

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT
HIGHLAND TIMBER CREEK TRITON
WORLD LANGUAGE DEPARTMENT

SPANISH II SYLLABUS

Course Content and Timeline

A. Spanish I Review/Health Unit

- Describe people's personalities, conditions, and emotions. **WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d**
- Explain minor illnesses. **WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d**
- Discuss doctor's appointments. **WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d**
- Recognize when to use the verbs ser vs. estar. **WL.7.1.NM.C.C.6**
- Apply the verbs ser and estar in context of location. **WL.7.1.NM.C.C.6**
- Describe characteristics and origin using the verb ser. **WL.7.1.NM.C.C.6**
- Describe condition and permanent/temporary location using the verb estar. **WL.7.1.NM.C.C.6**
- Apply indirect object pronouns in their appropriate context. **WL.7.1.NM.C.C.6**
- Identify characteristics of the picaresque genre, and compare it to today's pop culture. **WL.7.1.NM.B.C.1,4**

B. A Different Routine Unit

- Recall body parts already learned and name **more** body parts. **WL.7.1.NM.A.L.1**
- Describe morning and evening daily routines. **WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d**
- Name personal hygiene items carried in a backpack for travel. **WL.7.1.NM.A.L.1**
- Name some supplies needed for camping. **WL.7.1.NM.A.L.1**
- Explain what to do with those camping supplies. **WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d**
- Identify reflexive verbs and explain why some verbs are reflexive. **WL.7.1.NM.C.C.6**
- Compare and contrast reflexive verbs with regular verbs already learned. **WL.7.1.NM.C.C.6**
- Identify and conjugate stem-change reflexive verbs. **WL.7.1.NM.C.C.6**
- Explain how to ask someone to do something politely using "favor de". **WL.7.1.NM.A.C.6**
- Compare and contrast backpackers in Spanish speaking countries to those in the USA. **WL.7.1.NM.B.C.1,4**
- Compare and contrast camping in Spanish speaking countries to camping in USA. **WL.7.1.NM.B.C.1,4**

- Name and describe some famous **campsites** and tourist attractions throughout the Spanish speaking world. **WL.7.1.NM.B.C.1,4**

C. By Plane Unit

- Describe packing for a trip and getting to the airport. **WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d**
- Explain what to do at an airport before getting on the airplane. **WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d**
- Describe being on an airplane. **WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d**
- Name the people in the airport and in the airplane. **WL.7.1.NM.A.L.1**
- Explain “yo-go” verbs and use them correctly. **WL.7.1.NM.C.C.6**
- Identify the verb tense used to express an action **currently** in progress. **WL.7.1.NM.C.C.6**
- Correctly use the irregular forms of the present progressive tense. **WL.7.1.NM.C.C.6**
- Use the present progressive with the correct participle. **WL.7.1.NM.C.C.6**
- **Discuss interesting attractions to visit by plane in South America.** **WL.7.1.NM.B.C.1,4**

D. Let’s Go Shopping Unit

- Talk about buying clothes. **WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d**
- Talk about buying food. **WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d**
- Use more (higher) numbers. **WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d**
- Use the present tense of saber and conocer. **WL.7.1.NM.C.C.6**
- Differentiate between when to use saber vs conocer. **WL.7.1.NM.C.C.6**
- **Create comparatives and superlatives.** **WL.7.1.NM.C.C.6**
- Use demonstrative **adjectives** and pronouns. **WL.7.1.NM.C.C.6**
- Compare shopping in Spanish-speaking countries with shopping in the United States. **WL.7.1.NM.B.C.1,4**

E. On Vacation Unit

- Describe and talk about summer weather and activities. **WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d**
- Describe and talk about winter weather and activities. **WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d**
- Use the preterit tense of –ar verbs to express an action in the past that has a **distinct** beginning and ending. **WL.7.1.NM.C.C.6**
- Use verbs with endings –car, -gar and –zar that are irregular in the “yo” form in the preterit tense. **WL.7.1.NM.C.C.6**
- Use the verbs “ir” and “ser” in the preterit. **WL.7.1.NM.C.C.6**

- Use time expressions to indicate the use of the preterit. **WL.7.1.NM.C.C.6**
- Differentiate the preterit tense of verbs “ir” and “ser” by using context clues. **WL.7.1.NM.C.C.6**
- Identify the direct object (person or thing) and replace **them** with the direct object pronouns lo, la, las, and los. **WL.7.1.NM.C.C.6**
- Use the direct object pronouns to replace people. **WL.7.1.NM.C.C.6**
- Compare and contrast the different activities that people in Spanish-speaking countries enjoy based on the season and place. **WL.7.1.NM.B.C.1,4**

F. In Your Free Time Unit

- Discuss going to a birthday party and a concert. **WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d**
- Discuss movies and museums. **WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d**
- Use the correct conjugations of regular –er and –ir verbs in the preterit. **WL.7.1.NM.C.C.6**
- Use the correct conjugations of the verbs oír, leer, dar and ver in the preterite. **WL.7.1.NM.C.C.6**
- Use the correct conjugations of the verbs hacer, querer, venir, poder, poner, saber, tener, estar and andar in the preterite. **WL.7.1.NM.C.C.6**
- Use affirmative and negative words. **WL.7.1.NM.C.C.6**
- Discuss Hispanic art and music. **WL.7.1.NM.B.C.1,4**

Course Expectations and Skills

- 1.) Maintain **an organized** notebook.
- 2.) Apply vocabulary and grammar to reading, writing, speaking, and listening comprehension assignments.
- 3.) Develop and role play dialogues and oral presentations in the present and preterit tense.
- 4.) Create a variety of chapter-based projects that alternatively assess unit material.
- 5.) Develop a cross-cultural awareness through exposure to cultural practices.

Resources

Text Books:

Así Se Dice 1 and *Asi Se Dice 2*

Supplemental Materials:

Así Se Dice 1 and *Asi Se Dice 2* Practice Workbook
Quia.com Online Textbook and Workbook

Department Grading Policy

<u>Category</u>	<u>Percentage of Grade</u>
Classwork/Homework/Participation	25%
Projects	15%
Minor Assessments	25%
Major Assessments	35%

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS FOSTERING ACHIEVEMENT CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: SPANISH 2/Unit 1 Repaso y El Bienestar (Chp. 6)</p>	<p>Unit Summary: 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. Students will also review the different uses of <i>ser</i> and <i>estar</i> and use indirect object pronouns. Students will also continue to read Spanish literature from the picaresque genre.</p>
<p>Grade Level(s): 10-12</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● How do I describe people's personalities, conditions, and emotions? ● How do I explain minor illnesses? ● How do I use the verb <i>ser</i> and <i>estar</i> to describe characteristics and conditions? ● How do I use the verbs <i>ser</i> and <i>estar</i> to describe origin and location? ● How do I use the indirect object pronouns? ● What are the characteristics of a picaresque novel? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> ● There are different ways to discuss people's personalities and behaviors, emotions and feelings. ● There are different ways to describe some minor health problems. ● There are two verbs in Spanish (<i>ser</i> and <i>estar</i>) to express the verb "to be". ● The verb "ser" is used to describe characteristics and origin. ● The verb "estar" is used to describe conditions and permanent/temporary locations. ● Indirect object pronouns answer the question to whom, or demonstrate who is receiving the action of the verb. Most of the cases refer to a person. ● The picaresque novel is a genre of literature that is originated in Spain in the 16th century, and its satirical style still has an influence upon our pop culture today.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJSLS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJSLS or CCSS</u>
1. Describe people's personalities, conditions, and emotions.	1. WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b, c,d
2. Explain minor illnesses.	2. WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b, c,d
3. Discuss doctor's appointments.	3. WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b, c,d
4. Recognize when to use the verbs ser vs. estar	4. WL.7.1.NM.C.C.6
5. Apply the verbs ser and estar in context of location.	5. WL.7.1.NM.C.C.6
6. Describe characteristics and origin using the verb ser.	6. WL.7.1.NM.C.C.6
7. Describe condition and permanent/temporary location using the verb estar.	7. WL.7.1.NM.C.C.6
8. Apply indirect object pronouns in their appropriate context.	8. WL.7.1.NM.C.C.6
9. Identify characteristics of the picaresque genre, and compare it to today's pop culture.	9. WL.7.1.NM.B.C.1,4

Inter-Disciplinary Connections:

Technology: Students will visit various websites to get information on health systems of various countries and cultural snapshots: glencoe.com/teacher resources/e-culture; googleearth.com; Google images. Google classroom will be integrated throughout the course for assignments and assessments.

English/Literature: Students will explore the history of Picaresque novels in Spain.

Social Studies: Students will research health practices in Hispanic countries and compare them to the practices of the U.S.

Students will engage with the following text:

- "Asi Se Dice" textbook (Glencoe)
- "Asi Se Dice" Practice Workbook/Audio Activities (Glencoe)
- "Asi Se Dice" ebook (online textbook) Instructional Videos (vocabulary, grammar, culture) (Glencoe)
- "Quia.com" website for access to the e-book, homework activities, extended practice, pre-tests, alternate assessments.

Students will write:

- Open-ended questions; fill in the blank questions; labeling; written dialogs; paragraphs (in English about cultural topics).
- Cornell Notes on when to use ser and when to use estar.
- Students will write dialogues about a visit to the doctor.
- Students may write questions that they may have to ask during a visit to the doctor.

Modifications/Accommodations for struggling learners:

- Students may be required to write less information, answer 3 out of 5 questions, start the dialogs and have them fill in the blanks.
- When writing paragraphs may require shorter paragraphs or a few sentences.

Modifications/Accommodations for gifted and talented learners:

- Students will be given additional vocabulary.
- Student may be required to write a short play and direct the class to perform the play.
- Student may be asked to help struggling learners with their dialogs (writing, speaking, and listening).

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Foldables: to learn verbs “ser” and “estar”. Students will make two foldables, one with “ser” and other with “estar” and write sentences using each and explain the reason of each verb.
- Index cards (for summarizing) to practice words to describe people's personality, conditions, emotions and minor illnesses, conjugation of the verb “ser” and “estar”, and the use of the indirect object pronouns.
- Flashcards (for vocabulary practice) to practice words to describe people's personality, conditions, emotions and minor illnesses, conjugation of the verb “ser” and “estar”, and the use of the indirect object pronouns.
- Power Point presentations for vocabulary introduction/pronunciation/review, name vocabulary, name grammar.
- Power Point presentations for grammar introduction/practice
- Authentic videos for grammar, vocabulary, and cultural information, Glencoe.com
- Venn Diagrams (compare and contrast people’s personality, conditions, type of medicines in US versus Spanish-speaking countries)
- Information Gap activities (vocabulary for people’s personality, conditions, emotions)
- Graphic Organizers (to help for reading comprehension during cultural reading)
- Visual aids (examples of different people's personality, conditions, emotions by using the LCD projector)
- Listening activities (CD, Power Point presentations, music CD’s, teacher-lead choral response, Audio Workbook) Students fold a sheet of paper in eight parts. The teacher will read a word, phrase, or sentence and the students will draw a picture representing the word, phrase or sentence in the box.

- Note-taking (Power Points, teacher lecture, e-book maps, textbook readings, grammar vocabulary).
- Guided short writing activities (from textbook, Power Point notes).
- Practice Workbook activities (vocabulary, grammar, culture).

Modifications/Accommodations for struggling learners:

- Guided notes with fill in the blanks for PowerPoint presentations.
- Additional time for listening activities – more repetition.
- Only odd or even numbers for workbook activities.
- Highlight or underline key words.
- Model verbal responses.

Modifications/Accommodations for gifted and talented learners:

- Require research and discussion of cultural issues/perspectives in more depth.
- Create PowerPoint for pertinent vocabulary.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM’S LEVELS.



Formative Assessments:

- Quiz 1: talk about people’s personality, conditions, emotions
- Quiz 2: describe minor illnesses
- Quiz 3: the verb Ser/Estar
- Quiz 4: indirect object pronouns.
- Test on people’s personality, conditions, emotions and minor illnesses, the verb Ser/Estar, indirect object pronouns and talk about doctor’s appointment.
- Homework (Quia or written)
- Class discussions/oral participation
- Notebook Checks
- Classwork

Bloom’s levels: These assessments will mostly require students to Recall, Relate, Tell, Compare, Discuss, Express, or Translate.

Accommodations/Modifications:

- Extended time
- After school one-on-one assistance for review
- Preferential seating
- Repeat directions orally
- Restate directions/Model on board
- Replay or slow down rate of speech (on oral assessments)
- Eliminate distracting directions/simplify directions
- Highlight essential directions
- Eliminate answer choices
- Modify sections of tests, quizzes, activities
- Examiner reads assessment to student
- Re-test failures

Summative Assessments:

- Cumulative test on all Spanish I material, in addition to that of Chapter 6 (vocabulary about characteristics/personalities/conditions/emotions and minor illnesses/doctor's office, and "ser" vs "estar", direct and indirect objects).

Bloom's levels: These assessments will mostly require students to Recall, Relate, Tell, Compare, Discuss, Express, or Translate.

Accommodations/Modifications:

- Extended time
- After school one-on-one assistance for review
- Preferential seating
- Repeat directions orally
- Restate directions/Model on board
- Replay or slow down rate of speech (on oral assessments)
- Eliminate distracting directions/simplify directions
- Highlight essential directions
- Eliminate answer choices
- Modify sections of tests
- Examiner reads test to student
- Re-test failures

Performance Assessments:

- Projects – Students will create a comic strip focused on the theme of health or trip to the doctor or clinic.

- Dialogs/ Role plays – One student plays the doctor other student the patient.

Bloom's levels: These assessments will mostly require students to Recall, Relate, Tell, Compare, Discuss, Express, or Translate.

Accommodations/Modifications:

- Extended time
- Individual presentations with teacher only
- Eliminate oral participation grade
- Allow for students to work individually, even in paired or group activities
- Simplify project requirements

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Spanish 2/Unit 2 Una rutina diferente (Chp. 11)</p>	<p>Unit Summary: In this unit students will learn additional parts of the body as they talk about their daily routine. To put daily chores in a more interesting context, students will also talk about backpacking and camping. To accomplish these goals, students will learn reflexive/stem-change reflexive verbs and some commands with the expression “favor de”.</p>
<p>Grade Level(s): 10-12</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● What body parts do I already know how to say? ● How do I identify other body parts? ● How can I describe what I do in my morning and evening daily routines? ● What personal hygiene items do I carry in my backpack for travel? ● What supplies do I need for camping and how do I express what I do with those supplies? ● What is a reflexive verb and why are some verbs reflexive? ● How do reflexive verbs compare/contrast with regular verbs I already know? ● How do I ask someone to do something politely? ● How are backpackers in Spanish speaking countries similar to 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> ● Identification of more parts of the body. ● People have daily routines, especially in the morning and at night. ● There are standard items carried in a backpack when traveling. ● There are words to describe camping supplies and actions. ● Many verbs used to describe daily routines are reflexive verbs, which work slightly different than regular verbs. ● Some reflexive verbs are also stem-change verbs. ● There are polite ways to command people using the phrase “favor de” followed by the infinitive form of the verb. ● Backpackers in Spanish speaking countries are similar to and different from those in the USA. ● Camping in Spanish speaking countries is similar to and different from camping in the USA. ● There are many famous campsites and tourist attractions throughout the Spanish speaking world.

<p>and different from those in the USA?</p> <ul style="list-style-type: none"> ● How is camping in Spanish speaking countries similar to and different from camping in the USA? ● What are some famous campsites and tourist attractions throughout the Spanish speaking world? 	
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJSLS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJSLS or CCSS</u>
1. Recall body parts already learned and name more body parts.	1. WL.7.1.NM.A.L.1
2. Describe morning and evening daily routines.	2. WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d
3. Name personal hygiene items carried in a backpack for travel.	3. WL.7.1.NM.A.L.1
4. Name some supplies needed for camping.	4. WL.7.1.NM.A.L.1
5. Explain what to do with those camping supplies.	5. WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d
6. Identify reflexive verbs and explain why some verbs are reflexive.	6. WL.7.1.NM.C.C.6
7. Compare and contrast reflexive verbs with regular verbs already learned.	7. WL.7.1.NM.C.C.6
8. Identify and conjugate stem-change reflexive verbs.	8. WL.7.1.NM.C.C.6
9. Explain how to ask someone to do something politely using “favor de”.	9. WL.7.1.NM.C.C.6
	10. WL.7.1.NM.B.C.1,4

<p>10. Compare and contrast backpackers in Spanish speaking countries to those in the USA.</p> <p>11. Compare and contrast camping in Spanish speaking countries to camping in USA.</p> <p>12. Name and describe some famous campsites and tourist attractions throughout the Spanish speaking world.</p>	<p>11. WL.7.1.NM.B.C.1,4</p> <p>12. WL.7.1.NM.B.C.1,4</p>
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Inter-Disciplinary Connections:

Social Studies: Asi Se Dice textbook (Geovistas section) Students will read about different countries and identify the various countries on a classroom map and point out time zones.

Math: Use math to talk about time, time zones and schedules.

Technology: Students will use a variety of websites to become informed on culture. Website: glencoe.com/teacherresources/e-culture; Website: googleearth.com; Google images: cultural snapshots. Google classroom will be integrated throughout the course for assignments and assessments.

Health: Students will learn about body parts; self-care and hygiene.

Students will engage with the following text:

- “Asi Se Dice” textbook (Glencoe)
- “Asi Se Dice” Practice Workbook/Audio Activities (Glencoe)
- “Asi Se Dice” e-book (online textbook) Instructional Videos (vocabulary, grammar, culture) (Glencoe)
- “Quia.com” website for access to the e-book, homework activities, extended practice, pre-tests, alternate assessments.

Students will write:

- Open-ended questions; fill in the blank questions (grammar and vocabulary); labeling; written dialogs.
- Paragraphs (in English or Spanish) about their daily routines, personal care, personal care items, camping, and cultural topics).
- Cornell Notes (geography and culture)- comparing backpacking and camping to staying in hotels

and motels; compare and contrast- backpacking in the USA vs. in Spanish-speaking countries.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Foldables as study guides –vocabulary of parts of the body, daily routines, backpacking, camping, and supplies needed for daily routines and backpacking and camping.
- Index cards (for summarizing) - grammar of reflexive verbs (regular and some stem changing) and commands using “favor de”.
- Flashcards (for vocabulary & grammar practice)- reflexive verbs (regular and some stem changing), vocab. of parts of the body, daily routines, backpacking, camping, and supplies needed for daily routines and backpacking and camping.
- Power Point presentations for vocabulary introduction/pronunciation/review- vocab. of parts of the body, daily routines, backpacking, camping, and supplies needed for daily routines and backpacking and camping.
- Power Point presentations for grammar introduction/practice- grammar of reflexive verbs (regular and some stem changing) and commands using “favor de”.
- Authentic videos for grammar, vocabulary, and cultural information.
- Venn Diagrams (compare and contrast cultures)- comparing backpacking and camping to staying in hotels and motels; compare and contrast- backpacking in the USA vs. in Spanish-speaking countries.
- Information Gap activities (vocabulary)- vocab. of parts of the body, daily routines, backpacking, camping, and supplies needed for daily routines and backpacking and camping.
- Graphic Organizers (geography, culture) - comparing backpacking and camping to staying in hotels and motels; compare and contrast- backpacking in the USA vs. in Spanish-speaking countries.
- Visual aids (photos, dry erase boards, LCD projectors, SMART board).
- Hands-on activities (Smart Board games, activities).
- Listening activities (CD, Power Point presentations, music CD’s, teacher-lead choral response, Audio Workbook).
- Note-taking (Power Points, teacher lecture, e-book maps, textbook readings)
- Guided short writing activities (from textbook, Power Point notes) on vocabulary of parts of the body, daily routines, backpacking, camping, and supplies needed for daily routines and backpacking and camping. Comparing backpacking and camping to staying in hotels and motels; compare and contrast- backpacking in the USA vs. in Spanish-speaking countries.
- Practice Workbook activities (vocabulary, grammar, culture.)

Modifications/Accommodations for struggling learners:

- Guided notes with fill in the blanks for PowerPoint presentations.



- Additional time for listening activities – more repetition.
- Only odd or even numbers for workbook activities.
- Highlight or underline key words.
- Model verbal responses

Modifications/Accommodations for gifted and talented learners:

- Require research and discussion of cultural issues/perspectives in more depth.
- Create PowerPoints for pertinent vocabulary.

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**

Formative Assessments:

- Quiz 1: Includes vocabulary for parts of the body.
- Quiz 2: Includes vocabulary for daily routines.
- Quiz 3: Includes vocabulary for backpacking/**camping and necessary supplies.**
- **Quiz 4: Includes grammar of reflexive verbs (regular and some stem-changing) and commands using "favor de".**
- Tests- All vocabulary for body parts, routines and camping. Reflexive verbs and commands using "favor de".
- Homework (quia or written)
- Class discussions/oral participation
- Notebook Checks
- Classwork

Bloom's levels: These assessments will mostly require students to Recall, Relate, Tell, Compare, Discuss, Express, or Translate.

Accommodations/Modifications:

- Extended time
- After school one-on-one assistance for review
- Preferential seating
- Repeat directions orally
- Restate directions/Model on board
- Replay or slow down rate of speech (on oral assessments)
- Eliminate distracting directions/simplify directions
- Highlight essential directions
- Eliminate answer choices
- Modify sections of tests, quizzes, activities
- Examiner reads assessment to student
- Re-test failures

Summative Assessments:

- Unit benchmark on all vocabulary for body parts, routines and camping; reflexive/stem-change reflexive verbs and commands using "favor de".
- Unit/Chapter projects encompassing the material covered.

Bloom's levels: These assessments will mostly require students to Recall, Relate, Tell, Compare, Discuss, Express, or Translate.

Accommodations/Modifications:

- Extended time
- After school one-on-one assistance for review
- Preferential seating
- Repeat directions orally
- Restate directions/Model on board
- Replay or slow down rate of speech (on oral assessments)
- Eliminate distracting directions/simplify directions
- Highlight essential directions
- Eliminate answer choices
- Modify sections of tests
- Examiner reads test to student
- Re-test failures

Performance Assessments:

- Projects on vocabulary of parts of the body, daily routines, backpacking, camping, and supplies needed for daily routines, backpacking and camping.; grammar of reflexive verbs and commands using “favor de”.
- Project on routines-weekday vs. weekend; home vs. travel; research a trip to the same country you did a project on last chapter (10) and compare prices/options for backpacking or camping to staying at a hotel.
- Storyboards – students will draw depicting daily activities and write sentences utilizing the reflexive verbs.
- Dialogs on vocab. of parts of the body, daily routines, planning a backpacking or camping trip, and supplies needed for daily routines and backpacking and camping; grammar of reflexive verbs (regular and some stem changing) and commands using “favor de”.
- Role plays on vocab. parts of the body, daily routines, backpacking, camping, and supplies needed for daily routines, backpacking and camping; grammar of reflexive verbs (regular and some stem changing) and commands using “favor de”.
- Oral participation.
- Diary writing on student’s day; comparing family routines to your own; comparing your weekend routine to your weekday routine.

Bloom’s levels: These assessments will mostly require students to Recall, Relate, Tell, Compare, Discuss, Express, or Translate.

Accommodations/Modifications:

- Extended time
- Individual presentations with teacher only
- Eliminate oral participation grade
- Allow for students to work individually, even in paired or group activities
- Simplify project requirements

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Spanish 2/ Unit 3 En Avion (Chp. 10)</p>	<p>Unit Summary: In this unit students will be able to talk about preparing for a trip and traveling by air. Students will also discuss air travel in South America. In doing this, students will use the present progressive tense to talk about actions currently in progress, and verbs that end in “go” in the “yo” form of the present tense.</p>
<p>Grade Level(s): 10-12</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none">● How do I talk about packing for a trip and getting to the airport?● How do I explain what I do at an airport before getting on the airplane?● How do I talk about being on an airplane?● Who are the people in the airport and on the airplane?● What are “yo-go” verbs, and how do I use them?● What verb tense do I use to express an action in progress?● What are the irregular forms of the present progressive tense?● What are some interesting places to visit by plane in South America?	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none">● There are ways to explain how to prepare for an airplane trip, including necessary items to pack and ways to get to the airport.● An airport has different areas in which you do different activities.● There are titles for the people found in an airport/airplane, and different types of flights.● There are words to describe the different areas of the airport and airplane.● There are certain verbs that are irregular in the “yo” form of the present tense; they’re referred to as “yo-go” verbs because they all end in “go” in their yo-form conjugations.● The present progressive is used to express an action that is currently in progress.● The verbs leer, traer, oír, and caer have an irregular present progressive form.● South America has many interesting attractions, some of which are only viewable by plane.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJSLS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJSLS or CCSS</u>
1. Describe packing for a trip and getting to the airport.	1. WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d
2. Explain what to do at an airport before getting on the airplane.	2. WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d
3. Describe being on an airplane.	3. WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d
4. Name the people in the airport and in the airplane.	4. WL.7.1.NM.A.L.1
5. Explain “yo-go” verbs and use them correctly.	5. WL.7.1.NM.C.C.6
6. Identify the verb tense used to express an action currently in progress.	6. WL.7.1.NM.C.C.6
7. Correctly use the irregular forms of the present progressive tense.	7. WL.7.1.NM.C.C.6
8. Use the present progressive with the correct participle.	8. WL.7.1.NM.C.C.6
9. Discuss interesting attractions to visit by plane in South America.	9. WL.7.1.NM.B.C.1,4

Inter-Disciplinary Connections:

Social Studies: Así Se Dice textbook (Geovistas section) when read about different countries, can identify on a classroom map, time zones.

Math: Students will find and use timetables, schedules, review of 24-hour time used for travel, time zones.

Technology: Website: glencoe.com/teacher resources/e-culture; Website: googleearth.com; Google images: cultural snapshots. Google classroom will be integrated throughout the course for assignments and assessments.

Students will engage with the following text:

- “Asi Se Dice” textbook (Glencoe)
- “Asi Se Dice” Practice Workbook/Audio Activities (Glencoe)

- "Asi Se Dice" ebook (online textbook) Instructional Videos (vocabulary, grammar, culture) (Glencoe)
- "Quia.com" website for access to the e-book, homework activities, extended practice, pre-tests, alternate assessments.

Students will write:

- Open-ended questions; fill in the blank questions (grammar and vocabulary).
- Written dialogs.
- Paragraphs (in English or Spanish) about travel and airports/airplanes, and cultural topics).
- Cornell Notes (geography and culture- comparing traveling internationally vs. domestically; people's travel habits in Spanish-speaking countries vs. the USA.

Modifications/Accommodations for struggling learners:

- Students may be required to write less information, answer 3 out of 5 questions.
- Start the dialogs and have them fill in the blanks.
- When writing paragraphs may require shorter paragraphs or a few sentences.

Modifications/Accommodations for gifted and talented learners:

- Students will be given additional vocabulary.
- Student may be required to write a short play and direct the class to perform the play.
- Student may be asked to help struggling learners with their dialogs (writing, speaking, and listening).

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Foldables as study guides –vocab. of packing, airports, airplanes, people at airports.
-Index cards (for summarizing)- grammar of "go" verbs and present progressive tense.
-Flashcards (for vocabulary & grammar practice)- irregular present participles, vocab. of packing, airports, airplanes, people at airports.
-Power Point presentations for vocabulary introduction/pronunciation/review- vocab. of packing, airports, airplanes, people at airports.
-Power Point presentations for grammar introduction/practice grammar of "go" verbs and present progressive tense.
-Authentic videos for grammar, vocabulary, and cultural information.
-Venn Diagrams (compare and contrast cultures)- - comparing travel internationally vs. domestically; people's travel habits in Spanish-speaking countries vs. the USA.
-Information Gap activities (vocabulary)- vocab. of packing, airports, airplanes, people at airports
-Graphic Organizers (geography, culture) - comparing traveling internationally vs. domestically; people's

travel habits in Spanish-speaking countries vs. the USA, time zones.

-Visual aids (photos, dry erase boards, LCD projectors, SMART board).

-Hands-on activities (Smart Board games, activities).

-Listening activities (CD, Power Point presentations, music CD's, teacher-lead choral response, Audio Workbook).

-Note-taking (Power Points, teacher lecture, e-book maps, textbook readings).

-Guided short writing activities (from textbook, Power Point notes) vocab. of packing, airports, airplanes, people at airports, also comparing traveling internationally vs. domestically; people's travel habits in Spanish-speaking countries vs. the USA.

-Practice Workbook activities (vocabulary, grammar, culture).

Modifications/Accommodations for struggling learners:

- Guided notes with fill in the blanks for PowerPoint presentations.
- Additional time for listening activities, more repetition.
- Only odd or even numbers for workbook activities.
- Highlight or underline key words.
- Model verbal responses

Modifications/Accommodations for gifted and talented learners:

- Require research and discussion of cultural issues/perspectives in more depth.
- Create PowerPoints for pertinent vocabulary.

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

- Quiz 1: Vocabulary for preparing for a trip by plane.
- Quiz 2: Vocabulary to describe the airport and airplane.
- Quiz 3: Grammar for “yo-go” verbs.
- Quiz 4: Grammar for the present progressive tense.
- Tests- Vocabulary for airplane travel and grammar for “yo-go” verbs and the present progressive tense.
- Homework (Quia or written)
- Class discussions/oral participation
- Notebook Checks
- Classwork

Bloom's levels: These assessments will mostly require students to Recall, Relate, Tell, Compare, Discuss, Express, or Translate.

Accommodations/Modifications:

- Extended time
- After school one-on-one assistance for review
- Preferential seating
- Repeat directions orally
- Restate directions/Model on board
- Replay or slow down rate of speech (on oral assessments)
- Eliminate distracting directions/simplify directions
- Highlight essential directions
- Eliminate answer choices
- Modify sections of tests, quizzes, activities
- Examiner reads assessment to student
- Re-test failures

Summative Assessments:

- Unit Benchmark - Vocabulary for packing, airports, airplanes, people at airports; and grammar of “yo-go” verbs and the present progressive tense.
- Unit/Chapter projects encompassing the material covered.

Bloom's levels: These assessments will mostly require students to Recall, Relate, Tell, Compare, Discuss, Express, or Translate.

Accommodations/Modifications:

- Extended time
- After school one-on-one assistance for review
- Preferential seating
- Repeat directions orally
- Restate directions/Model on board
- Replay or slow down rate of speech (on oral assessments)
- Eliminate distracting directions/simplify directions
- Highlight essential directions
- Eliminate answer choices
- Modify sections of tests
- Examiner reads test to student
- Re-test failures

Performance Assessments:

- Projects on vocabulary of packing, airports, airplanes, people at airports; travel internationally vs. domestically; people's travel habits in Spanish-speaking countries vs. the USA; grammar of "go" verbs and present progressive tense. Project on travel specific to a country- investigate prices of airfare and hotel, duration of flight, tourist attractions, make an itinerary.
- Dialogs on vocabulary of packing, airports, airplanes, people at airports; travel internationally vs. domestically; people's travel habits in Spanish-speaking countries vs. the USA; grammar of "go" verbs and present progressive tense.
- Role plays on vocabulary of packing, being in an airport or an airplane, people at airports; travel internationally vs. domestically; people's travel habits in Spanish-speaking countries vs. the USA; grammar of "go" verbs and present progressive tense.
- Oral participation.

Accommodations/Modifications:

- Extended time
- Individual presentations with teacher only
- Eliminate oral participation grade
- Allow for students to work individually, even in paired or group activities
- Simplify project requirements

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Spanish 2/Unit 4 <i>Vamos de compras</i> (Chp. 9)</p>	<p>Unit Summary: In this unit, students will be able to discuss clothing and talk about buying clothes and food. They will also compare shopping in Spanish-speaking countries with shopping in the United States. In order to do this, students will use numbers, the present tense of the verbs “to know”: <i>saber and conocer</i>, the comparative and superlative forms, and demonstrative adjectives and pronouns.</p>
<p>Grade Level(s): 10-12</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● How do I talk about buying clothes? ● How do I talk about buying food? ● How do I use higher numbers to talk about clothing and food prices? ● How do I use the present tense of <i>saber</i> and <i>conocer</i> and determine which one should be used? ● How do I make comparisons in Spanish? ● How do I express superlatives in Spanish? ● How do I use the demonstrative adjectives/ pronouns: <i>este, ese, and aquel</i>, and their forms? ● What are differences in the shopping habits of Spanish-speaking countries? ● Where are some places that Spanish- 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> ● There are expressions to talk about buying clothes and food. ● There are many places that Spanish-speaking people go to shop for food and clothes. ● While there are supermarkets, many people shop in specialty stores for meat, bread and other food items in Spanish-speaking countries. ● It is important to know the higher numbers for shopping. ● Numbers in Spanish sometimes change depending on what follows them. ● There are two verbs in Spanish for the verb to know: <i>saber y conocer</i>, and they are irregular in the “yo” form of the present tense. ● The verb <i>saber</i> is used to show knowledge of information. ● The verb <i>conocer</i> is used to show acquaintances with people and places. ● To make comparisons in Spanish you must put <i>más</i> (more) or <i>menos</i> (less) before the adjective or adverb and <i>que</i> (than) after it. ● To express the superlative, use the definite article plus <i>más</i> (more) and <i>de</i> (of) following the superlative. ● The demonstrative adjectives/pronouns are <i>este, ese</i> and <i>aquel</i>, and they must match the noun they are describing in both gender and number. ● Latin Americans shop in malls, markets, and indigenous markets. ● In indigenous markets, everyone bargains to lower the price of the items.

speaking people shop?	
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJSLS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJSLS or CCSS</u>
1. Talk about buying clothes.	1. WL.7.1.NM.A.L.1;
2. Talk about buying food.	WL.7.1.NM.B.L.1.a,b,c,d
3. Use more (higher) numbers.	2. WL.7.1.NM.A.L.1;
4. Use the present tense of saber and conocer.	WL.7.1.NM.B.L.1.a,b,c,d
5. Differentiate between when to use saber vs conocer.	3. WL.7.1.NM.A.L.1;
6. Create comparatives and superlatives.	WL.7.1.NM.B.L.1.a,b,c,d
7. Use demonstrative adjectives and pronouns.	4. WL.7.1.NM.C.C.6
8. Compare shopping in Spanish-speaking countries with shopping in the United States.	5. WL.7.1.NM.C.C.6
	6. WL.7.1.NM.C.C.6
	7. WL.7.1.NM.C.C.6
	8. WL.7.1.NM.B.C.1,4

Inter-Disciplinary Connections:

Social Studies: Asi Se Dice textbook (Geovistas section) when reading about different countries can identify on a classroom map. The study of shopping habits in various Spanish-speaking countries.

Art: Learn about indigenous textiles sold in markets, many hand-made items.

Technology: Website: glencoe.com/teacher/resources/e-cultures; Website: googleearth.com, Google images; cultural snapshots. View sample indigenous markets and other “mercados”. elcorteingles.es (store website that shows prices, sales, item names, etc.) Google classroom will be integrated throughout the course for assignments and assessments.

Math: Use of higher numbers to make purchases, comparison of currency exchange.

Students will engage with the following text:

- “Asi Se Dice” textbook (Glencoe)
- “Asi Se Dice” Practice Workbook/Audio Activities (Glencoe)
- “Asi Se Dice” ebook (online textbook) Instructional Videos (vocabulary, grammar, culture) (Glencoe)
- “Quia.com” website for access to the e-book, homework activities, extended practice, pre-tests, alternate assessments

Students will write:

- Open-ended questions; fill in the blank questions; labeling; written dialogs; paragraphs (in English about cultural topics).
- Cornell Notes on the differences between *conocer* y *saber* and when to use which.
- Write a paragraph comparing the shopping habits in the U.S. and in Spanish-speaking countries. Students will write dialogs with a partner talking and asking about what they purchased and where. They will write dialogs about knowing people and knowing their classwork to distinguish between *conocer* and *saber*.

Modifications/Accommodations for struggling learners:

- Students may be required to write less information, answer 3 out of 5 questions.
- Start the dialogs and have them fill in the blanks.
- When writing paragraphs may require shorter paragraphs or a few sentences.

Modifications/Accommodations for gifted and talented learners:

- Students will be given additional vocabulary.
- Student may be required to write a short play and direct the class to perform the play.
- Student may be asked to help struggling learners with their dialogs (writing, speaking, and listening).

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Foldables as study guides (present tense of *saber* and *conocer*, project board with tabs: illustrate different shopping venues and under each tab put what you would buy there.)
- Index cards (vocabulary for describing clothing).
- Flashcards (for vocabulary practice) (more clothing words, more food words, shopping venues, shopping words).
- Power Point presentations for vocabulary introduction/pronunciation/review (more clothing words, more food words, shopping venues, shopping words).
- Power Point presentations for grammar introduction/practice (*saber* vs. *conocer*, comparatives vs.

superlatives, ese, este and aquel).

-Authentic videos for grammar, vocabulary, and cultural information (videos of market days from various Spanish-speaking countries).

-Venn Diagrams (compare and contrast cultures) (shopping habits in America vs. Hispanic countries, daily shopping in specialty stores versus weekly shopping in the supermarket).

-Information Gap activities (vocabulary) (asking each other what they bought, where they went shopping talking about what they know and who they know).

-Graphic Organizers – comparison of shopping in Hispanic cities versus Hispanic towns.

-Visual aids – pictures of market days in various countries, pictures and videos of shopping venues in various cities and towns of Spanish-speaking countries.

-Hands-on activities (Smart Board games, activities, twenty questions to review vocabulary for shopping for food and clothing).

-Listening activities (CD, Power Point presentations, music CD's, teacher-lead choral response, Audio Workbook).

-Note-taking (Power Points, teacher lecture, e-book maps, textbook readings).

-Guided short writing activities (from textbook, Power Point notes, from exercises).

-Practice Workbook activities (vocabulary, grammar, culture).

Modifications/Accommodations for struggling learners:

- Guided notes with fill in the blanks for PowerPoint presentations.
- Additional time for listening activities more repetition.
- Only odd or even numbers for workbook activities.
- Highlight or underline key words.
- Model verbal responses

Modifications/Accommodations for gifted and talented learners:

- Require research and discussion of cultural issues/perspectives in more depth.
- Create PowerPoints for pertinent vocabulary.

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

- Quiz 1: Vocabulary to talk about buying clothes.
- Quiz 2: Vocabulary to talk about buying food.
- Quiz 3: Using higher numbers.
- Quiz 4: **Conjugations of and when** to use saber vs conocer.
- Quiz 5: Comparatives and superlatives.
- Quiz 6: Demonstrative adjectives and pronouns.
- Test – Listening Comprehension.
- Unit test (vocabulary to talk about shopping for clothing and food, numbers, saber and conocer, comparatives and superlatives, and demonstrative adjectives and pronouns.)
- Homework (**Quia and workbook activities**)
- Class discussions/oral participation – do you like to go shopping? Where do you go shopping?
- Notebook Checks
- Classwork

Bloom's levels: These assessments will mostly require students to Recall, Relate, Tell, Compare, Discuss, Express, or Translate.

Accommodations/Modifications:

- Extended time
- After school one-on-one assistance for review
- Preferential seating
- Repeat directions orally
- Restate directions/Model on board
- Replay or slow down rate of speech (on oral assessments)
- Eliminate distracting directions/simplify directions
- Highlight essential directions
- Eliminate answer choices
- Modify sections of tests, quizzes, activities
- Examiner reads assessment to student
- Re-test failures

Summative Assessments:

- Unit Benchmark that includes vocabulary regarding shopping for clothing and food, numbers, the conjugations and uses of saber and conocer, comparatives and superlatives, and demonstrative adjectives and pronouns.
- Unit/Chapter projects encompassing the material covered.

Bloom's levels: These assessments will mostly require students to Recall, Relate, Tell, Compare, Discuss, Express, or Translate.

Accommodations/Modifications:

- Extended time
- After school one-on-one assistance for review
- Preferential seating
- Repeat directions orally
- Restate directions/Model on board
- Replay or slow down rate of speech (on oral assessments)
- Eliminate distracting directions/simplify directions
- Highlight essential directions
- Eliminate answer choices
- Modify sections of tests, quizzes, activities
- Examiner reads assessment to student
- Re-test failures

Performance Assessments:

- Projects – students will use magazine pictures or clipart to create an ad for a store of choice: clothing, specialty food store, market, or supermarket) , Compare and contrast two famous people or popular characters using comparative and superlative phrases.
- Dialogs – Students will write and present dialogs on a visit to an indigenous market and what they saw and bought there.
- Role plays – pretend to be a person selling crafts in a market and tell how you made your craft.
- Oral participation – talk about what you know and who you know and classmates have to say which verb they would use.

Accommodations/Modifications:

- Extended time
- Individual presentations with teacher only
- Eliminate oral participation grade
- Allow for students to work individually, even in paired or group activities

- Simplify project requirements

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS FOSTERING ACHIEVEMENT CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: SPANISH 2/Unit 5 De Vacaciones (Ch. 7)</p>	<p>Unit Summary: In this unit students learn to talk about summer and winter weather and activities, both in the U.S. and in Spanish-speaking countries. They will discuss vacations they took in the past. To do this, students will learn the preterit tense of regular –ar verbs and of ir and ser, as well as direct object pronouns.</p>
<p>Grade Level(s): 10-12</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● How do I talk about summer weather and activities? ● How do I talk about winter weather and activities? ● How do I use the preterit tense of regular –ar verbs to talk about summer/winter weather and activities in the past? ● How do I use verbs with the endings –car, -gar and –zar in the preterit tense? ● How do I use the preterit tense of ser and ir? ● How do I distinguish the different meanings between “ir” and “ser” in the preterit tense? ● What (time-implying) expressions will indicate the use of the preterit? ● How do I use the direct object pronouns lo, la, los y las to replace people 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> ● There are different ways to discuss summer weather and activities. ● There are different ways to discuss winter weather and activities. ● The preterit tense of –ar verbs is used to express an action in the past that has a distinct beginning and ending. ● The verbs with the endings –car, -gar and –zar are irregular only in the “yo” form in the preterit tense. ● The verbs “ir” and “ser” share the same conjugations in the preterit. The way to distinguish the meaning is by using context clues. ● There are expressions of time that indicate the use of the preterit. ● Use the direct object pronouns lo, la, las, and los to replace people and things.

<p>and things?</p> <ul style="list-style-type: none"> • How do I use the direct object pronouns me, te, nos to replace people? (Introduced now for use in higher levels) • How do people in Spanish-speaking countries spend their free time in the summer? • How do people in Spanish-speaking countries spend their free time in the winter? 	<ul style="list-style-type: none"> • Use the direct object pronoun me, te, nos to replace people. • People in Spanish-speaking countries enjoy different activities based on the season and place.
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJSLS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJSLS or CCSS</u>
1. Describe and talk about summer weather and activities.	1. WL.7.1.NM.A.L.1;
2. Describe and talk about winter weather and activities.	WL.7.1.NM.B.L.1.a,b,c,d
3. Use the preterit tense of –ar verbs to express an action in the past that has a distinct beginning and ending.	2. WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d
4. Use verbs with endings –car, –gar and –zar that are irregular in the “yo” form in the preterit tense.	3. WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d
5. Use the verbs “ir” and “ser” in the preterit.	4. WL.7.1.NM.C.C.6
6. Use time expressions to indicate the use of the preterit.	5. WL.7.1.NM.C.C.6
7. Differentiate the preterit tense of verbs “ir” and “ser” by using context clues.	6. WL.7.1.NM.C.C.6
8. Identify the direct object (person or thing) and replace them with the direct object pronouns lo, la, las, and los.	7. WL.7.1.NM.C.C.6
9. Use the direct object pronouns to replace people.	8. WL.7.1.NM.C.C.6
10. Compare and contrast the different activities that people in Spanish-speaking countries enjoy based on the season and place.	9. WL.7.1.NM.C.C.6

Inter-Disciplinary Connections:

Technology: Students will visit various websites to get information and cultural snapshots. Website: glencoe.com/teacher resources/e-culture; Website: googleearth.com; Google images. Google classroom will be integrated throughout the course for assignments and assessments.

Social Studies: Geography of places, weather, difference in seasons based on place (Northern and Southern Hemispheres).

Math: Fahrenheit/Celsius conversion, currency conversions.

Students will engage with the following text:

- "Asi Se Dice" textbook (Glencoe)
- "Asi Se Dice" Practice Workbook/Audio Activities (Glencoe)
- "Asi Se Dice" ebook (online textbook) Instructional Videos (vocabulary, grammar, culture) (Glencoe)
- "Quia.com" website for access to the e-book, homework activities, extended practice, pre-tests, alternate assessments

Students will write:

- Open-ended questions; fill in the blank questions (grammar and vocabulary); labeling; written dialogs; paragraphs (in English about activities in different seasons and weather)
- Cornell Notes on the differences in the seasons and activities based on the hemisphere and time of year.
- Students will write dialogues about their vacations in the summer and winter.
- Students may interview a travel agent about booking a vacation.

Modification/Accommodations for struggling learners:

- Students may be required to write less information, answer 3 out of 5 questions, start the dialogs and have them fill in the blanks.
- When writing paragraphs may require shorter paragraphs or a few sentences.

Modification/Accommodations for gifted and talented learners:

- Students will be given additional vocabulary.
- Student may be required to write a short play and direct the class to perform the play.
- Student may be asked to help struggling learners with their dialogs (writing, speaking, and listening).

PART III: TRANSFER OF KNOWLEDGE AND SKILLS**DESCRIBE THE LEARNING EXPERIENCE.**

How will students uncover content and build skills.

- Foldables: to learn vocabulary for the different seasons and the weather. To learn direct object pronouns (use the category book foldables, give students sentences and have them on the other side the fold rewrite the sentence replacing the direct object with the pronoun.)
- Index cards - to practice words to describe weather and activities.
- Flashcards (for vocabulary practice) to practice words to describe weather and activities, the preterit of the ar verbs, preterit of ir and ser, and the “yo” form of –car, -gar, y –zar in the preterit tense.
- Power Point presentations for vocabulary introduction/pronunciation/review, name vocabulary, name grammar
- Power Point presentations for grammar introduction/practice
- Authentic videos for grammar, vocabulary, and cultural information, Glencoe.com
- Information Gap activities (to talk about activities and weather using the preterit)
- Graphic Organizers (to help for reading comprehension during cultural reading and to present the preterit tense)
- Visual aids (view beach and ski resorts in various Spanish-speaking countries by using the LCD projector
- Listening activities (CD, Power Point presentations, teacher-lead choral response, Audio Workbook).
- Note-taking (Power Points, teacher lecture, e-book maps, textbook readings, grammar vocabulary).
- Guided short writing activities (from textbook, Power Point notes)
- Practice Workbook activities (vocabulary, grammar, culture)
- Cornell Notes – to introduce the preterit and for time expressions.

Modifications/Accommodations for struggling learners:

- Guided notes with fill in the blanks for PowerPoint presentations.
- Additional time for listening activities – more repetition.
- Only odd or even numbers for workbook activities.
- Highlight or underline key words.
- Model verbal responses

Modifications/Accommodations for gifted and talented learners:

- Require research and discussion of cultural issues/perspectives in more depth.
- Create PowerPoints for pertinent vocabulary.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Quiz 1: talk about summer weather and activities
- Quiz 2: talk about winter weather and activities
- Quiz 3: preterit tense of -ar verbs, **including the irregular -car, -gar, and -zar verbs**
- **Quiz 4: preterit of ir and ser**
- Quiz 5: direct object pronouns.
- Test on winter/summer weather and activities, preterit of -ar verbs, preterit of ir and ser and direct object pronouns.
- Homework (Quia or written)
- Class discussions/oral participation
- Notebook Checks
- Classwork

Bloom's levels: These assessments will mostly require students to Recall, Relate, Tell, Compare, Discuss, Express, or Translate.

Accommodations/Modifications:

- Extended time
- After school one-on-one assistance for review
- Preferential seating
- Repeat directions orally
- Restate directions/Model on board
- Replay or slow down rate of speech (on oral assessments)
- Eliminate distracting directions/simplify directions
- Highlight essential directions
- Eliminate answer choices
- Modify sections of tests, quizzes, activities
- Examiner reads assessment to student
- Re-test failures

Summative Assessments:

- **Cumulative test covering summertime and wintertime activities, -ar regular and irregular preterit tense verbs to express past actions, and use of direct object pronouns.**
- **Unit/Chapter projects encompassing the material covered.**

Bloom's levels: These assessments will mostly require students to Recall, Relate, Tell, Compare, Discuss, Express, or Translate.

Accommodations/Modifications:

- Extended time
- After school one-on-one assistance for review
- Preferential seating
- Repeat directions orally
- Restate directions/Model on board
- Replay or slow down rate of speech (on oral assessments)
- Eliminate distracting directions/simplify directions
- Highlight essential directions
- Eliminate answer choices
- Modify sections of tests
- Examiner reads test to student
- Re-test failures

Performance Assessments:

- Projects – Students will create a PowerPoint or poster about vacation plans to a Spanish-speaking country of choice.
- Dialogs/ Role plays – One student plays the travel agent and the other student is the customer planning a trip.
- Research project – students go to Travelocity and find the cost in dollars and local currency of a trip that includes hotel, airfare, and activities in the country of choice.

Bloom's levels: These assessments will mostly require students to Recall, Relate, Tell, Compare, Discuss, Express, or Translate.

Accommodations/Modifications:

- Extended time
- Individual presentations with teacher only
- Eliminate oral participation grade
- Allow for students to work individually, even in paired or group activities
- Simplify project requirements

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Spanish 2 Unit 6 En tu tiempo libre (Ch. 8)</p>	<p>Unit Summary: Students will be introduced to some cultural events they can enjoy with their classmates, friends, or family members during their free time. They will learn language they need to talk about a party, a concert, a film, or a visit to a museum. They will continue to learn to express past events with the preterit of regular –er and –ir verbs, and 11 irregular -ar, -er and -ir verbs, The preterit of the –ar verbs will be reintroduced in a functional way with the activities of the chapter. They will also learn affirmative and negative expressions.</p>
<p>Grade Level(s): 10-12</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● How do I talk about a birthday party and a concert? ● How do I discuss movies and museums? ● How do I use the verbs that end in –er and –ir in the preterit? ● How do I use the verbs oír (to hear), leer (to read), dar (to give) and ver (to see) in both the present and preterit tenses? ● How do I use the irregular verbs hacer, querer, and venir in the preterite? ● How do I use the irregular verbs poder, poner, and saber in the preterite? ● How do I use the irregular verbs tener, estar, and andar in the preterite? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> ● Birthday celebrations are similar in Spanish-speaking countries and the U.S. ● There are expressions to talk about celebrating a birthday, attending concerts, movies, and museums. ● We use the preterit to be able to talk about the activities completed in the past, so that we can say what we did last night, yesterday, or last week. ● To talk about pastimes it is valuable to know the verbs to hear, to read, to see and to give, in both the present and preterit tenses. ● The verbs hacer, querer, and venir are irregular in the preterite and all have an i in the stem. ● The verbs poder, poner, and saber are irregular in the preterite and all have an u in the stem. ● The verbs tener, estar, and andar are irregular in the preterite and all have an uv in the stem. ● The use of affirmative and negative words enhances and places emphasis on conversations about pastimes. ● When studying a language it is essential to include culture,

<ul style="list-style-type: none"> • How do I use the affirmative and negative words to enhance my communication? • Why is it important for me to learn about Hispanic art and music? 	<p>including art and music. There are many ways that our culture and the Hispanic/Latin culture have influenced each other.</p>
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**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.**

After each target, identify the NJSLS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJSLS or CCSS</u>
1. Discuss going to a birthday party and a concert.	1. WL.7.1.NM.A.L.1;
2. Discuss movies and museums.	WL.7.1.NM.B.L.1.a,b,c,d
3. Use the correct conjugations of regular –er and –ir verbs in the preterit.	2. WL.7.1.NM.A.L.1; WL.7.1.NM.B.L.1.a,b,c,d
4. Use the correct conjugations of the verbs oir, leer, dar and ver in the preterite.	3. WL.7.1.NM.C.C.6
5. Use the correct conjugations of the verbs hacer, querer, venir, poder, poner, saber, tener, estar and andar in the preterite	4. WL.7.1.NM.C.C.6
6. Use affirmative and negative words.	5. WL.7.1.NM.C.C.6
7. Discuss Hispanic art and music.	6. WL.7.1.NM.C.C.6
	7. WL.7.1.NM.B.C.1,4

Inter-Disciplinary Connections:

<p>Physical Education: Dance to music. Social Studies: The study of culture: art and music. Art: View masterpieces by Hispanic masters. Music: Listen to a variety of Hispanic music. Technology: Listen to music. View art on Internet. Google classroom will be integrated throughout the course for assignments and assessments.</p>
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Students will engage with the following text:

- “Asi Se Dice” textbook (Glencoe)
- “Asi Se Dice” Practice Workbook/Audio Activities (Glencoe)
- “Asi Se Dice” ebook (online textbook) Instructional Videos (vocabulary, grammar, culture) (Glencoe)
- “Quia.com” website for access to the e-book, homework activities, extended practice, pre-tests, alternate assessments.

Students will write:

- Open-ended questions; fill in the blank questions; labeling; written dialogs; paragraphs (in English about cultural topics).
- Cornell Notes on when to use the preterit tense.
- Students will write a paragraph comparing the pastimes in the U.S. and in Spanish-speaking countries.
- Students will write dialogs with a partner talking and asking about what they did at different times, what they saw at a museum, and what they did at a birthday party.

Modifications/Accommodations for struggling learners:

- Students may be required to write less information, answer 3 out of 5 questions.
- Start the dialogs and have them fill in the blanks.
- When writing paragraphs may require shorter paragraphs or a few sentences.

Modifications/Accommodations for gifted and talented learners:

- Students will be given additional vocabulary.
- Student may be required to write a short play and direct the class to perform the play.
- Student may be asked to help struggling learners with their dialogs (writing, speaking, and listening).

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Foldables as study guides (preterit and verbs oír, leer, dar, y ver).
- Index cards (vocabulary for describing a concert, a birthday party)
- Flashcards (for vocabulary practice) (describing a concert, describing a party, going to the movies, other useful expressions for affirmatives and negatives).
- Power Point presentations for vocabulary introduction/pronunciation/review (birthday party words, affirmative and negative words, going to the movies).
- Power Point presentations for grammar introduction/practice (verb conjugation or –er and –ir preterit and the verbs oír, leer, dar y ver).
- Authentic videos for grammar, vocabulary, and cultural information (Samples of art, music,

quinceañera celebrations, glencoe.com).

-Venn Diagrams (compare and contrast cultures) (style of Hispanic art and music compared to American art and music).

-Information Gap activities (vocabulary) (asking each other whether they went to the movies, what they saw at the museum, did they enjoy the movie).

-Graphic Organizers – comparison of art and music in various Hispanic countries.

-Visual aids – art posters, movie posters.

-Hands-on activities (Smart Board games, activities).

-Listening activities (CD, Power Point presentations, music CD's, teacher-lead choral response, Audio Workbook).

-Note-taking (Power Points, teacher lecture, e-book maps, textbook readings).

-Guided short writing activities (from textbook, Power Point notes, from exercises.

-Practice Workbook activities (vocabulary, grammar, culture).

- Cornell Notes on the use of verbs.

Modifications/Accommodations for struggling learners:

- Guided notes with fill in the blanks for PowerPoint presentations.
- Additional time for listening activities – more repetition.
- Only odd or even numbers for workbook activities.
- Highlight or underline key words.
- Model verbal responses

Modifications/Accommodations for gifted and talented learners:

- Require research and discussion of cultural issues/perspectives in more depth.
- Create PowerPoints for pertinent vocabulary.

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

- Quiz 1 Vocabulary for birthday parties and concerts.
- Quiz 2 Vocabulary for movies and museums.
- Quiz 3 Use of the regular –er and -ir preterite verbs.
- Quiz 4 Use of oir, leer, dar and ver **in both the present and preterit tenses.**
- **Quiz 5 Use of the irregular preterit verbs.**
- Tests Listening Comprehension test.
- Unit test (vocabulary to talk about birthday parties, concerts, museums, movies. **Conjugation of regular and irregular –er and –ir verbs in the preterit.**
- Homework (Quia or written) – daily vocabulary, **preterite conjugations of regular and irregular –er and -ir verbs**
- Class discussions/oral participation – What do you like to do in your spare time?
- Notebook Checks
- Classwork

Bloom's levels: These assessments will mostly require students to Recall, Relate, Tell, Compare, Discuss, Express, or Translate.

Accommodations/Modifications:

- Extended time
- After school one-on-one assistance for review
- Preferential seating
- Repeat directions orally
- Restate directions/Model on board
- Replay or slow down rate of speech (on oral assessments)
- Eliminate distracting directions/simplify directions
- Highlight essential directions
- Eliminate answer choices
- Modify sections of tests, quizzes, activities
- Examiner reads assessment to student
- Re-test failures

Summative Assessments:

- Unit Benchmark that includes all material from Chapter 7 and Chapter 8 (vocabulary of summer and winter vacations and activities, vocabulary to use for a discussion of activities to plan and attend a birthday party/concert/movies/museum, knowledge of preterit tense -er and -ir verbs, utilization of the irregular verbs oír, leer, ver, and dar in both the present and preterit tenses, and conjugations 9 “stem-change” irregular preterit verbs.
- Unit/Chapter projects encompassing the material covered.

Bloom’s levels: These assessments will mostly require students to Recall, Relate, Tell, Compare, Discuss, Express, or Translate.

Accommodations/Modifications:

- Extended time
- After school one-on-one assistance for review
- Preferential seating
- Repeat directions orally
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- Eliminate distracting directions/simplify directions
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- Modify sections of tests, quizzes, activities
- Examiner reads assessment to student
- Re-test failures

Performance Assessments:

- Projects – students will throw a birthday party in a specific Hispanic country: they will write an invitation to a birthday party, a museum exhibit, movie premiere. They will include a list of the food they will serve or eat, the things they will see and the music they will play.
- Students can choose an artist or musician and do a research paper. PowerPoint, collage, or timeline that includes a bio, critique, artwork and lyrics (using the preterit for when they were born, died, lived).
- Dialogs – Students will write and present dialogs on a visit to a museum.
- Storyboards – six boxes “My family’s visit to the museum,” or “Our trip to the beach” using irregular and regular preterit, and using more than one person.
- Role plays – pretend to be a Spanish artist and talk about his life.
- Oral participation – describe a movie and someone has to respond with the movie title, daily classroom activities.

Bloom’s levels: These assessments will mostly require students to Recall, Relate, Tell, Compare, Discuss, Express, or Translate.

Accommodations/Modifications:

- Extended time
- Individual presentations with teacher only
- Eliminate oral participation grade
- Allow for students to work individually, even in paired or group activities
- Simplify project requirements