

# SPANISH 2

**Unit Title:** Lección 6: De Compras

## Stage 1: Desired Results

### **Standards & Indicators:** Novice High

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

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

#### Performance Expectations

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

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

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

#### Performance Expectations

- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

**Presentational Mode of Communication** - Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to

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speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

### Performance Expectations

- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
Career Awareness and Planning	9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills	Career planning requires purposeful planning based on research, self-knowledge, and informed choices
Creativity and Innovation	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).	With a growth mindset, failure is an important part of success.
Critical Thinking and Problem-solving	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).  9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
Digital Citizenship	9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
Global and Cultural Awareness	9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4,	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

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	6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	
Information and Media Literacy	<p>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5)</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</p>	<p>In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p> <p>Media have embedded values and points of view.</p>
Technology Literacy	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

<p><b><u>Central Idea/Enduring Understanding:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</li> <li>• <b>Cultures:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</li> <li>• <b>Connections:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</li> <li>• <b>Comparisons:</b> Develop insight into the nature of language and culture in order to interact with cultural competence.</li> <li>• <b>Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</li> </ul>	<p><b><u>Essential/Guiding Question:</u></b></p> <ul style="list-style-type: none"> <li>• How do people talk about shopping and describe clothing?</li> <li>• How do people talk about events in the past?</li> <li>• What types of markets are common in the Spanish-speaking world? Why?</li> </ul>
<p><b><u>Content:</u></b></p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• La Ropa (Clothing)</li> <li>• Ir de Compras (Shopping)</li> <li>• Negotiating Price &amp; Buying</li> <li>• Los Colores (Colors)</li> <li>• Adjetivos (Adjectives)</li> </ul>	<p><b><u>Skills(Objectives): I Can...</u></b></p> <ul style="list-style-type: none"> <li>• Understand and Use words related to clothes and shopping.</li> <li>• Specify an object's color.</li> <li>• Recognize some expressions to describe clothing, through the Fotonovela video series.</li> <li>• Recognize and Use some expressions to negotiate price, through the Fotonovela video series.</li> </ul>

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<p>Grammar</p> <ul style="list-style-type: none"> <li>• Saber &amp; Conocer (6.1)</li> <li>• Indirect Object Pronouns (6.2)</li> <li>• Preterite Tense of Regular Verbs (6.3)</li> <li>• Demonstrative Adjectives &amp; Pronouns (6.4)</li> </ul> <p>Pronunciation</p> <ul style="list-style-type: none"> <li>• The Consonants “D” &amp; “T”</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>• Open-Air Markets</li> <li>• Fashion Designers in the Spanish-speaking world <ul style="list-style-type: none"> <li>◦ Carolina Herrera</li> </ul> </li> <li>• School Uniforms</li> <li>• Cuba</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize some phrases related to saying what I bought, through the Fotonovela video series.</li> <li>• Name some famous open-air markets in the Spanish-speaking world and List and few products at each.</li> <li>• Name several Spanish-speaking fashion designers.</li> <li>• Distinguish between talking about knowing facts or knowing people.</li> <li>• Construct sentences using pronouns that receive the action of a verb (indirect object pronouns).</li> <li>• Talk about actions completed in the past.</li> <li>• State what events happened in the past.</li> <li>• Specify a particular object using demonstrative adjectives and pronouns.</li> <li>• Identify the main idea of a text by skimming through it.</li> <li>• Predict the content of a text from its format and the cognates it contains.</li> <li>• Prepare a script for an interview about shopping.</li> <li>• Present details from an interview about shopping in a written report, using chapter vocabulary and grammar.</li> <li>• Determine the clothing items characters refer to in audio recordings.</li> <li>• Talk about the use of uniforms in schools and other settings.</li> <li>• Identify the reasons why school kids wear certain types of clothing in a commercial prepared for Spanish speakers.</li> <li>• Name some specialty shops in the Spanish-speaking world.</li> <li>• Exchange some basic information with others about open-air markets in Spanish-speaking countries.</li> <li>• Recognize and Understand some details about Cuba’s geography, culture, history, and economy.</li> <li>• Read, Summarize, &amp; Discuss cultural articles and topics</li> </ul>
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### Interdisciplinary Connections:

#### English

- Connections evident in every chapter:
  - i. Construct grammatically correct sentences with subject/verb, noun/article, and noun/adjective agreement.
  - ii. Communicate in the present, past, and future tenses.
  - iii. Expand vocabulary.
  - iv. Compare/Contrast language.
  - v. Read/Respond to different types of literature.
  - vi. Ask and answer questions.
  - vii. Read, Summarize, & Discuss cultural articles and topics.
- Reading Comprehension
  - i. Identify the main idea of a text by skimming through it.
  - ii. Predict the content of a text from its format and the cognates it contains.
- Complete writing assignments based on chapter themes.
  - i. Prepare a script for an interview about shopping.

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	<ul style="list-style-type: none"> <li>ii. Present details from an interview about shopping in a written report, using chapter vocabulary and grammar.</li> </ul>
	<ul style="list-style-type: none"> <li>o Chapter Grammar Topics           <ul style="list-style-type: none"> <li>i. Construct sentences using pronouns that receive the action of a verb (indirect object pronouns).</li> <li>ii. Talk about actions completed in the past.</li> <li>iii. State what events happened in the past.</li> <li>iv. Specify a particular object using demonstrative adjectives and pronouns.</li> </ul> </li> </ul>
Math	<ul style="list-style-type: none"> <li>o Represent quantities.</li> <li>o Discuss prices of clothing and items.</li> </ul>
Art/Music	<ul style="list-style-type: none"> <li>o Draw with various media.</li> <li>o Listen to/Interpret songs.</li> <li>o View videos, ads, commercials, TV programs, and interviews.           <ul style="list-style-type: none"> <li>i. Fotonovela video series</li> <li>ii. Identify the reasons why school kids wear certain types of clothing in a commercial prepared for Spanish speakers.</li> </ul> </li> <li>o Specify an object's color.</li> <li>o Name several Spanish-speaking fashion designers.</li> <li>o</li> </ul>
History	<ul style="list-style-type: none"> <li>o Learn about Spanish speaking countries.           <ul style="list-style-type: none"> <li>i. Name some specialty shops in the Spanish-speaking world.</li> <li>ii. Exchange some basic information with others about open-air markets in Spanish-speaking countries.</li> <li>iii. Recognize and Understand some details about Cuba's geography, culture, history, and economy</li> </ul> </li> <li>o Read and Discuss current events.</li> <li>o Read, Summarize, &amp; Discuss cultural articles and topics.           <ul style="list-style-type: none"> <li>i. Talk about the use of uniforms in schools and other settings.</li> </ul> </li> </ul>

### Stage 2: Assessment Evidence

<u>Performance Task(s):</u>	<u>Other Evidence:</u>
Quizzes <ul style="list-style-type: none"> <li>● "Contextos" (Vocabulary)</li> <li>● Saber &amp; Conocer (6.1)</li> <li>● Indirect Object Pronouns (6.2)</li> <li>● Preterite Tense of Regular Verbs (6.3)</li> <li>● Demonstrative Adjectives/Pronouns (6.4)</li> </ul> Tests <ul style="list-style-type: none"> <li>● Lección 6: De Compras</li> </ul> Projects <ul style="list-style-type: none"> <li>● Shopping Interview</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulary/Grammar Presentations &amp; Tutorials           <ul style="list-style-type: none"> <li>o Descubre 1 Online Textbook</li> <li>o EdPuzzle</li> <li>o Google Slides Presentations</li> </ul> </li> <li>● Reading/Writing Activities           <ul style="list-style-type: none"> <li>o Descubre 1 Online Textbook Assignments</li> <li>o Interactive Notebook Activities</li> <li>o Dialogs</li> </ul> </li> <li>● Listening Activities           <ul style="list-style-type: none"> <li>o Descubre 1 Online Textbook</li> <li>o In-Class Listening Activities</li> </ul> </li> <li>● Partner/Speaking/Collaborative Activities           <ul style="list-style-type: none"> <li>o FlipGrid</li> <li>o Descubre 1 Online Textbook Assignments</li> </ul> </li> <li>● Grammar/Vocabulary Games           <ul style="list-style-type: none"> <li>o Kahoot</li> <li>o Quizizz</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>○ Jamboard</li> <li>○ Boom Cards</li> <li>○ Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso</li> <li>● Culture/Grammar/Vocabulary Songs &amp; Videos <ul style="list-style-type: none"> <li>○ YouTube</li> <li>○ EdPuzzle</li> <li>○ Descubre 1 Online Textbook <ul style="list-style-type: none"> <li>■ Fotonovela</li> <li>■ En Pantalla</li> <li>■ Flash Cultura</li> <li>■ Panorama Cultural Interactive Map</li> </ul> </li> </ul> </li> <li>● Class Discussions on Cultural Topics</li> <li>● Digital Resources &amp; Web Based Learning <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook</li> <li>○ EdPuzzle</li> <li>○ Kahoot</li> <li>○ Rockalingua</li> <li>○ Duolingo</li> <li>○ Quizizz</li> <li>○ Boom Cards</li> <li>○ FlipGrid</li> <li>○ Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard)</li> <li>○ Padlet</li> <li>○ Boom Cards</li> </ul> </li> </ul>
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### Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> <li>● Project Based Learning</li> <li>● Partner/Group Activities/Learning Centers <ul style="list-style-type: none"> <li>○ Dialogs &amp; Role Playing</li> <li>○ TPR (Total Physical Response)</li> <li>○ Discussions</li> <li>○ Turn &amp; Talk</li> <li>○ Think-Pair-Share</li> <li>○ Jigsaw</li> <li>○ Socrative Speed Dating</li> <li>○ Oral Reading</li> </ul> </li> <li>● Grammar &amp; Vocabulary Games/Simulations <ul style="list-style-type: none"> <li>○ Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso</li> </ul> </li> <li>● Open-Ended/Targeted Questioning/Cold Call</li> <li>● Guided Notes</li> <li>● Culture/Grammar/Vocabulary Videos</li> <li>● Web Based Learning <ul style="list-style-type: none"> <li>○ Kahoot</li> <li>○ Quizizz</li> <li>○ EdPuzzle</li> <li>○ Flipgrid</li> <li>○ Duolingo</li> </ul> </li> </ul>	<p><u>Resources:</u></p> <p><a href="#">2020 World Language Standards</a></p> <p><a href="#">LGBT and Disabilities Law</a></p> <p>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.</p> <p><a href="#">GLSEN Educator Resources</a></p> <p><a href="#">Supporting LGBTQ Youth Resource List</a></p> <p><a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></p> <p><a href="#">2020 Career Readiness, Life Literacies, and Life Skills</a></p>
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<ul style="list-style-type: none"> <li>o Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard)</li> <li>o Quizlet</li> <li>o Padlet</li> <li>o Boom Cards</li> <li>• Do-Now &amp; Closure Activities</li> <li>• Social/Emotional Learning               <ul style="list-style-type: none"> <li>o Interactive Writing/Journaling</li> <li>o Polling/Check-ins</li> <li>o Emotional Consistency</li> <li>o Celebrate Diversity</li> <li>o Practice Mindfulness</li> <li>o Discuss/Practice Empathy</li> <li>o Incorporate Art</li> <li>o Constructive Criticism</li> <li>o Daily Greetings</li> <li>o Promote a Growth Mindset</li> <li>o Behavior/Learning Contracts</li> <li>o Provide Immediate Feedback</li> <li>o Peer Instruction</li> </ul> </li> <li>• Analogies/Mnemonic Devices</li> <li>• Modeling/Show &amp; Tell Lessons</li> <li>• Interactive Notebook Activities/Maps</li> <li>• Choice Boards/Tiered Assignments/Scaffolding</li> <li>• Outlines/Graphic Organizers/Timelines/Rubrics</li> <li>• Formative &amp; Summative Assessments</li> <li>• Comprehensible Input</li> </ul>	<p><a href="#">World Language Instructional Adaptations For Students With Diverse Needs</a></p> <p>Web Based Learning</p> <p><a href="http://www.duolingo.com">www.duolingo.com</a></p> <p><a href="http://www.flipgrid.com">www.flipgrid.com</a></p> <p><a href="http://www.google.com">www.google.com</a></p> <p><a href="http://www.padlet.com">www.padlet.com</a></p> <p><a href="https://wow.boomlearning.com">https://wow.boomlearning.com</a></p> <p><a href="http://www.edpuzzle.com">www.edpuzzle.com</a></p> <p><a href="http://www.kahoot.com">www.kahoot.com</a></p> <p><a href="http://www.quizizz.com">www.quizizz.com</a></p> <p><a href="http://www.quizlet.com">www.quizlet.com</a></p> <p><a href="#">Descubre 1 Online Textbook</a></p>
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### **Differentiation**

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
<ul style="list-style-type: none"> <li>• Adjusted questioning techniques and higher order questions.</li> <li>• Curriculum compacting (Pre-assessment and alternative assignments)</li> <li>• Web-based Learning</li> <li>• Independent Study</li> <li>• Personalized course packet with individualized enrichment materials</li> <li>• Open ended questions</li> <li>• Varying sets of reading</li> </ul>	<ul style="list-style-type: none"> <li>• Independent/ Small group work</li> <li>• Learning centers</li> <li>• Adjusted questioning techniques and higher order questions</li> <li>• Curriculum compacting (Pre-assessment and alternative assignments)</li> <li>• Web-based Learning</li> <li>• Independent Study</li> <li>• Personalized course packet</li> </ul>	<ul style="list-style-type: none"> <li>• Learning centers</li> <li>• Use of flashcards</li> <li>• One on one coaching with a student, designed around his/her specific challenges</li> <li>• Mini lessons</li> <li>• Small groups designed around student's strengths and weaknesses so that they can tutor each other</li> <li>• Individualized remediation and enrichment materials</li> <li>• Continually assess and adjust content to meet student's needs</li> <li>• Extended time on activities/assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Learning centers</li> <li>• Use of flashcards</li> <li>• One on one coaching with a student, designed around his/her specific challenges</li> <li>• Mini lessons</li> <li>• Small groups designed around student's strengths and weaknesses so that they can tutor each other</li> <li>• Individualized remediation and enrichment materials</li> <li>• Choice activities that appeal to student interests/Personally relevant activities</li> <li>• Continually assess and adjust content to meet student's needs</li> </ul>

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<p>comprehension questions to answer</p> <ul style="list-style-type: none"> <li>• Alternate homework options</li> <li>• Focus on accuracy</li> <li>• Choice Boards/Tiered Assignments/Scaffolding</li> <li>• Assignments designed to meet the needs of native speakers</li> </ul>	<p>with individualized enrichment materials</p> <ul style="list-style-type: none"> <li>• Open ended questions</li> <li>• Tiered assignments</li> <li>• Adaptive assignments that get easier/harder depending on how a student is performing</li> <li>• Varying sets of reading comprehension questions to answer</li> <li>• Focus on accuracy</li> <li>• Choice Boards/Tiered Assignments/Scaffolding</li> </ul>	<ul style="list-style-type: none"> <li>• Grade for content, not spelling</li> <li>• Give directions through several channels: auditory, visual, kinesthetic, model</li> <li>• Use adapted text/worksheets</li> <li>• Give immediate feedback</li> <li>• Vary grouping arrangements: small, large, individual</li> <li>• Utilize peer buddy system in cooperative learning</li> <li>• Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids</li> <li>• Use various techniques and materials to teach a lesson, based on students functioning level</li> <li>• Provide correctly completed examples</li> <li>• Provide frequent reviews of current concepts and information taught</li> <li>• Break assignments into smaller tasks</li> <li>• Use drill and repetition</li> <li>• Use of memory aids/mnemonic devices</li> <li>• Frequently check for understanding</li> <li>• Re-teach and review requisite skills before introducing a new skill or concept</li> <li>• Learning/Behavior Contracts</li> <li>• Web-based Learning</li> <li>• Alternate homework options (modify and limit questions)</li> <li>• Choice Boards/Tiered Assignments/Scaffolding</li> <li>• Use games and simulations</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time on activities/assessments</li> <li>• Grade for content, not spelling</li> <li>• Give directions through several channels: auditory, visual, kinesthetic, model</li> <li>• Use adapted text/worksheets</li> <li>• Give immediate feedback</li> <li>• Vary grouping arrangements: small, large, individual</li> <li>• Utilize peer buddy system in cooperative learning</li> <li>• Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids</li> <li>• Use various techniques and materials to teach a lesson, based on students functioning level</li> <li>• Provide correctly completed examples/Model assignments</li> <li>• Provide frequent reviews of current concepts and information taught</li> <li>• Break assignments into smaller tasks/Chunk</li> <li>• Use drill and repetition</li> <li>• Use of memory aids/mnemonic devices</li> <li>• Use songs, music, and movement</li> <li>• Frequently check for understanding</li> <li>• Pre-teach vocabulary</li> <li>• Re-teach and review requisite skills before introducing a new skill or concept</li> <li>• Learning/Behavior Contracts</li> <li>• Web-based Learning</li> <li>• Alternate homework options (modify and limit questions)</li> <li>• Choice Boards/Tiered Assignments/Scaffolding</li> <li>• Use games and simulations</li> </ul>
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		<ul style="list-style-type: none"> <li>• Use TPR (Total Physical Response)</li> <li>• Role playing, Dramatization, props for dialogs</li> <li>• Interactive writing</li> <li>• Provide visual aids</li> <li>• Repeated directions</li> <li>• Differentiate based on proficiency</li> <li>• Provide word banks</li> <li>• Allow for translators, dictionaries</li> </ul>	<ul style="list-style-type: none"> <li>• Use TPR (Total Physical Response)</li> <li>• Role playing, Dramatization, props for dialogs</li> <li>• Interactive writing</li> <li>• Extended time</li> <li>• Provide visual aids</li> <li>• Repeated directions</li> <li>• Differentiate based on proficiency</li> <li>• Provide word banks</li> <li>• Allow for translators, dictionaries</li> </ul>
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**Unit Title:** Lección 7: La Rutina Diaria

### Stage 1: Desired Results

**Standards & Indicators:** Novice High

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

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Performance Expectations

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

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

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Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

### Performance Expectations

- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

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

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

### Performance Expectations

- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
Career Awareness and Planning	9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills	Career planning requires purposeful planning based on research, self-knowledge, and informed choices
Creativity and Innovation	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).	With a growth mindset, failure is an important part of success.
Critical Thinking and Problem-solving	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).  9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

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Digital Citizenship	9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
Global and Cultural Awareness	9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
Information and Media Literacy	9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5)  9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	In order for members of our society to participate productively, information needs to be shared accurately and ethically.  Media have embedded values and points of view.
Technology Literacy	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

<p><b><u>Central Idea/Enduring Understanding:</u></b></p> <ul style="list-style-type: none"> <li>● <b>Communicate:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</li> <li>● <b>Cultures:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</li> <li>● <b>Connections:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</li> <li>● <b>Comparisons:</b> Develop insight into the nature of language and culture in order to interact with cultural competence.</li> <li>● <b>Communities:</b> Learners use the language both within and beyond the classroom to</li> </ul>	<p><b><u>Essential/Guiding Question:</u></b></p> <ul style="list-style-type: none"> <li>● How do people describe their daily routines?</li> <li>● How do people talk about what they, and others, like and don't like?</li> <li>● Can you describe some special customs from the Spanish-speaking world?</li> </ul>
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<p>interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	
<p><b><u>Content:</u></b></p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• La Rutina Diaria (Daily Routines)</li> <li>• Verbos Reflexivos (Reflexive Verbs)</li> <li>• Palabras de Secuencia (Sequence Words)</li> <li>• Palabras Indefinidas y Negativas (Indefinite and Negative Words)</li> <li>• El Baño (The Bathroom)</li> <li>• Verbos Similares a Gustar (Verbs Similar to Gustar)</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Reflexive Verbs (7.1)</li> <li>• Indefinite and Negative Words (7.2)</li> <li>• Preterite of Ser and Ir (7.3)</li> <li>• Verbs like Gustar (7.4)</li> </ul> <p>Pronunciation</p> <ul style="list-style-type: none"> <li>• The Consonant “r”</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>• “La Siesta”</li> <li>• Customs &amp; Food <ul style="list-style-type: none"> <li>◦ Mate</li> <li>◦ Special customs observed in Mexico, El Salvador, Costa Rica, and Argentina</li> </ul> </li> <li>• Peru</li> </ul>	<p><b><u>Skills(Objectives):I Can...</u></b></p> <ul style="list-style-type: none"> <li>• Talk about my own daily routine and that of others.</li> <li>• Recognize expressions to talk about getting ready, through the Fotonovela video series.</li> <li>• Recognize phrases related to reassuring someone, through the Fotonovela video series.</li> <li>• Recognize expressions to talk about past actions, through the Fotonovela video series.</li> <li>• Recognize phrases related to talking about likes and dislikes, through the Fotonovela video series.</li> <li>• Say sentences containing “r” and “rr” in Spanish.</li> <li>• Describe the cultural practice of “La Siesta” in the Spanish-speaking world.</li> <li>• Discuss how drinking “mate” is part of a daily routine in several Spanish-speaking countries.</li> <li>• Identify some special customs observed in Mexico, El Salvador, Costa Rica, and Argentina.</li> <li>• Talk about likes and dislikes using different expressions.</li> <li>• Predict the content of a text from its title.</li> <li>• Explain the content of an email exchange between Spanish speakers.</li> <li>• Use adverbs of time to create smooth transitions in my writing.</li> <li>• Write an essay with a clear introduction, body paragraphs, and a conclusion in Spanish.</li> <li>• Identify the daily routines and preferences of a famous character being interviewed in a TV program.</li> <li>• Explain the message of a commercial prepared for Spanish speakers.</li> <li>• Talk about “Tapas” and their origin.</li> <li>• Identify and Discuss some details about Peru’s geography, history, economy, and culture.</li> <li>• Read, Summarize, &amp; Discuss cultural articles and topics.</li> </ul>
<p><b><u>Interdisciplinary Connections:</u></b></p> <p>English</p> <ul style="list-style-type: none"> <li>◦ Connections evident in every chapter: <ol style="list-style-type: none"> <li>i. Construct grammatically correct sentences with subject/verb, noun/article, and noun/adjective agreement.</li> <li>ii. Communicate in the present, past, and future tenses.</li> <li>iii. Expand vocabulary.</li> <li>iv. Compare/Contrast language.</li> <li>v. Read/Respond to different types of literature.</li> </ol> </li> </ul>	

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- vi. Ask and answer questions.
- vii. Read, Summarize, & Discuss cultural articles and topics.
- o Reading Comprehension
  - i. Predict the content of a text from its title.
  - ii. Explain the content of an email exchange between Spanish speakers.
- o Complete writing assignments based on chapter themes.
  - i. Use adverbs of time to create smooth transitions in my writing.
  - ii. Write an essay with a clear introduction, body paragraphs, and a conclusion in Spanish.
  - iii.
- o Chapter Grammar Topics
  - i. Say sentences containing “r” and “rr” in Spanish.
  - ii. Talk about my own daily routine and that of others.
  - iii. Talk about likes and dislikes using different expressions.

### Math

- o Represent quantities.

### Art/Music

- o Draw with various media.
- o Listen to/Interpret songs.
- o View videos, ads, commercials, TV programs, and interviews.
  - i. Fotonovela video series
  - ii. Identify the daily routines and preferences of a famous character being interviewed in a TV program.
  - iii. Explain the message of a commercial prepared for Spanish speakers.

### History

- o Learn about Spanish speaking countries.
  - i. Identify some special customs observed in Mexico, El Salvador, Costa Rica, and Argentina.
- o Read and Discuss current events.
- o Read, Summarize, & Discuss cultural articles and topics.
  - i. Describe the cultural practice of “La Siesta” in the Spanish-speaking world.
  - ii. Discuss how drinking “mate” is part of a daily routine in several Spanish-speaking countries.
  - iii. Talk about “Tapas” and their origin.
  - iv. Identify and Discuss some details about Peru’s geography, history, economy, and culture.

## Stage 2: Assessment Evidence

### Performance Task(s):

#### Quizzes

- “Contextos” (Vocabulary)
- Reflexive Verbs (7.1)
- Indefinite and Negative Words (7.2)
- Preterite of Ser and Ir (7.3)
- Verbs like Gustar (7.4)
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#### Tests

- Lección 7: La Rutina Diaria

#### Projects

- Mi Rutina Diaria (Daily Routine)

### Other Evidence:

- Vocabulary/Grammar Presentations & Tutorials
  - o Descubre 1 Online Textbook
  - o EdPuzzle
  - o Google Slides Presentations
- Reading/Writing Activities
  - o Descubre 1 Online Textbook Assignments
  - o Interactive Notebook Activities
  - o Dialogs
- Listening Activities
  - o Descubre 1 Online Textbook
  - o In-Class Listening Activities
- Partner/Speaking/Collaborative Activities
  - o FlipGrid
  - o Descubre 1 Online Textbook Assignments
- Grammar/Vocabulary Games
  - o Kahoot

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	<ul style="list-style-type: none"> <li>○ Quizizz</li> <li>○ Jamboard</li> <li>○ Boom Cards</li> <li>○ Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso</li> <li>● Culture/Grammar/Vocabulary Songs &amp; Videos <ul style="list-style-type: none"> <li>○ YouTube</li> <li>○ EdPuzzle</li> <li>○ Descubre 1 Online Textbook <ul style="list-style-type: none"> <li>■ Fotonovela</li> <li>■ En Pantalla</li> <li>■ Flash Cultura</li> <li>■ Panorama Cultural Interactive Map</li> </ul> </li> </ul> </li> <li>● Class Discussions on Cultural Topics</li> <li>● Digital Resources &amp; Web Based Learning <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook</li> <li>○ EdPuzzle</li> <li>○ Kahoot</li> <li>○ Rockalingua</li> <li>○ Duolingo</li> <li>○ Quizizz</li> <li>○ Boom Cards</li> <li>○ FlipGrid</li> <li>○ Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard)</li> <li>○ Padlet</li> <li>○ Boom Cards</li> </ul> </li> </ul>
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### Stage 3: Learning Plan

<p><u><a href="#">Learning Opportunities/Strategies:</a></u></p> <ul style="list-style-type: none"> <li>● Project Based Learning</li> <li>● Partner/Group Activities/Learning Centers <ul style="list-style-type: none"> <li>○ Dialogs &amp; Role Playing</li> <li>○ TPR (Total Physical Response)</li> <li>○ Discussions</li> <li>○ Turn &amp; Talk</li> <li>○ Think-Pair-Share</li> <li>○ Jigsaw</li> <li>○ Socrative Speed Dating</li> <li>○ Oral Reading</li> </ul> </li> <li>● Grammar &amp; Vocabulary Games/Simulations <ul style="list-style-type: none"> <li>○ Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso</li> </ul> </li> <li>● Open-Ended/Targeted Questioning/Cold Call</li> <li>● Guided Notes</li> <li>● Culture/Grammar/Vocabulary Videos</li> <li>● Web Based Learning <ul style="list-style-type: none"> <li>○ Kahoot</li> <li>○ Quizizz</li> <li>○ EdPuzzle</li> <li>○ Flipgrid</li> <li>○ Duolingo</li> </ul> </li> </ul>	<p><u><a href="#">Resources:</a></u></p> <p><u><a href="#">2020 World Language Standards</a></u></p> <p><u><a href="#">LGBT and Disabilities Law</a></u>  LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.</p> <p><u><a href="#">GLSEN Educator Resources</a></u></p> <p><u><a href="#">Supporting LGBTQ Youth Resource List</a></u></p> <p><u><a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></u></p> <p><u><a href="#">2020 Career Readiness, Life Literacies, and Life Skills</a></u></p>
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<ul style="list-style-type: none"> <li>o Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard)</li> <li>o Quizlet</li> <li>o Padlet</li> <li>o Boom Cards</li> <li>• Do-Now &amp; Closure Activities</li> <li>• Social/Emotional Learning               <ul style="list-style-type: none"> <li>o Interactive Writing/Journaling</li> <li>o Polling/Check-ins</li> <li>o Emotional Consistency</li> <li>o Celebrate Diversity</li> <li>o Practice Mindfulness</li> <li>o Discuss/Practice Empathy</li> <li>o Incorporate Art</li> <li>o Constructive Criticism</li> <li>o Daily Greetings</li> <li>o Promote a Growth Mindset</li> <li>o Behavior/Learning Contracts</li> <li>o Provide Immediate Feedback</li> <li>o Peer Instruction</li> </ul> </li> <li>• Analogies/Mnemonic Devices</li> <li>• Modeling/Show &amp; Tell Lessons</li> <li>• Interactive Notebook Activities/Maps</li> <li>• Choice Boards/Tiered Assignments/Scaffolding</li> <li>• Outlines/Graphic Organizers/Timelines/Rubrics</li> <li>• Formative &amp; Summative Assessments</li> <li>• Comprehensible Input</li> </ul>	<p><a href="#">World Language Instructional Adaptations For Students With Diverse Needs</a></p> <p>Web Based Learning</p> <p><a href="http://www.duolingo.com">www.duolingo.com</a></p> <p><a href="http://www.flipgrid.com">www.flipgrid.com</a></p> <p><a href="http://www.google.com">www.google.com</a></p> <p><a href="http://www.padlet.com">www.padlet.com</a></p> <p><a href="https://wow.boomlearning.com">https://wow.boomlearning.com</a></p> <p><a href="http://www.edpuzzle.com">www.edpuzzle.com</a></p> <p><a href="http://www.kahoot.com">www.kahoot.com</a></p> <p><a href="http://www.quizizz.com">www.quizizz.com</a></p> <p><a href="http://www.quizlet.com">www.quizlet.com</a></p> <p><a href="#">Descubre 1 Online Textbook</a></p>
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### **Differentiation**

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
<ul style="list-style-type: none"> <li>• Adjusted questioning techniques and higher order questions.</li> <li>• Curriculum compacting (Pre-assessment and alternative assignments)</li> <li>• Web-based Learning</li> <li>• Independent Study</li> <li>• Personalized course packet with individualized enrichment materials</li> <li>• Open ended questions</li> <li>• Varying sets of reading</li> </ul>	<ul style="list-style-type: none"> <li>• Independent/ Small group work</li> <li>• Learning centers</li> <li>• Adjusted questioning techniques and higher order questions</li> <li>• Curriculum compacting (Pre-assessment and alternative assignments)</li> <li>• Web-based Learning</li> <li>• Independent Study</li> </ul>	<ul style="list-style-type: none"> <li>• Learning centers</li> <li>• Use of flashcards</li> <li>• One on one coaching with a student, designed around his/her specific challenges</li> <li>• Mini lessons</li> <li>• Small groups designed around student's strengths and weaknesses so that they can tutor each other</li> <li>• Individualized remediation and enrichment materials</li> <li>• Continually assess and adjust content to meet student's needs</li> </ul>	<ul style="list-style-type: none"> <li>• Learning centers</li> <li>• Use of flashcards</li> <li>• One on one coaching with a student, designed around his/her specific challenges</li> <li>• Mini lessons</li> <li>• Small groups designed around student's strengths and weaknesses so that they can tutor each other</li> <li>• Individualized remediation and enrichment materials</li> <li>• Choice activities that appeal to student interests/Personally relevant activities</li> <li>• Continually assess and adjust content to meet student's needs</li> </ul>

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<p>comprehension questions to answer</p> <ul style="list-style-type: none"> <li>• Alternate homework options</li> <li>• Focus on accuracy</li> <li>• Choice Boards/Tiered Assignments/Scaffolding</li> <li>• Assignments designed to meet the needs of native speakers</li> </ul>	<ul style="list-style-type: none"> <li>• Personalized course packet with individualized enrichment materials</li> <li>• Open ended questions</li> <li>• Tiered assignments</li> <li>• Adaptive assignments that get easier/harder depending on how a student is performing</li> <li>• Varying sets of reading comprehension questions to answer</li> <li>• Focus on accuracy</li> <li>• Choice Boards/Tiered Assignments/Scaffolding</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time on activities/assessments</li> <li>• Grade for content, not spelling</li> <li>• Give directions through several channels: auditory, visual, kinesthetic, model</li> <li>• Use adapted text/worksheets</li> <li>• Give immediate feedback</li> <li>• Vary grouping arrangements: small, large, individual</li> <li>• Utilize peer buddy system in cooperative learning</li> <li>• Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids</li> <li>• Use various techniques and materials to teach a lesson, based on students functioning level</li> <li>• Provide correctly completed examples</li> <li>• Provide frequent reviews of current concepts and information taught</li> <li>• Break assignments into smaller tasks</li> <li>• Use drill and repetition</li> <li>• Use of memory aids/mnemonic devices</li> <li>• Frequently check for understanding</li> <li>• Re-teach and review requisite skills before introducing a new skill or concept</li> <li>• Learning/Behavior Contracts</li> <li>• Web-based Learning</li> <li>• Alternate homework options (modify and limit questions)</li> <li>• Choice Boards/Tiered Assignments/Scaffolding</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time on activities/assessments</li> <li>• Grade for content, not spelling</li> <li>• Give directions through several channels: auditory, visual, kinesthetic, model</li> <li>• Use adapted text/worksheets</li> <li>• Give immediate feedback</li> <li>• Vary grouping arrangements: small, large, individual</li> <li>• Utilize peer buddy system in cooperative learning</li> <li>• Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids</li> <li>• Use various techniques and materials to teach a lesson, based on students functioning level</li> <li>• Provide correctly completed examples/Model assignments</li> <li>• Provide frequent reviews of current concepts and information taught</li> <li>• Break assignments into smaller tasks/Chunk</li> <li>• Use drill and repetition</li> <li>• Use of memory aids/mnemonic devices</li> <li>• Use songs, music, and movement</li> <li>• Frequently check for understanding</li> <li>• Pre-teach vocabulary</li> <li>• Re-teach and review requisite skills before introducing a new skill or concept</li> <li>• Learning/Behavior Contracts</li> <li>• Web-based Learning</li> <li>• Alternate homework options (modify and limit questions)</li> <li>• Choice Boards/Tiered Assignments/Scaffolding</li> <li>• Use games and simulations</li> </ul>
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		<ul style="list-style-type: none"> <li>• Use games and simulations</li> <li>• Use TPR (Total Physical Response)</li> <li>• Role playing, Dramatization, props for dialogs</li> <li>• Interactive writing</li> <li>• Provide visual aids</li> <li>• Repeated directions</li> <li>• Differentiate based on proficiency</li> <li>• Provide word banks</li> <li>• Allow for translators, dictionaries</li> </ul>	<ul style="list-style-type: none"> <li>• Use TPR (Total Physical Response)</li> <li>• Role playing, Dramatization, props for dialogs</li> <li>• Interactive writing</li> <li>• Extended time</li> <li>• Provide visual aids</li> <li>• Repeated directions</li> <li>• Differentiate based on proficiency</li> <li>• Provide word banks</li> <li>• Allow for translators, dictionaries</li> </ul>
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**Unit Title:** Lección 8: La Comida

### Stage 1: Desired Results

**Standards & Indicators:** Novice High

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

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Performance Expectations

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

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

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express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

### Performance Expectations

- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change

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

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

### Performance Expectations

- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
Career Awareness and Planning	9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills	Career planning requires purposeful planning based on research, self-knowledge, and informed choices
Creativity and Innovation	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).	With a growth mindset, failure is an important part of success.
Critical Thinking and Problem-solving	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global

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	9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes	issues where diverse solutions are needed.
Digital Citizenship	9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
Global and Cultural Awareness	9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
Information and Media Literacy	9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5)  9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	In order for members of our society to participate productively, information needs to be shared accurately and ethically.  Media have embedded values and points of view.
Technology Literacy	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

<p><b><u>Central Idea/Enduring Understanding:</u></b></p> <ul style="list-style-type: none"> <li>● <b>Communicate:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</li> <li>● <b>Cultures:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</li> <li>● <b>Connections:</b> Learners use the language to investigate, explain, and reflect on the</li> </ul>	<p><b><u>Essential/Guiding Question:</u></b></p> <ul style="list-style-type: none"> <li>● How do people talk about what they eat at each meal?</li> <li>● How do people make comparisons about people, places, and things?</li> <li>● What are some common foods and dishes in the Spanish-speaking world?</li> </ul>
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<p>nature of language through comparisons of the language studied and their own.</p> <ul style="list-style-type: none"> <li>• <b>Comparisons:</b> Develop insight into the nature of language and culture in order to interact with cultural competence.</li> <li>• <b>Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</li> </ul>	
<p><b>Content:</b></p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• Las Comidas (Food)</li> <li>• Las Frutas (Fruit)</li> <li>• Las Verduras (Vegetables)</li> <li>• La Carne y El Pescado (Meat/Fish)</li> <li>• Otras Comidas (Other Foods)</li> <li>• Las Bebidas (Drinks)</li> <li>• El Desayuno, El Almuerzo, y La Cena (Breakfast/Lunch/Dinner)</li> <li>• En el Restaurante (In the Restaurant)</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Preterite of Stem-Changing Verbs (8.1)</li> <li>• Double Object Pronouns (8.2)</li> <li>• Comparisons (8.3)</li> <li>• Superlatives (8.4)</li> </ul> <p>Pronunciation</p> <ul style="list-style-type: none"> <li>• ll, ñ, c, and z</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>• Fruits and Vegetables of the Americas</li> <li>• Exotic Fruits of Latin America</li> <li>• Latin Food</li> <li>• Guatemala</li> </ul>	<p><b>Skills(Objectives):I Can...</b></p> <ul style="list-style-type: none"> <li>• Recognize a variety of foods and Classify them.</li> <li>• Identify expressions to order food in a restaurant, through the Fotonovela video series.</li> <li>• Identify phrases related to describing people and things, through the Fotonovela video series.</li> <li>• Say sentences containing the letter combination "ll" and the letters ñ, c, and z correctly.</li> <li>• Exchange some information with others about fruits and vegetables native to the Americas.</li> <li>• Recognize some regional terms Spanish speakers use to talk about various foods.</li> <li>• Identify and Discuss some details about Ferran Adria.</li> <li>• Describe several typical dishes from Peru, Spain, and Colombia.</li> <li>• Talk about events in the past.</li> <li>• Make comparisons in Spanish.</li> <li>• Use some irregular comparative forms.</li> <li>• Make sentences that use superlatives in Spanish.</li> <li>• Use some irregular superlative forms.</li> <li>• Identify the main idea of a reading.</li> <li>• Write a review in Spanish providing opinions and using specific details, and other forms of evidence.</li> <li>• Identify the recommendations of a waiter in a recorded conversation.</li> <li>• Identify the foods a couple of people ordered in a recorded conversation.</li> <li>• Describe some details about traditional soups in different Spanish-speaking countries.</li> <li>• Explain the reactions of a kid in a commercial.</li> <li>• Discuss recipes with my classmates.</li> <li>• Recognize the importance of fresh produce in the Spanish-speaking world.</li> <li>• Talk about the presence of food from Spanish speaking countries in the United States.</li> <li>• Discuss the global issue of world hunger in Spanish speaking countries.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Identify and Discuss some details about Guatemala's geography, history, economy, and culture.</li> <li>• Read and Discuss current events.</li> <li>• Read, Summarize, &amp; Discuss cultural articles and topics.</li> </ul>
<p><b><u>Interdisciplinary Connections:</u></b></p> <p><b>English</b></p> <ul style="list-style-type: none"> <li>○ Connections evident in every chapter:             <ul style="list-style-type: none"> <li>i. Construct grammatically correct sentences with subject/verb, noun/article, and noun/adjective agreement.</li> <li>ii. Communicate in the present, past, and future tenses.</li> <li>iii. Expand vocabulary.</li> <li>iv. Compare/Contrast language.</li> <li>v. Read/Respond to different types of literature.</li> <li>vi. Ask and answer questions.</li> <li>vii. Read, Summarize, &amp; Discuss cultural articles and topics.</li> </ul> </li> <li>○ Reading Comprehension             <ul style="list-style-type: none"> <li>i. Identify the main idea of a reading.</li> </ul> </li> <li>○ Complete writing assignments based on chapter themes.             <ul style="list-style-type: none"> <li>i. Write a review in Spanish providing opinions and using specific details, and other forms of evidence.</li> </ul> </li> <li>○ Chapter Grammar/Vocabulary Topics             <ul style="list-style-type: none"> <li>i. Say sentences containing the letter combination "ll" and the letters ñ, c, and z correctly.</li> <li>ii. Recognize some regional terms Spanish speakers use to talk about various foods.</li> <li>iii. Talk about events in the past.</li> <li>iv. Make comparisons in Spanish.</li> <li>v. Use some irregular comparative forms.</li> <li>vi. Make sentences that use superlatives in Spanish.</li> <li>vii. Use some irregular superlative forms.</li> </ul> </li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>○ Represent quantities.</li> </ul> <p><b>Art/Music</b></p> <ul style="list-style-type: none"> <li>○ Draw with various media.</li> <li>○ Listen to/Interpret songs.</li> <li>○ View videos, ads, commercials, TV programs, and interviews.             <ul style="list-style-type: none"> <li>i. Fotonovela video series</li> <li>ii. Explain the reactions of a kid in a commercial.</li> </ul> </li> <li>○ Discuss recipes with my classmates.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>○ Recognize the importance of fresh produce in the Spanish-speaking world.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>○ Learn about Spanish speaking countries.             <ul style="list-style-type: none"> <li>i. Describe several typical dishes from Peru, Spain, and Colombia.</li> <li>ii. Identify and Discuss some details about Guatemala's geography, history, economy, and culture.</li> </ul> </li> <li>○ Read and Discuss current events.</li> <li>○ Read, Summarize, &amp; Discuss cultural articles and topics.             <ul style="list-style-type: none"> <li>i. Identify and Discuss some details about Ferran Adria.</li> <li>ii. Talk about the presence of food from Spanish speaking countries in the United States.</li> <li>iii. Discuss the global issue of world hunger in Spanish speaking countries.</li> </ul> </li> </ul>	

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### Stage 2: Assessment Evidence

#### Performance Task(s):

##### Quizzes

- “Contextos” (Vocabulary)
- Preterite of Stem-Changing Verbs (8.1)
- Double Object Pronouns (8.2)
- Comparisons (8.3)
- Superlatives (8.4)

##### Tests

- Lección 8: La Comida

##### Projects

- Regional Menu Project
- Recipe Illustration Project

#### Other Evidence:

- Vocabulary/Grammar Presentations & Tutorials
  - Descubre 1 Online Textbook
  - EdPuzzle
  - Google Slides Presentations
- Reading/Writing Activities
  - Descubre 1 Online Textbook Assignments
  - Interactive Notebook Activities
  - Dialogs
- Listening Activities
  - Descubre 1 Online Textbook
  - In-Class Listening Activities
- Partner/Speaking/Collaborative Activities
  - FlipGrid
  - Descubre 1 Online Textbook Assignments
- Grammar/Vocabulary Games
  - Kahoot
  - Quizizz
  - Jamboard
  - Boom Cards
  - Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso
- Culture/Grammar/Vocabulary Songs & Videos
  - YouTube
  - EdPuzzle
  - Descubre 1 Online Textbook
    - Fotonovela
    - En Pantalla
    - Flash Cultura
    - Panorama Cultural Interactive Map
- Class Discussions on Cultural Topics
- Digital Resources & Web Based Learning
  - Descubre 1 Online Textbook
  - EdPuzzle
  - Kahoot
  - Rockalingua
  - Duolingo
  - Quizizz
  - Boom Cards
  - FlipGrid
  - Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard)
  - Padlet
  - Boom Cards

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

- Project Based Learning
- Partner/Group Activities/Learning Centers

#### Resources:

[2020 World Language Standards](#)

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<ul style="list-style-type: none"> <li>o Dialogs &amp; Role Playing</li> <li>o TPR (Total Physical Response)</li> <li>o Discussions</li> <li>o Turn &amp; Talk</li> <li>o Think-Pair-Share</li> <li>o Jigsaw</li> <li>o Socrative Speed Dating</li> <li>o Oral Reading</li> <li>• Grammar &amp; Vocabulary Games/Simulations <ul style="list-style-type: none"> <li>o Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso</li> </ul> </li> <li>• Open-Ended/Targeted Questioning/Cold Call</li> <li>• Guided Notes</li> <li>• Culture/Grammar/Vocabulary Videos</li> <li>• Web Based Learning <ul style="list-style-type: none"> <li>o Kahoot</li> <li>o Quizizz</li> <li>o EdPuzzle</li> <li>o Flipgrid</li> <li>o Duolingo</li> <li>o Rockalingua</li> <li>o Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard)</li> <li>o Quizlet</li> <li>o Padlet</li> <li>o Boom Cards</li> </ul> </li> <li>• Do-Now &amp; Closure Activities</li> <li>• Social/Emotional Learning <ul style="list-style-type: none"> <li>o Interactive Writing/Journaling</li> <li>o Polling/Check-ins</li> <li>o Emotional Consistency</li> <li>o Celebrate Diversity</li> <li>o Practice Mindfulness</li> <li>o Discuss/Practice Empathy</li> <li>o Incorporate Art</li> <li>o Constructive Criticism</li> <li>o Daily Greetings</li> <li>o Promote a Growth Mindset</li> <li>o Behavior/Learning Contracts</li> <li>o Provide Immediate Feedback</li> <li>o Peer Instruction</li> </ul> </li> <li>• Analogies/Mnemonic Devices</li> <li>• Modeling/Show &amp; Tell Lessons</li> <li>• Interactive Notebook Activities/Maps</li> <li>• Choice Boards/Tiered Assignments/Scaffolding</li> <li>• Outlines/Graphic Organizers/Timelines/Rubrics</li> <li>• Formative &amp; Summative Assessments</li> <li>• Comprehensible Input</li> </ul>	<p><a href="#">LGBT and Disabilities Law</a></p> <p>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.</p> <p><a href="#">GLSEN Educator Resources</a></p> <p><a href="#">Supporting LGBTQ Youth Resource List</a></p> <p><a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></p> <p><a href="#">2020 Career Readiness, Life Literacies, and Life Skills</a></p> <p><a href="#">World Language Instructional Adaptations For Students With Diverse Needs</a></p> <p>Web Based Learning</p> <p><a href="http://www.duolingo.com">www.duolingo.com</a></p> <p><a href="http://www.flipgrid.com">www.flipgrid.com</a></p> <p><a href="http://www.google.com">www.google.com</a></p> <p><a href="http://www.padlet.com">www.padlet.com</a></p> <p><a href="https://wow.boomlearning.com">https://wow.boomlearning.com</a></p> <p><a href="http://www.edpuzzle.com">www.edpuzzle.com</a></p> <p><a href="http://www.kahoot.com">www.kahoot.com</a></p> <p><a href="http://www.quizizz.com">www.quizizz.com</a></p> <p><a href="http://www.quizlet.com">www.quizlet.com</a></p> <p><a href="#">Descubre 1 Online Textbook</a></p>
<p><b><u>Differentiation</u></b></p> <p>*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>	

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>Adjusted questioning techniques and higher order questions.</li> <li>Curriculum compacting (Pre-assessment and alternative assignments)</li> <li>Web-based Learning</li> <li>Independent Study</li> <li>Personalized course packet with individualized enrichment materials</li> <li>Open ended questions</li> <li>Varying sets of reading comprehension questions to answer</li> <li>Alternate homework options</li> <li>Focus on accuracy</li> <li>Choice Boards/Tiered Assignments/Scaffolding</li> <li>Assignments designed to meet the needs of native speakers</li> </ul>	<ul style="list-style-type: none"> <li>Independent/ Small group work</li> <li>Learning centers</li> <li>Adjusted questioning techniques and higher order questions</li> <li>Curriculum compacting (Pre-assessment and alternative assignments)</li> <li>Web-based Learning</li> <li>Independent Study</li> <li>Personalized course packet with individualized enrichment materials</li> <li>Open ended questions</li> <li>Tiered assignments</li> <li>Adaptive assignments that get easier/harder depending on how a student is performing</li> <li>Varying sets of reading comprehension questions to answer</li> <li>Focus on accuracy</li> <li>Choice Boards/Tiered Assignments/Scaffolding</li> </ul>	<ul style="list-style-type: none"> <li>Learning centers</li> <li>Use of flashcards</li> <li>One on one coaching with a student, designed around his/her specific challenges</li> <li>Mini lessons</li> <li>Small groups designed around student's strengths and weaknesses so that they can tutor each other</li> <li>Individualized remediation and enrichment materials</li> <li>Continually assess and adjust content to meet student's needs</li> <li>Extended time on activities/assessments</li> <li>Grade for content, not spelling</li> <li>Give directions through several channels: auditory, visual, kinesthetic, model</li> <li>Use adapted text/worksheets</li> <li>Give immediate feedback</li> <li>Vary grouping arrangements: small, large, individual</li> <li>Utilize peer buddy system in cooperative learning</li> <li>Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids</li> <li>Use various techniques and materials to teach a lesson, based on students functioning level</li> <li>Provide correctly completed examples</li> <li>Provide frequent reviews of current concepts and information taught</li> </ul>	<ul style="list-style-type: none"> <li>Learning centers</li> <li>Use of flashcards</li> <li>One on one coaching with a student, designed around his/her specific challenges</li> <li>Mini lessons</li> <li>Small groups designed around student's strengths and weaknesses so that they can tutor each other</li> <li>Individualized remediation and enrichment materials</li> <li>Choice activities that appeal to student interests/Personally relevant activities</li> <li>Continually assess and adjust content to meet student's needs</li> <li>Extended time on activities/assessments</li> <li>Grade for content, not spelling</li> <li>Give directions through several channels: auditory, visual, kinesthetic, model</li> <li>Use adapted text/worksheets</li> <li>Give immediate feedback</li> <li>Vary grouping arrangements: small, large, individual</li> <li>Utilize peer buddy system in cooperative learning</li> <li>Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids</li> <li>Use various techniques and materials to teach a lesson, based on students functioning level</li> <li>Provide correctly completed examples/Model assignments</li> <li>Provide frequent reviews of current concepts and information taught</li> <li>Break assignments into smaller tasks/Chunk</li> <li>Use drill and repetition</li> </ul>



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		<ul style="list-style-type: none"> <li>• Break assignments into smaller tasks</li> <li>• Use drill and repetition</li> <li>• Use of memory aids/mnemonic devices</li> <li>• Frequently check for understanding</li> <li>• Re-teach and review requisite skills before introducing a new skill or concept</li> <li>• Learning/Behavior Contracts</li> <li>• Web-based Learning</li> <li>• Alternate homework options (modify and limit questions)</li> <li>• Choice Boards/Tiered Assignments/Scaffolding</li> <li>• Use games and simulations</li> <li>• Use TPR (Total Physical Response)</li> <li>• Role playing, Dramatization, props for dialogs</li> <li>• Interactive writing</li> <li>• Provide visual aids</li> <li>• Repeated directions</li> <li>• Differentiate based on proficiency</li> <li>• Provide word banks</li> <li>• Allow for translators, dictionaries</li> </ul>	<ul style="list-style-type: none"> <li>• Use of memory aids/mnemonic devices</li> <li>• Use songs, music, and movement</li> <li>• Frequently check for understanding</li> <li>• Pre-teach vocabulary</li> <li>• Re-teach and review requisite skills before introducing a new skill or concept</li> <li>• Learning/Behavior Contracts</li> <li>• Web-based Learning</li> <li>• Alternate homework options (modify and limit questions)</li> <li>• Choice Boards/Tiered Assignments/Scaffolding</li> <li>• Use games and simulations</li> <li>• Use TPR (Total Physical Response)</li> <li>• Role playing, Dramatization, props for dialogs</li> <li>• Interactive writing</li> <li>• Extended time</li> <li>• Provide visual aids</li> <li>• Repeated directions</li> <li>• Differentiate based on proficiency</li> <li>• Provide word banks</li> <li>• Allow for translators, dictionaries</li> </ul>
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**Unit Title:** Lección 9: Las Fiestas

### Stage 1: Desired Results

**Standards & Indicators:** Novice High

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

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Performance Expectations

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.

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- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

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

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

### Performance Expectations

- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

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

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

### Performance Expectations

- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

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Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
Career Awareness and Planning	9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills	Career planning requires purposeful planning based on research, self-knowledge, and informed choices
Creativity and Innovation	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).	With a growth mindset, failure is an important part of success.
Critical Thinking and Problem-solving	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12.prof.CR3.a).  9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
Digital Citizenship	9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
Global and Cultural Awareness	9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
Information and Media Literacy	9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5)  9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	In order for members of our society to participate productively, information needs to be shared accurately and ethically.  Media have embedded values and points of view.
Technology Literacy	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities,	Digital tools differ in features, capacities, and styles. Knowledge of different digital

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	and utility for accomplishing a specified task (e.g., W.11-12.6.).	tools is helpful in selecting the best tool for a given task.
<p><b><u>Central Idea/Enduring Understanding:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</li> <li>• <b>Cultures:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</li> <li>• <b>Connections:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</li> <li>• <b>Comparisons:</b> Develop insight into the nature of language and culture in order to interact with cultural competence.</li> <li>• <b>Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</li> </ul>		<p><b><u>Essential/Guiding Question:</u></b></p> <ul style="list-style-type: none"> <li>• How do people talk about celebrations?</li> <li>• How do people ask and answer questions about the past?</li> <li>• Can you describe some traditional celebrations in the Spanish-speaking world?</li> </ul>
<p><b><u>Content:</u></b></p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• Las Celebraciones (Celebrations)</li> <li>• Los Postres y Otras Comidas (Dessert and Other Food)</li> <li>• Las Relaciones Personales (Personal Relationships)</li> <li>• Las Etapas de Vida (The Stages of Life)</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Irregular Preterites (9.1)</li> <li>• Verbs that change meaning in the preterite (9.2)</li> <li>• ¿Qué? and ¿Cuál? (9.3)</li> <li>• Pronouns after Prepositions (9.4)</li> </ul> <p>Pronunciation</p> <ul style="list-style-type: none"> <li>• The letters h, j, and g.</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>• Semana Santa</li> <li>• Fiestas Patrias</li> <li>• Las Fiestas <ul style="list-style-type: none"> <li>◦ El Día de los Reyes Magos</li> </ul> </li> </ul>		<p><b><u>Skills(Objectives):I Can...</u></b></p> <ul style="list-style-type: none"> <li>• Recognize words and expressions related to parties and celebrations.</li> <li>• Describe the stages of life and personal relationships.</li> <li>• Identify some characteristics of “Dia de los Muertos”, through the Fotonovela video series.</li> <li>• Identify phrases related to discussing my family history.</li> <li>• Recognize phrases related to talking about parties and celebrations, through the Fotonovela video series.</li> <li>• Say sentences containing the letters h, j, and g correctly.</li> <li>• Identify and Describe several Latin American celebrations, including religious and cultural festivities.</li> <li>• Construct sentences and questions about things that happened in the past.</li> <li>• Make questions using ¿Qué? and ¿Cuál? appropriately.</li> <li>• Ask questions in Spanish appropriately.</li> <li>• Recognize words that belong to the same family in a reading containing unfamiliar words.</li> <li>• Use a Venn diagram to Compare and Contrast information.</li> <li>• Write a comparative analysis in Spanish.</li> </ul>

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<ul style="list-style-type: none"> <li>○ El Día de los Muertos</li> <li>○ La Fiestas de la Calle San Sebastián</li> <li>● Chile</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the synonyms of words used in a recorded conversation.</li> <li>● Determine how a party went as described in a recorded conversation.</li> <li>● Identify the message of a commercial about celebrations in Chile.</li> <li>● Describe some details about “El Día de los Reyes Magos.”</li> <li>● Exchange some information with others about “La Fiestas de la Calle San Sebastián” in San Juan, Puerto Rico.</li> <li>● Identify and Discuss some details about Chile’s geography, history, culture, and economy.</li> <li>● Read, Summarize, &amp; Discuss cultural articles and topics.</li> </ul>
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### Interdisciplinary Connections:

#### English

- Connections evident in every chapter:
  - i. Construct grammatically correct sentences with subject/verb, noun/article, and noun/adjective agreement.
  - ii. Communicate in the present, past, and future tenses.
  - iii. Expand vocabulary.
    - 1. Identify the synonyms of words used in a recorded conversation.
  - iv. Compare/Contrast language.
  - v. Read/Respond to different types of literature.
  - vi. Ask and answer questions.
  - vii. Read, Summarize, & Discuss cultural articles and topics.
- Reading Comprehension
  - i. Recognize words that belong to the same family in a reading containing unfamiliar words.
  - ii. Use a Venn diagram to Compare and Contrast information.
- Complete writing assignments based on chapter themes.
  - i. Write a comparative analysis in Spanish.
- Chapter Grammar Topics
  - i. Say sentences containing the letters h, j, and g correctly.
  - ii. Construct sentences and questions about things that happened in the past.
  - iii. Make questions using ¿Qué? and ¿Cuál? appropriately.
  - iv. Ask questions in Spanish appropriately.

#### Math

- Represent quantities.

#### Art/Music

- Draw with various media.
- Listen to/Interpret songs.
- View videos, ads, commercials, TV programs, and interviews
  - i. Fotonovela video series
  - ii. Identify the message of a commercial about celebrations in Chile.

#### History

- Learn about Spanish speaking countries.
  - i. Identify and Discuss some details about Chile’s geography, history, culture, and economy.
- Read and Discuss current events.
- Read, Summarize, & Discuss cultural articles and topics.

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- i. Describe the stages of life and personal relationships.
- ii. Identify some characteristics of “Día de los Muertos”
- iii. Identify phrases related to discussing my family history.
- iv. Identify and Describe several Latin American celebrations, including religious and cultural festivities.
- v. Describe some details about “El Día de los Reyes Magos.”
- vi. Exchange some information with others about “La Fiestas de la Calle San Sebastián” in San Juan, Puerto Rico.

### Stage 2: Assessment Evidence

#### Performance Task(s):

##### Quizzes

- “Contextos” (Vocabulary)
- Irregular Preterites (9.1)
- Verbs that change meaning in the preterite (9.2)
- ¿Qué? and ¿Cuál? (9.3)
- Pronouns after Prepositions (9.4)

##### Tests

- Lección 9: Las Fiestas

##### Projects

- Preterite Tense (Past Vacation) Project

#### Other Evidence:

- Vocabulary/Grammar Presentations & Tutorials
  - Descubre 1 Online Textbook
  - EdPuzzle
  - Google Slides Presentations
- Reading/Writing Activities
  - Descubre 1 Online Textbook Assignments
  - Interactive Notebook Activities
  - Dialogs
- Listening Activities
  - Descubre 1 Online Textbook
  - In-Class Listening Activities
- Partner/Speaking/Collaborative Activities
  - FlipGrid
  - Descubre 1 Online Textbook Assignments
- Grammar/Vocabulary Games
  - Kahoot
  - Quizizz
  - Jamboard
  - Boom Cards
  - Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso
- Culture/Grammar/Vocabulary Songs & Videos
  - YouTube
  - EdPuzzle
  - Descubre 1 Online Textbook
    - Fotonovela
    - En Pantalla
    - Flash Cultura
    - Panorama Cultural Interactive Map
- Class Discussions on Cultural Topics
- Digital Resources & Web Based Learning
  - Descubre 1 Online Textbook
  - EdPuzzle
  - Kahoot
  - Rockalingua
  - Duolingo
  - Quizizz
  - Boom Cards
  - FlipGrid

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	<ul style="list-style-type: none"> <li>○ Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard)</li> <li>○ Padlet</li> <li>○ Boom Cards</li> </ul>
Stage 3: Learning Plan	
<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> <li>● Project Based Learning</li> <li>● Partner/Group Activities/Learning Centers               <ul style="list-style-type: none"> <li>○ Dialogs &amp; Role Playing</li> <li>○ TPR (Total Physical Response)</li> <li>○ Discussions</li> <li>○ Turn &amp; Talk</li> <li>○ Think-Pair-Share</li> <li>○ Jigsaw</li> <li>○ Socrative Speed Dating</li> <li>○ Oral Reading</li> </ul> </li> <li>● Grammar &amp; Vocabulary Games/Simulations               <ul style="list-style-type: none"> <li>○ Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso</li> </ul> </li> <li>● Open-Ended/Targeted Questioning/Cold Call</li> <li>● Guided Notes</li> <li>● Culture/Grammar/Vocabulary Videos</li> <li>● Web Based Learning               <ul style="list-style-type: none"> <li>○ Kahoot</li> <li>○ Quizizz</li> <li>○ EdPuzzle</li> <li>○ Flipgrid</li> <li>○ Duolingo</li> <li>○ Rockalingua</li> <li>○ Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard)</li> <li>○ Quizlet</li> <li>○ Padlet</li> <li>○ Boom Cards</li> </ul> </li> <li>● Do-Now &amp; Closure Activities</li> <li>● Social/Emotional Learning               <ul style="list-style-type: none"> <li>○ Interactive Writing/Journaling</li> <li>○ Polling/Check-ins</li> <li>○ Emotional Consistency</li> <li>○ Celebrate Diversity</li> <li>○ Practice Mindfulness</li> <li>○ Discuss/Practice Empathy</li> <li>○ Incorporate Art</li> <li>○ Constructive Criticism</li> <li>○ Daily Greetings</li> <li>○ Promote a Growth Mindset</li> <li>○ Behavior/Learning Contracts</li> <li>○ Provide Immediate Feedback</li> <li>○ Peer Instruction</li> </ul> </li> <li>● Analogies/Mnemonic Devices</li> </ul>	<p><u>Resources:</u></p> <p><a href="#">2020 World Language Standards</a></p> <p><a href="#">LGBT and Disabilities Law</a></p> <p>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.</p> <p><a href="#">GLSEN Educator Resources</a></p> <p><a href="#">Supporting LGBTQ Youth Resource List</a></p> <p><a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></p> <p><a href="#">2020 Career Readiness, Life Literacies, and Life Skills</a></p> <p><a href="#">World Language Instructional Adaptations For Students With Diverse Needs</a></p> <p>Web Based Learning</p> <p><a href="http://www.duolingo.com">www.duolingo.com</a></p> <p><a href="http://www.flipgrid.com">www.flipgrid.com</a></p> <p><a href="http://www.google.com">www.google.com</a></p> <p><a href="http://www.padlet.com">www.padlet.com</a></p> <p><a href="https://wow.boomlearning.com">https://wow.boomlearning.com</a></p> <p><a href="http://www.edpuzzle.com">www.edpuzzle.com</a></p> <p><a href="http://www.kahoot.com">www.kahoot.com</a></p> <p><a href="http://www.quizizz.com">www.quizizz.com</a></p>

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<ul style="list-style-type: none"><li>Modeling/Show &amp; Tell Lessons</li><li>Interactive Notebook Activities/Maps</li><li>Choice Boards/Tiered Assignments/Scaffolding</li><li>Outlines/Graphic Organizers/Timelines/Rubrics</li><li>Formative &amp; Summative Assessments</li><li>Comprehensible Input</li></ul>	<a href="http://www.quizlet.com">www.quizlet.com</a>  <a href="#">Descubre 1 Online Textbook</a>		
<b><u>Differentiation</u></b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
<b>High-Achieving Students</b> <ul style="list-style-type: none"><li>Adjusted questioning techniques and higher order questions.</li><li>Curriculum compacting (Pre-assessment and alternative assignments)</li><li>Web-based Learning</li><li>Independent Study</li><li>Personalized course packet with individualized enrichment materials</li><li>Open ended questions</li><li>Varying sets of reading comprehension questions to answer</li><li>Alternate homework options</li><li>Focus on accuracy</li><li>Choice Boards/Tiered Assignments/Scaffolding</li><li>Assignments designed to meet the needs of native speakers</li></ul>	<b>On Grade Level Students</b> <ul style="list-style-type: none"><li>Independent/ Small group work</li><li>Learning centers</li><li>Adjusted questioning techniques and higher order questions</li><li>Curriculum compacting (Pre-assessment and alternative assignments)</li><li>Web-based Learning</li><li>Independent Study</li><li>Personalized course packet with individualized enrichment materials</li><li>Open ended questions</li><li>Tiered assignments</li><li>Adaptive assignments that get easier/harder depending on how a student is performing</li><li>Varying sets of reading comprehension questions to answer</li></ul>	<b>Struggling Students</b> <ul style="list-style-type: none"><li>Learning centers</li><li>Use of flashcards</li><li>One on one coaching with a student, designed around his/her specific challenges</li><li>Mini lessons</li><li>Small groups designed around student's strengths and weaknesses so that they can tutor each other</li><li>Individualized remediation and enrichment materials</li><li>Continually assess and adjust content to meet student's needs</li><li>Extended time on activities/assessments</li><li>Grade for content, not spelling</li><li>Give directions through several channels: auditory, visual, kinesthetic, model</li><li>Use adapted text/worksheets</li><li>Give immediate feedback</li><li>Vary grouping arrangements: small, large, individual</li><li>Utilize peer buddy system in cooperative learning</li><li>Vary presentation of lessons: demonstrate, verbal, written,</li></ul>	<b>Special Needs/ELL</b> <ul style="list-style-type: none"><li>Learning centers</li><li>Use of flashcards</li><li>One on one coaching with a student, designed around his/her specific challenges</li><li>Mini lessons</li><li>Small groups designed around student's strengths and weaknesses so that they can tutor each other</li><li>Individualized remediation and enrichment materials</li><li>Choice activities that appeal to student interests/Personally relevant activities</li><li>Continually assess and adjust content to meet student's needs</li><li>Extended time on activities/assessments</li><li>Grade for content, not spelling</li><li>Give directions through several channels: auditory, visual, kinesthetic, model</li><li>Use adapted text/worksheets</li><li>Give immediate feedback</li><li>Vary grouping arrangements: small, large, individual</li><li>Utilize peer buddy system in cooperative learning</li><li>Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids</li><li>Use various techniques and materials to teach a</li></ul>



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	<ul style="list-style-type: none"> <li>• Focus on accuracy</li> <li>• Choice Boards/Tiered Assignments/Scaffolding</li> </ul>	<p>audio/visual learning aids</p> <ul style="list-style-type: none"> <li>• Use various techniques and materials to teach a lesson, based on students functioning level</li> <li>• Provide correctly completed examples</li> <li>• Provide frequent reviews of current concepts and information taught</li> <li>• Break assignments into smaller tasks</li> <li>• Use drill and repetition</li> <li>• Use of memory aids/mnemonic devices</li> <li>• Frequently check for understanding</li> <li>• Re-teach and review requisite skills before introducing a new skill or concept</li> <li>• Learning/Behavior Contracts</li> <li>• Web-based Learning</li> <li>• Alternate homework options (modify and limit questions)</li> <li>• Choice Boards/Tiered Assignments/Scaffolding</li> <li>• Use games and simulations</li> <li>• Use TPR (Total Physical Response)</li> <li>• Role playing, Dramatization, props for dialogs</li> <li>• Interactive writing</li> <li>• Provide visual aids</li> <li>• Repeated directions</li> <li>• Differentiate based on proficiency</li> <li>• Provide word banks</li> <li>• Allow for translators, dictionaries</li> </ul>	<p>lesson, based on students functioning level</p> <ul style="list-style-type: none"> <li>• Provide correctly completed examples/Model assignments</li> <li>• Provide frequent reviews of current concepts and information taught</li> <li>• Break assignments into smaller tasks/Chunk</li> <li>• Use drill and repetition</li> <li>• Use of memory aids/mnemonic devices</li> <li>• Use songs, music, and movement</li> <li>• Frequently check for understanding</li> <li>• Pre-teach vocabulary</li> <li>• Re-teach and review requisite skills before introducing a new skill or concept</li> <li>• Learning/Behavior Contracts</li> <li>• Web-based Learning</li> <li>• Alternate homework options (modify and limit questions)</li> <li>• Choice Boards/Tiered Assignments/Scaffolding</li> <li>• Use games and simulations</li> <li>• Use TPR (Total Physical Response)</li> <li>• Role playing, Dramatization, props for dialogs</li> <li>• Interactive writing</li> <li>• Extended time</li> <li>• Provide visual aids</li> <li>• Repeated directions</li> <li>• Differentiate based on proficiency</li> <li>• Provide word banks</li> <li>• Allow for translators, dictionaries</li> </ul>
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# SPANISH 2

**Unit Title:** Lección 1: En el Consultorio

## Stage 1: Desired Results

**Standards & Indicators:** Novice High

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

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Performance Expectations

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

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

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

Performance Expectations

- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change

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

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

### Performance Expectations

- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
Career Awareness and Planning	9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills	Career planning requires purposeful planning based on research, self-knowledge, and informed choices
Creativity and Innovation	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).	With a growth mindset, failure is an important part of success.
Critical Thinking and Problem-solving	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).  9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
Digital Citizenship	9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
Global and Cultural Awareness	9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1.,	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

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	HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).	
Information and Media Literacy	<p>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5)</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</p>	<p>In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p> <p>Media have embedded values and points of view.</p>
Technology Literacy	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
<p><b><u>Central Idea/Enduring Understanding:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Communicate:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</li> <li>• <b>Cultures:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</li> <li>• <b>Connections:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</li> <li>• <b>Comparisons:</b> Develop insight into the nature of language and culture in order to interact with cultural competence.</li> <li>• <b>Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</li> </ul>		<p><b><u>Essential/Guiding Question:</u></b></p> <ul style="list-style-type: none"> <li>• How do people discuss their health?</li> <li>• What do people do when they become ill?</li> <li>• What is it like to visit a doctor in the Spanish-speaking world?</li> </ul>
<p><b><u>Content:</u></b></p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• En el Consultorio (At the Doctor's Office)</li> <li>• El Cuerpo (The Body)</li> <li>• La Salud (Health)</li> <li>• Síntomas y Condiciones Médicas (Symptoms and Medical Conditions)</li> </ul>		<p><b><u>Skills(Objectives): I Can...</u></b></p> <ul style="list-style-type: none"> <li>• Name some parts of the body.</li> <li>• Talk with someone about illnesses and accidents.</li> <li>• Describe a visit to a medical office.</li> <li>• Recognize expressions to discuss medical conditions, through the Fotonovela video series.</li> <li>• Recognize phrases related to describing remedies, through the Fotonovela video series.</li> </ul>

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<ul style="list-style-type: none"> <li>• Verbos (Verbs to talk about health and medical conditions.)</li> <li>• Adjetivos (Adjectives to describe medical conditions/feelings)</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Preterite Tense (1.1)</li> <li>• Imperfect Tense (1.2)</li> <li>• Constructions with “se” (1.3)</li> <li>• Adverbs (1.4)</li> </ul> <p>Pronunciation</p> <ul style="list-style-type: none"> <li>• The written accent on some words according to the word’s final letter.</li> <li>• C, before a consonant and q.</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>• The health system in Hispanic countries.</li> <li>• Home remedies and medicinal plants</li> <li>• Healers and Shamans</li> <li>• Costa Rica</li> </ul>	<ul style="list-style-type: none"> <li>• Pronounce words correctly using written accent marks as a guideline.</li> <li>• Exchange some information with others about health services in Spanish speaking countries.</li> <li>• I can describe some details about “curanderos” and “chamanes.”</li> <li>• Talk about some common home remedies and medicinal plants used in the Spanish-speaking world.</li> <li>• Talk about past actions that are not completed.</li> <li>• Express actions that are not completed in the past.</li> <li>• Express the beginning or end of a past action.</li> <li>• Narrate a series of past actions.</li> <li>• Describe an ongoing past action.</li> <li>• Express habitual past actions and events.</li> <li>• Describe physical and emotional states in the past.</li> <li>• Talk about activities without identifying the person doing them.</li> <li>• Describe unplanned events.</li> <li>• Describe how, when, and where actions take place.</li> <li>• Use what I already know about a familiar topic to better understand a reading selection.</li> <li>• Understand the main topics in a written interview.</li> <li>• Write a narrative, using the preterite and imperfect tenses appropriately.</li> <li>• Identify a patient’s symptoms in a recorded conversation with his doctor.</li> <li>• Associate feelings and emotions to certain types of music.</li> <li>• Explain how physical pain is expressed through music in a TV commercial.</li> <li>• Prepare a commercial, based on chapter themes, with a classmate.</li> <li>• Discuss some details with others about Argentina’s contributions to medicine.</li> <li>• Provide some details about hospitals and health systems in Argentina.</li> <li>• Recognize and Understand some information about Costa Rica’s history, geography, culture, and economy.</li> <li>• Read, Summarize, &amp; Discuss cultural articles and topics.</li> </ul>
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### Interdisciplinary Connections:

#### English

- Connections evident in every chapter:
  - i. Construct grammatically correct sentences with subject/verb, noun/article, and noun/adjective agreement.
  - ii. Communicate in the present, past, and future tenses.
  - iii. Expand vocabulary.
  - iv. Compare/Contrast language.
  - v. Read/Respond to different types of literature.

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- vi. Ask and answer questions.
- vii. Read, Summarize, & Discuss cultural articles and topics.
- o Reading Comprehension
  - i. Use what I already know about a familiar topic to better understand a reading selection.
  - ii. Understand the main topics in a written interview.
- o Complete writing assignments based on chapter themes.
  - i. Write a narrative, using the preterite and imperfect tenses appropriately.
- o Chapter Grammar Topics
  - i. Pronounce words correctly using written accent marks as a guideline.
  - ii. Talk about past actions that are not completed.
  - iii. Express actions that are not completed in the past.
  - iv. Express the beginning or end of a past action.
  - v. Narrate a series of past actions.
  - vi. Describe an ongoing past action.
  - vii. Express habitual past actions and events.
  - viii. Talk about activities without identifying the person doing them.
  - ix. Describe unplanned events.
  - x. Describe how, when, and where actions take place.

### Math

- o Represent quantities.

### Art/Music

- o Draw with various media.
- o Listen to/Interpret songs.
- o View videos, ads, commercials, TV commercials, and interviews
  - i. Fotonovela video series
  - ii. Associate feelings and emotions to certain types of music.
  - iii. Explain how physical pain is expressed through music in a TV commercial.
  - iv. Prepare a commercial, based on chapter themes, with a classmate.

### Science

- o Describe physical and emotional states in the past.
- o Describe a visit to a doctor's office.
- o Exchange some information with others about health services in Spanish speaking countries.
- o I can describe some details about "curanderos" and "chamanes."
- o Talk about some common home remedies and medicinal plants used in the Spanish-speaking world.
- o Identify a patient's symptoms in a recorded conversation with his doctor.

### History

- o Learn about Spanish speaking countries.
  - i. Recognize and Understand some information about Costa Rica's history, geography, culture, and economy.
- o Read and Discuss current events.
- o Read, Summarize, & Discuss cultural articles and topics.
  - i. Discuss some details with others about Argentina's contributions to medicine.
  - ii. Provide some details about hospitals and health systems in Argentina.

## Stage 2: Assessment Evidence

### Performance Task(s):

#### Quizzes

- "Contextos" (Vocabulary)
- Preterite Tense (1.1)
- Imperfect Tense (1.2)

### Other Evidence:

- Vocabulary/Grammar Presentations & Tutorials
  - o Descubre 2 Online Textbook
  - o EdPuzzle
  - o Google Slides Presentations
- Reading/Writing Activities

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<ul style="list-style-type: none"> <li>• Constructions with “se” (1.3)</li> <li>• Adverbs (1.4)</li> </ul> <p>Tests</p> <ul style="list-style-type: none"> <li>• Lección 1: En el Consultorio</li> </ul> <p>Projects</p> <ul style="list-style-type: none"> <li>• Preterite vs Imperfect Project</li> <li>• “En el Consultorio” TV Commercial</li> </ul>	<ul style="list-style-type: none"> <li>◦ Descubre 2 Online Textbook Assignments</li> <li>◦ Interactive Notebook Activities</li> <li>◦ Dialogs</li> </ul> <ul style="list-style-type: none"> <li>• Listening Activities <ul style="list-style-type: none"> <li>◦ Descubre 2 Online Textbook</li> <li>◦ In-Class Listening Activities</li> </ul> </li> <li>• Partner/Speaking/Collaborative Activities <ul style="list-style-type: none"> <li>◦ FlipGrid</li> <li>◦ Descubre 2 Online Textbook Assignments</li> </ul> </li> <li>• Grammar/Vocabulary Games <ul style="list-style-type: none"> <li>◦ Kahoot</li> <li>◦ Quizizz</li> <li>◦ Jamboard</li> <li>◦ Boom Cards</li> <li>◦ Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso</li> </ul> </li> <li>• Culture/Grammar/Vocabulary Songs &amp; Videos <ul style="list-style-type: none"> <li>◦ YouTube</li> <li>◦ EdPuzzle</li> <li>◦ Descubre 2 Online Textbook <ul style="list-style-type: none"> <li>■ Fotonovela</li> <li>■ En Pantalla</li> <li>■ Flash Cultura</li> <li>■ Panorama Cultural Interactive Map</li> </ul> </li> </ul> </li> <li>• Class Discussions on Cultural Topics</li> <li>• Digital Resources &amp; Web Based Learning <ul style="list-style-type: none"> <li>◦ Descubre 2 Online Textbook</li> <li>◦ EdPuzzle</li> <li>◦ Kahoot</li> <li>◦ Rockalingua</li> <li>◦ Duolingo</li> <li>◦ Quizizz</li> <li>◦ Boom Cards</li> <li>◦ FlipGrid</li> <li>◦ Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard)</li> <li>◦ Padlet</li> <li>◦ Boom Cards</li> </ul> </li> </ul>
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### Stage 3: Learning Plan

<p><u><a href="#">Learning Opportunities/Strategies:</a></u></p> <ul style="list-style-type: none"> <li>• Project Based Learning</li> <li>• Partner/Group Activities/Learning Centers <ul style="list-style-type: none"> <li>◦ Dialogs &amp; Role Playing</li> <li>◦ TPR (Total Physical Response)</li> <li>◦ Discussions</li> <li>◦ Turn &amp; Talk</li> <li>◦ Think-Pair-Share</li> <li>◦ Jigsaw</li> <li>◦ Socrative Speed Dating</li> <li>◦ Oral Reading</li> </ul> </li> <li>• Grammar &amp; Vocabulary Games/Simulations</li> </ul>	<p><u><a href="#">Resources:</a></u></p> <p><u><a href="#">2020 World Language Standards</a></u></p> <p><u><a href="#">LGBT and Disabilities Law</a></u></p> <p>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student</p>
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<ul style="list-style-type: none"> <li>o Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso</li> <li>• Open-Ended/Targeted Questioning/Cold Call</li> <li>• Guided Notes</li> <li>• Culture/Grammar/Vocabulary Videos</li> <li>• Web Based Learning <ul style="list-style-type: none"> <li>o Kahoot</li> <li>o Quizizz</li> <li>o EdPuzzle</li> <li>o Flipgrid</li> <li>o Duolingo</li> <li>o Rockalingua</li> <li>o Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard)</li> <li>o Quizlet</li> <li>o Padlet</li> <li>o Boom Cards</li> </ul> </li> <li>• Do-Now &amp; Closure Activities</li> <li>• Social/Emotional Learning <ul style="list-style-type: none"> <li>o Interactive Writing/Journaling</li> <li>o Polling/Check-ins</li> <li>o Emotional Consistency</li> <li>o Celebrate Diversity</li> <li>o Practice Mindfulness</li> <li>o Discuss/Practice Empathy</li> <li>o Incorporate Art</li> <li>o Constructive Criticism</li> <li>o Daily Greetings</li> <li>o Promote a Growth Mindset</li> <li>o Behavior/Learning Contracts</li> <li>o Provide Immediate Feedback</li> <li>o Peer Instruction</li> </ul> </li> <li>• Analogies/Mnemonic Devices</li> <li>• Modeling/Show &amp; Tell Lessons</li> <li>• Interactive Notebook Activities/Maps</li> <li>• Choice Boards/Tiered Assignments/Scaffolding</li> <li>• Outlines/Graphic Organizers/Timelines/Rubrics</li> <li>• Formative &amp; Summative Assessments</li> <li>• Comprehensible Input</li> </ul>	<p>Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.</p> <p><a href="#">GLSEN Educator Resources</a></p> <p><a href="#">Supporting LGBTQ Youth Resource List</a></p> <p><a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></p> <p><a href="#">2020 Career Readiness, Life Literacies, and Life Skills</a></p> <p><a href="#">World Language Instructional Adaptations For Students With Diverse Needs</a></p> <p>Web Based Learning</p> <p><a href="http://www.duolingo.com">www.duolingo.com</a></p> <p><a href="http://www.flipgrid.com">www.flipgrid.com</a></p> <p><a href="http://www.google.com">www.google.com</a></p> <p><a href="http://www.padlet.com">www.padlet.com</a></p> <p><a href="https://wow.boomlearning.com">https://wow.boomlearning.com</a></p> <p><a href="http://www.edpuzzle.com">www.edpuzzle.com</a></p> <p><a href="http://www.kahoot.com">www.kahoot.com</a></p> <p><a href="http://www.quizizz.com">www.quizizz.com</a></p> <p><a href="http://www.quizlet.com">www.quizlet.com</a></p> <p><a href="#">Descubre 2 Online Textbook</a></p>
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### **Differentiation**

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
<ul style="list-style-type: none"> <li>• Adjusted questioning techniques and higher order questions.</li> <li>• Curriculum compacting (Pre-assessment and</li> </ul>	<ul style="list-style-type: none"> <li>• Independent/ Small group work</li> <li>• Learning centers</li> <li>• Adjusted questioning techniques and</li> </ul>	<ul style="list-style-type: none"> <li>• Learning centers</li> <li>• Use of flashcards</li> <li>• One on one coaching with a student, designed around his/her specific challenges</li> <li>• Mini lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Learning centers</li> <li>• Use of flashcards</li> <li>• One on one coaching with a student, designed around his/her specific challenges</li> <li>• Mini lessons</li> </ul>



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<p>alternative assignments)</p> <ul style="list-style-type: none"> <li>• Web-based Learning</li> <li>• Independent Study</li> <li>• Personalized course packet with individualized enrichment materials</li> <li>• Open ended questions</li> <li>• Varying sets of reading comprehension questions to answer</li> <li>• Alternate homework options</li> <li>• Focus on accuracy</li> <li>• Choice Boards/Tiered Assignments/Scaffolding</li> <li>• Assignments designed to meet the needs of native speakers</li> </ul>	<p>higher order questions</p> <ul style="list-style-type: none"> <li>• Curriculum compacting (Pre-assessment and alternative assignments)</li> <li>• Web-based Learning</li> <li>• Independent Study</li> <li>• Personalized course packet with individualized enrichment materials</li> <li>• Open ended questions</li> <li>• Tiered assignments</li> <li>• Adaptive assignments that get easier/harder depending on how a student is performing</li> <li>• Varying sets of reading comprehension questions to answer</li> <li>• Focus on accuracy</li> <li>• Choice Boards/Tiered Assignments/Scaffolding</li> </ul>	<ul style="list-style-type: none"> <li>• Small groups designed around student's strengths and weaknesses so that they can tutor each other</li> <li>• Individualized remediation and enrichment materials</li> <li>• Continually assess and adjust content to meet student's needs</li> <li>• Extended time on activities/assessments</li> <li>• Grade for content, not spelling</li> <li>• Give directions through several channels: auditory, visual, kinesthetic, model</li> <li>• Use adapted text/worksheets</li> <li>• Give immediate feedback</li> <li>• Vary grouping arrangements: small, large, individual</li> <li>• Utilize peer buddy system in cooperative learning</li> <li>• Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids</li> <li>• Use various techniques and materials to teach a lesson, based on students functioning level</li> <li>• Provide correctly completed examples</li> <li>• Provide frequent reviews of current concepts and information taught</li> <li>• Break assignments into smaller tasks</li> <li>• Use drill and repetition</li> <li>• Use of memory aids/mnemonic devices</li> <li>• Frequently check for understanding</li> <li>• Re-teach and review requisite skills before</li> </ul>	<ul style="list-style-type: none"> <li>• Small groups designed around student's strengths and weaknesses so that they can tutor each other</li> <li>• Individualized remediation and enrichment materials</li> <li>• Choice activities that appeal to student interests/Personally relevant activities</li> <li>• Continually assess and adjust content to meet student's needs</li> <li>• Extended time on activities/assessments</li> <li>• Grade for content, not spelling</li> <li>• Give directions through several channels: auditory, visual, kinesthetic, model</li> <li>• Use adapted text/worksheets</li> <li>• Give immediate feedback</li> <li>• Vary grouping arrangements: small, large, individual</li> <li>• Utilize peer buddy system in cooperative learning</li> <li>• Vary presentation of lessons: demonstrate, verbal, written, audio/visual learning aids</li> <li>• Use various techniques and materials to teach a lesson, based on students functioning level</li> <li>• Provide correctly completed examples/Model assignments</li> <li>• Provide frequent reviews of current concepts and information taught</li> <li>• Break assignments into smaller tasks/Chunk</li> <li>• Use drill and repetition</li> <li>• Use of memory aids/mnemonic devices</li> <li>• Use songs, music, and movement</li> <li>• Frequently check for understanding</li> <li>• Pre-teach vocabulary</li> </ul>
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		introducing a new skill or concept <ul style="list-style-type: none"> <li>• Learning/Behavior Contracts</li> <li>• Web-based Learning</li> <li>• Alternate homework options (modify and limit questions)</li> <li>• Choice Boards/Tiered Assignments/Scaffolding</li> <li>• Use games and simulations</li> <li>• Use TPR (Total Physical Response)</li> <li>• Role playing, Dramatization, props for dialogs</li> <li>• Interactive writing</li> <li>• Provide visual aids</li> <li>• Repeated directions</li> <li>• Differentiate based on proficiency</li> <li>• Provide word banks</li> <li>• Allow for translators, dictionaries</li> </ul>	<ul style="list-style-type: none"> <li>• Re-teach and review requisite skills before introducing a new skill or concept</li> <li>• Learning/Behavior Contracts</li> <li>• Web-based Learning</li> <li>• Alternate homework options (modify and limit questions)</li> <li>• Choice Boards/Tiered Assignments/Scaffolding</li> <li>• Use games and simulations</li> <li>• Use TPR (Total Physical Response)</li> <li>• Role playing, Dramatization, props for dialogs</li> <li>• Interactive writing</li> <li>• Extended time</li> <li>• Provide visual aids</li> <li>• Repeated directions</li> <li>• Differentiate based on proficiency</li> <li>• Provide word banks</li> <li>• Allow for translators, dictionaries</li> </ul>
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### Pacing Guide

Course Name	Content/Resources	Standards
<b>UNIT 1:</b> Lección 6: De Compras  <b>Days:</b> 18 Days  <b>Fall Semester:</b> <ul style="list-style-type: none"> <li>• September</li> </ul> <b>Spring Semester:</b> <ul style="list-style-type: none"> <li>• February</li> </ul>	<b>Chapter</b> <ul style="list-style-type: none"> <li>• Lección 6: De Compras</li> </ul> <b>Resources</b> <ul style="list-style-type: none"> <li>• Descubre 1 Textbook</li> <li>• Vocabulary/Grammar Presentations &amp; Tutorials               <ul style="list-style-type: none"> <li>◦ Descubre 1 Online Textbook</li> <li>◦ EdPuzzle</li> <li>◦ Google Slides Presentations</li> </ul> </li> <li>• Reading/Writing Activities               <ul style="list-style-type: none"> <li>◦ Descubre 1 Online Textbook Assignments</li> </ul> </li> </ul>	<p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p>

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	<ul style="list-style-type: none"> <li>○ Interactive Notebook Activities</li> <li>○ Dialogs</li> <li>● Listening Activities <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook</li> <li>○ In-Class Listening Activities</li> </ul> </li> <li>● Partner/Speaking/Collaborative Activities <ul style="list-style-type: none"> <li>○ FlipGrid</li> <li>○ Descubre 1 Online Textbook Assignments</li> </ul> </li> <li>● Grammar/Vocabulary Games <ul style="list-style-type: none"> <li>○ Kahoot</li> <li>○ Quizizz</li> <li>○ Jamboard</li> <li>○ Boom Cards</li> <li>○ Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso</li> </ul> </li> <li>● Culture/Grammar/Vocabulary Songs &amp; Videos <ul style="list-style-type: none"> <li>○ YouTube</li> <li>○ EdPuzzle</li> <li>○ Descubre 1 Online Textbook <ul style="list-style-type: none"> <li>■ Fotonovela</li> <li>■ En Pantalla</li> <li>■ Flash Cultura</li> <li>■ Panorama Cultural Interactive Map</li> </ul> </li> </ul> </li> <li>● Class Discussions on Cultural Topics</li> <li>● Digital Resources &amp; Web Based Learning <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook</li> <li>○ EdPuzzle</li> <li>○ Kahoot</li> <li>○ Rockalingua</li> <li>○ Duolingo</li> <li>○ Quizizz</li> <li>○ Boom Cards</li> <li>○ FlipGrid</li> <li>○ Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard)</li> <li>○ Padlet</li> </ul> </li> </ul>	<p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p>
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	<ul style="list-style-type: none"> <li>○ Boom Cards</li> </ul> <p><b>Content</b></p> <p>Vocabulary (3 Days)</p> <ul style="list-style-type: none"> <li>● La Ropa (Clothing)</li> <li>● Ir de Compras (Shopping)</li> <li>● Negotiating Price &amp; Buying</li> <li>● Los Colores (Colors)</li> <li>● Adjetivos (Adjectives)</li> </ul> <p>Grammar (12 Days - 3 Days/Lesson)</p> <ul style="list-style-type: none"> <li>● Saber &amp; Conocer (6.1)</li> <li>● Indirect Object Pronouns (6.2)</li> <li>● Preterite Tense of Regular Verbs (6.3)</li> <li>● Demonstrative Adjectives &amp; Pronouns (6.4)</li> </ul> <p>Lección 6 Test: De Compras (1 Day)</p> <p>Pronunciation (Built into each lesson)</p> <ul style="list-style-type: none"> <li>● The Consonants “D” &amp; “T”</li> </ul> <p>Culture (2 Days)</p> <ul style="list-style-type: none"> <li>● Open-Air Markets</li> <li>● Fashion Designers in the Spanish-speaking world <ul style="list-style-type: none"> <li>○ Carolina Herrera</li> </ul> </li> <li>● School Uniforms</li> <li>● Cuba</li> </ul>	<p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p>
<p><b>UNIT 2: Lección 7: La Rutina Diaria</b></p> <p><b>Days: 18 Days</b></p> <p><b>Fall Semester:</b></p> <ul style="list-style-type: none"> <li>● September</li> <li>● October</li> </ul> <p><b>Spring Semester:</b></p> <ul style="list-style-type: none"> <li>● February</li> <li>● March</li> </ul>	<p><b>Chapter</b></p> <ul style="list-style-type: none"> <li>● Lección 7: La Rutina Diaria</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>● Descubre 1 Textbook</li> <li>● Vocabulary/Grammar Presentations &amp; Tutorials <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook</li> <li>○ EdPuzzle</li> <li>○ Google Slides Presentations</li> </ul> </li> <li>● Reading/Writing Activities <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook Assignments</li> <li>○ Interactive Notebook Activities</li> <li>○ Dialogs</li> </ul> </li> <li>● Listening Activities</li> </ul>	<p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p>

## SPANISH 2

	<ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook</li> <li>○ In-Class Listening Activities</li> <li>● Partner/Speaking/Collaborative Activities <ul style="list-style-type: none"> <li>○ FlipGrid</li> <li>○ Descubre 1 Online Textbook Assignments</li> </ul> </li> <li>● Grammar/Vocabulary Games <ul style="list-style-type: none"> <li>○ Kahoot</li> <li>○ Quizizz</li> <li>○ Jamboard</li> <li>○ Boom Cards</li> <li>○ Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso</li> </ul> </li> <li>● Culture/Grammar/Vocabulary Songs &amp; Videos <ul style="list-style-type: none"> <li>○ YouTube</li> <li>○ EdPuzzle</li> <li>○ Descubre 1 Online Textbook <ul style="list-style-type: none"> <li>■ Fotonovela</li> <li>■ En Pantalla</li> <li>■ Flash Cultura</li> <li>■ Panorama Cultural Interactive Map</li> </ul> </li> </ul> </li> <li>● Class Discussions on Cultural Topics</li> <li>● Digital Resources &amp; Web Based Learning <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook</li> <li>○ EdPuzzle</li> <li>○ Kahoot</li> <li>○ Rockalingua</li> <li>○ Duolingo</li> <li>○ Quizizz</li> <li>○ Boom Cards</li> <li>○ FlipGrid</li> <li>○ Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard)</li> <li>○ Padlet</li> <li>○ Boom Cards</li> </ul> </li> </ul>	<p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p>
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## SPANISH 2

	<p><b>Content</b></p> <p>Vocabulary (3 Days)</p> <ul style="list-style-type: none"> <li>• La Rutina Diaria (Daily Routines)</li> <li>• Verbos Reflexivos (Reflexive Verbs)</li> <li>• Palabras de Secuencia (Sequence Words)</li> <li>• Palabras Indefinidas y Negativas (Indefinite and Negative Words)</li> <li>• El Baño (The Bathroom)</li> <li>• Verbos Similares a Gustar (Verbs Similar to Gustar)</li> </ul> <p>Grammar (12 Days - 3 Days/Lesson)</p> <ul style="list-style-type: none"> <li>• Reflexive Verbs (7.1)</li> <li>• Indefinite and Negative Words (7.2)</li> <li>• Preterite of Ser and Ir (7.3)</li> <li>• Verbs like Gustar (7.4)</li> </ul> <p>Lección 7 Test: La Rutina Diaria (1 Day)</p> <p>Pronunciation (Built into each lesson)</p> <ul style="list-style-type: none"> <li>• The Consonant “r”</li> </ul> <p>Culture (2 Days)</p> <ul style="list-style-type: none"> <li>• “La Siesta”</li> <li>• Customs &amp; Food <ul style="list-style-type: none"> <li>◦ Mate</li> <li>◦ Special customs observed in Mexico, El Salvador, Costa Rica, and Argentina</li> </ul> </li> <li>• Peru</li> </ul>	<p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p>
<p><b>UNIT 3: Lección 8: La Comida</b></p> <p><b>Days:</b> 18 Days</p> <p><b>Fall Semester:</b></p> <ul style="list-style-type: none"> <li>• November</li> </ul> <p><b>Spring Semester:</b></p>	<p><b>Chapter</b></p> <ul style="list-style-type: none"> <li>• Lección 8: La Comida</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Descubre 1 Textbook</li> <li>• Vocabulary/Grammar Presentations &amp; Tutorials <ul style="list-style-type: none"> <li>◦ Descubre 1 Online Textbook</li> <li>◦ EdPuzzle</li> </ul> </li> </ul>	<p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p>

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<ul style="list-style-type: none"> <li>● April</li> </ul>	<ul style="list-style-type: none"> <li>○ Google Slides Presentations</li> <li>● Reading/Writing Activities <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook Assignments</li> <li>○ Interactive Notebook Activities</li> <li>○ Dialogs</li> </ul> </li> <li>● Listening Activities <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook</li> <li>○ In-Class Listening Activities</li> </ul> </li> <li>● Partner/Speaking/Collaborative Activities <ul style="list-style-type: none"> <li>○ FlipGrid</li> <li>○ Descubre 1 Online Textbook Assignments</li> </ul> </li> <li>● Grammar/Vocabulary Games <ul style="list-style-type: none"> <li>○ Kahoot</li> <li>○ Quizizz</li> <li>○ Jamboard</li> <li>○ Boom Cards</li> <li>○ Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso</li> </ul> </li> <li>● Culture/Grammar/Vocabulary Songs &amp; Videos <ul style="list-style-type: none"> <li>○ YouTube</li> <li>○ EdPuzzle</li> <li>○ Descubre 1 Online Textbook <ul style="list-style-type: none"> <li>■ Fotonovela</li> <li>■ En Pantalla</li> <li>■ Flash Cultura</li> <li>■ Panorama Cultural Interactive Map</li> </ul> </li> </ul> </li> <li>● Class Discussions on Cultural Topics</li> <li>● Digital Resources &amp; Web Based Learning <ul style="list-style-type: none"> <li>○ Descubre 1 Online Textbook</li> <li>○ EdPuzzle</li> <li>○ Kahoot</li> <li>○ Rockalingua</li> <li>○ Duolingo</li> <li>○ Quizizz</li> <li>○ Boom Cards</li> <li>○ FlipGrid</li> </ul> </li> </ul>	<p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p> <p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common</p>
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## SPANISH 2

	<ul style="list-style-type: none"> <li>○ Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard)</li> <li>○ Padlet</li> <li>○ Boom Cards</li> </ul> <p><b>Content</b></p> <p>Vocabulary (3 Days)</p> <ul style="list-style-type: none"> <li>● Las Comidas (Food)</li> <li>● Las Frutas (Fruit)</li> <li>● Las Verduras (Vegetables)</li> <li>● La Carne y El Pescado (Meat/Fish)</li> <li>● Otras Comidas (Other Foods)</li> <li>● Las Bebidas (Drinks)</li> <li>● El Desayuno, El Almuerzo, y La Cena (Breakfast/Lunch/Dinner)</li> <li>● En el Restaurante (In the Restaurant)</li> </ul> <p>Grammar (12 Days - 3 Days/Lesson)</p> <ul style="list-style-type: none"> <li>● Preterite of Stem-Changing Verbs (8.1)</li> <li>● Double Object Pronouns (8.2)</li> <li>● Comparisons (8.3)</li> <li>● Superlatives (8.4)</li> </ul> <p>Lección 8 Test: La Comida (1 Day)</p> <p>Pronunciation (Built into each lesson)</p> <ul style="list-style-type: none"> <li>● ll, ñ, c, and z</li> </ul> <p>Culture (2 Days)</p> <ul style="list-style-type: none"> <li>● Fruits and Vegetables of the Americas</li> <li>● Exotic Fruits of Latin America</li> <li>● Latin Food</li> <li>● Guatemala</li> </ul>	<p>idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</p> <p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p>



## SPANISH 2

<p><b>UNIT 4:</b> Lección 9: Las Fiestas</p> <p><b>Days:</b> 18 Days</p> <p><b>Fall Semester:</b></p> <ul style="list-style-type: none"> <li>December</li> </ul> <p><b>Spring Semester:</b></p> <ul style="list-style-type: none"> <li>May</li> </ul>	<p><b>Chapter</b></p> <ul style="list-style-type: none"> <li>Lección 9: Las Fiestas</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Descubre 1 Textbook</li> <li>Vocabulary/Grammar Presentations &amp; Tutorials               <ul style="list-style-type: none"> <li>Descubre 1 Online Textbook</li> <li>EdPuzzle</li> <li>Google Slides Presentations</li> </ul> </li> <li>Reading/Writing Activities               <ul style="list-style-type: none"> <li>Descubre 1 Online Textbook Assignments</li> <li>Interactive Notebook Activities</li> <li>Dialogs</li> </ul> </li> <li>Listening Activities               <ul style="list-style-type: none"> <li>Descubre 1 Online Textbook</li> <li>In-Class Listening Activities</li> </ul> </li> <li>Partner/Speaking/Collaborative Activities               <ul style="list-style-type: none"> <li>FlipGrid</li> <li>Descubre 1 Online Textbook Assignments</li> </ul> </li> <li>Grammar/Vocabulary Games               <ul style="list-style-type: none"> <li>Kahoot</li> <li>Quizizz</li> <li>Jamboard</li> <li>Boom Cards</li> <li>Bingo/Eye Spy/Taco Time/Chico Chile/Minuto Loco/Dibujo Misterioso</li> </ul> </li> <li>Culture/Grammar/Vocabulary Songs &amp; Videos               <ul style="list-style-type: none"> <li>YouTube</li> <li>EdPuzzle</li> <li>Descubre 1 Online Textbook                   <ul style="list-style-type: none"> <li>Fotonovela</li> <li>En Pantalla</li> <li>Flash Cultura</li> <li>Panorama Cultural Interactive Map</li> </ul> </li> </ul> </li> </ul>	<p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for</p>
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## SPANISH 2

	<ul style="list-style-type: none"> <li>• Class Discussions on Cultural Topics</li> <li>• Digital Resources &amp; Web Based Learning               <ul style="list-style-type: none"> <li>◦ Descubre 1 Online Textbook</li> <li>◦ EdPuzzle</li> <li>◦ Kahoot</li> <li>◦ Rockalingua</li> <li>◦ Duolingo</li> <li>◦ Quizizz</li> <li>◦ Boom Cards</li> <li>◦ FlipGrid</li> <li>◦ Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard)</li> <li>◦ Padlet</li> <li>◦ Boom Cards</li> </ul> </li> </ul> <p><b>Content</b></p> <p>Vocabulary (3 Days)</p> <ul style="list-style-type: none"> <li>• Las Celebraciones (Celebrations)</li> <li>• Los Postres y Otras Comidas (Dessert and Other Food)</li> <li>• Las Relaciones Personales (Personal Relationships)</li> <li>• Las Etapas de Vida (The Stages of Life)</li> </ul> <p>Grammar (12 Days - 3 Days/Lesson)</p> <ul style="list-style-type: none"> <li>• Irregular Preterites (9.1)</li> <li>• Verbs that change meaning in the preterite (9.2)</li> <li>• ¿Qué? and ¿Cuál? (9.3)</li> <li>• Pronouns after Prepositions (9.4)</li> </ul> <p>Lección 9 Test: Las Fiestas (1 Day)</p> <p>Pronunciation (Built into each lesson)</p> <ul style="list-style-type: none"> <li>• The letters h, j, and g.</li> </ul> <p>Culture (2 Days)</p> <ul style="list-style-type: none"> <li>• Semana Santa</li> <li>• Fiestas Patrias</li> <li>• Las Fiestas               <ul style="list-style-type: none"> <li>◦ El Día de los Reyes Magos</li> <li>◦ El Día de los Muertos</li> </ul> </li> </ul>	<p>participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p>
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## SPANISH 2

	<ul style="list-style-type: none"> <li>○ La Fiestas de la Calle San Sebastián</li> <li>● Chile</li> </ul>	
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<b>UNIT 5:</b> Lección 1: En el Consultorio  <b>Days:</b> 18 Days  <b>Fall Semester:</b> <ul style="list-style-type: none"> <li>● January</li> </ul> <b>Spring Semester:</b> <ul style="list-style-type: none"> <li>● May</li> <li>● June</li> </ul>	<b>Chapter</b> <ul style="list-style-type: none"> <li>● Lección 1: En el Consultorio</li> </ul> <b>Resources</b> <ul style="list-style-type: none"> <li>● Descubre 2 Textbook</li> <li>● Vocabulary/Grammar Presentations &amp; Tutorials               <ul style="list-style-type: none"> <li>○ Descubre 2 Online Textbook</li> <li>○ EdPuzzle</li> <li>○ Google Slides Presentations</li> </ul> </li> <li>● Reading/Writing Activities               <ul style="list-style-type: none"> <li>○ Descubre 2 Online Textbook Assignments</li> <li>○ Interactive Notebook Activities</li> <li>○ Dialogs</li> </ul> </li> <li>● Listening Activities               <ul style="list-style-type: none"> <li>○ Descubre 2 Online Textbook</li> <li>○ In-Class Listening Activities</li> </ul> </li> <li>● Partner/Speaking/Collaborative Activities               <ul style="list-style-type: none"> <li>○ FlipGrid</li> <li>○ Descubre 2 Online Textbook Assignments</li> </ul> </li> <li>● Grammar/Vocabulary Games               <ul style="list-style-type: none"> <li>○ Kahoot</li> <li>○ Quizizz</li> <li>○ Jamboard</li> <li>○ Boom Cards</li> <li>○ Bingo/Eye Spy/Taco Time/Chico Loco/Dibujo Misterioso</li> </ul> </li> <li>● Culture/Grammar/Vocabulary Songs &amp; Videos               <ul style="list-style-type: none"> <li>○ YouTube</li> <li>○ EdPuzzle</li> <li>○ Descubre 2 Online Textbook                   <ul style="list-style-type: none"> <li>■ Fotonovela</li> <li>■ En Pantalla</li> </ul> </li> </ul> </li> </ul>	<p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p> <p>7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p>

## SPANISH 2

	<ul style="list-style-type: none"> <li>■ Flash Cultura</li> <li>■ Panorama Cultural Interactive Map</li> </ul> <ul style="list-style-type: none"> <li>● Class Discussions on Cultural Topics</li> <li>● Digital Resources &amp; Web Based Learning <ul style="list-style-type: none"> <li>○ Descubre 2 Online Textbook</li> <li>○ EdPuzzle</li> <li>○ Kahoot</li> <li>○ Rockalingua</li> <li>○ Duolingo</li> <li>○ Quizizz</li> <li>○ Boom Cards</li> <li>○ FlipGrid</li> <li>○ Google (Classroom, Docs, Slides, Forms, Drawings, Maps, Tour Builder, Jamboard)</li> <li>○ Padlet</li> <li>○ Boom Cards</li> </ul> </li> </ul> <p><b>Content</b></p> <p>Vocabulary (3 Days)</p> <ul style="list-style-type: none"> <li>● En el Consultorio (At the Doctor's Office)</li> <li>● El Cuerpo (The Body)</li> <li>● La Salud (Health)</li> <li>● Síntomas y Condiciones Médicas (Symptoms and Medical Conditions)</li> <li>● Verbos (Verbs to talk about health and medical conditions.)</li> <li>● Adjetivos (Adjectives to describe medical conditions/feelings)</li> </ul> <p>Grammar (12 Days - 3 Days/Lesson)</p> <ul style="list-style-type: none"> <li>● Preterite Tense (1.1)</li> <li>● Imperfect Tense (1.2)</li> <li>● Constructions with "se" (1.3)</li> <li>● Adverbs (1.4)</li> </ul> <p>Lección 1 Test: En el Consultorio (1 Day)</p> <p>Pronunciation (Built into each lesson)</p>	<p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</p> <p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p>
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## SPANISH 2

	<ul style="list-style-type: none"><li>• The written accent on some words according to the word's final letter.</li><li>• C, before a consonant and q.</li></ul> <p>Culture (2 Days)</p> <ul style="list-style-type: none"><li>• The health system in Hispanic countries.</li><li>• Home remedies and medicinal plants</li><li>• Healers and Shamans</li><li>• Costa Rica</li></ul>	
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