



**Content Area World Language  
Grades Level 9-12  
Course Spanish II  
March 2022  
Wayne Hills and Wayne Valley  
World Language Teachers**

**Wayne School District  
Curriculum Format**

<b>Content Area/ Grade Level/ Course:</b>	<b>World Languages - Spanish Second Year – Grades 9-12 Spanish II</b>
<b>Unit Plan Title:</b>	<b>Para empezar</b>
<b>Time Frame</b>	<b>30 days</b>

**World Language Standards**

- 7.1.NH.IPRET.1: Identify familiar words and phrases 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.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.6: Interpret some common cultural practices associated with the target culture(s).
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 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.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.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.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 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.
- 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.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student’s community and/or different regions in the United States.

**College and Career Readiness Standards**

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals.

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.

### Interdisciplinary Standards

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

### Unit Summary

#### ¿Cómo eres tú?

- Talk about what you and other people are like.
- Tell where you and other people are from.
- Identify countries of origin/nationalities for Spanish speaking people

#### ¿Qué haces?

- Talk about things you and other people do.
- Talk about how often you do certain things.
- Ask and answer questions about activities.

### Essential Question(s)

**In the target language:**

- Can I describe what I am like?
- Can I describe other people?
- Can I say where I am from?
- Can I say where other people are from?
- Can I describe things that I do?
- Can I describe what other people do?
- Can I describe how often I do certain things?
- Can I describe how often other people do things?
- Can I ask and answer questions?

**ACTFL Can-Do Statements - Proficiency Benchmarks**

**Communication:**

**Interpretive:** I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

**Interpersonal:** I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

**Presentational:** I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written and signed language.

**Intercultural Communication:**

**Investigate:** In my own and other cultures I can identify products and practices to help me understand perspectives.

**Interact:** I can interact at a survival level in some familiar everyday context.

**Enduring Understandings**

- Cultural perspectives are gained by using the language and through experience with its products and practices.
- Successful communication is knowing how, when and why to convey a message to different audiences.
- Communication is the ability to understand and be understood in real world contexts.
- The ability to use a first language to help decipher and recognize words and phrases is a useful tool in the target language.
- Making cultural assumptions based on 21<sup>st</sup> Century perspective may lead to misunderstandings and/or misinformation.

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
X	Global Awareness	E	Creativity and Innovation
X	Environmental Literacy	E,T,A	Critical Thinking and Problem Solving
	Health Literacy	E,T,A	Communication
X	Civic Literacy	E	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

**Student Learning Targets/Objectives (Students will know/Students will understand)**

- Describe yourself and others.
- Use the verb ser, estar y tener.
- Make adjective agreement.
- Describe things you and others do.
- Use regular, irregular verbs, go verbs and stem-changing verbs in the present tense.
- Ask and answer questions.

**Assessments (Pre, Formative, Summative, Other) Denote required common assessments with an \***

- Formal written unit assessment\*
- Teacher observation
- Listening comprehension
- Quizzes
- Tests
- Homework
- Writing samples
- Oral/aural – formal and informal
- Google Forms
- Online assessments
- Performance assessments
- Reading comprehension

*Teaching and Learning Activities*

*Activities*

- Students describe themselves and others
- Prepare and present a dialogue with a partner
- Introduce and practice new vocabulary in context
- Describing regular/leisure activities
- Textbook, workbook and on-line activities
- CD and DVD listening and comprehension
- Role play
- Bingo – nationalities
- Capital cities
- Storytelling
- Project

*Differentiation Strategies*

- Create index cards/quizlet for vocabulary reinforcement
- Use visual aids to present new material, i.e. PowerPoint presentations
- Kinesthetic: TPR, use of manipulatives
- Choice of activities where possible
- Create a nationality chart color-coded by adjective agreement
- Strategy and flexible groups based on formative assessment or student choice
- One:One conferring with teacher
- Narrative text composition
- Interviews
- Differentiated checklists and rubrics (if appropriate)
- Student selected goals for writing
- Level of independence
- Consult mentor texts to support writing
- ELL Supports and Extension activities are included with each lesson

	<ul style="list-style-type: none"> <li>● <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>● <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>● <a href="#">Differentiation Strategies for ELL Students</a></li> <li>● <a href="#">Differentiation Strategies for At Risk Students</a></li> </ul>
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<i>Extra Activities</i>	<ul style="list-style-type: none"> <li>● Quién soy yo project, poster, presentation</li> <li>● Country Bulletin Board</li> </ul>
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**Resources**

- Textbook - Realidades 2
- Workbook
- Chapter DVD
- Unit CD and DVD – presentation express, quiz show
- Unitedstreaming.com
- Kahoot
- Quia
- Quizlet
- youtube
- Pinterest
- [www.audio-lingua.eu](http://www.audio-lingua.eu)
- conjuguemos
- studyspanish
- quizizz
- Flipgrid
- Gimkit
- Blooket
- SavvasRealize
- Edpuzzle
- Fluentkey

**Wayne School District  
Curriculum Format**

<b>Content Area/ Grade Level/ Course:</b>	<b>World Languages - Spanish Second Year – Grades 9-12 Spanish II</b>
<b>Unit Plan Title:</b>	<b>Tema 1 – Tu día escolar</b>
<b>Time Frame</b>	<b>50 days</b>

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**College and Career Readiness Standards**

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- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.

### Interdisciplinary Standards

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

### Unit Summary

#### ¿Qué haces en la escuela?

- Describe classroom objects and activities.
- Talk about classroom rules.
- Express affirmative and negative ideas.
- Compare the school rules and customs in other countries with those in your own school.

#### ¿Qué haces después de la escuela?

- Talk about where you are going.
- Talk about extracurricular activities.
- Compare people and things.
- Say what people know and what they know how to do.
- Say with whom or what people are familiar.
- Ask and tell how long something has been going on.
- Understand cultural perspectives on extracurricular activities.

### ACTFL Can-Do Statements - Proficiency Benchmarks

#### Communication:

**Interpretive:** I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

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**Intercultural Communication:**

**Investigate:** In my own and other cultures I can identify products and practices to help me understand perspectives.

**Interact:** I can interact at a survival level in some familiar everyday context.

**Essential Question(s)**

**In the target language:**

- Can I communicate about classroom activities and rules?
- Can I compare rules in different classes?
- Can I use affirmative and negative words?
- Can I talk about things that I have to do using tener que + infinitive?
- Can I give advice on how to be a good student?
- Can I describe the similarities and differences between our grading system and Mexico’s grading system?
- Can I talk about places, activities and pastimes?
- Can I make comparisons about how long people have been doing things?
- Can I decide when is it appropriate to use the verbs saber and conocer?
- Can I communicate using stem-changing and -go verbs?
- Can I talk about where people are going and what they are going to do?
- Can I compare people, places and things?

**Enduring Understandings**

- Cultural perspectives are gained by using the language and through experience with its products and practices.
- Successful communication is knowing how, when and why to convey a message to different audiences.
- Communication is the ability to understand and be understood in real world contexts.
- The ability to use a first language to help decipher and recognize words and phrases is a useful tool in the target language.
- Making connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- The ways in which people are described do not differ significantly between languages.
- Hobbies and activities are very similar between cultures.
- The educational experience of students in Spanish speaking countries differs from those of the U.S.
- Making cultural assumptions based on 21<sup>st</sup> Century perspective may lead to misunderstandings and/or misinformation.

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
<input checked="" type="checkbox"/>	<b>Global Awareness</b>	<input checked="" type="checkbox"/> E,T,A	<b>Creativity and Innovation</b>
<input type="checkbox"/>	<b>Environmental Literacy</b>	<input checked="" type="checkbox"/> E,T,A	<b>Critical Thinking and Problem Solving</b>
<input type="checkbox"/>	<b>Health Literacy</b>	<input checked="" type="checkbox"/> E,T,A	<b>Communication</b>
<input checked="" type="checkbox"/>	<b>Civic Literacy</b>	<input type="checkbox"/> E	<b>Collaboration</b>
<input checked="" type="checkbox"/>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>		

**Student Learning Targets/Objectives (Students will know/Students will understand)**

- Talk about topics related to school.
- Talk about things that you have to do in your classes.
- Answer questions and compare experiences about classes and subjects.
- Talk about places that you go to after school.
- Talk about activities that you do after school.

**Assessments (Pre, Formative, Summative, Other)***Denote required common assessments with an \**

- Formal written unit assessment\*
- Teacher observation
- Listening comprehension
- Quizzes
- Tests
- Homework
- Writing samples
- Oral/aural – formal and informal
- Google Forms
- Online assessments
- Performance assessments
- Reading comprehension

**Teaching and Learning Activities***Activities*

- Students describe their classes to the class
- Research/explore the grading system of schools in Mexico
- Prepare and present a dialogue with a partner
- Describe a favorite class
- Describe extra- curricular activities
- Introduce and practice new vocabulary in context
- Textbook, workbook and on-line activities
- CD and DVD listening and comprehension
- Video/on-line poster projects
- interpersonal speaking and writing

*Differentiation Strategies*

- Create posters, bulletin boards for vocabulary reinforcement
- Use visual aids to present new material, i.e. PowerPoint presentations and picture cards
- Kinesthetic: TPR, use of manipulatives
- Choice of activities where possible
- Strategy and flexible groups based on formative assessment or student choice
- One:One conferring with teacher
- Narrative text composition
- Differentiated checklists and rubrics (if appropriate)
- Student selected goals for writing
- Level of independence
- Consult mentor texts to support writing
- ELL Supports and Extension activities are included with each lesson
- [Differentiation Strategies for Special Education Students](#)

	<ul style="list-style-type: none"><li>● <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li><li>● <a href="#">Differentiation Strategies for ELL Students</a></li><li>● <a href="#">Differentiation Strategies for At Risk Students</a></li></ul>
<i>Additional Projects</i>	<ul style="list-style-type: none"><li>● Comic strip poster project</li><li>● Make a poster of classroom rules and policies</li></ul>

## Resources

- Textbook - Realidades 2
- Workbook
- Chapter DVD
- Unit CD and DVD – presentation express, quiz show
- Unitedstreaming.com
- Kahoot
- Quia
- Quizlet
- youtube
- Pinterest
- [www.audio-lingua.eu](http://www.audio-lingua.eu)
- conjugemos
- studyspanish
- quizizz
- Flipgrid
- Gimkit
- Blooket
- SavvasRealize
- Edpuzzle
- Fluentkey

**Wayne School District  
Curriculum Format**

<b>Content Area/ Grade Level/ Course:</b>	<b>World Languages – Spanish Second Year – Grades 9-12 Spanish II</b>
<b>Unit Plan Title:</b>	<b>Tema 2 – Un evento especial</b>
<b>Time Frame</b>	<b>50 days</b>

**World Language Standards**

- 7.1.NH.IPRET.1: Identify familiar words and phrases 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
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**College and Career Readiness Standards**

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- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
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### Interdisciplinary Standards

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- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

### Unit Summary

#### ¿Cómo te preparas?

- Describe getting ready for a special event.
- Talk about daily routines.
- Describe people and things.
- Explore possession.
- Understand cultural perspectives on clothing.

#### ¿Qué ropa compraste?

- Describe clothing and fashion.
- Talk about going shopping.
- Describe events in the past.
- Point out specific objects.
- Avoid repetition when comparing similar things.
- Understand cultural perspectives on parties.

### Essential Question(s)

- Can I talk about clothing for different events?
- Can I talk about weekend plans and daily activities?
- Can I use possessive adjectives?
- Can I describe people and things using ser and estar?
- Can I identify body parts?
- Can I recognize verbs that take the infinitive?

- Can I describe getting ready for an event?
- Can I talk about clothing preferences?
- Can I talk about shopping, fashion and clothing?
- Can I use preterite verbs and cardinal numbers?
- Can I give dates of important events?
- Can I ask for assistance in a shopping situation?

### ACTFL Can-Do Statements - Proficiency Benchmarks

#### Communication:

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#### Intercultural Communication:

**Investigate:** In my own and other cultures I can identify products and practices to help me understand perspectives.

**Interact:** I can interact at a survival level in some familiar everyday context.

### Enduring Understandings

- Cultural perspectives are gained by using the language and through experience with its products and practices.
- Successful communication is knowing how, when and why to convey a message to different audiences.
- Communication is the ability to understand and be understood in real world contexts.
- The ability to use a first language to help decipher and recognize words and phrases is a useful tool in the target language.
- Making connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Second language learning is valued and required as part of the curriculum of most, if not all, Spanish speaking countries.
- Making cultural assumptions based on 21<sup>st</sup> Century perspective may lead to misunderstandings and/or misinformation.

### In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
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	Environmental Literacy	E,T,A	Critical Thinking and Problem Solving
	Health Literacy	E,T,A	Communication
X	Civic Literacy	E	Collaboration

X

Financial,  
Economic,  
Business, and  
Entrepreneurial  
Literacy

**Student Learning Targets/Objectives (Students will know/Students will understand)**

- Communicate about shopping, clothing and fashion.
- Talk about the past using the preterite of regular verbs.
- Point out specific objects using demonstrative adjectives.
- Compare things without repeating adjectives.
- Read about the history of jeans and some Spanish variations of the word.
- Explain cultural perspectives about parties.

**Assessments (Pre, Formative, Summative, Other)**

*Denote required common assessments with an \**

- Formal written unit assessment\*
- Teacher observation
- Listening comprehension
- Quizzes
- Tests
- Homework
- Writing samples
- Oral/aural – formal and informal
- Google Forms
- Online assessments
- Performance assessments
- Reading comprehension

*Teaching and Learning Activities*

*Activities*

- Prepare and present a dialogue with a partner
- Write a composition about personal preferences regarding clothing
- Introduce and practice new vocabulary in context
- Textbook, workbook and on-line activities
- CD and DVD listening and comprehension
- Create a presentation (PowerPoint, Prezi) about their daily routine.
- Draw and label a body
- Create a video getting ready in the morning
- Create index cards or quizlets

*Differentiation Strategies*

- Create index cards/quizlets for vocabulary reinforcement
- Use visual aids to present new material, i.e. PowerPoint presentations
- Kinesthetic: TPR, use of manipulatives
- Choice of activities where possible
- Strategy and flexible groups based on formative assessment or student choice
- One:One conferring with teacher
- Choice of narrative or persuasive text composition
- Differentiated checklists and rubrics (if appropriate)
- Student selected goals for writing

	<ul style="list-style-type: none"> <li>● Level of independence</li> <li>● Consult mentor texts to support writing</li> <li>● ELL Supports and Extension activities are included with each lesson</li> <li>● <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>● <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>● <a href="#">Differentiation Strategies for ELL Students</a></li> <li>● <a href="#">Differentiation Strategies for At Risk Students</a></li> </ul>
<i>Additional activities</i>	<ul style="list-style-type: none"> <li>● Create a map of your town including labeling of places and activities done in each place</li> </ul>

Resources

- Textbook - Realidades 2
- Workbook
- Chapter DVD
- Unit CD and DVD – presentation express, quiz show
- Unitedstreaming.com
- Kahoot
- Quia
- Quizlet
- youtube
- Pinterest
- www.audio-lingua.eu
- conjugemos
- studyspanish
- quizizz
- Flipgrid
- Gimkit
- Blooket
- SavvasRealize
- Edpuzzle
- Fluentkey



**Wayne School District  
Curriculum Format**

<b>Content Area/ Grade Level/ Course:</b>	<b>World Languages – Spanish Second Year – Grades 9-12 Spanish II</b>
<b>Unit Plan Title:</b>	<b>Tema 3 – Tú y tu comunidad</b>
<b>Time Frame</b>	<b>50 days</b>

**World Language Standards**

- 7.1.NH.IPRET.1: Identify familiar words and phrases 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.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.6: Interpret some common cultural practices associated with the target culture(s).
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 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.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.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.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 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.

**College and Career Readiness Standards**

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.

- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.

### Interdisciplinary Standards

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

### Unit Summary

#### ¿Qué hiciste ayer?

- Talk about things you did and where you did them.
- Explain why you couldn't do certain things.
- Describe things you bought and where you bought them.
- Understand cultural perspectives on shopping.

#### ¿Cómo se va...?

- Give directions for getting to places.
- Give a friend directions for a task.
- Discuss driving and good driving habits.
- Understand cultural perspectives on neighborhoods.

### Essential Question(s)

- Can I talk about things I did and where I did them?
- Can I explain why I wasn't able to do certain things?
- Can I discuss things I bought and where I bought them?
- Can I talk about clothing design and fit?
- Can I talk about getting to places in town and types of transportation?
- Can I give directions
- Can I give commands to other people?

### ACTFL Can-Do Statements - Proficiency Benchmarks

#### Communication:

**Interpretive:** I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

**Interpersonal:** I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

**Presentational:** I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written and signed language.

**Intercultural Communication:**

**Investigate:** In my own and other cultures I can identify products and practices to help me understand perspectives.

**Interact:** I can interact at a survival level in some familiar everyday context.

**Enduring Understandings**

- Cultural perspectives are gained by using the language and through experience with its products and practices.
- Successful communication is knowing how, when and why to convey a message to different audiences.
- Communication is the ability to understand and be understood in real world contexts.
- The ability to use a first language to help decipher and recognize words and phrases is a useful tool in the target language.
- Making connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Second language learning is valued and required as part of the curriculum of most, if not all, Spanish speaking countries.
- Making cultural assumptions based on 21<sup>st</sup> Century perspective may lead to misunderstandings and/or misinformation.

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
X	<b>Global Awareness</b>	E,T,A	<b>Creativity and Innovation</b>
	<b>Environmental Literacy</b>	E,T,A	<b>Critical Thinking and Problem Solving</b>
	<b>Health Literacy</b>	E,T,A	<b>Communication</b>
X	<b>Civic Literacy</b>	E	<b>Collaboration</b>
X	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>		

**Student Learning Targets/Objectives (Students will know/Students will understand)**

- Talk about schedules, doing errands, telling time, community stores and services and famous people from the past.
- Talk to give and request information.
- Describe activities, actions and events that happened in the past using the preterite.
- Describe cultural perspectives of barrios
- Write or talk about open-air markets.
- Talk about prepositions and transportation
- Discuss a telephone ad
- Discuss maps, driving, traffic signs, giving directions, relationships and things people do.
- Talk about when and how often people do things.
- Use gestures to communicate.

**Assessments (Pre, Formative, Summative, Other)***Denote required common assessments with an \**

- Formal written unit assessment\*
- Teacher observation
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- Quizzes
- Tests
- Homework
- Writing samples
- Oral/aural – formal and informal
- Google Forms
- Online assessments
- Performance assessments
- Reading comprehension

*Teaching and Learning Activities**Activities*

- Prepare and present a dialogue with a partner
- Introduce and practice new vocabulary in context
- Textbook, workbook and online activities
- CD and DVD listening and comprehension
- Create a clothing store poster
- Narrate and model a fashion show
- talk/write about what we did during the weekend or during vacations or breaks.

*Differentiation Strategies*

- Puzzles , word searches, games, etc.
- Create index cards/quizlets for vocabulary reinforcement
- Use visual aids to present new material, i.e. PowerPoint presentations and picture cards
- Kinesthetic: TPR, use of manipulatives
- Choice of activities where possible
- Strategy and flexible groups based on formative assessment or student choice
- One:One conferring with teacher
- Choice of narrative or persuasive text composition
- Differentiated checklists and rubrics (if appropriate)
- Student selected goals for writing
- Level of independence
- Consult mentor texts to support writing
- ELL Supports and Extension activities are included with each lesson
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)

*Additional activities*

- Write an ad for a clothing sale
- Video shopping spree
- Students will write about what they will be doing during a weekend then later write a response saying what they actually did

**Resources**

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- Workbook
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- Fluentkey