

Madison Public Schools

Spanish III

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Course Overview

Description

Spanish III is offered to students at the novice high proficiency level. As defined by the American Council on the Teaching of Foreign Languages (ACTFL), a student functioning at the novice-high proficiency level exhibits the following characteristics:

- Speaking:
 - Conversation restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs
 - Able to ask a few formulaic questions
 - Relies heavily on learned phrases
 - Uses short and sometimes incomplete sentences in the present with hesitation or inaccuracies
- Writing:
 - Uses lists, short messages, postcards, and simple notes
 - Relies mainly on practiced material
 - Focused on common elements of daily life
 - Recombines learned vocabulary and structures to create simple sentences on very familiar topics
- Listening:
 - Often but not always understands information from sentence-length speech, one utterance at a time, in basic personal and social contexts
 - Understands speech in highly standardized messages, phrases, or instructions
- Reading:
 - Understands key words and cognates as well as formulaic phrases
 - Understands predictable language and messages such as those found on train schedules, roadmaps, and street signs
 - Derives meaning from short, non-complex texts that convey basic information for which there is no contextual support

The Spanish III course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills to real-life, somewhat sheltered situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The Spanish III course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

Goals

By the end of the course, students functioning at the intermediate-low proficiency level should exhibit the following characteristics:

- Speaking
 - Creates with the language in straightforward social situations
 - Conversation restricted to predictable topics related to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases.

- Primarily reactive; struggles to answer direct questions or requests for information
- Able to ask a few appropriate questions
- Combines and recombines language into short statements and discrete sentences.
- Frequent pauses and hesitancy
- Writing
 - Creates statements and formulates questions based on familiar material
 - Uses short and simple conversation-style sentences with basic word order almost exclusively in the present tense
 - Includes basic errors in grammar, word choice, punctuation, and spelling
- Listening
 - Understands some information from sentence-length speech, one utterance at a time, in basic personal and social contexts
- Reading
 - Understands some information from the simplest connected texts dealing with a limited number of personal and social needs

Students should also be able compare and contrast their own culture with the target language culture.

Materials

Core:

Realidades (2), Descubre (1/2)

Supplemental:

<https://docs.google.com/document/d/1wxII-mI-yWZBo-KjbupkFFDDUiYuGNxWHq4Agecob4g/edit>

Resources

[Suggested activities and resources page](#)

Benchmark Assessments

Benchmark assessments are given quarterly and focus on the main ideas and standards of the course.

Modifications and Adaptations for Special Needs Learners

(Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)

Additional modifications and adaptations

- Use of the projector allows students to read information as it is explained by the teacher.
- Use of a website with calendar allows students to access and review information from home.

Unit 1 Overview

Unit Title: *¿Quiénes somos dentro y fuera del aula?* Who are we in and outside of the classroom?

Unit Summary:

This unit encourages students in the class to introduce themselves to each other and to practice vocabulary and structures learned about in previous years. Spanish 3 classes have freshmen, sophomores, juniors, and potentially a few seniors, so it is important for students to meet and feel comfortable with one another. Additionally, this mini-unit gives the teacher a chance to assess students' skills and to identify struggling learners. Activities focus on describing personalities, likes and dislikes, and attitudes and opinions towards different aspects of school. Students also read brief texts about grading practices and school schedules in the Spanish-speaking world.

Suggested Pacing: 6 lessons/1.5 - 2 weeks

Learning Targets

Unit Essential Questions:

- How can I make myself understood when I don't know all of the necessary words?
- What strategies can I use to read and comprehend a target-language text or hear and comprehend a target-language audio?
- How do I describe myself and others?
- Who are my classmates and what do they like?
- How can I be successful in this class?

Unit Enduring Understandings:

- Comprehension of a text or audio does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.
- There are excellent online and digital tools available to help the second language learner.
- Some aspects of schooling are different in the Spanish-speaking world.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessment:

Students will finish this small, introductory unit by designing a new shield/coat of arms for Madison High School. Students are assessed on their explanation of why they chose certain colors, symbols, and slogans, and on their reactions to and evaluations of each others' work. See the [Suggested activities and resources page](#) for more details.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Read and respond to a target language mini-text about the school year schedule in Spanish-speaking countries.	<p>Content: Fondo cultural - El primer día de las clases</p> <p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p> <p>Respond to questions comparing information from the text to similar information about the US.</p>	Fondo cultural Realidades 2 p. xxxii and follow-up questions with discussion: How is the information presented in the text similar to/different from the situation in NJ?	NJCCCS - World Languages 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. 7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.	1/2 lesson
Use vocabulary for describing personality traits and correct gender and number agreement to describe ourselves and others.	<p>Content: personality traits the verb <i>ser</i> gender and number agreement</p> <p>Skills: Recognize personality traits from a list and apply them to ourselves and others.</p> <p>Answer questions in complete sentences.</p>	Realidades 2 p. 3 activity 2 in-class writing. Realidades 2 p. 5 activity 8 in-class presentations. See activities 2-3 the Suggested activities and resources page for more details.	NJCCCS - World Languages 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts. 7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities. 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.	1/2 lesson
Use vocabulary for describing nationalities to interpret graphs and describe where our classmates and we are from.	<p>Content: nationalities the verb <i>ser</i></p> <p>Skills: Recognize nationalities from a list and apply them to ourselves and others.</p> <p>Answer questions in complete sentences.</p> <p>Interpret a bar graph.</p> <p>Read a map of Latin America.</p>	Realidades 2 p. 6-7 activities 10 and 11. See activity 4 on the Suggested activities and resources page .	NJCCCS - World Languages 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts. 7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities. 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.	1/2 lesson
Use vocabulary for describing things our classmates and we like to	<p>Content: likes and dislikes activities</p>	Realidades 2 p. 8 activity 13 and p. 9 activity 14	NJCCCS - World Languages 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to	1/2 lesson

do to get to know one another.	<p>Skills: Recognize activities and likes and dislikes mentioned in a short text and apply them to others.</p> <p>Answer questions in complete sentences.</p> <p>Recognize new vocabulary in short audio segments.</p>	<p>Realidades 2 p. 10 activities 15 and 16 with an in-class recording.</p> <p>Realidades 2 p. 11 activities 18 and 19.</p> <p>Realidades 2 p. 12 activity 21.</p> <p>See activities 5-8 on the Suggested activities and resources page.</p>	<p>daily activities through appropriate responses.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	
Use stem-changing verbs to describe a typical day for ourselves and others.	<p>Content: stem-changing verbs daily activities</p> <p>Skills: Use stem-changing verbs to describe a typical school day.</p> <p>Compare and contrast descriptions of a typical school day with classmates.</p>	<p>Realidades 2 p. 28 activity 16.</p> <p>See activity 9 on the Suggested Activities and Resources page.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p>	1/2 lesson
Read and respond to target language mini-texts about grades in Spanish-speaking countries.	<p>Content: Realidades 2 p. 30 activity 18 Fondo cultural - Las notas</p> <p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p> <p>Respond to questions comparing information from the text to similar information about the US.</p>	<p>Realidades 2 p. 30 activity 18</p> <p>Fondo cultural - Las notas</p> <p>Follow-up comprehension and discussion questions</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p>	1/2 lesson
Use affirmative and negative words to describe teachers, other students, and school rules.	<p>Content: affirmative and negative words general school vocabulary Fondo cultural - ¿Más estrictos?</p> <p>Skills: Use affirmative and negative words to discuss other people.</p> <p>Respond to target-language questions in full sentences.</p>	<p>Realidades 2 p. 31 - 32 activities 19 - 21 and Fondo cultural.</p> <p>See activity 11 on the Suggested Activities and Resources page.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p>	1/2 lesson

	Compare and contrast communication with teachers in Spanish-speaking countries and the US.			
Read and respond to a target-language text with advice for better study habits.	<p>Content: Lectura “Para estudiar mejor”</p> <p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p>	Reading comprehension questions based on Lectura, Realidades 2 p. 34 - 35. See activity 12 on the Suggested Activities and Resources page.	<p>NJCCCS - World Languages</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p>	1 lesson
Design an original coat of arms for the school with appropriate colors, symbols, and a slogan and prepare a written explanation of the new shield. Evaluate others' work.	<p>Content: school vocabulary vocab for describing activities colors</p> <p>Skills: Identify important aspects of school life.</p> <p>Write full-sentence descriptions.</p> <p>State and defend opinions regarding others' work.</p>	Unit benchmark assessment. See the Suggested Activities and Resources page for more details.	<p>NJCCCS - World Languages</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	1 lesson for the gallery walk

Unit 2 Overview

Unit Title: *Lo que tengo que hacer y lo que quiero hacer* What I Have to Do vs. What I Want to Do

Unit Summary:

This unit combines a review of vocabulary and grammar studied in Spanish 2 with the introduction of several new grammar concepts and some new vocabulary patched together from different chapters in the Realidades 2 textbook. Students practice giving and reacting to commands as related to household chores but also learn how to describe their extracurricular and free-time activities in the present progressive tense. Students finish the unit by performing tension-filled dialogues between adults and children full of commands and excuses and discussions of what they want to do vs. what they have to do. As students discuss the extracurricular activities in which they participate, they continue to get to know one another.

Suggested Pacing: 13 lessons/3.5 weeks

Learning Targets

Unit Essential Questions:

- How do I order other people around?
- How can I explain what I am doing at the moment?
- How can I describe my own and my classmates' extracurricular activities?
- How can I make myself understood when I don't know all of the necessary words?
- What strategies can I use to read and comprehend a target-language text hear and comprehend a target-language audio?

Unit Enduring Understandings:

- Comprehension of a text does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.
- Extracurricular activities are different in Spanish-speaking countries.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessment:

Students should prepare a brief dialogue full of conflict between a parent/parents and a child/children in groups of 2 or 3 to perform without scripts in front of the class. The central conflict will include commands from the adult(s) for children to do certain chores and excuses on the part of the child that he/she is already doing something else or wants to do something else. The dialogue practices interpersonal speaking and the vocabulary and grammar concepts reviewed and introduced in the unit.

Alternative Assessment: Students may record their kit at home and electronically submit it to the teacher.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Use vocabulary for describing chores with familiar affirmative commands to give orders regarding household work.	<p>Content: household chores regular familiar affirmative commands irregular familiar affirmative commands</p> <p>Skills: Identify household chores in picture or audio descriptions.</p> <p>Describe the chores our families and we do around the house.</p> <p>Answer questions in complete sentences.</p> <p>Recognize new vocabulary in short audio segments.</p> <p>Give and react to commands for doing chores.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities 1-5 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	3 lessons
Use the present progressive tense to describe what we and others are doing at the moment.	<p>Content: the present progressive regular and irregular gerunds</p> <p>Skills: Use the present progressive to describe activities in progress.</p> <p>Use <i>ya</i> to describe what we are already doing when given orders to do something else.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities 6-7 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	2 lessons
Use vocabulary for describing extracurricular activities to describe what we like to do in our free time.	<p>Content: extracurricular activities free-time activities on the internet</p> <p>Skills: Identify the extracurricular activities in which we and other participate.</p> <p>Recognize new vocabulary in short audio segments.</p> <p>Describe extracurricular activities popular in</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 8 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes.</p> <p>Picture sequences.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level</p>	3 lessons

	Spanish-speaking countries.		appropriate classroom and cultural activities. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. 7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.	
Use <i>hace</i> + time expressions to explain how long we have been doing something.	Content: <i>hace</i> + time expressions Skills: Use <i>hace</i> + time expressions to describe how long we have participated in an activities.	Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 9 on the Suggested Activities and Resources page. Grammar and/or vocabulary quizzes. Picture sequences.	NJCCCS - World Languages 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas. 7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.	2 lessons
Create and perform an original, brief dialogue full of conflict between a parent/parents and a child/children regarding what the parents want the child to do and what the child wants to be doing.	Content: chores commands the present progressive extracurricular and free-time activities <i>ya</i> (already) Skills: Interpersonal communication in the form of a dialogue. Create full-sentence conversation. Give and receive commands.	Unit benchmark assessment. See the Suggested Activities and Resources page for more details.	NJCCCS - World Languages 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas. 7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.	2-3 lessons (to prepare in-class and perform)

Unit 3 Overview
Unit Title: <i>¿Qué compraste?</i> What did you buy?
<p>Unit Summary:</p> <p>This unit reviews and expands upon clothing vocabulary learned about in Spanish 2. Students learn more specific terms for describing clothes and also begin to discuss actions and activities in the past tense. There is an emphasis on reading comprehension in this unit with sheltered texts from the textbook and additional authentic articles from the web about famous stores, brands, and designers from the Spanish-speaking world.</p>
Suggested Pacing: 14 lessons/3.5 weeks
Learning Targets
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How do I describe clothing in Spanish? • How can I explain activities completed in the past? • How can I make myself understood when I don't know all of the necessary words? • What strategies can I use to read and comprehend a target-language text or hear and comprehend a target-language audio? • Who are famous designers and what are are famous brands and stores in the Spanish-speaking world?
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • There is one way of describing actions in the past that differs from describing emotions or background information in the past. • Comprehension of a text does not necessarily mean understanding every word. • Circumlocution is vital when communicating in a second language. • There are many famous European stores and brands that we are familiar with here in the US. • There are several very famous fashion designers from the Spanish-speaking world.
Evidence of Learning
<p>Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.</p> <p>Summative Assessment: Students work as a class to create interview questions regarding a recent shopping trip and then interview a partner using those questions. As an in-class writing assignment, students can use the interview transcripts and their knowledge of the preterite tense to respond to a general question regarding class shopping habits. See the Suggested activities and resources page for more details.</p>

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Use vocabulary for describing clothes and shopping to discuss a trip to the mall.	<p>Content: articles of clothing colors sizes buying and paying</p> <p>Skills: Identify clothing items in picture or audio descriptions.</p> <p>Describe the clothes our classmates and we are wearing.</p> <p>Answer questions in complete sentences.</p> <p>Recognize new vocabulary in short audio segments.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 1 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	3 lessons
Use <i>saber</i> and <i>conocer</i> to explain information we know and people and places with which we are familiar.	<p>Content: saber vs. conocer</p> <p>Skills: Use <i>saber</i> to describe facts and information that we know.</p> <p>Use <i>conocer</i> to explain people, places, or things with which we are acquainted.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 2 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	2 lessons
Read and respond to a target language mini-text about famous Spanish-speaking clothing designers.	<p>Content: “Diseñadores de moda”</p> <p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p> <p>Respond to questions comparing information from the text to similar information about the US.</p>	<p>Descubre 1, p. 199 and activity 2</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p>	1/2 lesson
Read and respond to a target language article about famous clothing shops and brands in Europe.	<p>Content: Tiendas de ropa más famosas de Europa</p> <p>Skills:</p>	<p>Reading comprehension questions.</p> <p>See activity 4 on the Suggested Activities and Resources page.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p>	1/2 lesson

	<p>Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p> <p>Respond to questions comparing information from the text to similar information about the US.</p>		<p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
Use indirect object pronouns to describe to or for whom an item is bought or given.	<p>Content: indirect object pronouns</p> <p>Skills: Use indirect object pronouns to avoid repetition.</p> <p>Create full-sentence descriptions of buying or giving clothing items to other people.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 5 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	1 lesson
Use the preterite tense of regular verbs to describe activities completed in the past.	<p>Content: preterite of regular verbs preterite of -car/-gar/-zar verbs</p> <p>Skills: Use the preterite tense to describe completed actions.</p> <p>Create full-sentence descriptions of activities in the past.</p> <p>Recognize and interpret preterite-tense verbs in short text or audio descriptions.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 6 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	3 lessons
Read and respond to a target language article about a famous Venezuelan designer.	<p>Content: Carolina Herrera: diseñador</p> <p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms</p>	<p>Reading comprehension questions.</p> <p>See activity 7 on the Suggested Activities and Resources page.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p>	1/2 lesson

	<p>to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p> <p>Respond to questions comparing information from the text to similar information about the US.</p>			
Read and respond to a target language advertisement for a clothing sale.	<p>Content: "Corona - Real Liquidación"</p> <p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p> <p>Respond to questions comparing information from the text to similar information about the US.</p>	Text and reading comprehension questions from Descubre 1 p. 216 - 217. See activity 8 on the Suggested Activities and Resources page.	NJCCCS - World Languages 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. 7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.	1/2 lesson
Apply listening comprehension strategies to a conversation between two girls about a recent shopping trip.	<p>Content: Escuchar p. 219</p> <p>Skills: Make predictions about a video/audio based on the title and subtitle.</p> <p>Listen to an audio and identify key, familiar terms to summarize the general meaning.</p> <p>Listen to an audio a second time to possibly identify additional details.</p> <p>Respond to factual and opinion-based questions related to the audio.</p>	Various comprehension activities on page 219 in Descubre 1.	NJCCCS - World Languages 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.	1/2 lesson
Write a comparison of our own shopping habits with those of a friend after conducting an original interview.	<p>Content: shopping and clothes vocabulary the preterite tense indirect object pronouns</p> <p>Skills: Interpersonal speaking.</p> <p>Conducting and transcribing an interview.</p> <p>Writing full-sentence descriptions of activities completed in the past.</p>	Unit benchmark assessment. See the Suggested Activities and Resources page for more details.	NJCCCS - World Languages 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas. 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.	1-2 lessons

Unit 4 Overview

Unit Title: *Un día en la vida* A Day in the Life

Unit Summary:

This unit introduces students to vocabulary and grammar necessary to describe their daily routines. They learn about eating customs and daily schedules of people in the Spanish-speaking world and compare and contrast them with their own customs. Students also continue to work with the preterite past tense to describe activities completed in the past. Finally, students write a creative composition imagining their daily routine and activities completed in a far-off land.

Suggested Pacing: 11 lessons/3 weeks

Learning Targets

Unit Essential Questions:

- How can I make myself understood when I don't know all of the necessary words?
- What strategies can I use to read and comprehend a target-language text?
- How can I describe my daily routine?
- How can I describe where I went and how I used to be in the past?

Unit Enduring Understandings:

- Comprehension of a text does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.
- There is a special way to describe activities we do to ourselves in Spanish.
- There are daily customs and traditions that differ in Spanish-speaking countries from those of Americans in the US.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessment:

Students write an original composition outlining the daily routine and activities done in an exotic location of their choosing. They combine reflexive verbs and the vocabulary of daily routines with newly learned conjugations in the preterite and begin to write multiple paragraphs.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Use vocabulary for getting up and getting dressed to describe our daily routines.	<p>Content: morning activities in the bedroom and bathroom evening activities in the bedroom and bathroom transition words</p> <p>Skills: Identify daily routine activities and objects in picture or audio descriptions.</p> <p>Describe a sequence of events happening during the day.</p> <p>Answer questions in complete sentences.</p> <p>Recognize new vocabulary in short audio segments.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 1 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts. 7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities. 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	3 lessons
Read and respond to target language mini-texts about daily customs in Spanish-speaking countries.	<p>Content: “La siesta” “El mate” “Costumbres especiales” “Once”</p> <p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p> <p>Respond to questions comparing information from the text to similar information about the US.</p>	<p>Descubre 1, p. 234 - 235 and activities 2 See the Suggested Activities and Resources page activity 2 for more details.</p>	<p>NJCCCS - World Languages 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. 7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p>	1 lesson
Use reflexive verbs to describe daily activities.	<p>Content: reflexive verbs</p> <p>Skills: Use reflexive pronouns to reflect activities done to oneself.</p> <p>Describe a sequence of daily activities.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 3 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	2 lessons
Use indefinite and negative words to describe activities	<p>Content: indefinite words</p>	<p>Any combination of call-and-response,</p>	<p>NJCCCS - World Languages</p>	1 lesson

that some people and no one does.	<p>negative words</p> <p>Skills: Use appropriate gender and number agreement with indefinite words.</p> <p>Use the double negative.</p> <p>Describe who in the class does certain activities.</p>	<p>think/pair/share, conversations and/or short pieces of writing using activity 4 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</p>	<p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	
Use the preterite of <i>ir</i> and <i>ser</i> to describe where people went and how they were in the past.	<p>Content: the preterite of <i>ir</i> the preterite of <i>ser</i></p> <p>Skills: Use irregularly-conjugated past-tense verbs.</p> <p>Create full-sentence descriptions of activities done in the past.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 5 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	2 lessons
Read and respond to a target language text outlining a boy's daily routine.	<p>Content: Lectura Descubre 1 p. 252 - 253</p> <p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p> <p>Respond to questions comparing information from the text to similar information about the US.</p>	<p>Descubre 1, p. 252 - 253 and accompanying activities</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p>	1/2 lesson
Apply listening comprehension strategies to an interview with an actor regarding his daily routine.	<p>Content: Escuchar Descubre 1 p. 255</p> <p>Skills: Make predictions about a video/audio based on the title and subtitle.</p> <p>Listen to an audio and identify key, familiar terms to summarize the general meaning.</p> <p>Listen to an audio a second time to possibly identify additional details.</p> <p>Respond to factual and opinion-based questions related to the audio.</p>	<p>Various comprehension activities on page 255 in Descubre 1.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p>	1/2 lesson

<p>Apply listening comprehension strategies to a video about snacking in Spain.</p>	<p>Content: Flash cultura Descubre 1 p. 257</p> <p>Skills: Make predictions about a video/audio based on the title and subtitle.</p> <p>Listen to an audio and identify key, familiar terms to summarize the general meaning.</p> <p>Listen to an audio a second time to possibly identify additional details.</p> <p>Respond to factual and opinion-based questions related to the audio.</p>	<p>Various comprehension activities on page 257 in Descubre 1.</p>	<p>NJCCCS - World Languages 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	<p>½ lesson</p>
<p>Write an original composition outlining the daily routine and activities done in an exotic location of the student's choosing.</p>	<p>Content: daily routine activities and objects reflexive verbs the preterite of regular verbs the preterite of -car/-gar/-zar verbs the preterite of ir/ser</p> <p>Skills: Presentational writing.</p> <p>Write full-sentence descriptions of daily routines.</p> <p>Use time stamps to describe a sequence.</p> <p>Describe activities completed in the past.</p>	<p>Unit benchmark assessment. See the Suggested Activities and Resources page for more details.</p>	<p>NJCCCS - World Languages 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas. 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	<p>1/2 lesson</p>

Unit 5 Overview

Unit Title: *¿Qué hiciste ayer?* What Did You Do Yesterday?

Unit Summary:

This unit continues the study of the preterite past tense for describing completed actions in the past within the context of errands done around town, sports competitions, and programs watched on TV. Students learn how to describe the activities they did after school, including shopping, practicing sports, or watching TV. Students also investigate features of Latin American cities and the importance of various sports and TV programs in the Spanish-speaking world. Students stage their own open-air market and finally create a blog post detailing their afternoon activities.

Suggested Pacing: 17 lessons/4.5 weeks

Learning Targets

Unit Essential Questions:

- How can I make myself understood when I don't know all of the necessary words?
- What strategies can I use to read and comprehend a target-language text or hear and comprehend a target-language audio?
- How can I explain the parts of my town and the activities I did yesterday in my city?
- How can I explain the sports competitions I participated in and the shows I watched on TV?

Unit Enduring Understandings:

- Comprehension of a text does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.
- Cities here in the US and in the Spanish-speaking world are frequently broken into different neighborhoods, or *barrios*, with distinctive characteristics and flavors.
- Open-air markets are typical in Latin American and Spanish cities.
- Game shows and sporting events are popular on TV in Spanish-speaking countries just as they are here in the US.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessment:

Students create a blog page detailing the activities they did in the past few days after school with short descriptions, selfies, and photo captions using the preterite past tense. They can print these blog pages out or, in a 1-to-1 classroom, post them to a central website. See the [Suggested Activities and Resources](#) page for more information.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Use vocabulary for places around town to describe errands, where people go, and what they buy there.	<p>Content: places in town errands transitions</p> <p>Skills: Identify places around town and errands in picture or audio descriptions.</p> <p>Answer questions in complete sentences.</p> <p>Recognize new vocabulary in short audio segments.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 1 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts. 7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities. 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	3 lessons
Use direct object pronouns to describe items needed and used.	<p>Content: direct object pronouns</p> <p>Skills: Use direct object pronouns in place of the direct object to avoid repetition.</p> <p>Describe items bought or needed around town.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 2 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	1 lesson
Use the preterite of <i>ir</i> and <i>ser</i> to describe where people went and how they were at specific moments in the past.	<p>Content: the preterite of <i>ir</i> the preterite of <i>ser</i></p> <p>Skills: Use the preterite tense to describe completed actions in the past.</p> <p>Use irregularly conjugated preterite-tense verbs in specific situations.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 3 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	1 lesson
Use the preterite of <i>hacer/estar/poder/tener/</i> <i>dar</i> to describe what people did, had, could do, and where they were in the past.	<p>Content: the preterite tense of <i>hacer/estar/poder/tener/</i> <i>dar</i></p> <p>Skills: Use the preterite tense to describe completed actions in the past.</p> <p>Use irregularly conjugated preterite-tense verbs in specific situations.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 4 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	1 lesson
Read and respond to target language mini-texts about aspects of city life in the Spanish-speaking world.	<p>Content: “El Palacio de Correos” “Las farmacias” “barrios”</p>	<p>Fondos culturales in Realidades 2 p. 135 - 145 and accompanying questions</p>	<p>NJCCCS - World Languages 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p>	1/2 lesson

	<p>“Los sellos”</p> <p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p> <p>Respond to questions comparing information from the text to similar information about the US.</p>		<p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p>	
Apply listening comprehension strategies to a video about famous neighborhoods in Mexico City.	<p>Content: México DF barrios mágicos de la ciudad</p> <p>Skills: Make predictions about a video/audio based on the title and subtitle.</p> <p>Listen to an audio and identify key, familiar terms to summarize the general meaning.</p> <p>Listen to an audio a second time to possibly identify additional details.</p> <p>Respond to factual and opinion-based questions related to the audio.</p>	Comprehension and discussion questions on activity 5 of the Suggested Activities and Resources page.	<p>NJCCCS - World Languages</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p>	1/2 lesson
Read and respond to a target language article about open-air markets in Spain and Latin America.	<p>Content: “Los mercados al aire libre”</p> <p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p> <p>Respond to questions comparing information from the text to similar information about the US.</p>	Realidades 2 p. 148 and accompanying activities	<p>NJCCCS - World Languages</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p>	1 lesson
Stage an open-air market in class with target-language on-the-spot dialogue.	<p>Content: numbers objects for sale store names useful expressions</p>	See activity 6 on the Suggested Activities and Resources page.	<p>NJCCCS - World Languages</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p>	1 lesson

	<p>Skills: Write full-sentence descriptions of an item and its uses.</p> <p>Engage in interpersonal speaking to buy, sell, and bargain for items.</p> <p>Respond orally to questions in the preterite past tense.</p>		<p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	
Use vocabulary for describing sports competitions and TV shows to describe what we did after school this past week.	<p>Content: television programs sporting events</p> <p>Skills: Identify athletes, spectators, the results of a competition, and the public's reaction in short text or audio descriptions.</p> <p>Answer questions in complete sentences.</p> <p>Recognize new vocabulary in short audio segments.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 7 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	3 lessons
Use the preterite of -ir stem-changing verbs to describe preferences, requests, and feelings at specific moments in the past.	<p>Content: the preterite of -ir stem-changing verbs</p> <p>Skills: Use the preterite tense to describe completed actions in the past.</p> <p>Apply irregular conjugations to -ir stem-changing verbs.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 8 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	2 lessons
Use other reflexive verbs to explain emotional reactions in the past.	<p>Content: reflexive pronouns the preterite of reflexive verbs</p> <p>Skills: Use the imperfect tense to describe what we used to do.</p> <p>Use indirect object pronouns to describe for whom or to whom an action was done repeatedly in the past.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 4 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	1 lesson
Read and respond to target language mini-texts about sports and TV game shows in the Spanish-speaking world.	<p>Content: "Latinoamericanos en el béisbol" "Concursomania"</p> <p>Skills:</p>	<p>Fondos culturales in Realidades 2 p. 301 - 308 and accompanying questions</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p>	1/2 lesson

	<p>Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p> <p>Respond to questions comparing information from the text to similar information about the US.</p>		<p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
Read and respond to a target language text describing the most-watched sports on TV worldwide.	<p>Content: Los deportes más vistos por televisión</p> <p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p> <p>Respond to questions comparing information from the text to similar information about the US.</p>	Activity 11 on the Suggested activities and resources page.	<p>NJCCCS - World Languages</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p>	1/2 lesson
Design an original blog page detailing activities done after school during the past week with selfies, explanations, and photo captions in the preterite past tense.	<p>Content: places around town activities done in town things to buy in town sports and competitions shows on TV irregular preterite past-tense verbs</p> <p>Skills: Presentational writing.</p>	Unit benchmark assessment. See the Suggested Activities and Resources page for more details.	<p>NJCCCS - World Languages</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with</p>	1/2 lesson for the gallery walk

	<p>Create full-sentence descriptions of completed actions in the past.</p> <p>Create full-sentence descriptions of parts of town or activities done in town.</p>		<p>peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
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Unit 6 Overview

Unit Title: *Recuerdos de la infancia* Childhood Memories

Unit Summary:

This unit introduces students to the very important second past tense, the imperfect, used to discuss habitual actions or non-active descriptions in the past. Students begin the unit remembering their favorite childhood toys and activities and describing their personalities when they were in preschool. They learn about preschools in the Spanish-speaking world and write a short composition describing their childhoods. They then continue the unit with a study of festivals and celebrations in the Spanish-speaking world and finally give an oral presentation about their childhood and favorite holidays in the past.

Suggested Pacing: 21 lessons/5 weeks

Learning Targets

Unit Essential Questions:

- How can I make myself understood when I don't know all of the necessary words?
- What strategies can I use to read and comprehend a target-language text or hear and comprehend a target-language audio?
- How can I describe the way things always used to be?
- What are the most popular and famous celebrations and holidays in the Spanish-speaking world?

Unit Enduring Understandings:

- There are two ways of discussing the past in Spanish: one set of conjugations for actions and another for habitual actions and descriptions.
- Comprehension of a text does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.
- Some of our favorite holidays do not exist in the Spanish-speaking world and other holidays from Latin America and Spain do not exist here in the US.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessment:

Students prepare an oral presentation answering a set of questions about their childhood and favorite celebrations. They should demonstrate control of the imperfect past tense and knowledge of unit vocabulary while practicing their presentational speaking. See the [Suggested Activities and Resources](#) page for more information.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Use vocabulary for naming toys and playground activities to describe things we did in our childhood.	<p>Content: toys playground activities character traits</p> <p>Skills: Identify children's toys and activities in picture or audio descriptions.</p> <p>Answer questions in complete sentences.</p> <p>Recognize new vocabulary in short audio segments.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 1 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	3 lessons
Use the imperfect tense to describe what we used to do.	<p>Content: the imperfect tense of regular verbs the imperfect tense of irregular verbs</p> <p>Skills: Use the imperfect tense to describe what we used to do.</p> <p>Use the imperfect tense to describe habitual actions or general, repeated actions in the past.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities 2 and 3 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	3 lessons
Use indirect object pronouns to describe what was done for or given to us as children.	<p>Content: indirect object pronouns</p> <p>Skills: Use the imperfect tense to describe what we used to do.</p> <p>Use indirect object pronouns to describe for whom or to whom an action was done repeatedly in the past.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 4 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	1 lesson
Read and respond to target language mini-texts about toys and pre- schools in the Spanish-speaking world.	<p>Content: "Las mascotas" "Las guarderías infantiles" "Juguetes mayas"</p> <p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p>	<p>Fondos culturales in Realidades 2 p. 191 - 200 and accompanying questions</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p>	1 lesson

	<p>Read a text a second time to possibly identify additional details.</p> <p>Respond to questions comparing information from the text to similar information about the US.</p>			
<p>Apply listening comprehension strategies to a video about teaching healthy habits in LA preschools.</p>	<p>Content: Hacer hábitos saludables más fácil en guarderías infantiles</p> <p>Skills: Make predictions about a video/audio based on the title and subtitle.</p> <p>Listen to an audio and identify key, familiar terms to summarize the general meaning.</p> <p>Listen to an audio a second time to possibly identify additional details.</p> <p>Respond to factual and opinion-based questions related to the audio.</p>	<p>Comprehension and discussion questions on activity 6 of the Suggested Activities and Resources page.</p>	<p>NJCCCS - World Languages 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p>	<p>1/2 lesson</p>
<p>Read and respond to a target language children's fable and to children's songs.</p>	<p>Content: Lectura "El grillo y el Jaguar" "Canciones infantiles"</p> <p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p> <p>Respond to questions comparing information from the text to similar information about the US.</p>	<p>Realidades 2 p. 202 - 204 and accompanying activities</p>	<p>NJCCCS - World Languages 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. 7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p>	<p>1 lesson</p>
<p>Write an original description of our personalities and the activities we liked to do when we were in preschool.</p>	<p>Content: toys playground activities character traits the imperfect tense of regular verbs the imperfect tense of irregular verbs</p> <p>Skills: Write full-sentence descriptions of habitual actions in the past.</p>	<p>See activity 9 and the accompanying rubric on the Suggested Activities and Resources page.</p>	<p>NJCCCS - World Languages 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	<p>1/2 lesson</p>

	Create paragraph-level discourse using transitions. Edit writing for errors.			
Use vocabulary for describing family gatherings and parties to explain how we celebrated special occasions when we were young.	Content: advanced terms for family members conversational expressions for parties describing fun Skills: Identify family members and activities in pictures and text descriptions of family parties. Answer questions in complete sentences. Recognize new vocabulary in short audio segments.	Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 10 on the Suggested Activities and Resources page. Grammar and/or vocabulary quizzes/ formative assessments.	NJCCCS - World Languages 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts. 7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities. 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.	3 lessons
Read and respond to target language mini-texts about holidays and celebrations in the Spanish-speaking world.	Content: “Euskadi” “El día de la Raza” “El día de los muertos” “La ceremonia del lazo” “El carnaval” Skills: Make predictions about a text based on the title, subtitle, and/or photos. Read a short text and identify key, familiar terms to summarize the general meaning. Read a text a second time to possibly identify additional details. Respond to questions comparing information from the text to similar information about the US.	Fondos culturales in Realidades 2 p. 216 - 226 and accompanying questions	NJCCCS - World Languages 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. 7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.	1 lesson
Read and respond to target language mini-texts about holidays and celebrations in the Spanish-speaking world.	Content: “Semana Santa: vacaciones y tradición” “Festival de Viña del Mar” “Celebraciones latinoamericanas” Skills: Make predictions about a text based on the title, subtitle, and/or photos. Read a short text and identify key, familiar terms to summarize the general meaning.	Descubre 1 p. 308 - 309 and activities 1-3	NJCCCS - World Languages 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. 7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.	1 lesson

	<p>Read a text a second time to possibly identify additional details.</p> <p>Respond to questions comparing information from the text to similar information about the US.</p>			
Use the two past tenses together to tell a story about a past celebration.	<p>Content: vocabulary for describing family members and celebrations the preterite past tense the imperfect past tense</p> <p>Skills: Use the preterite past tense to describe activities in the past.</p> <p>Use the imperfect past tense to describe habitual actions in the past.</p> <p>Differentiate between the two past tenses.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 13 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	2 lessons
Use reflexive pronouns to reflect reciprocal actions done to each other.	<p>Content: reflexive pronouns vocabulary for describing families and celebrations</p> <p>Skills: Use appropriate pronouns to describe actions done to each other.</p> <p>Use the imperfect to describe habitual actions in the past.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 14 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	1 lesson
Read and respond to a target language text describing a major Spanish and Latin American holiday: The 6th of January.	<p>Content: Lectura “El seis de enero”</p> <p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p> <p>Respond to questions comparing information from the text to similar information about the US.</p>	Realidades 2 p. 228 - 229 and accompanying activities	<p>NJCCCS - World Languages 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. 7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p>	1/2 lesson
Apply listening comprehension strategies to a short video about the 6th of January.	<p>Content: Flash cultura “Las fiestas”</p> <p>Skills: Make predictions about a video/audio based on the title and subtitle.</p>	Descubre 1 p. 327 and accompanying activities	<p>NJCCCS - World Languages 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily</p>	1/2 lesson

	<p>Listen to an audio and identify key, familiar terms to summarize the general meaning.</p> <p>Listen to an audio a second time to possibly identify additional details.</p> <p>Respond to factual and opinion-based questions related to the audio.</p>		<p>activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p>	
<p>Read and respond to a target language text describing the traditional food from a major Spanish and Latin American holiday.</p>	<p>Content: “El Roscón de Reyes”</p> <p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p> <p>Respond to questions comparing information from the text to similar information about the US.</p>	<p>Realidades 2 p. 230 and accompanying activities</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p>	<p>1/2 lesson</p>
<p>To prepare an original presentation about our childhood and our favorite celebrations and present to the class without reading.</p>	<p>Content: childhood toys, activities, and character traits family and celebrations the imperfect past tense reciprocal actions in the past</p> <p>Skills: Presentational speaking.</p> <p>Create full-sentence descriptions of habitual actions in the past.</p>	<p>Unit benchmark assessment. See the Suggested Activities and Resources page for more details.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p>	<p>1-2 lessons depending on class size</p>

			<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
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Unit 7 Overview

Unit Title: *¡Un desastre! A Disaster!*

Unit Summary:

Students work in-depth in this unit to learn how to tell stories in the two past tenses about natural disasters, heroic rescues, and accidents and injuries. They learn more irregular conjugations in the preterite tense and practice combining them with the imperfect tense to describe both background information and the events of a story. Students read about natural disasters and aspects of healthcare in the Spanish-speaking world and finish the unit with a recorded newscast detailing the events from a natural disaster.

Suggested Pacing: 19 lessons/5 weeks

Learning Targets

Unit Essential Questions:

- How can I make myself understood when I don't know all of the necessary words?
- What strategies can I use to read and comprehend a target-language text or hear and comprehend a target-language audio?
- How can I explain the events from a story?
- How can I describe natural and personal disasters?

Unit Enduring Understandings:

- Comprehension of a text does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.
- There are two past tenses in Spanish; one is for completed actions in the past and the other is for background information and habitual actions in the past.
- Parts of Latin America routinely experience major natural disasters.
- Healthcare is different in some Spanish-speaking countries.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessment:

Students record themselves on an individual or 1-to-1 device (iPhone, iPad, Chromebook, etc.) presenting a news report about a natural disaster, a citizen who suffered an accident during the disaster, and a heroic rescue. Students should incorporate unit vocabulary and both the preterite and the imperfect past tense. See the [Suggested activities and resources](#) page for more details.

Alternative Assessment: Students may write a report on a natural disaster instead of presenting.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Use vocabulary for weather events, natural disasters, and heroic rescues to describe disasters and their aftermath.	<p>Content: natural disasters news reports heroes rescues and escapes</p> <p>Skills: Identify natural disasters in picture or audio descriptions.</p> <p>Describe a hero and a hero's reaction to a disaster.</p> <p>Answer questions in complete sentences.</p> <p>Recognize new vocabulary in short audio segments.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 1 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts. 7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities. 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	3 lessons
Read and respond to target language mini-texts about natural disasters and heroes in Spanish-speaking countries.	<p>Content: “Los bomberos chilenos” “Los volcanes” “En caso de terremoto”</p> <p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p>	<p>Realidades 2 p. 240 - 257 Fondos culturales and accompanying questions/activities</p>	<p>NJCCCS - World Languages 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics. 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p>	1/2 lesson
Use the preterite and the imperfect past tenses to give background information and then explain events in the past.	<p>Content: the preterite the imperfect</p> <p>Skills: Differentiate between the two past tenses in Spanish.</p> <p>Use the imperfect of <i>haber</i> and verbs for describing emotions to explain the background of a disaster.</p> <p>Use the preterite of <i>haber</i> to explain what disaster there was in the past.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 3 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	2 lessons
Use the preterite of irregular verbs to explain hearing or reading about disasters in the past.	<p>Content: the preterite of <i>oir</i>, <i>leer</i>, <i>creer</i>, <i>destruir</i></p> <p>Skills:</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 4 on the Suggested</p>	<p>NJCCCS - World Languages 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p>	2 lessons

	<p>Differentiate between the two past tenses in Spanish.</p> <p>Apply irregular conjugations to specific verbs in the preterite tense.</p> <p>Form full-sentence descriptions of completed actions in the past.</p>	<p>Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes/ formative assessments.</p>	<p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	
<p>Apply listening comprehension strategies to a news report about floods in Colombia and Bolivia.</p>	<p>Content: Inundaciones cobraron vidas en Bolivia y Colombia</p> <p>Skills: Make predictions about a video/audio based on the title and subtitle.</p> <p>Listen to an audio and identify key, familiar terms to summarize the general meaning.</p> <p>Listen to an audio a second time to possibly identify additional details.</p>	<p>See activity 5 on the Suggested Activities and Resources page.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p>	1/2 lesson
<p>Write a short, original story explaining the events in a sequence of pictures about a heroic rescue.</p>	<p>Content: disasters rescues heroes the preterite the imperfect</p> <p>Skills: Write full-sentence descriptions of background information in the past.</p> <p>Write full-sentence descriptions of completed action in the past.</p> <p>Create paragraph-level discourse using transitions.</p> <p>Edit writing for errors.</p>	<p>See activity 6 on the Suggested Activities and Resources page.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	1 lesson
<p>Read and respond to a target-language text about the 1960 Valdivia earthquakes.</p>	<p>Content: Lectura “Desastre en Valdivia, Chile”</p> <p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p>	<p>Activity 7 on the Suggested Activities and Resources page.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p>	1/2 lesson
<p>Read and respond to a target-language text about</p>	<p>Content: “Las leyendas”</p>	<p>Activity 8 on the Suggested Activities and Resources page.</p>	<p>NJCCCS - World Languages</p>	1/2 lesson

legends used to explain natural phenomena.	<p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p>		<p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p>	
Use vocabulary for parts of the body, accidents, and the emergency room to describe physical injuries.	<p>Content: body parts accidents remedies</p> <p>Skills: Identify accidents or injuries in picture or audio descriptions.</p> <p>Describe a doctor or nurse's remedy.</p> <p>Answer questions in complete sentences.</p> <p>Recognize new vocabulary in short audio segments.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 9 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	3 lessons
Use the preterite of irregular verbs to explain accidents and injuries in the past.	<p>Content: the preterite of <i>decir, estar, poder, poner, tener, traer, venir</i></p> <p>Skills: Differentiate between the two past tenses in Spanish.</p> <p>Apply irregular conjugations to specific verbs in the preterite tense.</p> <p>Form full-sentence descriptions of completed actions in the past.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 10 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	2 lessons
Use the imperfect progressive and the preterite to tell what someone was doing when the accident occurred.	<p>Content: the imperfect progressive irregular preterites</p> <p>Skills: Differentiate between the two past tenses in Spanish.</p> <p>Apply irregular conjugations to specific verbs in the preterite tense.</p> <p>Form full-sentence descriptions of completed actions in the past.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 11 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	2 lessons
Read and respond to a target-language text about healthcare in	<p>Content: "Seguridad Social y los servicios médicos"</p>	<p>Activity 12 on the Suggested Activities and Resources page.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p>	1/2 lesson

Spanish-speaking countries.	<p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p>		<p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p>	
Record an original newscast giving details about a natural disaster that occurred, a resulting accident, and a heroic rescue.	<p>Content: natural disasters heroes and rescues accidents and injuries the preterite vs the imperfect</p> <p>Skills: Presentational speaking.</p> <p>Tell stories about past events using the two past tenses.</p> <p>Use transitions to make presentations flow.</p>	Unit benchmark assessment. See the Suggested Activities and Resources page.	<p>NJCCCS - World Languages</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	1 lesson for recording and transcribing

Unit 8 Overview

Unit Title: *¿Qué película has visto?* What film have you seen?

Unit Summary:

This unit asks students to describe the films they have seen by combining specific vocabulary with the present perfect tense. Students read a variety of texts of varying lengths about films and actors from the Spanish-speaking world and practice using the past tenses acquired in previous units to summarize film plots. Students finish the unit by reading several film synopses and critiques and then writing their own film review incorporating both plot synopsis and a defense of their opinion.

Suggested Pacing: 14 lessons/4 weeks

Learning Targets

Unit Essential Questions:

- How can I make myself understood when I don't know all of the necessary words?
- What strategies can I use to read and comprehend a target-language text or hear and comprehend a target-language audio?
- How can I describe my favorite films and the films I have seen in Spanish?
- What are the famous films and actors of the Spanish-speaking world?

Unit Enduring Understandings:

- Comprehension of a text does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.
- Many famous Spanish-speaking actors are popular already in Hollywood.
- It is possible to understand and discuss the general plot and characters in a target-language film without understanding every word.

Evidence of Learning

Unit Benchmark Assessment Information:

Students write a film review of a movie watched in class or at home incorporating chapter vocabulary and grammar and also using the two past tenses studied throughout the year. See the [Suggested Activities and Resources](#) page for details.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Use vocabulary for describing film genres, plots, and actors to discuss movies we have seen.	<p>Content: film genres movie plots actors and actresses</p> <p>Skills: Identify the film genre based on a description of the film's plot.</p> <p>Recognize new vocabulary in short audio segments.</p> <p>Describe movie plots and action.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities 1-2 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	NJCCCS - World Languages 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics. 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts. 7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.	3 lessons
Read and respond to mini-texts describing famous films and actors from the Spanish-speaking world.	<p>Content: "El centenario del cine mexicano" "La época de oro del cine mexicano" "Salma Hayek-Jiménez" "El cine en el mundo hispano" "Videos en español" "Las clasificaciones de las películas"</p> <p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p>	Fondos culturales in Realidades 2 p. 318 - 337 and accompanying activities	NJCCCS - World Languages 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. 7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.	1 lesson
Read and respond to a target-language article with biographical information about Mexican actress Salma Hayek.	<p>Content: Salma Hayek, mexicana destacada en Hollywood</p> <p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p>	Activity 4 on the Suggested Activities and Resources page.	NJCCCS - World Languages 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics. 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.	1/2 lesson

	Read a text a second time to possibly identify additional details.			
Use verbs that take an indirect object pronouns to describe what pleases, fascinates, bothers, or disgusts us.	<p>Content: indirect object pronouns verbs like <i>gustar</i></p> <p>Skills: Use indirect object pronouns to describe what effect something has on us or others.</p> <p>Interpret short texts and audios using verbs with indirect object pronouns.</p> <p>State and defend opinions about actors and films using verbs that are paired with indirect object pronouns.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 5 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	NJCCCS - World Languages 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas. 7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.	1 lesson
Use the present perfect tense to describe what movies we have seen and what activities we have done.	<p>Content: the verb <i>haber</i> the past participle the present perfect</p> <p>Skills: Use the present perfect to describe what films we have seen recently.</p> <p>Interpret short texts and audios using the present perfect tense.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 6 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	NJCCCS - World Languages 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas. 7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.	2 lessons
Read and respond to a target-language news article written using the present-perfect tense.	<p>Content: Aparece muerto un tiburón de dos metros en Lloret de Mar or any other suitable news article</p> <p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p>	Activity 7 on the Suggested Activities and Resources page.	NJCCCS - World Languages 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics. 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.	1/2 lesson
Read and respond to three target-language movie posters.	<p>Content: Lectura - La cartelera del cine</p> <p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p>	Realidades 2 p. 336 - 337 and accompanying activities.	NJCCCS - World Languages 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics. 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.	1/2 lesson

	Read a text a second time to possibly identify additional details.			
Apply listening comprehension strategies to an audio describing a new film release.	<p>Content: Ahora escucha</p> <p>Skills: Make predictions about a video/audio based on the title and subtitle.</p> <p>Listen to an audio and identify key, familiar terms to summarize the general meaning.</p> <p>Listen to an audio a second time to possibly identify additional details.</p>	Listening comprehension activities from Descubre 2 p. 287.	<p>NJCCCS - World Languages</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p>	1/2 lesson
Read and respond to a target-language text about foreign-language films.	<p>Content: "Películas en otros idiomas"</p> <p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p>	Realidades 2 p. 338 and accompanying activities.	<p>NJCCCS - World Languages</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p>	1/2 lesson
Apply listening comprehension strategies to a full-length target language film.	<p>Content: <i>La misma luna</i> or a similar, suitable full-length film in Spanish.</p> <p>Skills: Make predictions about a film based on the title and subtitle and movie poster.</p> <p>Watch scenes from a film and identify key, familiar terms to summarize the general meaning.</p> <p>Watch scenes from a film a second time to possibly identify additional details.</p> <p>Summarize the main plot points and generally describe characters from a target-language film.</p>	Activity 11 on the Suggested Activities and Resources page.	<p>NJCCCS - World Languages</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	2-3 lessons

<p>Write an original film review of <i>La misma luna</i> or another film seen in class, or of a film seen outside of class with the film details, a synopsis, the critique, and a rating out of 10.</p>	<p>Content: film genres actors and actresses movie plots the present perfect tense</p> <p>Skills: Write full-sentence descriptions of the plot and characters in a film.</p> <p>Use the present perfect to describe actions done recently.</p> <p>State and defend opinions about a film.</p> <p>Use transitions to make language flow.</p>	<p>Unit benchmark assessment. See the Suggested Activities and Resources page for additional details.</p>	<p>NJCCCS - World Languages 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	<p>1 lesson</p>
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Unit 9 Overview

Unit Title: *¡Buen provecho! Bon appetite!*

Unit Summary:

This unit has two parts. The first reviews basic food vocabulary learned in prior Spanish classes while also introducing students to more specific items. Students practice comparing items and restaurants and finish the first half of the unit by writing a restaurant review. The unit continues with an in-depth discussion of different authentic dishes from the Spanish-speaking world and the methods used to cook them. Students finish the entire unit by filming an episode from a cooking show explaining the ingredients and preparation of an authentic dish from a Spanish-speaking country.

Suggested Pacing: 17 lessons/4.5 weeks

Learning Targets

Unit Essential Questions:

- How can I make myself understood when I don't know all of the necessary words?
- What strategies can I use to read and comprehend a target-language text or hear and comprehend a target-language audio?
- What is the food like in different Spanish-speaking countries?
- What are famous dishes from Spanish-speaking countries?
- How can I explain and understand a recipe in Spanish?

Unit Enduring Understandings:

- Comprehension of a text does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.
- Fruits, vegetables, and seafood from the major base of the diet in many Spanish-speaking countries.
- Foods of the Spanish-speaking world include more than just tacos and quesadillas.

Evidence of Learning

Unit Benchmark Assessment Information:

Assessment #1: In-class writing

Students will write a culinary critique of a local restaurant in class with a time limit. The review should incorporate unit vocabulary, comparatives, and superlatives. See the [Suggested Activities and Resources Page](#) for more details.

Assessment #2: Oral Presentation

Students will give an oral presentation to the class with a partner or with two partners to explain how to prepare an authentic dish from the Spanish-speaking world. The oral presentation should incorporate unit vocabulary and both positive and negative 'tu' commands. See the [Suggested Activities and Resources Page](#) for more details.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Use vocabulary for describing fruits, vegetables, beverages, meats, dairy products, and meals of the day to describe what we eat and like.	<p>Content: names of ingredients drinks meals</p> <p>Skills: Identify the ingredients in common dishes and in the foods that we eat.</p> <p>Recognize new vocabulary in short audio segments.</p> <p>Describe foods served in restaurants based on images and scenarios.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities 1-4 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	<p>NJCCCS - World Languages 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics. 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts. 7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p>	3 lessons
Read and respond to texts describing the history of fruits and vegetables that originated in the Americas and famous chefs and dishes from the Spanish-speaking world. Compare and contrast the foods and ingredients mentioned with those we eat at home.	<p>Content: “Frutas y verduras de América” “Ferran Adrià: arte en la cocina” “Algunos platos típicos”</p> <p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p>	<p>Descubre 2 p. 272 - 273 and follow-up comprehension activities Class discussion: Which of these foods have we tried?</p>	<p>NJCCCS - World Languages 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. 7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p>	1 lesson
Use comparatives and superlatives to compare and contrast people, restaurants, and foods.	<p>Content: comparisons of inequality comparison of equality superlatives</p> <p>Skills: Use comparatives and superlatives to compare items.</p> <p>Interpret short texts and audios using comparisons and superlatives.</p> <p>State and defend opinions using comparatives and superlatives.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities 6 and 7 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	<p>NJCCCS - World Languages 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas. 7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p>	1 lesson
Read and respond to a target-language restaurant review.	<p>Content: “La feria del maíz”</p>	<p>Reading comprehension questions based on</p>	<p>NJCCCS - World Languages</p>	1 lesson

Identify the components and organization of the review.	<p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p>	<p>Lectura, Descubre 1 p. 290 - 291. Fill out a graphic organizer identifying the different components of the review.</p>	<p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics. 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p>	
Apply listening comprehension strategies to a conversation between a waiter and two customers in a restaurant.	<p>Content: Ahora escucha</p> <p>Skills: Make predictions about a video/audio based on the title and subtitle on youtube.</p> <p>Listen to an audio and identify key, familiar terms to summarize the general meaning.</p> <p>Listen to an audio a second time to possibly identify additional details.</p> <p>Listen to an audio a second/third time while reading the transcript to train the ear.</p>	<p>Listening comprehension activities from Descubre 1 p. 293</p>	<p>NJCCCS - World Languages 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p>	1/2 lesson
Write an original culinary critique of a local restaurant incorporating unit grammar and vocabulary.	<p>Content: vocabulary for describing foods comparatives and superlatives</p> <p>Skills: Form sentence-long descriptions of advice and commands. foods and dishes.</p> <p>State and defend opinions using comparatives and superlatives.</p> <p>Use transitions to make written language flow.</p>	<p>Unit benchmark assessment 1. See the Suggested Activities and Resources page for additional details.</p>	<p>NJCCCS - World Languages 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	1 lesson
Use vocabulary for cooking utensils, actions, and condiments to describe meal preparations.	<p>Content: names of ingredients verbs in the kitchen kitchen utensils</p> <p>Skills: Identify the utensils and appliances in our kitchens.</p> <p>Describe the steps needed to cook simple foods.</p> <p>Recognize new vocabulary in short audio segments.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities 11 and 13 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	<p>NJCCCS - World Languages 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics. 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts. 7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and</p>	3 lessons

			requests for participating in age- and level appropriate classroom and cultural activities. 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.	
Apply listening comprehension strategies to a film fragments about two boys trying to cook the famous Spanish dish <i>paella</i> .	<p>Content: ¿Cómo se hace la paella?</p> <p>Skills: Make predictions about a video/audio based on the title and subtitle.</p> <p>Listen to an audio and identify key, familiar terms to summarize the general meaning.</p> <p>Listen to an audio a second time to possibly identify additional details.</p> <p>Listen to an audio a second/third time while reading the transcript in the text to train the ear.</p>	Various comprehension activities on pages 350 and 351 in Realidades 2.	<p>NJCCCS - World Languages</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p>	1/2 lesson
Read and respond to target language mini-texts about typical foods from the Spanish-speaking world.	<p>Content: Fondo cultural - La paella, Fondo cultural - El plátano, Fondo cultural - La arepa</p> <p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p>	Fondo cultural Realidades 2 p. 352 - 361 and follow-up questions with discussion: Is there an American equivalent of these foods? Have we ever tried any of them?	<p>NJCCCS - World Languages</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p>	1/2 lesson
Use the impersonal <i>se</i> to explain the steps in a recipe.	<p>Content: the impersonal <i>se</i> foods utensils cooking verbs</p> <p>Skills: Use the impersonal <i>se</i> to explain how something is done.</p> <p>Interpret short texts and audios using the impersonal <i>se</i>.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 15 on the Suggested Activities and Resources page.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.</p>	2 lessons
Read and respond to a target-language poem describing how to make a typical Chilean salad.	<p>Content: Lectura “Odal al tomate”</p> <p>Skills:</p>	Realidades 2 p. 364 - 365 text and comprehension activities	<p>NJCCCS - World Languages</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p>	1/2 lesson

	<p>Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p>		<p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p>	
Read and respond to a target-language recipe for tacos.	<p>Content: ¡Tortillas y tacos!</p> <p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p> <p>Read a short text and identify key, familiar terms to summarize the general meaning.</p> <p>Read a text a second time to possibly identify additional details.</p>	Realidades 2 p. 366 text Graphic organizer identifying the components of a good recipe.	<p>NJCCCS - World Languages</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p>	1 lesson
Prepare and give an oral presentation about/film an episode from a cooking show introducing and explaining how to make an authentic dish from the Spanish-speaking world.	<p>Content: foods and ingredients utensils and appliances kitchen actions condiments comparatives and superlatives the impersonal <i>se</i></p> <p>Skills: Find factual information through Internet research.</p> <p>Form sentence-long descriptions of an authentic dish.</p> <p>List the ingredients used in that dish.</p> <p>State and defend opinions about a dish and its ingredients.</p> <p>Use commands, the infinitive, or the impersonal <i>se</i> to give instructions.</p>	Unit benchmark assessment 2 See the Suggested Activities and Resources page for additional details.	<p>NJCCCS - World Languages</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>CRP CRP7: Employ valid and reliable research strategies.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	2 lessons (depending on class size)