

Curriculum Framework for Spanish 1

School: Sussex Preparatory Academy

Curricular Tool: N/A

Course: Level 1

Standards Alignment	Unit Concepts	Essential Questions	Assessments
Unit One: Mucho gusto Timeline : 3 weeks			
<p>1.1-Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes.</p> <p>1.3- Students write or tell about products or practice of their own culture or the target language cultures. They use language supported by visual cues such as posters, pictures, props, etc</p> <p>2.1-Students observe, identify and discuss simple patterns of behavior or interaction in various settings such as school, family and the community in the target language cultures.</p>	<p>Across the globe, people have different concepts of greetings and salutations.</p> <p>Greetings</p> <p>Introductions</p> <p>Alphabet</p> <p>Numbers 0-30</p> <p>Spanish-speaking countries & capitals</p> <p>Days of the week</p> <p>Weather</p> <p>Classroom expressions.</p>	<p>Essential Questions: How do students introduce themselves?</p> <p>How do people from other cultures introduce themselves?</p>	<p>Informal: Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p>Formal Assessment: Vocabulary quizzes Oral Presentation Rubrics Self Assessment</p>
Unit Two: Tiempo con amigos Timeline: 6 weeks			
<p>1.1-Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes.</p> <p>1.3- Students write or tell about products or practice of their own culture or the target language cultures. They use language supported by visual cues such as posters, pictures, props, etc</p>	<p>While differences exist due to culture and geography, students around the world share many common interests and join in similar activities.</p> <p>Pasttimes</p> <p>Likes/dislikes (<i>gustar</i> +</p>	<p>Essential Questions: What do students like to do and how does that compare with students from around the globe?</p>	<p>Informal: Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p>Formal Assessment: Vocabulary quizzes Oral Presentation</p>

Standards Alignment	Unit Concepts	Essential Questions	Assessments
<p>2.1- Students observe, identify and discuss simple patterns of behavior or interaction in various settings such as school, family and the community in the target language cultures.</p> <p>3.1- Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information</p> <p>3.2- Students use sources intended for same age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.</p> <p>4.1- Students realize that cognates enhance comprehension of spoken and written language and demonstrate that awareness by identifying commonly occurring cognates in the language they are learning.</p>	<p><i>infinitive)</i></p> <p>Interrogative words</p> <p>Formal vs. informal you</p> <p>Personal pronouns and <i>ser</i></p> <p>Noun/adjective agreement and placement</p>		<p>Rubrics</p> <p>Self Assessment</p>
<p>Unit Three: En la escuela Timeline: 5 weeks</p>			
<p>1.1- Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes.</p> <p>1.3- Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media</p> <p>2.1- Students observe, identify and discuss simple patterns of behavior or interaction in various settings such as school, family and the community in the target language cultures.</p>	<p>Students around the world share similar schooling experiences although differences exist due to geography, resources, and culture.</p> <p>Time and schedules</p> <p>Classes and descriptors</p> <p>Numbers 31-100</p> <p>Irregular verbs (<i>estar, tener, ir</i>)</p> <p>Present tense of regular –ar</p>	<p><u>Essential Questions:</u></p> <p>How can students describe their school experience?</p> <p>How do schools compare from culture-to-culture?</p>	<p><u>Informal:</u></p> <p>Interactive Word Wall</p> <p>Questioning</p> <p>Journaling</p> <p>Observation of oral discourse</p> <p><u>Formal Assessment:</u></p> <p>Vocabulary quizzes</p> <p>Oral Presentation</p> <p>Rubrics</p> <p>Self Assessment</p>

Standards Alignment	Unit Concepts	Essential Questions	Assessments
<p>2.2-Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>3.2- Students use sources intended for same age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.</p> <p>4.2-Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.</p> <p>5.2-Students use various media from the language and culture for entertainment or personal pleasure</p>	<p>verbs.</p>		
<p>Unit Four: La mesa de la familia Timeline: 6 weeks</p>			
<p>1.1-Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes.</p> <p>1.3- Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media</p> <p>2.1- Students observe, identify and discuss simple patterns of behavior or interaction in various settings such as school, family and the community in the target language cultures.</p> <p>2.2- Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>3.1- Students demonstrate an understanding of the</p>	<p>Families share a sense of unity and tradition that often centers around mealtimes, cuisine, and celebrations</p> <p>Family</p> <p>Dates</p> <p>Numbers 200-1,000,000</p> <p>Possessive adjectives</p> <p>Food, restaurants, table etiquette</p> <p>-er/-ir verbs; <i>gustar</i>; stem-changing verbs</p>	<p>Essential Questions:</p> <p>What is my definition of family?</p> <p>What do I eat that is “American”?</p> <p>What are some staple foods of target language countries?</p>	<p>Informal:</p> <p>Interactive Word Wall</p> <p>Questioning</p> <p>Journaling</p> <p>Observation of oral discourse</p> <p>Skit</p> <p>Formal Assessment:</p> <p>Vocabulary quizzes</p> <p>Oral Presentation</p> <p>Rubrics</p> <p>Self Assessment</p> <p>Skit</p>

Standards Alignment	Unit Concepts	Essential Questions	Assessments
<p>concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information</p> <p>3.2- Students use sources intended for same age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.</p> <p>4.1- Students realize that cognates enhance comprehension of spoken and written language and demonstrate that awareness by identifying commonly occurring cognates in the language they are learning.</p> <p>5.1- Students identify ways that knowing languages are crucial to many professions.</p>			
<p>Unit Five: Vamos de compras Timeline: 5 weeks</p>			
<p>1.1- Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes.</p> <p>1.2 Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. They also comprehend main ideas in oral narratives such as personal anecdote and narratives based on familiar topics.</p> <p>1.3- Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media</p> <p>2.1- Students observe, identify and discuss simple patterns of behavior or interaction in various settings such as school, family and the community in the target</p>	<p>People choose clothing that reflect their personal identity as well as their cultural heritage.</p> <p>Clothing and shopping Vocabulary</p> <p>Getting around town</p> <p>Direct object pronouns</p>	<p>Essential Questions: What clothing do teenagers wear? What cultural elements influence their choices?</p>	<p>Informal: Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p>Formal Assessment: Vocabulary quizzes Oral Presentation Rubrics Self Assessment</p>

Standards Alignment	Unit Concepts	Essential Questions	Assessments
<p>language cultures.</p> <p>3.1-Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information</p> <p>4.1- Students realize that cognates enhance comprehension of spoken and written language and demonstrate that awareness by identifying commonly occurring cognates in the language they are learning.</p> <p>5.1- Students identify ways that knowing languages are crucial to many professions.</p>			
<p>Unit Six: Bienvenido a nuestra casa (Model Unit-House and Home) Timeline: 5 weeks</p>			
<p>1.1- Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes.</p> <p>1.2 Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. They also comprehend main ideas in oral narratives such as personal anecdote and narratives based on familiar topics.</p> <p>1.3- Students write or tell about products or practices of their own culture or the target language cultures. They use language supported by visual cues such as posters, pictures, process. etc</p> <p>2.2- Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>3.2- Students use sources intended for same age</p>	<p>How people define a home differs according to culture, geography, and resources.</p> <p>Although houses share commonalities throughout the world, the notion of home is tied to one’s culture and personal vision</p> <p>Vocabulary related to rooms in the house, furniture, chore</p> <p><i>ser vs. estar</i></p> <p><i>tu</i> affirmative commands</p> <p>Ordinal numbers</p>	<p><u>Essential Questions:</u></p> <p>How does my definition of home compare to that of other students’ from other cultures?</p> <p>How does the definition of chore differ depending on culture?</p> <p>What is a home?</p> <p>How and where do I live?</p> <p>How and where do people live in the countries where the target language is spoken?</p> <p>What are my family’s responsibilities and routines at home and how do they compare to those of the family in the target culture?</p>	<p><u>Informal:</u></p> <p>Interactive Word Wall</p> <p>Questioning</p> <p>Journaling</p> <p>Observation of oral discourse</p> <p><u>Formal Assessment:</u></p> <p>Vocabulary quizzes</p> <p>Oral Presentation</p> <p>Rubrics</p> <p>Self Assessment</p> <p>Interpretive Tasks</p>

Standards Alignment	Unit Concepts	Essential Questions	Assessments
<p>speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.</p> <p>4.2-Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.</p> <p>5.2-Students use various media from the language and culture for entertainment or personal pleasure</p>			
<p>Unit Seven: Mantener un cuerpo sano Timeline: 5 weeks</p>			
<p>1.1- Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes.</p> <p>1.3- Students write or tell about products or practices of their own culture or the target language cultures. They use language supported by visual cues such as posters, pictures, process. etc</p> <p>2.2- Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>3.1-Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information</p> <p>3.2- Students use sources intended for same age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.</p>	<p>A person’s perception of health depends on cultural values related to physical definitions and emotional mores</p> <p>Vocabulary related to health and emotion</p> <p>Parts of the body</p> <p>Illnesses and remedies</p> <p><i>Estar</i></p> <p>Sports</p> <p><i>Jugar</i></p> <p><i>Ssaber vs. conocer</i></p> <p>Preterit of –ar verbs.</p> <p>.</p>	<p><u>Essential Questions:</u> How do I express myself and my feelings to others?</p> <p>How do I communicate my health or state of being to others?</p> <p>How does my definition of what it means to be healthy compare to that of someone from the target language culture?</p>	<p><u>Informal:</u> Interactive Word Wall Questioning Journaling Observation of oral discourse Skit</p> <p><u>Formal Assessment:</u> Vocabulary quizzes Oral Presentation Rubrics Self Assessment Skit</p>

Standards Alignment	Unit Concepts	Essential Questions	Assessments
<p>4.2-Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.</p> <p>5.2-Students use various media from the language and culture for entertainment or personal pleasure</p>			

Curriculum Framework for Spanish 2

School: Sussex Preparatory Academy

Curricular Tool: N/A

Course: Level 2

Standards Alignment	Unit Concepts	Essential Questions	Assessments
Unit One: Mis amigos y yo (Model Unit-Student Life) Timeline : 5 weeks			
<p>1.1- Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p>1.2-Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p>1.3- Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p>2.2-Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>3.2 Students use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or those with which they have limited previous experience.</p> <p>4.1-Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>4.2-Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.</p>	<p>Although differences exist due to culture and geography, teenagers across the world share many commonalities in their relationships with friends.</p> <p>Vocabulary related to greetings, daily activities and hobbies, city destinations, personality, and state of being.</p> <p>Definite and indefinite articles</p> <p>Subject pronouns</p> <p>Adjective agreement</p> <p>Present tense of regular and stem-changing verbs as well as <i>ser, estar, ir, tener, and gustar.</i></p>	<p>Essential Questions: What is my high school experience? What is high school like for students in other cultures? How does your daily schedule compare with that of other teenagers from Spanish-speaking countries? What do you like to do and how does that compare to students from other cultures?</p>	<p>Informal: Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p>Formal Assessment: Vocabulary quizzes Oral Presentation Rubrics Self Assessment GRASP task</p>

Standards Alignment	Unit Concepts	Essential Questions	Assessments
Unit Two: Vamos de viaje (Model Unit- Un viaje) Timeline: 5 weeks			
<p>1.1- Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p>1.2-Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p>1.3- Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p>2.1-Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p>3.1-Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information.</p> <p>3.2 -Students read, listen to and talk about age-appropriate school content, folk tales, short stories, internet sites, poems and songs written for native speakers of the target language.</p> <p>4.1-Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>4.2-Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.</p> <p>5.1-Students contact local agencies to secure information regarding products or practices of target-language cultures.</p>	<p>The concept of travel connotes different meaning to people according to their needs, resources, and experiences</p> <p>Vocabulary related to airplane travel, lodging and vacation; giving and receiving directions</p> <p>Location prepositions</p> <p>direct and indirect object pronouns</p> <p>preterit of regular –ar verbs, <i>ir, ser, hacer, ver and dar.</i></p> <p>Costa Rican national parks and ecosystems.</p>	<p>Essential Questions: How are my travel needs similar to and different from those from other cultures?</p> <p>What information do I need to know in order to plan a trip to a foreign country?</p> <p>What is my definition of a vacation and how does that differ from someone’s from another culture?</p>	<p>Informal: Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p>Formal Assessment: Vocabulary quizzes Oral Presentation Rubrics Self Assessment</p>

Standards Alignment	Unit Concepts	Essential Questions	Assessments
Unit Three: Somos saludables Timeline: 7 weeks			
<p>1.1- Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p>1.2-Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p>1.3- Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p>2.1-Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p>2.2-Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>3.1-Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information.</p> <p>3.2-Students use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or those with which they have limited previous experience.</p> <p>4.1-Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>4.2-Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.</p> <p>5.2-Students use various media from the language and culture for entertainment or personal pleasure.</p>	<p>The definition of a nutritious, healthy lifestyle varies from culture to culture.</p> <p>Vocabulary related to sports, healthy habits, daily routine, body parts, and personal care items.</p> <p>Sequencing of events</p> <p>adverbs (<i>-mente</i>)</p> <p>reflexive verbs and pronouns</p> <p>present progressive</p> <p>demonstrative adjectives and pronouns</p> <p>plans with <i>pensar</i></p> <p>preterit of regular –er and –ir verbs</p>	<p><u>Essential Questions:</u></p> <p>What is your daily routine and how does that compare with that of a student from another culture?</p> <p>What is your definition of nutrition?</p> <p>How do you maintain your health?</p>	<p><u>Informal:</u></p> <p>Interactive Word Wall</p> <p>Questioning</p> <p>Journaling</p> <p>Observation of oral discourse</p> <p><u>Formal Assessment:</u></p> <p>Vocabulary quizzes</p> <p>Oral Presentation</p> <p>Rubrics</p> <p>Self Assessment</p>

Standards Alignment	Unit Concepts	Essential Questions	Assessments
Unit Four: Al centro comercial Timeline: 7 weeks			
<p>1.1- Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p>1.2-Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p>1.3- Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p>2.2-Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>3.1-Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information.</p> <p>4.1-Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>4.2-Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.</p>	<p>People shop out of necessity and for fun, whether it be for food, clothing or for gifts.</p> <p>Vocabulary related to clothing and fit, personal needs, stores, materials, crafts, and recommendations.</p> <p>Verbs: <i>gustar: encantar, interesar, importar, quedar</i></p> <p>Present tense irregular <i>yo</i> verbs</p> <p>Prepositions and pronouns</p> <p>Time expressions with <i>hace</i></p> <p>Irregular preterit verbs: <i>u</i> stems, <i>uv</i> stems, <i>i</i> stems</p> <p>Stem-changing –<i>ir</i> verbs in the preterit</p> <p>Converting money and exchange rates.</p> <p>Spanish-speaking countries in the Caribbean; art, handicrafts, and markets.</p>	<p>Essential Questions: How do your clothes and style compare to that of someone from another culture?</p> <p>Where do you shop?</p> <p>How is commerce different in Spanish-speaking countries?</p>	<p>Informal: Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p>Formal Assessment: Vocabulary quizzes Oral Presentation Rubrics Self Assessment</p>
Unit Five: A comer Timeline: 5 weeks			
<p>1.1- Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p>1.2-Students introduce themselves and their classmates, name</p>	<p>Food is symbolic to people of their cultural heritage and varies according to their socioeconomic status,</p>	<p>Essential Questions: How do your favorite foods compare with those of someone from another culture?</p>	<p>Informal: Interactive Word Wall Questioning Journaling Observation of oral discourse</p>

Standards Alignment	Unit Concepts	Essential Questions	Assessments
<p>objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p>1.3- Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p>2.1-Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p>2.2-Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>3.1-Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information.</p> <p>4.1-Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>4.2-Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.</p>	<p>geography, and tastes.</p> <p>Vocabulary related to food and food preparation, place settings, restaurant dishes and ordering</p> <p>Ud. and Uds. commands</p> <p>extremes (-ísimo)</p> <p>affirmative and negative expressions</p>	<p>How do you order in a restaurant?</p> <p>How do you prepare foods from another culture?</p>	<p><u>Formal Assessment:</u> Vocabulary quizzes Oral Presentation Rubrics Self Assessment</p>
<p>Unit Six: El arte y las películas Timeline: 5 weeks</p>			
<p>1.1- Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p>1.2-Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p>1.3- Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p>	<p>Entertainment like film and cinema play a valuable role in leisure time, as well as in teaching about a people's culture.</p> <p>Vocabulary related to movies and to movie making, technology</p> <p>negative <i>tu</i> commands</p>	<p><u>Essential Questions:</u> What effects do Hispanics have on the film industry?</p> <p>How do you express your feelings about movies and technology?</p> <p>What do you learn from films?</p>	<p><u>Informal:</u> Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p><u>Formal Assessment:</u> Compare film awards Read and respond to an excerpt from <i>La casa de los espíritus</i>. Vocabulary quizzes</p>

Standards Alignment	Unit Concepts	Essential Questions	Assessments
<p>2.1-Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.</p> <p>2.2-Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>3.1-Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information.</p> <p>4.1-Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>4.2-Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.</p>	<p>making and accepting invitations</p> <p>irregular preterit</p> <p>imperfect</p> <p>preterit vs. imperfect</p> <p>past participles as adjectives</p>		<p>Oral Presentation</p> <p>Rubrics</p> <p>Self Assessment</p>

Unit Title

House and Home

Delaware World Language Curriculum Unit Template

Preface: This unit has been created as a model for teachers in their designing or redesigning of course curricula. It is by no means intended to be inclusive; rather it is meant to be a springboard for a teacher's thoughts and creativity. The information we have included represents one possibility for developing a unit based on the Delaware content standards and the Understanding by Design framework and philosophy.

Subject/Topic Area: World Languages

Grade Level(s): H1

Searchable Key Words: house, home

Designed By: Jennifer Short

District: Red Clay

Time Frame: 5 weeks

Brief Summary of Unit

This unit should be taught near the end of the year in the first year of study of the language.

Through class discussion, web searches, readings of primary materials, and peer interactions, students will create a dream home and in doing so will discover the cultural similarities and differences between homes in the target language culture and homes in the United States. They will gain communication skills, will express opinions and preferences and will develop cultural perspectives of countries and homes. Students will discover that although all homes share commonalities, the concept of a home is culturally defined.

Stage 1: Desired Results

(Determine What Students Will Know, Do and Understand)

Delaware World Language Content Standards

1.1 Interpersonal Communication

Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Students also express likes and dislikes.

1.2 Interpretive Communication

Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. They also comprehend main ideas in oral narratives such as personal anecdote and narratives based on familiar topics.

Unit Title _____

1.3 Presentational Communication

Students write or tell about products or practices of their own culture or the target language cultures. They use language supported by visual cues such as posters, pictures, props, etc.

2.2 Cultural Products and Perspectives

Students identify and observe tangible products of the cultures such as toys, dress, types of dwelling and foods.

3.2 Access to Information

Students use sources intended for same age speakers of the target language to prepare reports on topics of personal interest, or those with which they have limited previous experience.

4.2 Cultural Comparisons

Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.

5.2 Enjoyment/Lifelong Learning

Students use various media from the language and culture for entertainment or personal pleasure.

Big Idea

House and Home

Unit Enduring Understandings

Although houses share commonalities throughout the world, the notion of home is tied to one's culture and personal vision.

Unit Essential Question(s)

- What is a home?
- How and where do I live?
- How and where do people live in the countries where the target language is spoken?
- How does my definition of home compare to that of other students' from other cultures?
- What are my family's responsibilities and routines at home and how do they compare to those of the family in the target culture?

Knowledge & Skills

Students will know...

- house vocabulary
- vocabulary related to chores
- the comparison of adjectives
- the superlative of adjectives

Students will be able to...

- describe the layout of a house
- describe how and where they live
- compare and contrast cultural practices and perspectives
- read and decipher real estate listings in the target language

Unit Title _____

- make and answer questions in the target language
- decipher an authentic story in the target language
- listen and comprehend authentic dialogues in the target language
- design a home in the target language

Stage 2: Assessment Evidence (Design Assessments To Guide Instruction)

Suggested Performance Task(s)

Essential Questions:

- What is a home?
- How and where do I live?
- How and where do people live in the countries where the target language is spoken?
- How does my definition of home compare to that of other students' from other cultures?
- What are my family's responsibilities and routines at home and how do they compare to those of the family in the target culture?

SUMMATIVE IPA

Scenario: You and your family are moving to another country in the target language culture. You need to acquire a place to live.

Interpretive Task #1: Read and analyze the real estate ads about four homes and answer the questions that follow them. [../../../../Downloads/Apartamento en Venta-1.doc](#)

Interpretive Task #2: Since you need to acclimate to your new environment, read the article about what common chores and responsibilities are prevalent in the target language culture. Students will complete in the target language a Venn Diagram [\\rcdhs-1\users-new\\$\Jennifer.Short\House and Home\Venn Diagram For.htm](#) finding similarities and differences based on the reading.

Interpersonal Task: Students are grouped in pairs in a role play where one student acts as realtor and the other acts as a client. The client has limited resources but wants the most for his/her money. The realtor is trying to pawn off an expensive but dilapidated house that has been on the market for 5 years. Discussion must take place in target language using vocabulary from this unit. Rubric ([\\rcdhs-1\users-new\\$\Jennifer.Short\House and Home\interpersonal task rubric.htm](#))

Presentational Task:

You and your family are moving to another country in the target language culture. You need to acquire a place to live.

- G- Create a real estate listing for your ideal home in the target language culture.
- R- As the only family member who speaks the target language fluently, you are an advisor.
- A- Advisor
- S- You and your family are moving to another country in the target language culture. You need to acquire a place to live.
- P- Low level: Create a real estate listing including photos/drawings/pictures/graphics in target language. In a paragraph, in English, justify your choices.
High level: Create a real estate listing including photos/drawings/pictures/graphics in target language. In a paragraph, in target language culture, justify your choices.
- S- Choose a country or region of the country in the target language culture. Research homes in the target language culture, taking into consideration the following geography, climate, people,

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lifestyle, curb appeal, and your family size. Rubric [\rhdhs-1\users-new\\$\Jennifer.Short\House and Home\GRASPS rubric.htm](http://\rhdhs-1\users-new$\Jennifer.Short\House and Home\GRASPS rubric.htm)

Rubrics/checklists for Performance Tasks

[Interpretive Task #1 Rubric](#)

[Interpretive Task #2 Rubric](#)

[Interpersonal Task Rubric](#)

[Presentational Task Rubric](#)

Other Evidence

Ongoing formative assessments and observations.

Student Self-Assessment and Reflection

Written Reflection: Has your opinion of homes and houses in Spanish-speaking countries changed since you began this unit? Why or why not?

Students will complete the “I can…” check-list at the end of the each lesson.

1. ____ I can use the target language vocabulary relating to parts of the house and chores to communicate my thoughts.
2. ____ I can make comparisons between two or more things or people in the target language.
3. ____ I can make superlative statements in the target language.
4. ____ I can make and answer questions in the target language.
5. ____ I can describe the layout of a house in the target language.
6. ____ I can compare and contrast houses in the United States with those in the target language culture.
7. ____ I can compare and contrast household chores of students in the United States with those of students from the target language culture.
8. ____ I can decipher an authentic story in the target language.
9. ____ I can listen and comprehend authentic dialogues in the target language.
10. ____ I can design a home in the target language.
11. ____ I can read and decipher a real estate ad in the target language.

Stage 3: Learning Plan

(Design Learning Activities To Align with Goals and Assessments)

Key learning events needed to achieve unit goals

Lesson in Model Resource Unit:

Lesson 1: Parts of a house

Lesson 2: Comparison of homes in Spanish-speaking countries and the United States of America

Lesson 3: Identification of the best, worst homes in Spanish-speaking countries

Lesson 4: Chores and daily routines

Lesson 1: Parts of a house

Essential Question: What is a home?

Unit Title _____

Background: All Level 1 material and material from Units 1-5 of Spanish II

Strategy 1: Present big theme and enduring understandings as well as the essential questions and objectives for the unit.

Strategy 2: Introduction to vocabulary.

- Students placed into groups of 2 or 3.
- Students brainstorm, in groups or individually, on looseleaf paper, as many parts of the house as possible in a certain time.
- Teacher presents a list of vocabulary on board or overhead in target language.
[../Downloads/mru - hh/Notas - la casa.doc](#)
- Students match as many vocabulary words as possible in a given time.

Strategy 3: Teacher distributes a picture of a part of a house to each group. [\\rcdhs-1\users-new\\$\Jennifer.Short\House and Home\rooms flashcards.pdf](#)

- In target language, students label the room and all items present in the picture.
- Teacher reads each item one by one, students repeat. For each item, the group that used that vocabulary word raises their hand and says the definition in English.
- Students complete a handout or make notes of vocabulary

Strategy 4: Verbal practice: Teacher will distribute handout with pictures of the words. Students will take turns asking “Donde pongo...?” each item and their partner will have to answer with the correct room of the house. [../Downloads/mru - hh/casa - verbal - furniture.doc](#)

Strategy 5: Listening Comprehension [../Downloads/mru - hh/listening - lesson 1, strategy 4.doc](#)
Students will look at an illustration on the handout. Pictures A and B represent the same room at two different times. Students will hear 8 statements. They are to listen carefully and determine whether the statement applies to Scene A or Scene B. Then they circle the corresponding letter on the handout. They will hear each sentence twice. [listening activities.pdf](#)

Strategy 6: Reading Comprehension. Complete either the lower level or upper level story, based on a diagram of a house, and use the new vocabulary from this unit to fill in the missing words. [\\rcdhs-1\users-new\\$\Jennifer.Short\House and Home\Reading Comprehension house diagram.pdf](#)

- Low level: provide a word bank [../Downloads/mru - hh/low level diagram - lesson 1, strategy 5.doc](#)

- High level: no word bank [../Downloads/mru - hh/high level diagram - lesson 1, strategy 5.doc](#)

Strategy 7: An "architect" and/or "designer" from the Extreme Home Makeover team is coming to interview the family of five for whom they are building a house. The interviewer needs to ask questions in the target language in order to gather information from the family concerning the layout of their dream home. The interview is to be conducted in the target language, with the interviewer recording the responses of the family member being interviewed. [../Downloads/mru - hh/Extreme Home Makeover.doc](#)
For example...

1. How many stories would you like for your house?
2. Do you need any ramps installed?
3. How many bedrooms would you like?
4. Kitchen design (how many sinks? eat in kitchen? "galley" style?)
5. How many rooms would you like in total?
6. Any special requests (media room, office, playroom)?
7. Any outdoor living area wanted (deck, porch, patio)?
8. What types of flooring? (wood, tile, carpet)
9. Would you like a garage, carport area, parking consideration?
10. Pool, basketball court, driveway?
11. How many bathrooms would you like?
12. What type of bathroom design would you like (lavatory, full bath, shower, bidet)?

Strategy 8: Presentational task/GRASPS task: As an architect for Extreme Home Makeover, a show about building homes for deserving families. You must design a dream home keeping in mind certain criteria.

G- Create a blueprint of a dream home

R- An architect from Extreme Home Makeover

Unit Title _____

A- A well-deserving family of 5

S- As head architect of Extreme Home Makeover you must design a home for a family of 5 in the target language culture.

P- Create a blueprint/design of the new home using vocabulary from this unit.

S- All labels must be in target language. Each room must have at least 3 different items labeled.

Rubric (other possible outcomes: a brochure, a model home, a Power Point presentation, or a booklet) [GRASPS rubric Home Makeover.xls](#)

Strategy 9: Formative Assessment: Quiz on lesson 1 [./././Downloads/mru - hh/quiz - lesson 1.doc](#)

Lesson 2: Comparison of homes in the target language countries and the United States of America

Essential Question: How and where do I live?

Background: All material covered in lesson 1

Strategy 1: Go over essential question to introduce lesson

Strategy 2: La maison de Stéphanie

- Students [read letter](#) orally. Each student reads one sentence at a time. Then answer the following questions orally
 - In what city does she live?
 - How many floors are there?
 - How many rooms are there?
 - Who is in Stéphanie's family?
 - What is her house like?
 - Based on the letter what is one of Stéphanie's interests?
 - Where do Stéphanie and her family picnic?
- Students then respond in writing in the target language to the following questions. In groups of 2 students share their answers orally in the target language.
 - Describe the place where you live.
 - Describe your house/apartment.
 - Describe your room.
 - Describe some particular characteristics of your house/apartment

Strategy 3: Cultural Reading- Students will read the two cultural passages and complete a Venn diagram, which they make themselves, by making comparisons between the two countries and the United States.

- [France](#)
- [Cameroun](#)

Strategy 4: Comparison Introduction

- Using the letter from Strategy 2 the teacher will write the following sentences on the board in the target language
 - Stephanie's house has three bedrooms.
 - Stephanie's house has three floors.
 - Stephanie's house has a balcony.
 - Stephanie's house has one bathroom.
 - Stephanie has 4 people in her family.
- Teacher asks the students the following questions and writes their responses next to the corresponding statement on the board.
 - How many bedrooms does your house have?
 - How many floors does your house have?
 - Do you have any balconies? If so, how many?
 - How many bathrooms?
 - How many family members are in your family?
- In English, teacher asks how students would compare the responses. (Answers will vary: example- Stephanie's house has more bedrooms than Sarah's house.) Teacher then asks students to respond in target language leaving out any unknown information. Teacher tells students the missing information needed to complete the sentences is a comparison.

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Strategy 5: Teacher presents comparisons on board describing what they are, and how to use them properly in sentences. From previous activity students are asked to fill in missing information in target language based on the comparison rules explained by teacher in strategy 3.

Strategy 6: [Writing Proficiency on Comparisons](#)- (Individual Practice) Teacher circulates and corrects individual problems. Students can be paired low level with high level when necessary.

Strategy 7: Previous student homework assignment: In English write sentences using more...than, less...than and equal to. For each one, students must have 3 sentences using an adjective, adverb and noun.

- Teacher collects sentences then groups students in 3.
- Teacher distributes sentences randomly to groups.
- Students work together to translate the sentences in the target language.

Strategy 8: [Listening comprehension](#) – Listen to sentences on comparisons and mark the corresponding sentence. If not all students are able to have a computer this can be done as a whole class on a big screen TV.

Strategy 9: Students are given pictures, one dilapidated and one luxurious. [less2strategy9 - 2 casas.doc](#)
They must choose the home in which they prefer to live and justify why by writing comparative statements.
[../Downloads/mru - hh/rubric luxurious or dilapidated house.xls](#)

Strategy 10: Formative assessment: Quiz on lesson 2. [../Downloads/mru - hh/quiz - lesson 2.doc](#)

Lesson 3: Identification of the best, worst, oldest, etc. homes in the target language cultures

Essential Questions: How and where do I live? How and where do people live in the countries where the target language is spoken?

Background: All material covered in lesson 1 and 2

Strategy 1: Superlatives Introduction: Students must interview 4 students in target language in order to fill out a grid about their homes. [../Downloads/mru - hh/superlative intro - strategy 1, 3.doc](#)

	Student 1	Student 2	Student 3	Student 4
How many bedrooms do you have?				
How many gardens?				
How many garages?				
How many computers?				
How many rooms?				

In English, teacher asks students who has the most/least for each question. Teacher writes responses on board.

Strategy 2: From strategy 1 the teacher explains what the superlative is and how to use it.

Strategy 3: Based on the responses from the interviews, students write a superlative sentence for each question response. Students must use the 5 most and the 5 least. Teacher calls on students to share answers orally.

Strategy 4: Teacher places pictures of celebrities on board.

- Students must write a sentence in their notebook using the superlative for each of the following (tallest, oldest, prettiest, youngest, the best) based on their opinions.
- Large paper is placed around the room, one for each celebrity. The papers should be labeled with the celebrity's name.
- Students must write one sentence for each celebrity on the paper.
- Teacher calls on students to present responses.

Strategy 5: Writing Proficiency Practice on Superlatives. Teacher circulates and corrects individual problems. Students can be paired low level with high level when necessary. [../Downloads/mru - hh/Superlative of Adjectives practice.doc](#)

Strategy 6: Round Robin- Students are placed into groups of four. Every student writes on a piece of paper an adjective. The student then passes the paper to the person on their right. That student writes a sentence using the adjective. Then the student passes the paper to their right again. That student writes a comparative statement using the same nouns, verbs, and adjective as in the previous sentence. Then the student passes the paper to their right one last time. That student writes a superlative sentence using the same nouns, verbs, and adjective as in the previous sentence. All sentences are read out loud to the entire class.

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Strategy 7: Formative assessment: Quiz on lesson 3 [..\Spanish house and home\Quiz on Superlatives.doc](#)

Strategy 8: Students are given scenarios in the target language. For each scenario they must write 2 comparative statements and 2 superlative statements. [lesson3strat17.doc](#)

Lesson 4: Chores and daily routines

Essential Questions: How do I live? What are my family's responsibilities and routines at home and how do they compare to those of the family in the target culture?

Background: All material covered in lessons 1, 2, and 3.

Strategy 1: Go over essential questions to introduce lesson.

Strategy 2: After oral discussion of questions, place large pieces of paper around room.

- Write the following headings on the papers: Chores inside the house, Chores outside the house, and Cultural Routines.
- Students walk around to each paper and write one thing specific to their family in English.
- Oral discussion of similarities and differences regarding responses.

Strategy 3: Introduction to vocabulary. Place one of the large pieces of paper next to the board. For each paper write the corresponding vocabulary on board in target language. There may be a need to include more vocabulary. Students will practice pronunciation by listening to the teacher and repeating what he/she says. [../Downloads/mru - hh/Vocabulario - chores.doc](#)

Strategy 4: Power Point Presentation. Teacher presents power point "Como ayudas en la casa?" As teacher goes through presentation students guess what chore is being shown. Then teacher will click to reveal the correct answer. Students will repeat sentence in target language. [../Downloads/mru - hh/power point chores.ppt](#)

Strategy 5: Battleship. [\\rcdhs-1\users-new\\$\Jennifer.Short\House and Home\battleship.doc](#). Print enough copies so that each student has one board. Students draw a boat in 5 boxes on their game board. Students do NOT share where their boats are. In pairs students try to find out where their opponent's boats are by asking questions in the target language, such as "¿Plancha tu hermana la ropa?" If the opponent has a boat in the corresponding box on their sheet they must put an X through it and say "Darn!" = "¡Caramba!" Then it's the opponent's turn to ask the question. When one of the students' boats are all sunk, the other student wins.

Strategy 6: [Writing Proficiency](#)- Chore vocabulary (Individual Practice). Teacher circulates and corrects individual problems. Students can be paired low level with high level when necessary.

Strategy 7: [Reading Comprehension](#)- Students read a story about a teenager's daily chores. In pairs students must answer the questions about the text.

Strategy 8: [Listening Comprehension](#): Students will hear people asking questions in different situations. They are to select the most logical answer and circle the corresponding letter on their [answer sheet](#).

Strategy 9: [Writing Proficiency](#)- Students will write questions, in the target language, based on the given pictures of something they like to do and something they don't like to do at home. Teacher circulates and corrects individual problems.

Strategy 10: Family Feud- Divide the class into rows each as a team, the topic is "Chores." The teacher starts of "En la sala, se..." (In the living room, one...). Each team must provide a chore that is done in the living room. The first team unable to contribute an acceptable answer will receive a penalty point. Continue to play game with other parts of the house. Game should be played no longer than 10 minutes.

Strategy 11: Listening Comprehension- This should be done in a computer lab. Listen to the following conversation about Leila and her mother. Do the following exercises then continue on to the next.

- [Part 1](#).
- [Part 2](#)
- [Part 3](#)
- [Part 4](#)

Strategy 11: Formative assessment: Quiz on lesson 4 [../Downloads/mru - hh/Quiz on lesson 4.doc](#)

Resources & Teaching Tips

Unit Title _____

- Bragger, Jeannette D. and Donald B. Rice. Allons-y! Le Français par Étapes. Fourth edition 1996: Heinle & Heinle Publishers, p. 247
- Valette, Jean-Paul and Rebecca M. Discovering French Blanc Lesson Quizzes and Listening Comprehension. 1994: D.C. Heath and Company, (Quiz 21 and Test Unit 6)
- Bragger, Jeannette D. and Donald B. Rice. Allons-Voir! Les Français et les Francophones. 1992: Heinle & Heinle Publishers, pgs. 58-59, 63, 66-67, 70-72, and 88-91
-
- Lesson 1: Reinforcement
 - Parts of the house notes: http://www.french-linguistics.co.uk/phrase_book/en/house_and_home.html
- Lesson 2: Reinforcement
 - Comparison notes
 - http://books.google.com/books?id=n19cAAAAMAAJ&pg=PA107&lpg=PA107&dq=french+comparison+of+adjectives+and+adverbs+exercises&source=web&ots=wqPjaFmsLj&sig=u9M2VnbpLnNQ1aFtS6n4_6HGSNU&hl=en&sa=X&oi=book_result&resnum=2&ct=result#PPA107,M1
 - <http://www.laits.utexas.edu/tex/gr/adj6.html> (also includes exercises for practice)
 - http://www.staff.city.ac.uk/~ra735/grammar/french/nounadjectivepronoun/comp_sup.html (also includes exercises for practice)
 - [More Notes](#)
- Lesson 3: Reinforcement
 - Superlative notes
 - <http://www.laits.utexas.edu/tex/gr/adv4.html> (also includes exercises for practice)
 - http://www.staff.city.ac.uk/~ra735/grammar/french/nounadjectivepronoun/comp_sup.html (also includes exercises for practice)
- Lesson 4: Reinforcement
 - Chore Vocabulary:
 - <http://www.quia.com/jg/215618.html>
 - (make your own flashcards)
<http://www.flashcardexchange.com/flashcards/list/504017>
 - [What? When? Where? Why? For chores](#)
 - [Chore grid](#)

Accommodation/Differentiation ideas and tips

- 1) Refer to resources for extra practice.
- 2) Lesson 1 Strategy 5: Low level will have a word bank. High level will not have a word bank.
- 3) Lesson 1 Strategy 6: Low level- interviewer asks questions in English. High level- interviewer asks questions in target language.
- 4) Lesson 1 Strategy 9: Low level- students create a blue print. High level- students create a power point presentation, a brochure, a booklet, or a model.
- 5) Lesson 3 Strategy 4: Low level- choose 2 out of the 4 celebrities on whom to write a sentence. High level- write one sentence for each celebrity.
- 6) Grouping- high level students may be paired with low level students.

Technology Integration/Content Connections

Incorporated throughout lesson and as extra resources.

Unit Title

Student Life

Delaware World Language Curriculum Unit Template

Preface: This unit has been created as a model for teachers in their designing or redesigning of course curricula. It is by no means intended to be inclusive; rather it is meant to be a springboard for a teacher's thoughts and creativity. The information we have included represents one possibility for developing a unit based on the Delaware content standards and the Understanding by Design framework and philosophy.

Subject/Topic Area: World Languages

Grade Level(s): H2

Searchable Key Words: schedules, classes, activities, sports, leisure

Designed By: Jennifer Short, Gina Travalini

District: Red Clay

Time Frame: 2-4 weeks

Reviewed by:

Date:

Brief Summary of Unit

This unit is taught at the beginning of the school year, and it builds on the Level 1 unit entitled, My School. This unit is more in-depth because it challenges students to reach out to students in their target language culture and learn more about their school experience. The transfer task focuses on interacting with an exchange student from the target language culture.

Charter School Unit Modification

Guiding Questions

1. Why was this model unit of instruction selected as part of your schools' curricular submission?

This unit helps students to build connections between their own language and culture and the students and culture of Spanish-speaking countries.

2. What modifications have been made to the model unit of instruction to meet the specific needs of the student population your school serves?

No modifications will need to be made based on the student population.

3. What modifications have been made to the model unit of instruction that reflect the resources (human, time, building, technology etc.) available to your school?

No modifications will need to be made based on the resources available. The high school will have classrooms for students.

4. Describe any other modifications that have been made to the model unit of instruction that will assist in the curricular review for your school.

No other modification will need to be made to the unit.

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Stage 1: Desired Results (Determine What Students Will Know, Do and Understand)

Delaware World Language Content Standards

1.1 Interpersonal Communication

Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Students exchange information about personal events, memorable experiences and other school subjects with peers, and/or members of the target cultures.

1.2 Interpretive Communication

Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media.

1.3 Presentational Communication

Students prepare simple stories or scaffolded paragraphs about personal experiences, or other school subjects to share with classmates or members of the target culture.

2.2 Cultural Products and Perspectives

Students search for, identify and investigate the function of utilitarian products (e.g., sports equipment, household items, tools, foods and clothing) of the culture studies as found within their homes and communities.

3.2 Access to Information

Students read, listen to and talk about age-appropriate school content, folk tales, short stories, internet sites, poems and songs written for native speakers of the target language.

4.1 Language Comparisons

Students demonstrate an awareness of ways of expressing respect and communicating status differences in their own language and the language they are learning.

4.2 Cultural Comparisons

Students hypothesize the relationship between the products and perspectives in the cultures studied and compare and contrast them with their own.

Big Idea (This should include transferable core concepts, principles, theories, and processes that should serve as the focal point of curricula, instruction, and assessment. Ex: Home; Friendship; Immigration.)

Student Life

Unit Enduring Understandings (This should include important ideas or core processes that are central to the unit and transferable to new situations beyond the classroom. Stated as full-sentence statements, the understandings specify what we want students to understand about the Big Ideas Ex: People live differently in different cultures; their homes reflect cultural perspectives.)

High school students across the world share some common school experiences, although differences exist due to culture.

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Unit Essential Question(s) (This should include open-ended questions designed to guide student inquiry and focus instruction for “uncovering” the important ideas of the content. Ex: *What is healthful eating? What would it be like to live in a home in China?* Unit assessment should focus on these questions.)

- What is my high school experience?
- What is high school like for students in other cultures?

Knowledge & Skills (This should include key knowledge and skills that students will acquire as a result of this unit? Ex: possessive adjectives, present tense of the verb “to have”.)

It should also include what students will eventually be able to do as a result of such knowledge and skill Ex: Ask questions and provide responses; Comprehend basic directions.) **[Grade Level Expectations]**

Students will know...

- Vocabulary relating to school subjects, sports, and extra-curricular activities.
- Present tense of regular verbs
- Present tense of irregular verbs (to have, to be, to go, to come, to do, to play, to start, to eat lunch, to think, to be pleasing to)
- Near future (to go + infinitive)
- Agreement and placement of adjectives
- How to make and answer questions

Students will be able to...

- Discuss classes and extra-curricular activities in the target language
- Compare and contrast classes and extra-curricular activities in the United States and in the target language culture
- Decipher an authentic report card in the target language
- Identify classes and extra-curricular activities in the target language
- Create a course schedule and extra-curricular request form in the target language.
- Interview a student in the target language about his/her current classes and activities as well as future classes and activities
- Write an article in the target language about classes and extra-curricular activities
- Persuade others in the target language to participate in a specific extra-curricular activity

Stage 2: Assessment Evidence (Design Assessments To Guide Instruction)

Suggested Performance Task(s)

Essential Questions:

- What is my high school experience?
- What is high school like for students in other cultures?

SUMMATIVE IPA

Scenario: Your family is hosting an exchange student from the target language culture. You need to help him/her decide his/her future school schedule and extra-curricular activities.

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Interpretive Task #1: Students should read the attached report card for a student attending high school in the target language culture and answer the following questions in English by writing the answers on paper. [Rubric for interpretive task 1 - spanish.doc](#)(*These questions should be written in the target language even though the students are to answer them in English.)

- What is the student's name?
- In what grade is the student?
- What subjects is the student studying?
- In what subject is the student receiving the best grade? The worst grade?
- What is the name of the school and what type of high school is it?
- Based on how well the student is performing, what classes do you think the student would be interested in taking next year? Why?

Interpretive Task #2: Read an article about students in the target language culture regarding extra-curricular activities. Students are to answer the following questions in English by writing the answers on paper.

- How many activities does he/she participate?
- List the sports in which he/she participates.
- List any clubs of which he/she is a member.
- Are any of these activities affiliated with school? If so, which ones?

Interpersonal Task: Students work in pairs in the target language to talk about the similarities and differences with their classes and activities and those from the target language culture (refer to report card). Students will complete a [Venn Diagram For.mht](#) based on their conversation. [interpersonal rubric.htm](#)

Presentational Task: Students are given two forms from their guidance counselor, one on [course selections](#) and the other on desired [extra-curricular activities](#). They are to write the desired courses in the target language for the exchange student for the upcoming school year based on the previous courses on the report card from interpretive task #1. They should also include extra-curricular activities for the exchange student based on the blog from interpretive task #2 and the interpersonal task. Students must write a letter to their guidance counselor explaining their selections for the exchange student, justifying why they are going to require those classes and activities. [Guidance counselor letter.doc](#)

- G- Student selects courses and extra-curricular activities.
- R- Student serves as advisor to exchange student
- A- Guidance counselor and exchange student
- S- Recommending a schedule
- P- Completed course selection form and desired extra-curricular activity form and paragraph of justification
- S- Students must write a paragraph explaining their selections for the exchange student, justifying why they are going to require those classes and activities. Students must use the future tense.

Rubrics/checklists for Performance Tasks (This should include holistic or analytic-trait rubrics used as a scoring guide to evaluate student products or performances.)

[guidance counselor letter.htm](#)

Other Evidence (This could include tests, quizzes, prompts, student work samples, and observations used to collect diverse evidence of student understanding.)

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Student Self-Assessment and Reflection

Students will complete the “I can…” check-list at the end of the each lesson.

1. ____ I can use vocabulary relating to school subjects, sports, and extra-curricular activities to communicate my thoughts.
2. ____ I can conjugate present tense of regular verbs.
3. ____ I can conjugate present tense of irregular verbs.
4. ____ I can conjugate the near future tense.
5. ____ I can make agreements of adjectives and properly place them in a sentence.
6. ____ I can make and answer questions.
7. ____ I can discuss classes and extra-curricular activities in the target language.
8. ____ I can compare and contrast classes and extra-curricular activities in the United States and in the target language culture.
9. ____ I can decipher an authentic report card in the target language.
10. ____ I can identify classes and extra-curricular activities in the target language.
11. ____ I can create a course schedule and extra-curricular request form in the target language.
12. ____ I can interview a student in the target language about his/her current classes and activities as well as future classes and activities.
13. ____ I can write an article in the target language about classes and extra-curricular activities.
14. ____ I can persuade others in the target language to participate in a specific extra-curricular activity.

Stage 3: Learning Plan (Design Learning Activities To Align with Goals and Assessments)
Key learning events needed to achieve unit goals

Lessons in Model Resource Unit:

- Lesson 1: Describing schools and courses.
Lesson 2: Describing extra-curricular activities and future events.

Lesson 1: Describing schools and courses.

Essential Questions: What is my high school experience? What is my high school like for students in other cultures?

Background: dates, times, numbers, alphabet, and level 1 curriculum (See resources and teaching tips for additional worksheets on this topic.)

Strategy 1. Present big theme and enduring understandings as well as the essential questions and objectives for the unit.

Strategy 2. KWL- Students will fill out a [KWL Chart.doc](#) regarding school life in the target culture. Have students pair share and then culminate the results of their previous knowledge by presenting their results to the class and adding new vocabulary to their chart.

Unit Title _____

Strategy 3. Look at several examples of class schedules. Identify cognates. Complete a dictionary activity to look up unknown vocabulary words and create a vocabulary list. Students present findings to class.

Strategy 4. [Flashcards](#): show students pictures representing each class and have students listen and repeat the correct term for each in the target language. Show word in target language on reverse side. (see Accommodations for extra tips)

Strategy 5. Students listen to an [audio](#) of native speakers talk about their school classes and schedule. Complete the [worksheet](#) based on the information in the audio clips. (See resources and teaching tips for additional worksheets on this topic.)

Strategy 6. Create a verbal charade game, “Catch phrase.” Students are put in groups and given a flashcard of a class. Students must create 3 sentences in the target language describing the class without using the word. Each group must read the descriptions to the class. The class must guess the correct answer.

Strategy 7. Grammar of regular and irregular verbs [Practice with Common Irregular Verbs.doc](#)- modeling, rule instruction, a worksheet. (See resources and teaching tips for additional worksheets on this topic.)

- Students generate a list of previously learned verbs in their notebook.
- Teacher compiles list of verbs on board and includes any other important ones that were not mentioned.
- On board teacher and students go through the list of verbs dividing them up into categories related to verb endings, i.e., ar verbs, ir verbs, and er verbs as well as irregular verb category.
- Teacher then reviews conjugation of each category of verbs, giving examples of how each verb is used in a sentence. Students take notes.
- Students complete a worksheet on regular [The Present tense.docm](#) and [irregular](#) verbs.
- Break students into groups of three to do a Round Robin activity creating sentences. Each student should take out a piece of paper and write a subject on their paper (e.g. The boy, I, Elena...). They then pass the paper to their left. On the paper in front of them, they should then add a verb, conjugated correctly to fit the subject in the present tense. They then pass their papers to the left. On the paper in front of them, they should finish the sentence, by adding some additional information that fits with the subject and verb. At the end, each student (regardless of his/her group) should have a total of 6 sentences. All group members are responsible for making sure to check for grammar and content.

Strategy 8. Review adjectives with instruction, modeling, and worksheet.

- [Flashcards](#): Students are shown several pictures of different people and emotions, classes, and objects. Based on each picture, students are to write as many adjectives as possible.
- The teacher and students then compile a master list which is written on the board.
- In groups of 2, students must group the adjectives into categories based on patterns of masculine/feminine and singular/plural. Based on student responses, the teacher will write findings on board and then review the patterns.
- Students complete [worksheet on adjective formation](#).
- Teacher explains placement of adjectives in sentences by showing the pictures used in the first task and writing a sentence for each on board. Students must also write at least one other sentence, not using the same adjective as the example. Responses are read aloud and written on board.
- Students complete a [worksheet on placement of adjectives](#).

Strategy 9. Review question formation and how to respond to questions.

- On the board the teacher writes several questions using different question words and different forms. Students must underline the question words and circle any common words/expressions (tag words, punctuation, inversion). Then divide the questions into 2 groups: yes/no questions and information questions.
- Based on student responses, the teacher goes over the correct answers and places the questions based on the patterns that were found into one of the 2 categories. Teacher reviews formation of questions based on patterns and examples.

Unit Title _____

- Based on the questions, the teacher reviews how to respond correctly to questions. The teacher responds to several of the questions (modeling). The students then respond to the remaining questions in their notebooks. After several minutes, students are asked individually to answer the questions aloud.
- Students complete [worksheet on question formation](#).
- Break students into small groups for the Toss-a-Question activity. Each group generates a question onto a piece of paper, wads the question into a ball and tosses it to the next group to answer, then they toss it back to the originator to evaluate.

Strategy 10. Formative Assessment: [Quiz on lesson 1](#)

Strategy 11. GRASPS task: You are journalist for your school newspaper. Your assignment is to interview the new foreign exchange student from the target language culture. Since he/she cannot speak English, you must conduct your interview in the target language. Create a variety of questions using both information and yes/no questioning techniques. You must interview the exchange student and record his/her responses. Then write an article about the student in third person. (see Accommodations for extra tips)

G- To write an article about a foreign exchange student.

R- Journalist for a school newspaper

A- School students and staff

S- You are journalist for your school newspaper. Your assignment is to interview the new foreign exchange student from the target language culture. Since he/she cannot speak English, you must conduct your interview in the target language.

P- Article in newspaper

S- Create a variety of questions using both information and yes/no questioning techniques. You must interview the exchange student and record his/her responses. Then write an article about the student in third person.

Lesson 2: Describing extra-curricular activities and future events.

Essential Question: What is my high school experience? What is my high school like for students in other cultures?

Background: All material covered in lesson 1 and level 1 curriculum

Strategy 1. Use the “Say Something” strategy (Student partners work together to decide how far to read silently before stopping to “say something” that can be a summary, a question, or a connection. At that point, both students should say something. The process is repeated until the end of the text. Then, the whole class will meet to discuss the text.) Students read a culturally [authentic article](#) from a magazine about activities. Students highlight the sports/leisure activities they recognize and circle the cognates. Students and teacher compile a class vocabulary list from their results. Teacher adds other desired vocabulary.

Strategy 2. Sports/leisure vocabulary practice: collage, pictures/sentences, activities paragraph based on picture (differentiated activities – see Accommodations for more instructions)

Strategy 3. GRASPS task: You are either a coach or an advisor for a school club/sport. Your sport/club is in danger of being cut due to low enrollment. You must design a brochure in the target language for open house highlighting the benefits of your program. You must include vocabulary from this unit. [Rubric](#)

G- Persuade students to join your club/sport

R- coach/advisor

A- students

Unit Title _____

S- You are either a coach or an advisor for a school club/sport. Your sport/club is in danger of being cut due to low enrollment.

P- Brochure

S- Brochure must be persuasive and include vocabulary from this unit.

Strategy 4: Students will look through all the brochures and choose the one sport or club they would like to join and explain why verbally in the target language.

Strategy 5: Organize students into small groups to exchange brochures from the GRASPS task. Each group creates a set of questions in the target language for students to answer about the brochure or the sports or clubs. The students will then answer these questions as a group in the target language.

Strategy 6. Review near future tense (to go + infinitive) by instruction, modeling, and guided practice then worksheet.

- Teacher writes several sentences on the board in target language. Some of the sentences are in present tense and others are in future tense.
- Students must identify sentences as either present or future tense. Students raise right hand if they think the sentence is present tense and left hand if they think the sentence is in the future tense.
- Students identify the common verb used each of the future tense sentences. Students also identify the other verb tense common in all future tense sentences. From their responses a general formula for creating future tense sentences is formed i.e. subject + form of the verb to go + infinitive
- Students are shown [pictures](#) of places and given a subject. For each picture students must create a future tense sentence describing what the subject is going to do at the indicated place. Students read their responses aloud.
- Students complete a [worksheet](#) on future tense.

Strategy 7. Dice Game

- Students are divided into pairs and given a die.
- Each number of the die corresponds to a subject pronoun (ie: 1. I 2. you (informal) 3. he 4. we 5. you (plural) 6. they) and an infinitive (ie: 1. to go 2. to eat 3. to make 4. to speak 5. to play 6. to be).
- One student is the recorder and the other is the die roller.
- 1st roll- number corresponds to subject pronoun.
- 2nd roll- number corresponds to infinitive.
- Students must use both subject pronoun and infinitive to create a sentence in the near future. Students must also include a predicate. Groups continue to roll die and make sentences until teacher says, "Stop!" The group with the most correctly formed sentences wins.

Strategy 8. Formative Assessment: [Formative Assessment - lesson 2.doc](#)

Strategy 9. Students complete a [Mi horario - graphic organizer.doc](#) on tomorrow's schedule. Based on their schedule, students write a paragraph in the target language using the future tense. Students then meet in groups and write an essay using the future tense in the target language comparing and contrasting their schedules.

Resources & Teaching Tips

- **What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues?**

Lesson 1

Background:

- [Required vocabulary from Level 1](#)
- [Review sheet](#) of vocabulary from Level 1
- [Study Guide](#) for Review test of material covered in Level 1
- [Review test of material covered in Level 1](#)

Strategy 1: [School Vocabulary Game](#)

Strategy 5:

Unit Title _____

- [Answer key](#) with examiner's comments
- [Script](#)

Strategy 7: [Present tense](#)

Strategy 8: [Adjective practice](#)

Lesson 2

Strategy 1:

- [Sports Vocabulary Review](#)
- [Sports Vocabulary Review 2](#)
- [Hobbies](#)

Strategy 6: [notas - futuro inmediato.doc](#)

Accommodation/Differentiation ideas and tips (This should include a list or description of ways that you will differentiate instruction according to students' needs. This can include any curricular adaptations that are needed to meet special needs students. Ex: using reading materials at varying readability levels, putting text materials on tape, using spelling or vocabulary lists at readiness levels of students, meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.

Lesson 1, Strategy 4: Instead of showing students flashcards you designed, you, the teacher, could break the kids into small groups or even have them work individually to create their own flashcards. This activity would be designed to help those low level students.

Lesson 1, Strategy 11: Instead of having the students type their interview and write it in the form of a newspaper article, they could present their interviews in front of the class. Another suggestion is to have the students incorporate technology by typing their articles, using Microsoft Publisher or another similar program, to produce realistic-looking newspaper columns.

Lesson 2, Strategy 2: This strategy is broken into three types of categories, depending on the level of the students (low, mid, high). Low: students create a collage of pictures of different sports and leisure activities, labeling the activities in the target language. Mid: students provide 8 pictures of sports and leisure activities and write a sentence about each one in the target language. High: students provide pictures of sports and leisure activities and write a paragraph about those activities in the target language.

Technology Integration/Content Connections

- Find out what life is like at school in Spanish-speaking countries.
http://www.bbc.co.uk/schools/primaryspanish/learn_more/school/slideshow1.shtml
- Lesson 1 Strategy 5:
http://www.bbc.co.uk/schools/gcsebitesize/spanish/listeningf/1_f_list_school_rev_2.shtml
- Language Internet Activities: Click on the language desired on the left. Choose specific activities to review. Covers a variety of topics such as colors, numbers, adjectives, verbs, vocabulary, body, city life, school life, etc.
<http://www.languagesonline.org.uk/>
- Check out the iEARN website. It is an educational website designed for teachers to interact with other teachers across the world. It also has many uses for students in your classes to create pen pals and even blog with other students. There is a fee for use of their program.
www.earn.org

Delaware World Language Curriculum Unit Template

Preface: This unit has been created as a model for teachers in their designing or redesigning of course curricula. It is by no means intended to be inclusive; rather it is meant to be a springboard for a teacher's thoughts and creativity. The information we have included represents one possibility for developing a unit based on the Delaware content standards and the Understanding by Design framework and philosophy.

Subject/Topic Area: World Languages

Grade Level(s): H2

Searchable Key Words: travel, vacations

Designed By: Jennifer Short

District: Red Clay

Time Frame: 4 weeks

Brief Summary of Unit

This unit should be taught in Spanish 2 as Unit Two of study.

Through class discussion, web searches, readings of primary materials, and peer interactions, students will discover the cultural similarities and differences between traveling in the target language culture and in the United States. They will gain communication skills, will express opinions and preferences and will develop cultural perspectives of countries.

Charter School Unit Modification

Guiding Questions

1. Why was this model unit of instruction selected as part of your schools' curricular submission?

This unit teaches important concepts and reinforces vocabulary for travel in Spanish speaking countries.

2. What modifications have been made to the model unit of instruction to meet the specific needs of the student population your school serves?

No modifications will need to be made based on the student population.

3. What modifications have been made to the model unit of instruction that reflect the resources (human, time, building, technology etc.) available to your school?

No modifications will need to be made based on the resources available. The high school will have classrooms for students.

4. Describe any other modifications that have been made to the model unit of instruction that will assist in the curricular review for your school.

No other modification will need to be made to the unit.

Stage 1: Desired Results (Determine What Students Will Know, Do and Understand)

Delaware World Language Content Standards

1.1 Interpersonal Communication

Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Students exchange information about personal events, memorable experiences and other school subjects with peers, and/or members of the target cultures.

1.2 Interpretive Communication

Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media.

1.3 Presentational Communication

Students prepare simple stories or scaffolded paragraphs about personal experiences, or other school subjects to share with classmates or members of the target culture.

2.1 Cultural Practices and Perspectives

Students demonstrate the importance of following cultural expectations while participating in cultural practices.

3.1 Connections to Other Disciplines

Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, health and physical fitness and the performing arts.

3.2 Access to Information

Students read, listen to and talk about age-appropriate school content, folk tales, short stories, internet sites, poems and songs written for native speakers of the target language.

4.1 Language Comparisons

Students demonstrate an awareness of ways of expressing respect and communicating status differences in their own language and the language they are learning.

4.2 Cultural Comparisons

Students hypothesize the relationship between the products and perspectives in the cultures studied and compare and contrast them with their own.

5.1 Transfer to Communities

Students contact local agencies to secure information regarding products or practices of target-language cultures.

Big Idea **Travel**

Unit Enduring Understandings

Travel connotes different meanings to people according to their needs, resources, and experiences.

Unit Essential Question(s)

- How are my travel needs similar to and different from those from other cultures?
- What information do I need to know in order to plan a trip to a foreign country?
- What is my definition of a vacation and how does that differ from someone's from another culture?

Knowledge & Skills

Students will know...

- airplane travel
- lodging
- direct and indirect object pronouns
- direction words
- the past tense of regular verbs as well as “ir,” “ser,” “hacer,” “ver,” and “dar.”
- Nature in Costa Rica

Students will be able to...

- identify different types of lodging
- identify different parts of the airport
- describe what their definition of a vacation is
- plan a vacation to a Spanish-speaking country
- compare and contrast cultural practices and perspectives
- make and answer questions in the target language
- decipher an authentic story in the target language
- listen and comprehend authentic dialogues in the target language

Stage 2: Assessment Evidence (Design Assessments To Guide Instruction)

Suggested Performance Task(s)

Essential Questions:

- How are my travel needs similar to and different from those from other cultures?
- What information do I need to know in order to plan a trip to a foreign country?
- What is my definition of a vacation and how does that differ from someone's from another culture?

SUMMATIVE IPA

Scenario: You are planning a trip to a Spanish-speaking country for you and your family.

Interpretive Task: Write an email to a friend telling him/her all about your trip. The email must be in Spanish and must include as many details as possible – where you are vacationing, what you are doing, and how you feel. Check for all spelling, grammar, or vocabulary errors.

Interpersonal Task: You will role play a conversation with another classmate in Spanish. For extra credit, you may choose to turn this into a video skit with production value and props. You have a choice of topics: a) Customs officer and traveler; b) Travel agent and traveler. In choice a, the conversation will take place in the airport where the customs officer will ask questions about your luggage, any souvenirs, where you went, etc. In the second option, the conversation will take place in the travel agency or on the telephone where you will discuss preparations for your trip to a foreign country – what you need to do beforehand, what you will need to pack, where you will stay, what you will do, etc. Both conversations should last for 3 minutes and should be creative. The focus will be on vocabulary, grammar, tone, pronunciation, and eye contact.

Presentational Task: Design a brochure for your trip that looks professional and creative, with multiple resources. The brochure should provide information on the following elements of your trip: accommodations, your travel itinerary, activities as to what you and your family can do, local currency, local cuisine, and any travel or safety concerns.

Rubrics/checklists for Performance Tasks

Other Evidence

Ongoing formative assessments and observations.

Student Self-Assessment and Reflection

Written Reflection:

Students will complete the “I can…” check-list at the end of the each lesson.

1. I can discuss travel preparations.
2. I can talk about things I do at the airport.
3. I can ask how to get around town.
4. I can use direct object pronouns.
5. I can use indirect object pronouns.
6. I can say where I went and what I did on vacation.
7. I can ask information questions.
8. I can talk about buying gifts and souvenirs.
9. I can use the preterit of regular –AR verbs.
10. I can use the preterit of irregular *ir, ser, hacer, ver* and *dar*.

Stage 3: Learning Plan

(Design Learning Activities To Align with Goals and Assessments)

Key learning events needed to achieve unit goals

Lessons in Model Resource Unit:

Lesson 1: Airport

Lesson 2: Lodging

Lesson 3: Direct and Indirect Object Pronouns

Lesson 4: Past Tense

Lesson 1: Airport

Essential Question: What information do I need to know in order to plan a trip to a foreign country?

Background: All Level 1 material plus Unit 1 material

Strategy 1: Present big theme and enduring understandings as well as the essential questions and objectives for the unit.

Strategy 2: Introduction to vocabulary.

- Show a video clip with the vocabulary words in clips to introduce the words. (the clip will come from the *Avancemos Level 2* DVD series)
- After the video the teacher will pass out a list of vocabulary the students need to know and review the words they learned from the video. [../travel_2/leccion_1_voc_1.doc](#)
- We will also discuss any words they already know.

Strategy 3: Reading comprehension

- Read several short paragraphs aloud in class from the *Avancemos Level 2* book on pages 37-38 to learn the definitions of the rest of the vocabulary.

Strategy 4: Verbal practice

- Show students clip art/pictures from the Internet of parts of the airport and have the students guess the Spanish word. [../travel_2/pics/airplane_travel.docx](#)

Strategy 5: Play Bingo with pictures of the airport.

Strategy 6: Independent work

- Students will complete a worksheet packet practicing their usage of the vocabulary. (the packet will come from the *Avancemos Level 2* Cuaderno A, B, and C from Unidad 1, Leccion 1)

Strategy 7: Picture Scene

- Students will look at a picture depicting a scene from an airport and will create a mini-dialogue based on the scene. [../Documents/curriculum/422_AirportScenes.jpg](#)

Strategy 8: Formative Assessment

- Quiz on airport and air travel [../travel_2/air_travel_quiz.docx](#)

Lesson 2: Lodging

Essential Questions: What information do I need to know in order to plan a trip to a foreign country? How are my travel needs similar to and different from those from other cultures?

Background: All Level I material plus everything covered in Unit I and Lesson 1

Strategy 1: Revisit the big theme and enduring understanding, as well as the essential questions for this lesson. Ask students where they stay when they travel. Ask them to list different types of accommodations on the board.

Strategy 2: Present students with a vocabulary list of words they need to know related to accommodations. They must work in pairs to define as many words as possible within a 7 minute time period. The winning team wins an incentive prize (maybe extra points).

Strategy 3: Reading comprehension

- Read some notes in English about types of hotels. (book *Mucho Gusto* pages 202-203)

Strategy 4: Reading comprehension

- Read about pensiones. (book *En Espanol II* pages 246-251)

Strategy 5: Reading comprehension

- Read a dialogue about a hotel and answer the questions that follow. (book *Mucho Gusto* page 201)

Strategy 6: Verbal and written practice

- Students look at pictures of different hotels, hostals, and pensiones and have to choose where they would rather stay and why (in Spanish). [../Documents/curriculum/hotel_hostal_pension.doc](#)

Strategy 7: Conversation

- Students must create a conversation pretending one person is checking in and one works in reception (in Spanish).

Lesson 3: Direct and Indirect Object Pronouns

Essential Questions: How are my travel needs similar to and different from those from other cultures? What information do I need to know in order to plan a trip to a foreign country?

Background: All material covered in lessons 1 and 2

Strategy 1: Post sentences on the board related to travel and accommodations that are missing vocabulary words. Have students fill in the spaces with the relevant vocabulary words.

Strategy 2: Using those same sentences, ask for volunteers to locate the verb(s) in each sentence. Then ask them to find any direct objects. Most students may not know what a direct object is, so ask “What?” or “Who?” after each verb until each of those sentences has the verb(s) underlined and the direct object underlined twice. Now explain that direct objects occur after a transitive action verb and answer the questions, “who” or “what.” (Hopefully students have been exposed to this concept in Spanish I and this is just a review).

Strategy 3: Give each student an index card with a noun related to travel. Their will be four corners of the room that will have signs for “lo,” “la,” “los,” and “las.” Each student must then tell you which direct object pronoun would best replace the noun on the card by standing with their card in the appropriate corner of the room.

Strategy 4: Independent practice

- Give students the worksheet on direct object pronouns and ask them to replace the underlined word with the best pronoun. <http://www.colby.edu/~bknelson/SLC/D01.php>

Strategy 5: Explanation

- Students must be taught where a direct object pronoun falls into a sentence. Use some examples on the board and again ask for student volunteers to find the verb, the direct object, replace it with a pronoun, and rewrite the sentence correctly. <http://www.drlemon.com/Grammar/directobjects.html>

Strategy 6: Guided Practice

- Using Dr. Lemon’s webpage, print out the worksheet and have students complete it as an in-class assignment. Show the work using an Elmo to demonstrate any needed corrections and have the students peer edit their papers/work.

Strategy 7: Human Sentences

- Create sentences using direct objects. Put one word each on a separate piece of copy paper. On pieces of colored construction paper, write the different direct object pronouns. Give a piece of white construction paper to each student. Have them stand in the front of the room. Nominate 2 students to organize them into a logical sentence, then ask each student to read his/her word aloud. Once everyone agrees on the sentence, ask another student to identify those students who represent the direct object of the sentence. Those students will be kicked out of the sentence (out of the family, I call it). That same student will replace them with the appropriate direct object pronoun. It is the job of the 2 directors to re-organize them and have the students read their cards again. Repeat. (I usually create at least 4 sentences, that get progressively longer and more difficult).

Strategy 8: Practice

- Students must create 6 questions using direct objects. They will turn in these questions and another person will respond to these questions replacing the direct objects with pronouns.

Strategy 9: Introduce Indirect Objects

- Have sample sentences about travel again on the board (perhaps they are the same or similar to the ones beforehand). Again ask student volunteers to underline the verb and underline twice the direct object. Now ask the students for whom you are doing these tasks. Is anyone getting anything out of it? Have them circle those people. Explain the definition of indirect object pronouns.

Strategy 10: Indirect Object Pronouns

- Introduce the students to the different pronouns. Remind them they have seen them before with the verb “gustar.”

- Give the students pictures of food and index cards with different indirect pronouns and ask them to form 3 sentences to talk about different foods a variety of people enjoy.

Strategy 11: Explanation

- On the SmartBoard, showcase the website for StudySpanish.com and read through the uses of indirect object pronouns with the students. Then, give them the opportunity to earn points and practice by asking for volunteers to complete the Basic Quiz.
<http://studyspanish.com/practice/iopro1.htm>

Strategy 12: Independent Practice

- Print out the worksheet and allow students to work on it in class and then, in pairs, make any error corrections. An example can be done afterwards on the Elmo.

Strategy 13: 4 Corners

- Give each student an index card with a noun related to travel. There will be six areas of the room that will have signs for “me,” “te,” “le,” “nos,” “vos,” and “les.” Each student must then tell you which indirect object pronoun would best replace the noun on the card by standing with their card in the appropriate area of the room.

Strategy 14: Manipulatives

- Students will be put into pairs and will create sentences using cut up pieces of paper from an envelope. They will use these pieces of paper to form complete sentences. Once the teacher has checked each sentence, they will then have to decide which part of the sentence represents the indirect object and remove it. The next step will entail writing the correct pronoun on the back of one of the slips of paper and putting it back into the sentence in the correct location.
[../travel_2/manipulatives_indirect.docx](http://travel_2/manipulatives_indirect.docx)

Strategy 15: Formative Assessment

- Quiz on Direct and Indirect Object Pronouns [../travel_2/prueba_direct_indirect.docx](http://travel_2/prueba_direct_indirect.docx)

Lesson 4: Past tense

Essential Questions: Why do people travel? How are my travel needs similar to and different from those from other cultures?

Background: All material covered in lessons 1, 2, and 3.

Strategy 1: Refer back to the Enduring Understanding and Essential Questions.

Strategy 2: Hand out a different index card to each student with a different verb. Ask the students if they can identify that verb or categorize it correctly in the preterit. I have a list of all of my categories on the board and I ask my students for their verb and number in Spanish. If they are correct, they write their verb on the board in the correct category, earn a participation point, and grab a new card; if not, they wait their turn and try again.

Strategy 3: After learning how many students are comfortable with the preterit, we are able to discern the appropriate level of instruction. I then show my Power Point presentation but only go through the immediate past and the regular –AR verbs, to begin. [../travel_2/EL PRETERITO.ppt](http://travel_2/EL_PRETERITO.ppt)

Strategy 4: We play a version of Hot Potato or “Patata Caliente” where I toss around a ball and yell out different verbs and different subjects and the recipient has to say the correct form or pass it to someone else. At this point, I do have the forms highlighted on my board or SmartBoard until the students are familiar with them.

Strategy 5: The teacher writes a story on the board in the present tense in Spanish. The students take turns volunteering to underline all the verbs. They must then change the verbs from the present to the past. (I usually do this in such a way as to use enough verbs for every student and to try to use all or most of their names). I then ask them to add at least one sentence to the story.

Strategy 6: Independent Practice

- The students complete worksheets from the Cuaderno pages 27-28 that follow their text *Avancemos Level 2 Unit 1 Leccion 2*.
http://my.hrw.com/apps/alchemy/editors/display.jsp?cid=av1012cn_1_gram_a_27

Strategy 7: Notecards

- I return to the notecards to see how many students can find the “gemelos” as well as the “primos.”

- Once they are discovered, we discuss what makes them different or unique. I re-introduce the Power Point and we continue with those sections.

Strategy 8: Reading Comprehension

- The students work with a partner to read the paragraph and to see which verb fits and how to change it to make sense. <http://my.hrw.com/tabnav/controller.jsp?isbn=0547318685>

Strategy 9: Listening Comprehension

- I show my students the music video “La historia de Juan” by Juanes. Before I play anything, I ask them just to watch the video and listen to the music and the lyrics. After the song finishes, we discuss the tone of the music, the sights in the video, and any symbolism.
- I then give them a worksheet with the lyrics but with some missing words. I replay the song twice more and they must complete the worksheet filling in the missing words (all in the past).
- Afterwards, we discuss what the moral of the song was, why it was told in the past, and relate it to our experiences.
- The students are asked to finish the exercise with an artistic representation of their emotional response, whether that be in prose, poetry, artistic drawing, or song.

Strategy 10: Conjugation Relay

- Students are divided into 3 teams. There is a line of scrimmage and a space for each team to write on the board. When the whistle sounds, one teammate at a time, must write the “yo” form of the given verb correctly in the past tense. When he/she passes the line of scrimmage, the next teammate may go to write the next form, and so on and so on. The first team to correctly give all 6 forms in the preterit in a way that is legible wins a point. I do this for about 15 minutes as a way to review all verb forms.

Strategy 11: Summer/weekend plans

- Working in pairs, each group must create 8 questions in the past asking another group about what they did the past weekend or past summer. When they finish, they will switch with the other group and answer the questions.

Strategy 12: Formative Assessment

- Quiz on the past tense [lesson 4 - quiz on pretérito regulares.doc](#)

Resources & Teaching Tips

- Lesson 1: Reinforcement
- Lesson 2: Reinforcement
- Lesson 3: Reinforcement
- Lesson 4: Reinforcement
 - I categorize the preterit into 9 different categories
 - 1. Regular verbs
 - 2. Yo irregulars
 - 3. 3rd person irregulars
 - 4. Gemelos / twins (ser, ir)
 - 5. Primos / no accentos (ver, dar)
 - 6. UV stems
 - 7. U stems
 - 8. I stems
 - 9. J stems

Accommodation/Differentiation ideas and tips

- 1) Refer to resources for extra practice.
- 2) Interpretive Task for the IPA: To make this more challenging, ask that the email be conducted in the preterit tense and be sent to a Spanish-speaking pen pal describing everything that happened on the trip.
- 3) Allow the Presentational Task for the IPA to be developed with a partner. Instead of asking for a professional-looking brochure, allow the students to create their brochure using a variety of formats: Publisher, Power Point, Microsoft Word, Construction Paper, Poster Board, a Collage.

- 4) Lesson 3, Strategy 8: Allow students to work in pairs. Students can post their questions on a web page and their peer(s) can respond as they would to a blog.

Technology Integration/Content Connections

Incorporated throughout lesson and as extra resources.