> – Compare healthy practices and health concerns around the world. Compare doctors' offices and pharmacies internationally. ● <u>Math</u> – Numbers 1-100, telling time and time-related phrases, 24-hour clock. ● <u>Technology</u> – quizlet.com, Google Slides/Docs, Adobe Spark, thisislanguag.com, Extempore, YouTube, Flipgrid.com, EdPuzzle, online blogs, Quizizz.com, Kahoot, Gimkit, Conjuguemos, online newspapers, charlala.com.

	<ul style="list-style-type: none"> ● <u>English</u> – Parts of speech, irregular verbs, regular verbs, reflexive verbs, stem change verbs, prepositions, context and text organization, use of dictionary. Conversations and presentations in the target language. ● <u>Science</u> - medical practices. ● <u>Health</u> - mindfulness practices, harmful effects of technology, sleeping habits, sports. ● <u>Food Science</u> - nutrition and health eating habits
<u>Career Ready Practices</u>	<u>NJ Career Ready Practices</u> CRP1, CRP2, CRP3, CRP4, CRP5, CRP8, CRP9, CRP11
Technology Standards	<u>NJ Standards</u> 8.1.12.A.1, 8.1.12.A.3, 8.1.12.F.1, 8.2.12.C.3

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT
WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

Spanish II
Unit #2:
Los viajes

Updated: July 2020

[New Jersey Student Learning Standards](#) 2020

Unit Summary:

Unit Overview:

Theme or topic(s):

In this unit students will be able to talk about preparing for a trip and traveling by various means of transportation. (ie. car, taxi, airplane, train, etc.) Students will also discuss basic destinations, hotel vocabulary and cultural attractions one can visit in Spanish-speaking countries.

Enduring Understandings:

- Students will be able to describe how they prepare for a trip, what they will pack, how they will travel, where they will stay, and what they will do at their destination.
- Public transportation in other countries and cities is more accessible and often more reliable than in the US.
- Taking a trip requires significant planning and preparation.
- An area's climate can affect the activities they enjoy.

	<ul style="list-style-type: none"> ● Traveling to another country is an excellent way to learn about and experience other cultures.
<p><u>Unit Learning Targets/ Goals/ Outcomes</u></p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i> <u>Can-Do Statements</u></p>	<p><u>Performance Indicators:</u></p> <p><u>Bloom's and the World Language Classroom:</u></p> <p>Unit-Specific Can-Do Statements (*heavier focus on interpersonal & presentational Can-Do): I Can...</p> <ul style="list-style-type: none"> ● Explain the process to prepare for a trip. ● Follow a simple conversation when individuals talk about their vacations. ● Understand when someone talks about activities they enjoy during a vacation. ● Find and use tourist information from city guides. ● Understand signs with travel information. ● Understand information I find on an internet travel site. ● Make a reservation for a hotel, restaurant, or tour. ● Ask for information while traveling. ● Explain modes of transportation used during a trip. ● Describe what to do and see in various Spanish-speaking countries. ● Describe what to buy or where to eat in various Spanish-speaking countries. ● Resolve a problem I encounter while traveling. ● Describe what I do / see / buy / eat / visit for an upcoming trip.
<p>Standards and Competencies: <u>New Jersey Student Learning Standards</u> Grade levels: <u>K-12</u> <u>6-12</u> <u>9-12</u></p>	<p>NJSLS 2020 <u>Interpretive:</u> 7.1.NH.IPRET.1, 7.1.NH.IPRET.2, 7.1.NH.IPRET.3, 7.1.NH.IPRET.4, 7.1.NH.IPRET.5, 7.1.NH.IPRET.6, 7.1.NH.IPRET.7</p>

	<p><u>Interpersonal:</u> 7.1.NH.IPERS.1, 7.1.NH.IPERS.2, 7.1.NH.IPERS.3, 7.1.NH.IPERS.4, 7.1.NH.IPERS.5</p> <p><u>Presentational:</u> 7.1.NH.PRSNT.1, 7.1.NH.PRSNT.2, 7.1.NH.PRSNT.3, 7.1.NH.PRSNT.4, 7.1.NH.PRSNT.5</p>
<p>Proficiency Level of Tasks in This Unit and Proficiency Benchmarks:</p> <p><u>Novice Low/ Mid/ High.</u></p> <p><u>Intermediate Low/ Mid/ High</u></p> <p><u>Proficiency Benchmarks (ACTFL)</u></p>	<p><u>Performance Level:</u> Novice-High</p> <p><u>Proficiency Benchmarks</u></p>
<p><u>Performance Assessments:</u></p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p>* <u>ACTFL Appendix D</u> template is useful for creating Interpretive activities.</p>	<p><u>Authentic Resource</u> (general or specific):</p> <p><u>Interpretive Task Overview:</u></p> <ul style="list-style-type: none"> ● Analyze a tourism website for a Spanish-speaking country and answer questions. ● Look at and interpret a review for a tourist attraction for a Spanish-speaking country and answer accompanying questions. <p><u>Interpersonal Task Overview:</u></p> <ul style="list-style-type: none"> ● In conversations with their teachers and each other, students will ask and answer questions about an imaginary trip to various Spanish-Speaking countries. <p><u>Presentational Task Overview:</u></p> <ul style="list-style-type: none"> ● Create a multi-media rich presentation describing a real or imaginary vacation to a Spanish-Speaking country (AdobeSpark).

<p>Language Structure, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p><u>Structures/grammar (general or specific):</u></p> <ul style="list-style-type: none"> ● Continuing yo-go verbs ● Review present progressive (& add -yendo) ● Review infinitive verb phrases (ir + a, tener que, <i>optional</i>: acabar de) ● Direct object pronouns ● Para + infinitive = in order to ● Para + noun = for ● Por/en + vehicle <p><u>Vocabulary (general or specific):</u></p> <ul style="list-style-type: none"> ● Transportation (car, boat, airport, train station) ● Basic necessities for a trip (preparing for a trip / packing) ● Basic hotel ● Basic destination vocab (attractions, geographical locations)
<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>INSERT GOOGLE SHARED FOLDER</p> <p><u>Interpretive:</u></p> <ul style="list-style-type: none"> ● Explore tourism websites for Spanish-speaking countries and answer questions based on their content. ● Watch videos about traveling to various Spanish-Speaking countries and answer questions. ● Listen to native speakers talk about transportation in their regions, preferences on transportation. ● Listen to native speakers talk about famous attractions in their regions, and their cultural relevance. ● Listen to native speakers talk about their restaurant or cuisine preferences in their regions.

- Compare and contrast activities one does on vacation, what people pack for vacations.
- Use flashcards to practice vocabulary.
- Look at a map, identify and or answer questions about attractions in various Spanish-speaking countries.
- Listen to a Spanish-speaker describe where they go and what they do on vacation and answer questions.
- Listen to someone describe what they did for a trip and put the events in order.
- Listen to a video/dialogue and complete info gap activity.
- Quizlet Live game.
- Watch videos on EdPuzzle and answer questions.
- Play memory-based games.
- thisislanguag.com activities.
- Gimkit, Kahoot, Quizizz, Quizlet vocabulary games.

Interpersonal:

- Simulated conversations in pairs and groups about where you want to go, what you want to do, what you will wear, and how you will get there.
- Design your ideal vacation then describe it to a partner.
- Interview classmates about their favorite trips and why.
- Interview classmates about what modes of transportation they frequently utilize.
- Role play working in a hotel and ask and answer questions about booking a room.
- Role play working at a travel agency and ask and answer questions about what people like to do on their travels. Template adapted from: Ohio Department of Education, December 2016 (rev.)
- Info gap activity describing a trip.
- Play “Guess Where?” game.

	<p><u>Presentational:</u></p> <ul style="list-style-type: none"> ● Talk about what you are going to do on a trip: how you will prepare, how you will travel to your destination, where you will be staying, what you did there, etc. ● Use Adobe Spark/FlipGrid to talk about what you like to do on vacation. ● Create a brochure about a Spanish-speaking country, or particular attraction. ● Write your friend a postcard describing what you are doing on your trip. ● Write a short e-mail to a friend giving them all of your travel information for a trip to a Spanish-speaking country. ● Create a storyboard describing a trip.
<p><u>Instructional Strategies and Resources:</u></p> <p><i>Possible modifications and accommodations</i></p>	<p>https://www.bhprsd.org/Page/3193</p>
<p>Interdisciplinary Connections:</p>	<ul style="list-style-type: none"> ● Social Studies and Geography – students will examine maps of the Spanish-speaking world and discuss popular local cultural attractions. ● Social Studies/ Sociology - exploring and comparing another culture (travel practices, available modes of transportation, cuisine, etc.). ● Math – students will compare prices and currencies, and work within a budget. ● Technology – quizlet.com, Google Slides/Docs, Adobe Spark, thisislanguag.com, Extempore, YouTube, Flipgrid.com, EdPuzzle, online blogs, Quizizz.com, Kahoot, Gimkit, Conjuguemos, online newspapers, charlala.com. ● English – outlining, organizing, and writing about a trip.
<p><u>Career Ready Practices</u></p>	<p><u>NJ Career Ready Practices</u> CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP11, CRP12</p>
<p>Technology Standards</p>	<p><u>NJ Standards</u> 8.1.12.A.1, 8.1.12.A.3, 8.1.12.F.1, 8.2.12.C.3</p>

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT
WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

Spanish II
Unit #3:
En tu tiempo libre

Updated: July 2020

[New Jersey Student Learning Standards 2020](#)

Unit Summary:

Unit Overview:

Theme or topic(s):

This unit focuses on what the students like to do in their free or leisure time. Students will talk about their own and their friends' preferences for how they spend their time, what they usually do. They will then move on to learning and talking about what people in Spanish-speaking countries do in order to compare and contrast hobbies, sports, other interests, etc. Students will learn to talk about what leisuretime activities they did in the preterite tense.

Enduring Understandings:

- Students will be able to describe what they did during their freetime (yesterday/last night/last weekend, etc.), and their leisure activity preferences.
- People in Spanish-speaking countries spend their free/leisure time in similar / different ways to Americans.
- People reflect their cultural perspective in their choice of leisure activities.

	<ul style="list-style-type: none"> ● People’s personalities and physical abilities influence and are reflected in their choices of leisure activities.
<p><u>Unit Learning Targets/ Goals/ Outcomes</u></p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i> <u>Can-Do Statements</u></p>	<p><u>Performance Indicators:</u></p> <p><u>Bloom’s and the World Language Classroom:</u></p> <p>Unit-Specific Can-Do Statements (*heavier focus on interpersonal & presentational Can-Do): I Can...</p> <ul style="list-style-type: none"> ● Say things that I did. ● Ask and answer the question “What did you do (yesterday/last night/this past weekend, etc.)?” ● State preferences for leisure time activities. ● Ask and answer the question “With whom did you do this activity?” ● Ask and answer the question “When did you do this activity?” ● Say how often I did these things. ● Say why I like to do certain activities. ● Ask and answer the question “What did he/she do?” ● Say 10 things that you did. ● Say “me too” and “me neither”. ● Draw a picture to summarize a reading that depicted what someone did. ● State what someone did based on what I read or heard about it. ● Describe what I did during my free time. ● Present information about my leisure activities. ● Compare and contrast how teenagers from Spanish-speaking countries and American teenagers spend their free time
<p>Standards and Competencies: <u>New Jersey Student Learning Standards</u> Grade levels: <u>K-12</u> <u>6-12</u> <u>9-12</u></p>	<p>NJSLS 2020 <u>Interpretive:</u> 7.1.IL.IPRET.1, 7.1.IL.IPRET.2, 7.1.IL.IPRET.3, 7.1.IL.IPRET.4, 7.1.IL.IPRET.5</p>

Adapted from: Ohio Department of Education, December 2016 (rev.)

	<p><u>Interpersonal:</u> 7.1.IL.IPERS.1, 7.1.IL.IPERS.2, 7.1.IL.IPERS.3, 7.1.IL.IPERS.4, 7.1.IL.IPERS.5</p> <p><u>Presentational:</u> 7.1.IL.PRSNT.1, 7.1.IL.PRSNT.2, 7.1.IL.PRSNT.3, 7.1.IL.PRSNT.4</p>
<p>Proficiency Level of Tasks in This Unit and Proficiency Benchmarks:</p> <p><u>Novice Low/ Mid/ High.</u></p> <p><u>Intermediate Low/ Mid/ High</u></p> <p><u>Proficiency Benchmarks (ACTFL)</u></p>	<p><u>Performance Level:</u> Novice-High to Intermediate-Low</p> <p><u>Proficiency Benchmarks</u></p>
<p><u>Performance Assessments:</u></p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p><i>*<u>ACTFL Appendix D</u> template is useful for creating Interpretive activities.</i></p>	<p><u>Authentic Resource</u> (general or specific):</p> <p>Interpretive Task Overview:</p> <ul style="list-style-type: none"> ● Read and answer questions about a series of Spanish infographics discussing leisure activities ● Answer questions based on an interview of Spanish-speaking teens discussing how they spend their free time <p>Interpersonal Task Overview:</p> <ul style="list-style-type: none"> ● In a conversation with their teacher, students will answer questions to describe what activities they did, with whom and why, when/how often, etc. <p>Presentational Task Overview:</p> <ul style="list-style-type: none"> ● Create a multi-media rich digital presentation to showcase their likes and dislikes, and how they spent their free-time doing these activities.

Language Structure, Vocabulary:

Overview of the content students will know by the end of this unit

Structures/grammar (general or specific):

- Introduce preterite -ar/-er/-ir and irregular yo forms (-car/-gar/-zar).
- Introduce irregulars (poder, poner, saber, querer, venir, hacer, tener, estar, andar, traer, decir) in limited forms.
- Ir / Ser in the preterite.

Vocabulary (general or specific):

- Leisure time activities:
 - Parties
 - Music/Concerts/Art/Theater
 - Sports
 - Locations (movies/television, shopping, museums etc.)
 - Outdoor activities (skiing/beach/camping, etc.)
 - Technology (social media, video games, etc.)
- Expressions of time (before, after, etc.)

Formative Practice and Assessments:

How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?

(activities, quizzes, bell ringers, games, exit tickets, etc.)

INSERT GOOGLE SHARED FOLDER

Interpretive:

- Listen to a Spanish speaker describe their favorite activities, where they went, when they did them, and with whom, and answer accompanying questions.
- Compare and contrast an reading/listening/infographic related to how Spanish-speaking people spend their time.
- Read a letter where a student describes their weekend activities and answer accompanying questions.
- Use flashcards to practice vocabulary.
- Listen to a video/dialogue and complete info gap activity.

	<ul style="list-style-type: none"> ● Quizlet Live game. ● Watch videos on EdPuzzle and answer questions. ● Play memory-based games. ● thisislanguange.com activities. ● Gimkit, Kahoot, Quizizz, Quizlet vocabulary games. <p><u>Interpersonal:</u></p> <ul style="list-style-type: none"> ● Simulated conversations in pairs and groups about what students did (yesterday/last night/last weekend, etc.). ● Find Someone Who Activity/ Human Bingo ● Poll the class about how often you do activities/who did what yesterday/last night/last weekend, etc. ● Send a “text” to a friend discussing what you did yesterday/last night/last weekend, etc. ● Interview a classmate asking them what they did yesterday/last night/last weekend, etc. <p><u>Presentational:</u></p> <ul style="list-style-type: none"> ● Use FlipGrid/Adobe Spark/Screencastify saying what your favorite activities are, when you did them, where you did them, with whom did you do them, etc. ● Write a short email to a penpal discussing how you spent your free time yesterday/last night/last weekend, etc. ● Write about a famous Hispanic/Latin athlete/artist/musician/author/actor.
<p><u>Instructional Strategies and Resources:</u></p> <p><i>Possible modifications and accommodations</i></p>	<p>https://www.bhprsd.org/Page/3193</p>
<p>Interdisciplinary Connections:</p>	<ul style="list-style-type: none"> ● Technology – quizlet.com, Google Slides/Docs, Adobe Spark, thisislanguange.com, Extempore, YouTube, Flipgrid.com, EdPuzzle, online

	<p>blogs, Quizizz.com, Kahoot, Gimkit, Conjuguemos, online newspapers, charlala.com.</p> <ul style="list-style-type: none"> ● English – Students will learn about and discuss verb tenses (present vs. preterite). ● Visual and Performing Arts- Students will read, discuss, listen to, and watch videos of Spanish-speaking students talking about their likes, dislikes and preferences. They will also perform partner skits discussing what they like to do in their freetime, etc. ● Math - create bar graphs showing what freetime activities are the most popular and where.
Career Ready Practices	NJ Career Ready Practices CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP11, CRP12
Technology Standards	NJ Standards 8.1.12.A.1, 8.1.12.A.3, 8.1.12.F.1, 8.2.12.C.3

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT
WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

Spanish II
Unit #4:
Estar de moda

Updated: July 2020

[New Jersey Student Learning Standards](#) 2020

Unit Summary:

Unit Overview:

Theme or topic(s):

This unit will prepare students to go shopping for clothing and accessories in Spanish-speaking countries. Students will learn about clothing and accessories, different clothing styles and materials, some speciality stores, and European sizing. They will be able to express their clothing/accessory preferences, pay for it in local currencies, and then describe what they bought in detail. They will learn about popular clothing stores, major department stores (El Corte Inglés), specialized boutiques, indigenous markets, and when sales happen in Spanish-speaking countries.

Enduring Understandings:

- Students will be able to express their fashion preferences, where they shop for clothing, etc.
- Fashion styles in Spanish-speaking countries may be different than in the US.

	<ul style="list-style-type: none"> ● Shopping in boutiques/markets in Spanish-speaking countries is different than shopping at a mall/department store in the US. ● Pricing can be very different in Spanish-speaking countries. ● Where a person lives influences their fashion preferences and choices. ● There are many famous Hispanic/Latin fashion designers and icons. ● What you wear reflects your style and taste.
<p><u>Unit Learning Targets/ Goals/ Outcomes</u></p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i> <u>Can-Do Statements</u></p>	<p><u>Performance Indicators:</u></p> <p><u>Bloom's and the World Language Classroom:</u></p> <p>Unit-Specific Can-Do Statements (*heavier focus on interpersonal & presentational Can-Do): I Can...</p> <ul style="list-style-type: none"> ● Ask for various clothing items and accessories. ● Ask what size a clothing item is. ● Ask/Tell if something is on sale. ● Ask or state preferences for what colors/sizes/materials/patterns a clothing or accessory item is. ● Ask/State how much something costs. ● Critique: give compliments/negative comments about a clothing item/accessory or outfit. ● Describe how a clothing item/accessory fits. ● State what clothes I normally wear during the different seasons of the year. ● Say what clothes I normally wear for certain activities. ● State why I like a particular clothing item or outfit. ● Ask a friend their opinion about a clothing item/accessory/outfit. ● State where I like to go shopping. ● Bargain over the cost of an item.
<p>Standards and Competencies:</p>	<p>NJSLS 2020</p>

<p>New Jersey Student Learning Standards Grade levels: K-12 6-12 9-12</p>	<p><u>Interpretive</u>: 7.1.IL.IPRET.1, 7.1.IL.IPRET.2, 7.1.IL.IPRET.3, 7.1.IL.IPRET.4, 7.1.IL.IPRET.5 <u>Interpersonal</u>: 7.1.IL.IPERS.1, 7.1.IL.IPERS.2, 7.1.IL.IPERS.3, 7.1.IL.IPERS.4, 7.1.IL.IPERS.5 <u>Presentational</u>: 7.1.IL.PRSNT.1, 7.1.IL.PRSNT.2, 7.1.IL.PRSNT.3, 7.1.IL.PRSNT.4</p>
<p>Proficiency Level of Tasks in This Unit and Proficiency Benchmarks:</p> <p>Novice Low/ Mid/ High, Intermediate Low/ Mid/ High Proficiency Benchmarks (ACTFL)</p>	<p><u>Performance Level</u>: Intermediate-Low</p> <p>Proficiency Benchmarks</p>
<p><u>Performance Assessments:</u> <i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p>* ACTFL Appendix D template is useful for creating Interpretive activities.</p>	<p><u>Authentic Resource</u> (general or specific):</p> <p>Interpretive Task Overview:</p> <ul style="list-style-type: none"> ● Read an article/interpret an infographic about fashion in Spanish-speaking countries and answer questions. ● Listen to/Watch a video of a native Spanish-speaker describing an outfit they bought, why they bought it, where they bought it, etc. and answer questions. <p>Interpersonal Task Overview:</p> <ul style="list-style-type: none"> ● In conversations with their teachers and each other, students will ask and answer questions about their clothing style and preferences, items they recently purchased and from where, how much they cost, why they bought them, etc. <p>Presentational Task Overview:</p>

	<ul style="list-style-type: none"> ● Utilize Screencastify/Adobe Spark and create a portfolio of outfits (first day of school, a formal event, a past event, etc.) and describe what you bought, where, how much it cost, and why.
<p>Language Structure, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p><u>Structures/grammar (general or specific):</u></p> <ul style="list-style-type: none"> ● Continue to review preterite verbs, especially irregular preterite verbs. ● Superlatives and comparatives. ● Big numbers (currencies). ● *Review & recycle all previously covered information. <p><u>Vocabulary (general or specific):</u></p> <ul style="list-style-type: none"> ● Fashion ● Shopping (mall, jewelry store, shoe store, etc.) ● Clothes & Accessories (textures, patterns) ● Review of numbers (including “higher” numbers over 100)
<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>INSERT GOOGLE SHARED FOLDER</p> <p><u>Interpretive:</u></p> <ul style="list-style-type: none"> ● Explore the El Corte Inglés department store website and answer questions about what is for sale and prices. ● Explore the El Corte Inglés website and shop for an outfit for an event. ● Listen to a Spanish-speaker talk about clothes/accessories they bought. ● Compare and contrast American and Hispanic/Latino clothing styles, shops, and fashion expectations. ● Use flashcards to practice vocabulary. ● Listen to a video/dialogue and complete info gap activity. ● Quizlet Live game. ● Watch videos on EdPuzzle and answer questions.

- Play memory-based games.
- thisislanguages.com activities.
- Gimkit, Kahoot, Quizizz, Quizlet vocabulary games.
- Read a fashion advertisement and answer questions.
- Study and analyze an infographic about Spanish-speaking countries' shopping habits.

Interpersonal:

- Simulated conversations in pairs and groups about your personal style, what you like to wear to different events, where you go shopping, how much money you spend, etc.
- Info gap describing what people are wearing.
- Role play with a partner, where one plays a shopkeeper/store employee/vendor and the other person a customer looking for an item of clothing or accessory.
- Interview a fellow classmate about an outfit: where they went shopping, what they bought, how much they spent, why they bought it, etc.
- "Text" a friend about what you wore to an event yesterday/last night/this past weekend, etc.
- Students will have to bargain/haggle over the price of an item with the teacher/a classmate.

Presentational:

- Participate in a fashion show.
- Use Adobe Spark/ Screencastify/FlipGrid to describe what you/another person is/are wearing.
- Create an advertisement for a clothing store.
- Describe and compare the outfits of two celebrities.
- "Text" a friend about what you or another person wore to an event yesterday/last night/this past weekend, etc.

	<ul style="list-style-type: none"> • Write to a friend who is visiting you about what they should pack for their stay with you.
<u>Instructional Strategies and Resources:</u> <i>Possible modifications and accommodations</i>	https://www.bhprsd.org/Page/3193
Interdisciplinary Connections:	<ul style="list-style-type: none"> • Technology – quizlet.com, Google Slides/Docs, Adobe Spark, thisislanguag.com, Extempore, YouTube, Flipgrid.com, EdPuzzle, online blogs, Quizizz.com, Kahoot, Gimkit, Conjuguemos, online newspapers, charlala.com. • Fine Arts – fashion design and designers from Spanish-speaking countries. • Math – prices (for sales as well), currency exchange.
<u>Career Ready Practices</u>	NJ Career Ready Practices CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP11, CRP12
Technology Standards	NJ Standards 8.1.12.A.1, 8.1.12.A.3, 8.1.12.F.1, 8.2.12.C.3