

# **Madison Public Schools**

## **Spanish IV Honors**

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## Course Overview

### Description

Spanish IV is offered to students at the intermediate-low proficiency level. As defined by the American Council on the Teaching of Foreign Languages (ACTFL), a student functioning at the intermediate-low proficiency level exhibits 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

The Spanish IV course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills to real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The Spanish IV 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-mid proficiency level should exhibit the following characteristics:

- Speaking
  - Conversation limited to predictable and concrete exchanges necessary for survival in the target culture related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging
  - Responds to direct questions or requests for information
  - Capable of asking a variety of questions when necessary to obtain simple information such as directions, prices, and services
  - Expresses personal meaning by creating with the language
  - Speaks with pauses, reformulations, and self-corrections

- Writing
  - Short, simple communications, compositions, and requests for information in loosely connected text about personal preferences, daily routines, common events, and other personal topics
  - Framed in present time but may reference other time frames
  - Evidence of control of basic sentence structure and verb forms
- Listening
  - Understands simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts
- Reading
  - Understands short, non-complex texts that convey basic information and deal with basic personal and social topics

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

## Materials

### **Core:**

Realidades (3), Descubre (2/3)

### **Supplemental:**

[https://docs.google.com/document/d/1n\\_XlyG5lZEwArJ4PoVo6\\_gfEry5phHQ9JES6u\\_gWFOk/edit](https://docs.google.com/document/d/1n_XlyG5lZEwArJ4PoVo6_gfEry5phHQ9JES6u_gWFOk/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)

## Unit P1/Writing Portfolio Overview

Unit Title: *¿Quiénes somos?* Who are we?

Unit Summary:

This ongoing assessment asks students to introduce themselves in writing on the first day of school and then to maintain a portfolio of their writing (*un portafolio de escritura*) in Spanish throughout the school year. Students will add certain benchmark writing assessments to the portfolio and will maintain a log of common grammar, orthographical, and stylistic errors.

\*This portfolio can be physical or digital. A physical portfolio could be a simple folder maintained in the classroom. A digital portfolio could be a shared folder in Google Drive.

Suggested Pacing: First day of school and various days throughout the year

### Learning Targets

Unit Essential Questions:

- What part of the writing process is easiest for me?
- What part of the writing process is hardest for me?
- What common errors do I make in my writing?
- How have I grown as a writer this year?

Unit Enduring Understandings:

- Editing and peer-editing are vital parts of the writing process.
- Students frequently repeat the same errors in their writing.
- A year can be enough time for substantial growth in writing.

### 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 Assessments:**

- 1) Benchmark writing assessments should be returned to the students with errors noted using the notations on the portfolio [cover page](#) but not corrected. Upon submitting work to the writing portfolio, students should log the notations made on their [cover page](#) and rewrite the text, correcting all errors. An accurate log and accurate corrections can count as marking period grades for completion and/or accuracy.
- 2) Part of the final exam grade at the end of the year will be the writing [metacognition](#), completed to reflect the students' own thoughts regarding his or her writing process.

<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards</b> (NJCCCS CPIs, CCSS, NGSS)	<b>Pacing</b>
Describe who we are and what we like using previous knowledge.	<p>Content: llamar ser vs. estar tener with age verbs like gustar the preterite past tense proper question format</p> <p>Skills: Writing in full sentences.</p> <p>Writing at the paragraph level.</p> <p>Answering questions with factual information.</p> <p>Stating and supporting opinions.</p>	Brief paragraph on the first day of classes with personal information. See <a href="#">Suggested Activities Page</a> for details.	<p>NJCCCS - World Languages 7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. 7.1.IM.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 in familiar and some unfamiliar situations. 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p>	First day of school/1 lesson at the start of the year
Categorize errors made in writing and recognize repeated errors. Rewrite pieces of original writing, editing for grammar, spelling, and style.	<p>Content: Conventions of grammar and spelling. Writing style.</p> <p>Skills: Editing.</p> <p>Recognizing repeated and/or patterns of errors.</p> <p>Finding correct grammar and/or spelling by using peers, text resources, and/or Internet research.</p>	Writing portfolio <a href="#">cover sheet</a> log and rewrites.	<p>NJCCCS - World Languages 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>CRP CRP2: Apply appropriate academic and technical skills. CRP4: Communicate clearly and effectively with reason. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP11: Use technology to enhance productivity.</p> <p>If using a digital portfolio: NJCCCS - Technology 8.1.12.A.1 Create a personal digital portfolio which which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p>	During the year
Assess the students' own writing process for strengths and weaknesses. Evaluate progress made in the writing process during the year.	<p>Content: Conventions of grammar and spelling. Writing style.</p> <p>Skills: Self-evaluation.</p> <p>Expressing and defending opinions.</p>	Portfolio <a href="#">metacognition</a> .	<p>NJCCCS - World Languages 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>CRP CRP4: Communicate clearly and effectively with reason. CRP6: Demonstrate creativity and innovation.</p>	1 lesson at the end of the year

## Unit 1 Overview

Unit Title: *¿Qué hicimos durante el verano?* What did we do over the summer?

### Unit Summary:

This brief, introductory unit reviews the preterite past tense learned in Spanish 3 and general vocabulary for describing leisure activities also learned in past Spanish courses. Students have studied the preterite tense over the summer in their [summer homework assignment](#). Students may also learn additional irregular verb conjugations or additional vocabulary, depending on their background. Students also see their first longer text and learn reading comprehension strategies vital to the foreign language student. Finally, students complete their first formal assignment to be included in the writing portfolio.

Suggested Pacing: 5 lessons/1.5 weeks

## Learning Targets

### Unit Essential Questions:

- How do I describe activities that I have 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?

### Unit Enduring Understandings:

- 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 excellent online and digital tools available to help the second language learner.

## 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 Assessments:

Students will write an in-class composition responding to a general question regarding their summer activities. In the composition they should demonstrate the following:

- control of the preterite past tense including both regularly and irregularly conjugated verbs.
- rich use of vocabulary introduced/reviewed during this unit and from previous classes.
- use of transitions to connect sentences to form and connect paragraphs.
- appropriate use of grammar, spelling, and mechanics.

This composition with teacher-made edits and the student's final, corrected version should appear in the writing portfolio with an accompanying entry in the cover page log.

<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards</b> (NJCCCS CPIs, CCSS, NGSS)	<b>Pacing</b>
Correctly use the preterite past tense to describe simple weekend, summer, and leisure activities.	<p>Content: regular preterite-tense verb conjugations irregular preterite-tense verb conjugations vocabulary for describing outdoor spaces, activities, and animals found there</p> <p>Skills: Form sentence-long descriptions of activities in the past.</p> <p>Interpret and respond to questions about past activities.</p> <p>Apply irregular conjugations to describe activities completed in the past.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities 1-5 on the <a href="#">Suggested Activities and Resources</a> page.</p> <p>Grammar and/or vocabulary quizzes/formative assessments.</p>	<p>NJCCCS - World Languages 7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.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 in familiar and some unfamiliar situations.</p>	1-2 lessons
Create longer descriptions of films or dreams using the preterite past tense.	<p>Content: regular preterite-tense verb conjugations irregular preterite-tense verb conjugations general vocabulary</p> <p>Skills: Form sentence-long descriptions of activities in the past.</p> <p>Interpret and respond to questions about past activities.</p> <p>Writing at the paragraph level.</p>	<p>Prepare a description of a film and ask classmates to identify the film (Activity #6 on the <a href="#">Suggested Activities and Resources</a> page.)</p> <p>Prepare a written description of a dream, turn in to receive edits, and correct errors (Activity #8 on the <a href="#">Suggested Activities and Resources</a> page.)</p>	<p>NJCCCS - World Languages 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>	1/2 lesson
Engage in interpersonal conversation regarding leisure-time activities.	<p>Content: regular preterite-tense verb conjugations irregular preterite-tense verb conjugations</p> <p>Skills: Form questions about activities complete in the past.</p> <p>Interpret and respond to questions about past activities.</p>	<p>Engage in a partnered conversation regarding afternoon or weekend activities (Activity #7 on the <a href="#">Suggested Activities and Resources</a> page.)</p>	<p>NJCCCS - World Languages 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations. 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</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>	1/2 lesson
Apply reading comprehension strategies to a target-language text.	<p>Content:</p>	<p>True/false text comprehension questions, Descubre 2, p. 8</p>	<p>NJCCCS - World Languages 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or</p>	1/2 lesson

	<p>Authentic text: “Unas vacaciones de voluntario” Descubre 2, p. 8 <a href="http://www.wordreference.com">www.wordreference.com</a></p> <p>Skills: Make predictions about a text based on the title and subtitle.</p> <p>Read a 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>Identify a maximum of 3 difficult words the student <u>must</u> define to understand the text.</p> <p>Use online tools (<a href="http://www.wordreference.com">www.wordreference.com</a>) to aid with text comprehension.</p>		<p>written descriptions of people, places, objects, and daily activities. 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>CRP CRP11 - Use technology to enhance productivity.</p>	
<p>Apply listening comprehension strategies to a target-language audio. Compare and contrast the summer vacation activities described in a target-language text and audio with our own experiences.</p>	<p>Content: Authentic video: <a href="#">35 jóvenes pasaron las vacaciones de verano en un laboratorio</a></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>Venn diagram: Similarities and differences between the service-learning text and the video.</p> <p>Think/pair/share: What similar opportunities exist for Madison High students?</p> <p>Class discussion: Which do we prefer as a class, a summer of research/service learning? A summer of sports practice? Or a summer of relaxation?</p>	<p>NJCCCS - World Languages 7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. 7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials. 7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.</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>	1/2 lesson
<p>Write an original description of the students' own summer vacation.</p>	<p>Content: regular preterite-tense verb conjugations irregular preterite-tense verb conjugations general vocabulary transitions</p> <p>Skills: Form sentence-long descriptions of activities in the past.</p> <p>Writing at the paragraph level using transitions.</p>	<p>Unit benchmark assessment. See the <a href="#">Suggested Activities and Resources</a> page for more details.</p>	<p>NJCCCS - World Languages 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</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>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>	1 lesson



Unit 2 Overview
Unit Title: <i>Una aventura en la naturaleza</i> An Adventure in Nature
<p>Unit Summary:</p> <p>This brief unit continues the study of the preterite past tense introduced in Spanish 3 while introducing new vocabulary and cultural information. Students learn new patterns for irregularly conjugated verbs and read a variety of short texts about national parks in the Spanish-speaking world. Finally they conduct their own original research about a national park of their choosing in the Spanish-speaking world and imagine activities completed during a visit to that park.</p>
Suggested Pacing: 9 lessons/2.5 weeks
Learning Targets
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> <li>• How do I describe activities that I have completed in the past?</li> <li>• How can I make myself understood when I don't know all of the necessary words?</li> <li>• What strategies can I use to read and comprehend a target-language text?</li> <li>• What is the landscape like in different Spanish-speaking countries?</li> <li>• What are famous national parks from Spanish-speaking countries?</li> </ul>
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> <li>• There is one way of describing actions in the past that differs from describing emotions or background information in the past.</li> <li>• Comprehension of a text does not necessarily mean understanding every word.</li> <li>• Circumlocution is vital when communicating in a second language.</li> <li>• The Spanish-speaking world includes varied land formations such as deserts and mountains, tropical rain forests and the frozen tip of Patagonia.</li> </ul>
Evidence of Learning
<p><b>Formative Assessments:</b> 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><b>Summative Assessments:</b> Students will complete a mini-project creating a scrapbook page detailing a visit to a National Park in the Spanish-speaking world. In the project they should include the following:</p> <ul style="list-style-type: none"> <li>• A description of the park using unit vocabulary</li> <li>• A description of activities completed in the park using the preterite past tense</li> <li>• A creative visual presentation such as an actual scrapbook page or a pamphlet/brochure.</li> </ul> <p>Students will then participate in a gallery walk to view and react to their classmates' work.</p> <p><b>Alternative Assessment:</b> In a 1-to-1 classroom, this project can be completed and shared digitally.</p>

<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards</b> (NJCCCS CPIs, CCSS, NGSS)	<b>Pacing</b>
Use vocabulary for camping and outdoor activities to describe outdoor adventures, both successful and disastrous.	<p>Content: camping equipment vocabulary vocab for describing nature outdoors activities bad weather</p> <p>Skills: Identify different landscapes, types of outdoor activities and adventures, weather events, and camping equipment in the target language.</p> <p>Recognize new vocabulary in short audio segments.</p> <p>State and defend opinions regarding the outdoors and nature.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities 1-3 on the <a href="#">Suggested Activities and Resources</a> page.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	<p>NJCCCS - World Languages 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.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 in familiar and some unfamiliar situations. 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p>	3 lessons
Read and respond to target-language mini-texts regarding natural and national parks in the Spanish-speaking world.	<p>Content: National Parks of South America (Fonda cultural) Stars of the South Rain in the Desert The Eco Camps of Torres del Paine</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>Reading comprehension questions based on each text found in Realidades 3, p. 27, 29, 34, 35.</p>	<p>NJCCCS - World Languages 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</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>	1 lesson
Use irregularly conjugated preterite-tense verbs to describe outdoor and camping activities.	<p>Content: i -&gt; y spelling change in the preterite tense very irregular preterite tense verbs e -&gt; i, o -&gt; u stem-changing preterite tense verbs</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 <a href="#">Suggested Activities and Resources</a> page.</p>	<p>NJCCCS - World Languages 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. 7.1.IM.B.5 Engage in short conversations about personal experiences or events,</p>	3 lessons

	<p>Using irregular conjugations to accurately describe activities completed in the past.</p> <p>Interpret short texts and audios using irregularly conjugated preterite tense verbs to describe activities in the past.</p>	<p>Grammar and/or vocabulary quizzes.</p> <p>Picture sequences.</p>	<p>topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>	
<p>Apply reading comprehension strategies to two target-language texts.</p> <p>Compare and contrast the land formations described in two target-language texts with those of New Jersey and the US.</p>	<p>Content:</p> <p>“¡Los Andes se mueven!” authentic text</p> <p>“La Sierra Nevada de Santa Marta” authentic text</p> <p>Skills:</p> <p>Make predictions about a text based on the title and subtitle.</p> <p>Read a 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>Identify a maximum of 3 difficult words the student <u>must</u> define to understand the text.</p> <p>Use online tools (<a href="http://www.wordreference.com">www.wordreference.com</a>) to aid with text comprehension.</p>	<p>Reading comprehension activities in Descubre 2, p. 136 - 137</p> <p>Pre-AP Presentational Speaking with Cultural Comparison at-home recording. See the <a href="#">Suggested Activities and Resources</a> page for additional details.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</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>	1/2 lesson
<p>Apply listening comprehension strategies to a fragment from an authentic target-language documentary about Chile's landscape.</p>	<p>Content:</p> <p>Any one (or more) of the <a href="#">documentary fragments</a> about Chile's land formations on <a href="http://www.ver-taal.com">www.ver-taal.com</a></p> <p>Skills:</p> <p>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 <a href="http://www.ver-taal.com">www.ver-taal.com</a></p> <p>See the <a href="#">Suggested Activities and Resources</a> page for additional details.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p>	1/2 lesson
<p>Apply reading comprehension strategies to a target-language legend</p>	<p>Content:</p> <p>Lectura “El Iztaccihuatl y el Popocatepetl”</p>	<p>Reading comprehension activities in Realidades 3, p. 57</p>	<p>NJCCCS - World Languages</p> <p>7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p>	1/2 lesson

about the creation of two Mexican volcanoes.	<p><b>Skills:</b> Make predictions about a text based on the title and subtitle.</p> <p>Read a 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.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</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>	
Design an original scrapbook page detailing a visit to a national park in the Spanish-speaking world.	<p><b>Content:</b> outdoors vocabulary irregular preterite-tense verbs</p> <p><b>Skills:</b> Find factual information through Internet research.</p> <p>Form sentence-long descriptions of national parks or natural landscapes.</p> <p>Form sentence-long descriptions of activities in the past.</p>	Unit benchmark assessment See the <a href="#">Suggested Activities and Resources</a> page for additional details.	<p>NJCCCS - World Languages 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>CRP CRP7: Employ valid and reliable research strategies.</p>	1/2 lesson (for the gallery walk)

Unit 3 Overview
Unit Title: <i>Una competencia deportiva</i> A Sports Competition
<p>Unit Summary:</p> <p>This slightly longer unit continues the study of the preterite past tense and reviews combining it with the other past tense also learned in Spanish 3, the imperfect. Students interact with and create their own descriptions of sports events and competitions while learning about popular sports in the Spanish-speaking world. Finally students create their own interviews with an athlete, real or imagined, about a past competition in which they use unit vocabulary and grammar concepts.</p>
Suggested Pacing: 12 lessons/3.5 weeks
Learning Targets
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> <li>• How do I describe activities that I have completed in the past?</li> <li>• How can I make myself understood when I don't know all of the necessary words?</li> <li>• What strategies can I use to read and comprehend a target-language text?</li> <li>• What sports are popular in the Spanish-speaking world?</li> <li>• Who are famous athletes from Spanish-speaking countries?</li> </ul>
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> <li>• There is one way of describing actions in the past that differs from describing emotions or background information in the past.</li> <li>• Comprehension of a text or audio does not necessarily mean understanding every word.</li> <li>• Circumlocution is vital when communicating in a second language.</li> <li>• Soccer is not the only sport that Spanish-speaking people enjoy.</li> <li>• The Spanish-speaking world has produced famous athletes in many different sports.</li> </ul>
Evidence of Learning
<p><b>Formative Assessments:</b> 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><b>Summative Assessments:</b>  Students should prepare a brief interview between a sports reporter and an athlete/athletes in groups of 2 or 3 to perform without scripts in front of the class. The interview should include:</p> <ul style="list-style-type: none"> <li>• Appropriate greetings</li> <li>• A series of questions and answers regarding a sports competition, how the athlete prepared, how he/she felt during the competition, and the result/what happened using unit vocabulary and grammar</li> <li>• Appropriate goodbyes and good luck wishes</li> </ul> <p><b>Alternative Assessment:</b> Students can record their interview and share it with the teacher electronically.</p>



Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Use vocabulary for sports and competitions to describe games, matches, and races, both successful and disastrous.	<p>Content: race vocabulary training and winning vocabulary for describing a competitive loss</p> <p>Skills: Identify different types of competitions, training regimens, preparation, and outcomes in the target language.</p> <p>Recognize new vocabulary in short audio segments.</p> <p>Describe sporting competitions in the past.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities 1-3 on the <a href="#">Suggested Activities and Resources</a> page.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	<p>NJCCCS - World Languages 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.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 in familiar and some unfamiliar situations. 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p>	3 lessons
Read and respond to a target-language text regarding surfing in the hispanic world. Compare the sports popular in various Spanish-speaking countries with those popular in the US.	<p>Content: “Hacer surf al estilo hispano” “Deportes importantes”</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>Reading comprehension questions based on each text found in Descubre 2, p. 9. Rank the sports listed in “Deportes importantes” in order of their individual interest to the students. Consider using an anonymous, online survey tool such as <a href="http://www.polleverywhere.com">www.polleverywhere.com</a></p>	<p>NJCCCS - World Languages 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</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>	1/2 lesson
Apply listening comprehension strategies to news reports about the popularity of soccer in both Mexico and the US.	<p>Content: <a href="#">Fútbol: el deporte más popular entre los mexicanos</a> Fragments from <a href="#">El fútbol repunta en los deportes más vistos de Estados Unidos</a></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</p>	<p>Class discussion: Why is soccer so important in the Spanish-speaking world? Research regarding viewership of major US sports finals. See the <a href="#">Suggested Activities and Resources</a> page for additional details.</p>	<p>NJCCCS - World Languages 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</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>	1/2 lesson

	reading the transcript to train the ear.			
<p>Apply listening comprehension strategies to short documentaries about ESPN's marketing of the Caribbean World Series in baseball.</p> <p>Apply reading comprehension strategies to an accompanying article discussing the development of ESPN's marketing strategy for the Caribbean World Series in baseball.</p> <p>Compare and contrast regionally popular sports in the Spanish-speaking and English-speaking worlds.</p>	<p>Content: <a href="#">Se calienta la Serie del Caribe</a></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>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>Class discussion: What do these sources show about the importance of baseball in Caribbean culture? What other sports are popular in specific geographical regions in the world (i.e. hockey in Canada, rugby in England and Australia, cricket in southeast Asia, etc.) See the <a href="#">Suggested Activities and Resources</a> page for additional details.</p>	<p>NJCCCS - World Languages 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</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>	1 lesson
Use the imperfect past tense to describe habitual actions in the past.	<p>Content: the imperfect of regular and irregular verbs</p> <p>Skills: Using the imperfect to discuss childhood memories and to give background information about an event.</p> <p>Interpret short texts and audios using verbs in the imperfect tense.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 7 on the <a href="#">Suggested Activities and Resources</a> page.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	<p>NJCCCS - World Languages 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>	1 lesson
Use both the preterite and the imperfect past tenses to describe sports competitions and activities in the past.	<p>Content: the preterite of regular and irregular verbs the imperfect of regular and irregular verbs the preterite vs. the imperfect</p> <p>Skills: Using the preterite to describe completed actions in the past.</p> <p>Using the imperfect to discuss childhood memories and to give</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 8 on the <a href="#">Suggested Activities and Resources</a> page.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	<p>NJCCCS - World Languages 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>	2 lessons



	<p>background information about an event.</p> <p>Differentiate between a completed action and an ongoing action, action and description.</p> <p>Interpret short texts and audios using verbs in the imperfect tense.</p>			
Write an original short story combining descriptions in the imperfect with actions in the preterite and using unit vocabulary.	<p>Content: sports and competitions vocabulary the preterite past tense the imperfect past tense</p> <p>Skills: Form sentence-long descriptions of background information about a protagonist and the scene.</p> <p>Form sentence-long descriptions of actions that happened in the story.</p> <p>Use transitions to make compositions flow.</p>	Realidades 3 p. 47, activity 44 See the <a href="#">Suggested Activities and Resources</a> page for additional details.	NJCCCS - World Languages 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.	1 lesson
Write an original comparison of two adventures presented in audio, visual, and text forms.	<p>Content: vocabulary for describing competitions and outdoor adventures the two past tenses</p> <p>Skills: Form sentence-long descriptions of an adventure: one in nature and one competitive.</p> <p>Compare and contrast two items with details.</p>	Realidades 3 p. 50 “Integración” See the <a href="#">Suggested Activities and Resources</a> page for additional details.	<p>NJCCCS - World Languages 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</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>	1 lesson
Plan and perform an original interview between a sports reporter and an athlete/athletes incorporating unit grammar and vocabulary.	<p>Content: vocabulary for describing competitions and outdoor adventures the two past tenses</p> <p>Skills: Form sentence-long descriptions of a competition.</p> <p>Interpersonal speaking.</p> <p>Presenting/performing without reading.</p>	Unit benchmark assessment. See the <a href="#">Suggested Activities and Resources</a> page for additional details.	<p>NJCCCS - World Languages 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations. 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p>	2 lessons (depending on the size of the class)

## Unit 4 Overview

Unit Title: *Una obra de arte* A Work of Art

### Unit Summary:

This unit emphasizes reading comprehension and cultural knowledge as students read many short and a few longer texts about famous artists, works of art, and art museums in the Spanish-speaking world. They practice creating and interpreting descriptions of paintings and sculptures while combining the two past tenses to explain biographical information about Spanish-speaking artists. Students build their final project, an oral presentation, around the works studied during a visit to *El Museo del Barrio* in Manhattan or the artists studied in different texts throughout the unit.

Suggested Pacing: 14 lessons/4 weeks

## Learning Targets

### Unit Essential Questions:

- How do I describe biographical information 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?
- How can I describe pictures and images that I see?
- Who are famous artists from the Spanish-speaking world and what are their famous works?

### Unit Enduring Understandings:

- 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 or audio does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.
- Picasso is not the only famous Spanish artist.
- The Spanish-speaking world has produced famous painters and sculptors.

## 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 Assessments:

- 1) Oral Presentation
  - Students should develop an oral presentation providing biographical information regarding a Spanish-speaking artist and describing and evaluating a work of art by that artist
- 2) Integrated Performance Assessment (IPA)
  - Students should listen to an audio describing two works of art, then read a text about those works, and finally write a short comparison of the two. This writing piece should be included in the writing portfolio with errors logged on the cover page and corrected for the final submission.



<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards</b> (NJCCCS CPIs, CCSS, NGSS)	<b>Pacing</b>
Use vocabulary for art supplies, paintings, and art movements to describe works of art from Spanish-speaking artists.	<p>Content: paintings and art supply vocabulary vocab for describing artistic movements vocabulary for describing artistic influence</p> <p>Skills: Identify different images, types of media, colors, and artistic materials in the target language.</p> <p>Recognize new vocabulary in short audio segments.</p> <p>State and defend opinions regarding works of art.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities 1-3 on the <a href="#">Suggested Activities and Resources</a> page.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	<p>NJCCCS - World Languages 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.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 in familiar and some unfamiliar situations. 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p>	3 lessons
Read and respond to target-language mini-texts regarding artists famous in the Spanish-speaking world.	<p>Content: Picasso and Cubismo “Los mundos de Miró y de Dalí” “Diego Rivera: Arte y revolución” David Alfaro Siquieros “Pepón Osorio, artista entre dos culturas”</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>Reading comprehension questions based on each text found in Realidades 3. See activity 4 on the <a href="#">Suggested Activities and Resources</a> page.</p>	<p>NJCCCS - World Languages 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</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>	1 lesson
Combine the preterite and the imperfect to describe background information and past activities to give artists’ biographical information.	<p>Content: Uses of the preterite vs. the imperfect</p> <p>Skills: Using the correct past tense to describe completed actions or general information in the past.</p> <p>Interpret short texts and audios combining both past tenses.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 5 on the <a href="#">Suggested Activities and Resources</a> page.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	<p>NJCCCS - World Languages 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>	3 lessons
Use the past participle to describe images in pictures and paintings.	<p>Content: <i>estar</i> + past participle</p> <p>Skills:</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short</p>	<p>NJCCCS - World Languages 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p>	1 lesson

	<p>Combining one of the verbs to be with the past participle to describe how someone is or was.</p> <p>Practicing gender and number agreement with adjectives.</p> <p>Interpret short texts and audios using the past participle.</p>	<p>pieces of writing using activity 6 on the <a href="#">Suggested Activities and Resources</a> page.</p> <p>Grammar and/or vocabulary quizzes.</p> <p>Picture sequences.</p>	<p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>	
<p>Read and respond to target-language mini-texts regarding art museums famous in the Spanish-speaking world.</p>	<p>Content:</p> <p>“Una visita a El Museo del Arte”</p> <p>“El Museo del Barrio”</p> <p><a href="#">Information</a> for students to read before visiting El Museo del Barrio</p> <p>Skills:</p> <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>Reading comprehension questions and activities based on each text found in Realidades 3. See activity 7 on the <a href="#">Suggested Activities and Resources</a> page.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p>	1 lesson
<p>Apply reading comprehension strategies to two longer target-language texts about art museums. State and defend opinions regarding the museums and artists presented in these texts.</p>	<p>Content:</p> <p>“Museo de Arte Contemporáneo De Caracas”</p> <p>“Fernando Botero: un estilo único”</p> <p>“Artistas hispanos”</p> <p>Skills:</p> <p>Make predictions about a text based on the title and subtitle.</p> <p>Read a 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>Identify a maximum of 3 difficult words the student <u>must</u> define to understand the text.</p> <p>Use online tools (<a href="http://www.wordreference.com">www.wordreference.com</a>) to aid with text comprehension.</p>	<p>Reading comprehension activities in Descubre 2, p. 270 - 271</p> <p>Después de leer activities</p> <p>See the <a href="#">Suggested Activities and Resources</a> page for additional details.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</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
<p>Apply listening comprehension strategies to a short film made for children about Frida Kahlo.</p>	<p>Content:</p> <p>Video about <a href="#">Frida Kahlo</a> from BrainPop in Spanish</p>	<p>“Cuestionario” provided by the website.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or</p>	½ lesson

	<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>Respond to factual questions about the audio.</p>	See the <a href="#">Suggested Activities and Resources</a> page for additional details.	<p>written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p>	
Apply reading comprehension strategies to a target-language text about the life and works of Goya.	<p>Content: “El mundo de Francisco de Goya”</p> <p>Skills: Make predictions about a text based on the title and subtitle.</p> <p>Read a 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 activities in Realidades 3, p. 94	<p>NJCCCS - World Languages</p> <p>7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p>	1/2 lesson
Prepare and give an oral presentation about an artist and a work of his/her art.	<p>Content: vocabulary for describing images, works of art, and art materials the two past tenses</p> <p>Skills: Find factual information through Internet research.</p> <p>Form sentence-long descriptions of an artist's biography.</p> <p>Form sentence-long descriptions of a work of art.</p> <p>State and defend opinions about a work of art.</p>	<p>Unit benchmark assessment 1</p> <p>See the <a href="#">Suggested Activities and Resources</a> page for additional details.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>CRP CRP7: Employ valid and reliable research strategies.</p>	2 lessons (depending on class size)
Write an original comparison of two works of art presented in audio, visual, and text forms.	<p>Content: vocabulary for describing images, works of art, and art materials the two past tenses</p> <p>Skills: Form sentence-long descriptions of a work of art.</p> <p>Compare and contrast two items with details.</p>	<p>Unit benchmark assessment 2</p> <p>See the <a href="#">Suggested Activities and Resources</a> page for additional details.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</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>	1 lesson

## Unit 5 Overview

Unit Title: *La tecnología* Technology

Unit Summary:

This shorter but vitally important unit introduces vocabulary for describing the technology we use every day and asks students to analyze and evaluate the impact of that technology on their lives.

Suggested Pacing: 12 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 the technology I use every day?
- What are the uses of the different apparatuses that I use every day?
- Is the technology I use really helping my life?

Unit Enduring Understandings:

- There are two ways of saying “for” in Spanish that change depending on context.
- Comprehension of a text or audio does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.
- The use of technology is universal; Spanish-speaking people are using the same programs, apps, and gadgets as Americans.
- Some technology is vitally important and some exists purely for entertainment.

## 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 Assessments:**

Students will create a digital presentation evaluating the strengths and limitations of an emerging technology or a technological advancement already present in their lives and the impact of that technology on educational, career, personal, and/or social needs. The emphasis of this project is on using technology to create the presentation while simultaneously evaluating the impact of technology on modern life. See the [Suggested Activities and Resources](#) page for more information.

<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards</b> (NJCCCS CPIs, CCSS, NGSS)	<b>Pacing</b>
Use vocabulary for computer parts and functions, internet functions, and details of word processing to describe daily activities using technology.	<p>Content: computer parts and functions the internet cell phones</p> <p>Skills: Identify different technological devices and functions in the target language.</p> <p>Recognize new vocabulary in short audio segments.</p> <p>State and defend opinions regarding technology.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities 1-3 on the <a href="#">Suggested Activities and Resources</a> page.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	<p>NJCCCS - World Languages 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.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 in familiar and some unfamiliar situations. 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p>	3 lessons
Read and respond to two target-language texts regarding cell phones and text messaging in the Spanish-speaking world. Write a brief text message in Spanish using popular abbreviations.	<p>Content: “El telefono celular” “Los mensajes de texto”</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>Reading comprehension questions based on each text found in Descubre 2 p. 62 and 63. <a href="http://www.polleverywhere.com">www.polleverywhere.com</a> activity from the the <a href="#">Suggested Activities and Resources</a> page.</p>	<p>NJCCCS - World Languages 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p>	1 lesson
Differentiate between and use por and para correctly in different situations depending on context.	<p>Content: uses of por uses of para por vs. para</p> <p>Skills: Using por and para to describe the uses and functions of different technologies.</p> <p>Interpret short texts and audios using por and para to describe the uses and functions of different technologies.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 5 on the <a href="#">Suggested Activities and Resources</a> page.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	<p>NJCCCS - World Languages 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>	2 lessons
Apply listening comprehension strategies to an advertisement for a computer store. Design an original advertisement for a technology store or product.	<p>Content: “Ahora Escucha” Descubre 2, p. 83</p> <p>Skills: Make predictions about a video/audio based on the title and or accompanying photo.</p> <p>Listen to an audio and identify key, familiar terms</p>	<p>Listening comprehension activities from Descubre 2, p. 83. See the <a href="#">Suggested Activities and Resources</a> page for additional details.</p>	<p>NJCCCS - World Languages 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p>	1 lesson



	<p>to summarize the general meaning.</p> <p>Listen to an audio a second time to possibly identify additional details.</p> <p>Respond to factual questions based on the audio.</p>			
<p>Apply listening comprehension strategies to a news report about MIT's top-10 emerging technologies in 2014 and apply reading comprehension strategies to an accompanying target-language article.</p>	<p>Content: Video: <a href="#">Tecnologías emergentes</a> Accompanying <a href="#">article</a> with full list</p> <p>Skills: Make predictions about a video/audio based on the title and or accompanying photo.</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 questions based on the audio.</p> <p>Make predictions about a text based on the title and subtitle.</p> <p>Read a 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>Class discussion or q&amp;a regarding the types of technologies described and their uses</p>	<p>NJCCCS - World Languages 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p>	<p>1/2 lesson</p>
<p>Create a digital presentation evaluating the strengths and limitations of an emerging technology or a technological advancement already present in students' daily lives and the impact of that technology on educational, career, personal, and/or social needs.</p>	<p>Content: computer parts and functions the internet cell phones por vs. para</p> <p>Skills: Find factual information through Internet research.</p> <p>Form sentence-long descriptions of a technology and its functions.</p> <p>State and defend opinions about the effect this technology has on various aspects of daily life.</p>	<p>Unit benchmark assessment See the <a href="#">Suggested Activities and Resources</a> page for additional details.</p>	<p>NJCCCS - World Languages 7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>CRP CRP7: Employ valid and reliable research strategies.</p> <p>NJCCCS - Technology 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and/or social needs.</p>	<p>up to 4 lessons</p>

## Unit 6 Overview

Unit Title: *¿Qué haces para estar en forma?* What Do You Do to Stay in Shape?

### Unit Summary:

This sizeable unit is full of opportunities for students to practice their reading, writing, listening, and speaking skills while learning about healthy living habits and practices both in the US and in the Spanish-speaking world. The unit has two sections: the first about healthy foods and the second about exercise and mental health. Students finish the unit with a letter to a friend who is asking for health and wellness advice. They include in their response general information learned during the unit as well as specific info they learned from Spanish-speaking countries.

Suggested Pacing: 17 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?
- What are the components of a healthy diet and lifestyle and how do my own diet and lifestyle compare?
- What are some beliefs about health and wellness from the Spanish-speaking world?
- How can I give others advice about health and wellbeing?

### Unit Enduring Understandings:

- There are two verb moods in Spanish, the indicative and the subjunctive, both of which change to move through time.
- Comprehension of a text or audio does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.
- Diet, exercise, and mental relaxation are all vital components in a healthy lifestyle.

## 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 Assessments:

Students write a letter giving advice for healthy dieting and an active lifestyle using both 'tu' commands and the subjunctive. They should include cultural information learned about in class regarding healthy practices and beliefs in a Spanish-speaking country. See the [Suggested Activities and Resources](#) page for more information.

<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards</b> (NJCCCS CPIs, CCSS, NGSS)	<b>Pacing</b>
Use vocabulary for describing fruits, foods, medical ailments, vitamins, and nutrition to discuss the importance of healthy eating.	<p>Content: fruits and vegetables vitamins and minerals nutrition illnesses and parts of the body</p> <p>Skills: Identify the nutrients in commonly eaten foods.</p> <p>Recognize new vocabulary in short audio segments.</p> <p>Describe healthy eating habits in the target language.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities 1-3 on the <a href="#">Suggested Activities and Resources</a> page.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	<p>NJCCCS - World Languages 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.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 in familiar and some unfamiliar situations. 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p>CRPs CRP3: Attend to personal health and financial well-being.</p>	3 lessons
Read and respond to a target-language mini-text regarding natural and herbal remedies used in Latin America. Compare and contrast the remedies mentioned with those used in our families.	<p>Content: Las plantas medicinales</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 3 p. 120 and follow-up questions with discussion	<p>NJCCCS - World Languages 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. 7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.</p>	1/2 lesson
Use affirmative 'tu' commands to give instructions for preparing recipes and orders for healthy behavior.	<p>Content: regular and irregular affirmative tu commands</p> <p>Skills: Use commands to tell someone what to eat in order to be healthy.</p> <p>Interpret short texts and audios using commands.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 5 on the <a href="#">Suggested Activities and Resources</a> page.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	<p>NJCCCS - World Languages 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>	1 lesson
Read and respond to a target-language text regarding eating habits among Spanish teenagers. Give recommendations and commands for healthy eating based on the text.	<p>Content: "Hábitos alimenticios de los jóvenes"</p> <p>Skills: Make predictions about a text based on the title, subtitle, and/or photos.</p>	Reading comprehension questions based on activity 17 in Realidades 3, p. 124 Give recommendations for what else the students should eat.	<p>NJCCCS - World Languages 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. 7.1.IM.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</p>	1/2 lesson

	<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>activities in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</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>Read and respond to a target-language slideshow describing a variety of different popular diets. Compare and contrast the diets mentioned/foods with those we follow/eat.</p>	<p>Content: Text: <a href="#">Expertos en salud evalúan las mejores y peores dietas</a></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>Describe similarities between a text and our own beliefs and practices.</p>	<p>Students should read the descriptions of the diets in the slideshow and then compare them to their own diet. See activity 7 on the <a href="#">Suggested Activities and Resources</a> page.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.</p>	1/2 lesson
<p>Use vocabulary for describing exercise and relaxation to discuss the importance of physical and mental health.</p>	<p>Content: exercises parts of the body and body systems expressions for discussing mental health</p> <p>Skills: Identify the benefits of common exercises.</p> <p>Recognize new vocabulary in short audio segments.</p> <p>Describe healthy relaxation and mental health practices in the target language.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 8 on the <a href="#">Suggested Activities and Resources</a> page.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.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 in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p>CRPs CRP3: Attend to personal health and financial well-being.</p>	3 lessons
<p>Read and respond to a target-language mini-text regarding physical education in Spain. Compare and contrast the situation and practices described with that/those of the US.</p>	<p>Content: "La educación física en España"</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>Fondo cultural Realidades 3 p. 131 and follow-up questions with discussion</p>	<p>NJCCCS - World Languages</p> <p>7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.</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>Apply listening comprehension strategies to a news report about popular exercise practices in Spain.</p>	<p>Content: <a href="#">Los españoles y el deporte</a></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>Various comprehension activities from <a href="http://www.ver-taal.com">www.ver-taal.com</a> See the <a href="#">Suggested Activities and Resources</a> page for additional details.</p>	<p>NJCCCS - World Languages 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p>	1/2 lesson
<p>Apply reading comprehension strategies to two target-language texts about relaxation and healthy eating Compare and contrast the practices described with those of our classmates. .</p>	<p>Content: "Spas naturales" "Las frutas y la salud" "Creencias sobre la salud"</p> <p>Skills: Make predictions about a text based on the title and subtitle.</p> <p>Read a 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>Identify a maximum of 3 difficult words the student <u>must</u> define to understand the text.</p> <p>Use online tools (<a href="http://www.wordreference.com">www.wordreference.com</a>) to aid with text comprehension.</p>	<p>Reading comprehension activities in Descubre 2, p. 202 - 203 See the <a href="#">Suggested Activities and Resources</a> page for additional details.</p>	<p>NJCCCS - World Languages 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. 7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials. 7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.</p>	1/2 lesson
<p>Use the subjunctive mood to give suggestions and commands about healthy practices.</p>	<p>Content: the subjunctive of regular verbs the subjunctive of irregular verbs the subjunctive of stem-changing verbs negative commands formal commands plural commands</p> <p>Skills:</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities 12-15 on the <a href="#">Suggested Activities and Resources</a> page.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	<p>NJCCCS - World Languages 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or</p>	5 lessons

	<p>Use the subjunctive to describe opinions and demands regarding healthy and active lifestyles.</p> <p>Use negative commands to describe what not to do when practicing healthy eating and activities.</p> <p>Interpret short texts and audios using both the subjunctive and commands.</p>		visual prompts about familiar and some unfamiliar situations.	
Identify the causes and effects of negative health decisions in a target-language text.	<p>Content: ¡Cambia tus hábitos!</p> <p>Skills: Make predictions about a text based on the title and subtitle.</p> <p>Read a 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>Identify a maximum of 3 difficult words the student <u>must</u> define to understand the text.</p> <p>Use online tools (<a href="http://www.wordreference.com">www.wordreference.com</a>) to aid with text comprehension.</p>	Reading comprehension activities in Realidades 3, p. 146 - 149 See the <a href="#">Suggested Activities and Resources</a> page for additional details.	<p>NJCCCS - World Languages 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. 7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</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>	1 lesson
Write an original letter giving advice for healthy dieting and an active lifestyle using both 'tu' commands and the subjunctive. Include cultural information about what is considered healthy in a Spanish-speaking country learned about in class.	<p>Content: vocabulary for describing healthy foods, nutrition, physical exercise, and mental well-being the subjunctive mood affirmative and negative commands</p> <p>Skills: Form sentence-long descriptions of advice and commands.</p> <p>Respond to problems described in an audio and a text.</p> <p>Use transitions to make written language flow.</p>	Unit benchmark assessment. See the <a href="#">Suggested Activities and Resources</a> page for additional details.	<p>NJCCCS - World Languages 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>	1 lesson

Unit 7 Overview
Unit Title: <i>¿Cómo te llevas con los demás?</i> How Do You Get Along with Others?
<p>Unit Summary:</p> <p>This unit continues to practice the subjunctive mood with opinions and recommendations in the context of friendly and romantic relationships. Students learn vocabulary for describing friends and relationships and state and defend opinions about the characteristics of a good friend or partner. Students read a longer work of fiction about the ironic story behind a man and a woman's wedding by a famous Spanish writer, Emilia Pardo Bazán, and finally record themselves giving friendship/relationship advice to a friend.</p>
Suggested Pacing: 10 lessons/2.5 weeks
Learning Targets
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> <li>• How can I make myself understood when I don't know all of the necessary words?</li> <li>• What strategies can I use to read and comprehend a target-language text?</li> <li>• What are the characteristics that I like and don't like in a friend or partner?</li> <li>• What are some beliefs about friendship, love, and relationships?</li> <li>• How can I give others advice about friendship and relationships?</li> </ul>
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> <li>• There are two verb moods in Spanish, the indicative and the subjunctive, both of which change to move through time.</li> <li>• Comprehension of a text or audio does not necessarily mean understanding every word.</li> <li>• Circumlocution is vital when communicating in a second language.</li> <li>• People look for different qualities in their friends and partners</li> </ul>
Evidence of Learning
<p><b>Formative Assessments:</b> 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><b>Summative Assessments:</b> Students listen to an audio describing a conflict between two friends and then read a text with one friend's perspective. They then record a response to the friend giving advice regarding the situation. The goal in this assignment is for students to practice their oral proficiency and their extemporaneous, presentational speaking in a format similar to the final section of the AP Spanish Language exam. Students will have completed various assignments following this format before in the class, although they have always written their responses while this time they are recording them. See the <a href="#">Suggested Activities and Resources</a> page for more details.</p>



<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards</b> (NJCCCS CPIs, CCSS, NGSS)	<b>Pacing</b>
Use vocabulary for personality traits and relationships to describe friends, partners, and the ideal relationship.	<p>Content: activities done with friends personal qualities, both positive and negative conversational expressions and reactions</p> <p>Skills: Identify different personality traits, some positive, some negative, and describe ideal friends/partners.</p> <p>Recognize new vocabulary in short audio segments.</p> <p>Role play conversations between friends and enemies. .</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities 1-2 on the <a href="#">Suggested Activities and Resources</a> page.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	<p>NJCCCS - World Languages 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.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 in familiar and some unfamiliar situations. 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p>	3 lessons
Use the subjunctive mood to give suggestions about relationships or to indicate desires or demands.	<p>Content: The subjunctive with suggestions, desires, or demands.</p> <p>Skills: Use the subjunctive to give advice.</p> <p>Use the subjunctive to state opinions.</p> <p>Interpret short texts and audios using the subjunctive to communicate subjective information.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities 3 and 5 on the <a href="#">Suggested Activities and Resources</a> page.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	<p>NJCCCS - World Languages 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>	3 lessons
Use por and para in conversations with and about friends.	<p>Content: the uses of por and para</p> <p>Skills: Use expressions with por and para.</p> <p>Describe friends and they activities they do.</p> <p>Interpret short texts and audios using por and para.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 4 on the <a href="#">Suggested Activities and Resources</a> page.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	<p>NJCCCS - World Languages 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>	1 lesson
Apply reading comprehension strategies to a target-language short story about one couple's origins.	<p>Content: Lectura "El décimo"</p> <p>Skills: Make predictions about a text based on the title and subtitle.</p>	<p>Reading comprehension activities in Abriendo Paso Lecturas p. 25 - 39</p>	<p>NJCCCS - World Languages 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p>	1-2 lessons



	<p>Read a 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>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>Give advice to a friend in a recorded oral presentation after listening to an audio description of a situation and then reading your friend's letter.</p>	<p>Content: vocabulary for describing friends and relationships the subjunctive</p> <p>Skills: Form sentence-long descriptions of recommendations and advice using the subjunctive.</p> <p>Presentational speaking.</p> <p>Use transitions to make oral language flow.</p>	<p>Unit benchmark assessment. See the <a href="#">Suggested Activities and Resources</a> page for additional details.</p>	<p>NJCCCS - World Languages 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations. 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</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>1 lesson</p>

## Unit 8 Overview

Unit Title: *¿Mito o realidad?* Myth or Reality?

Unit Summary:

This unit is the most linguistically advanced with a wide variety of challenging vocabulary, many short texts about mysterious architectural and natural phenomena from Latin America, and the final practice of the subjunctive mood. Students read about supposedly inexplicable mysteries and then create their own legends to explain a mystery. There is a specific cultural focus in this unit with possibilities for interdisciplinary connections with world history classes that discuss pre-Columbian America.

Suggested Pacing: 15 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?
- What are the architectural mysteries of the Spanish-speaking world?
- What are some pre-Columbian legends about the origins of natural phenomena?
- What are the components and characteristics of a legend?

Unit Enduring Understandings:

- There are two verb moods in Spanish, the indicative and the subjunctive, both of which change to move through time.
- Comprehension of a text or audio does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.
- Latin America is full of architectural wonders left behind by the pre-Hispanic peoples who lived there that are difficult or impossible to explain.
- Every culture has its own creation myths and legends to explain natural phenomena.

## 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 Assessments:**

Students can use their imaginations to write a legend explaining the origin of some kind of “inexplicable” phenomenon, such as lightning, the rainbow, rain, thunder, snow, an animal, etc. Their in-class compositions should demonstrate control of the grammar and vocabulary studied in the unit and should also include elements found in the legends read about during the unit.

<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards</b> (NJCCCS CPIs, CCSS, NGSS)	<b>Pacing</b>
<p>Use vocabulary for building materials, outdoor locations, natural phenomena and events, geometry and measurements to describe archeological sites and discoveries.</p>	<p>Content: materials and ruins landscapes measurements geometric shapes excavations mysteries</p> <p>Skills: Identify different archeological sites and activities done there in the target language.</p> <p>Recognize new vocabulary in short audio segments.</p> <p>Match different archaeological mysteries with their country or civilization of origin.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities 1-2 on the <a href="#">Suggested Activities and Resources</a> page.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	<p>NJCCCS - World Languages 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.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 in familiar and some unfamiliar situations. 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p>	<p>3 lessons</p>
<p>Apply reading and listening comprehension strategies to videos and articles about archaeological mysteries of Latin America.</p>	<p>Content: <a href="#">Esferas de piedra de Costa Rica</a> (video) <a href="#">El astronauta de Palenque</a> (video) <a href="#">El misterio de Puma Punku</a> (article) <a href="#">Teorias sobre Machu Picchu</a> (article)</p> <p>Skills: Make predictions about a text based on the title and subtitle.</p> <p>Read a 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>Identify a maximum of 3 difficult words the student <u>must</u> define to understand the text.</p> <p>Use online tools (<a href="http://www.wordreference.com">www.wordreference.com</a>) to aid with text comprehension.</p> <p>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>Watch the video/read the article and summarize the main point with a few supporting details. Class discussion: What is mysterious about each site? See the <a href="#">Suggested Activities and Resources</a> page for additional details.</p>	<p>NJCCCS - World Languages 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. 7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p>	<p>1 lesson</p>

	Listen to an audio a second time to possibly identify additional details.			
Use the subjunctive mood to express doubt, denial, or disbelief regarding mysteries of the past and theories to explain them.	<p>Content: the subjunctive with doubt, denial, and disbelief the present perfect subjunctive</p> <p>Skills: Use the subjunctive mood to express doubt, denial or disbelief.</p> <p>Using the present perfect subjunctive to express what probably has not existed or occurred.</p> <p>Interpret short texts and audios using the subjunctive to imply doubt or disbelief.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 4 on the <a href="#">Suggested Activities and Resources</a> page.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>	3 lessons
Use vocabulary for legends, the origins of the earth, gods, symbols, and astronomy to discuss the legends and monuments of pre-Hispanic Latin America.	<p>Content: legends the planets and astronomy gods and heroes symbols and calendars</p> <p>Skills: Identify different origin legends and religious sites in Latin America.</p> <p>Recognize new vocabulary in short audio segments.</p> <p>Match different legends with their country or civilization of origin.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 5 on the <a href="#">Suggested Activities and Resources</a> page.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.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 in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p>	3 lessons
Use the subjunctive in adjectival clauses to describe books, people, or explanations we are looking for.	<p>Content: The subjunctive in adjectival clauses</p> <p>Skills: Use the subjunctive to describe something that we are looking for but might not exist.</p> <p>Interpret short texts and audios using the subjunctive mood to describe people or places who might exist.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 6 on the <a href="#">Suggested Activities and Resources</a> page.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</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
Use pero and sino to qualify negative statements.	<p>Content: The use of pero, sino, and sino que</p>	<p>Any combination of call-and-response, think/pair/share,</p>	<p>NJCCCS - World Languages</p>	1 lesson

	<p>Skills: Use pero, sino, and sino que properly depending on the context.</p> <p>Interpret short texts and audios using pero and sino to describe gods and ancient mysteries.</p>	<p>conversations and/or short pieces of writing using activity 7 on the <a href="#">Suggested Activities and Resources</a> page.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	<p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>	
<p>Apply reading comprehension strategies to a target-language text describing three different mysteries the Spanish discovered upon arriving in America. Research and present another mystery the Spanish discovered in America.</p>	<p>Content: Lectura “Misterios del pasado”</p> <p>Skills: Make predictions about a text based on the title and subtitle.  Read a text and identify key, familiar terms to summarize the general meaning.  Read a text a second time to possibly identify additional details.  Find factual information through internet research.</p>	<p>Reading comprehension activities in Realidades 3, p. 324 - 325.</p>	<p>NJCCCS - World Languages 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.  CRP CRP11 - Use technology to enhance productivity.</p>	1 lesson
<p>Write an original legend explaining the origin of some kind of “inexplicable” phenomenon.</p>	<p>Content: materials and ruins landscapes measurements geometric shapes excavations mysteries legends the planets and astronomy gods and heroes symbols and calendars</p> <p>Skills: Write paragraph-long descriptions of the origins of a natural occurrence.  Use transitions to make language flow.</p>	<p>Unit benchmark assessment See the <a href="#">Suggested Activities and Resources</a> page for additional details.</p>	<p>NJCCCS - World Languages 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.  CRPs Demonstrate creativity and innovation.</p>	1 lesson

## Unit 9 Overview

Unit Title: *¿Qué nos traerá el futuro?* What Will the Future Bring Us?

### Unit Summary:

This final unit looks ahead to the future and asks students to think about career choices and technological innovations that will affect their lives. Students make predictions about their personal and professional future and then work together to create and market a new invention to solve a problem in the world today.

Suggested Pacing: 18 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?
- What are the professions of the future?
- What are some innovations in the workplace, home, medicine and transportation that we will most likely see in the future?
- What do I predict that I will have accomplished 10, 15, 20 years from now?

### Unit Enduring Understandings:

- The future tense in Spanish describes what will happen in the future.
- Comprehension of a text or audio does not necessarily mean understanding every word.
- Circumlocution is vital when communicating in a second language.
- Future professions will revolve around technology.
- Some jobs may disappear in the future while other new professions will emerge.

## 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 Assessments:

Students can work in small groups of 2-3 to develop and market an invention in one of the future fields of work mentioned in the chapter. This is another opportunity for students to create and share a digital presentation. See the [Suggested Activities and Resources](#) page for more details.

<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards</b> (NJCCCS CPIs, CCSS, NGSS)	<b>Pacing</b>
Use vocabulary for jobs, technology, activities done at work, and personality traits to describe professional and career goals.	<p>Content: jobs and professions personality traits financial vocabulary</p> <p>Skills: Identify different jobs, types of workers, financial decisions, and personal choices regarding family and living in the target language.</p> <p>Recognize new vocabulary in short audio segments.</p> <p>State and defend opinions regarding different career options.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities 1-2 on the <a href="#">Suggested Activities and Resources</a> page.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	NJCCCS - World Languages 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.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 in familiar and some unfamiliar situations. 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.	3 lessons
Use the future tense to make predictions about personal and career decisions in the future.	<p>Content: the future tense of regularly and irregularly conjugated verbs</p> <p>Skills: Using the future to make predictions.</p> <p>Using the future to describe sureties.</p> <p>Interpret short texts and audios using future tense verbs to describe activities that will happen.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 3 on the <a href="#">Suggested Activities and Resources</a> page.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	NJCCCS - World Languages 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.	2 lessons
Apply reading comprehension strategies to a video with text about professions of the future.	<p>Content: <a href="#">Los nuevos profesionales del futuro</a></p> <p>Skills: Make predictions about a text based on the title and subtitle.</p> <p>Read a 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>Identify a maximum of 3 difficult words the student <u>must</u> define to understand the text.</p> <p>Use online tools (<a href="http://www.wordreference.com">www.wordreference.com</a>) to aid with text comprehension.</p>	<p>Watch the video and summarize the main point with a few supporting details. See the <a href="#">Suggested Activities and Resources</a> page for additional details.</p>	NJCCCS - World Languages 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. 7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.  CRP4. Communicate clearly and effectively and with reason.  9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.	1/2 lesson

Use vocabulary for technological advances to describe future changes to jobs, homes, transportation, communication, and medicine.	<p>Content: technological advances new inventions sources of energy future professional fields</p> <p>Skills: Identify different technological advances in developing fields in the target language.</p> <p>Recognize new vocabulary in short audio segments.</p> <p>State and defend opinions regarding different career options.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 5 on the <a href="#">Suggested Activities and Resources</a> page.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	<p>NJCCCS - World Languages 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.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 in familiar and some unfamiliar situations. 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p>	3 lessons
Apply listening comprehension strategies to a video imagining a futuristic house.	<p>Content: <a href="#">La casa del futuro</a></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 the <a href="#">Suggested Activities and Resources</a> page.</p>	<p>NJCCCS - World Languages 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p>	1/2 lesson
Use the future perfect tense to describe what we will have accomplished in 5/10/20 years.	<p>Content: The future perfect tense</p> <p>Skills: Use the future perfect to accurately describe what will have happened by a given time.</p> <p>Interpret short texts and audios using the future perfect tense to describe future achievements.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activity 7 on the <a href="#">Suggested Activities and Resources</a> page.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	<p>NJCCCS - World Languages 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>	2 lessons
Use combined direct and indirect object pronouns to avoid repetition when speaking and writing.	<p>Content: The use of direct and indirect complements</p> <p>Skills: Substitute direct objects with direct object pronouns.</p> <p>Substitute indirect objects with indirect object pronouns.</p>	<p>Any combination of call-and-response, think/pair/share, conversations and/or short pieces of writing using activities 8 and 9 on the <a href="#">Suggested Activities and Resources</a> page.</p> <p>Grammar and/or vocabulary quizzes. Picture sequences.</p>	<p>NJCCCS - World Languages 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or</p>	1 lesson



	<p>Combine indirect and direct object pronouns using proper order and substitutions.</p> <p>Interpret short texts and audios using combined indirect and direct object pronouns to describe future achievements.</p>		visual prompts about familiar and some unfamiliar situations.	
<p>Apply reading comprehension strategies to a target-language text about futuristic architecture.</p> <p>Describe the components and characteristics of the ideal futuristic high school building.</p>	<p>Content: “La arquitectura del futuro”</p> <p>Skills: Make predictions about a text based on the title and subtitle.</p> <p>Read a 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>Identify a maximum of 3 difficult words the student <u>must</u> define to understand the text.</p> <p>Use online tools (<a href="http://www.wordreference.com">www.wordreference.com</a>) to aid with text comprehension.</p>	<p>Reading comprehension activities in Realidades 3, p. 279</p> <p>El futuro de tu comunidad activity with design presentations and class vote.</p> <p>See the <a href="#">Suggested Activities and Resources</a> page for additional details.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p> <p>7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>	1 lesson
<p>Apply reading comprehension strategies to a target-language short-story about a worker.</p>	<p>Content: Lectura “Rosa”</p> <p>Skills: Make predictions about a text based on the title and subtitle.</p> <p>Read a 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>Reading comprehension activities in Realidades 3, p. 287 or in Abriendo Paso Lecturas</p>	<p>NJCCCS - World Languages</p> <p>7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p>	1 lesson
<p>Write an original composition detailing personal and professional life in the future with goals for both.</p>	<p>Content: career and advances vocabulary the future tense the future perfect tense</p> <p>Skills: Write paragraph-long descriptions of future plans.</p> <p>Use transitions to make language flow.</p>	<p>Descubre 2 p. 252 Tema: Escribir una composición</p> <p>See the <a href="#">Suggested Activities and Resources</a> page for additional details.</p>	<p>NJCCCS - World Languages</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>	1 lesson
<p>Create a digital presentation marketing an</p>	<p>Content: technological advances</p>	<p>Unit benchmark assessment</p>	<p>NJCCCS - World Languages</p>	up to 3 lessons

original invention that aims to solve a problem in today's society.	<p>future career fields</p> <p>sources of energy</p> <p>the future tense</p> <p>the future perfect tense</p> <p>combined direct and indirect object pronouns</p> <p>Skills:</p> <p>Find factual information through Internet research.</p> <p>Form sentence-long descriptions of an invention and its functions.</p> <p>State and defend opinions about the effect this technology will have on various aspects of daily life.</p>	See the <a href="#">Suggested Activities and Resources</a> page for additional details.	<p>7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>CRP</p> <p>CRP7: Employ valid and reliable research strategies.</p>	
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