

Shepard Preparatory Highschool

Curriculum Overview

Spanish II (R)



Shepard Preparatory School
8 Columba Street, Morristown NJ 07960
www.shepardschools.org

Shepard Preparatory Mission Statement:

The Shepard Prep High School mission is the enhancement of educational and social functioning of each student with an eye toward the successful reintegration into public school. This is achieved through a persistent system of positive reinforcement, feedback, counseling intervention and individualized academic instruction. Consequently, communication among students, staff, parents and the sending districts is an integral part of achieving our mission. Shepard Prep High School strives to provide the best quality education to students by stimulating the growth and development of their moral, creative, intellectual and athletic skills. Our goal is improved academic performance and behavioral changes that will allow students to return to public school setting and/or achieve success in their post-secondary placements. We believe any child, despite their presenting behavior and social background, wants acceptance, achievement, knowledge and the ability to interact with others. We strive to find the key that unlocks the individual potential of each student by providing a warm, nurturing environment so that each student's self-esteem and potential may flourish.

Course Description:

This course will continue to emphasize the four skills of listening, speaking, reading, and writing, which were begun in Level I. Constant reentry of past lessons will be part of each new lesson. Technology will be used to enhance the topics covered. Students will learn to perform a variety of language functions: Discuss leisure time, comment on travel, comment on food, talk about the past, discuss fine art, express activity preferences, and to ask for and give information. These functions will be performed in a variety of contexts for example, at home, in school, at work, when traveling, while shopping and playing. Students will be able to perform these tasks with an appropriate level of accuracy using interpersonal, interpretive and presentational modes.

Prerequisite(s):

Completion of Spanish I (R)

Shepard Prep High School Spanish II

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
A. Technology Operations and Concepts <input checked="" type="checkbox"/> B. Creativity and Innovation <input checked="" type="checkbox"/> C. Communication and Collaboration <input checked="" type="checkbox"/> D. Digital Citizenship <input checked="" type="checkbox"/> E. Research and Information Fluency <input checked="" type="checkbox"/> F. Critical thinking, problem solving, and decision making	A. The Nature of Technology: Creativity and Innovation <input checked="" type="checkbox"/> B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Readiness, Life Literacies, and Key Skills Practices

The curricular expectation for the Standard 9: Career Readiness, Life Literacies, and Key Skills standards is infusion and integration throughout the curriculum. These are not intended to be standards for separate, stand alone lessons. The CLKS are to be incorporated into other disciplines and contexts as appropriate.

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Readiness, Life Literacies, and Key Skills Practices: <i>Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	CLKS6 Model integrity, ethical leadership, and effective management. CLKS7 Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	CLKS2 Attend to financial well-being. <input checked="" type="checkbox"/> CLKS4 Demonstrate creativity and innovation. <input checked="" type="checkbox"/> CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. <input checked="" type="checkbox"/> CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	CLKS1 Act as a responsible and contributing community member and employee. CLKS6 Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<input checked="" type="checkbox"/> CLKS6 Model integrity, ethical leadership, and effective management. CLKS9 Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	CLKS3 Consider the environmental, social, and economic impact of decisions. <input checked="" type="checkbox"/> CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. CLKS6 Model integrity, ethical leadership, and effective management.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
Asi se dice! By Glencoe- McGraw Hill 2 Asi se dice! Workbook by Glencoe McGraw Hill Duo Lingo software Teacher created materials	<ul style="list-style-type: none"> ● Quizlet http://www.quizlet.com ● Conjuguemos http://www.conjuguemos.com ● Rich Internet Applications for Language Learning http://clear.msu.edu/teaching/online/ria/ ● Quizlet http://www.quizlet.com ● Vocaroo http://vocaroo.com ● University of Texas target language videos https://www.laits.utexas.edu/spe/beg01.html ● Interactive textbook-linked activities https://www.classzone.com ● Scholastic student magazines Log in ● Vocabulary TicTacToe board Assignment listhttp://www.yabla.com/

Shepard Prep High School Spanish II

Overall Course Goals: (at the Novice Mid proficiency level)

Interpretive:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.

Interpersonal:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

- Ask and answer questions related to everyday life.
- Handle simple transactions related to everyday life:
 - Initiate, maintain, and end a conversation.
 - Ask for and give permission.
 - Express needs.
 - Give reasons.
 - Request, suggest, and make arrangements.
 - Extend, accept, and decline an invitation.
 - Express an opinion and preference.

Presentational:

The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:

- Handle simple transactions related to everyday life:
 - Express needs.
 - Give reasons.
 - Express an opinion and preference.
 - Request and suggest.

Cultural Content Statement(s):

The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)

Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

Shepard Prep High School Spanish II

Unit 1: ¡Vamos de compras! /Let's Go Shopping!

Unit Duration: 8-10 weeks

Stage 1: Desired Results

Shepard Prep High School Spanish II

Established Subject Area Goals (NJSLS):

- 7.1.NH.A.1-Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NH.A.3-Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4- Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4- Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5- Converse on a variety of familiar topics and/or topics studied in other content areas.
- 7.1.NH.C.1-Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.NH.C.2- Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- 7.1.NH.C.3-Describe in writing people and things from the home and school environment.
- 7.1.NH.C.5-Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

Interdisciplinary Standards (NJSLS):

- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Technology Integration (NJSLS 8):

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.

21st Century Skills Integration (NJSLS 9):

- CLKS4 Demonstrate creativity and innovation.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS6 Model integrity, ethical leadership and effective management.
- CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Transfer Goal:

Students will be able to independently use their learning information with regard to shopping/make purchases and describe their shopping trip using the target language of Spanish

Students will understand that:

- Knowing how and where to shop are essential skills.
- Awareness of shopping habits in the Spanish-speaking world
- Climate, weather, and culture affect how people dress
- Shopping experiences can be different yet similar to the shopping habits in the United States

Essential Questions:

- How do I shop and pay for what I want to buy?
- How do weather and seasons affect what I wear?
- What articles of clothing and other items are needed for casual/formal/cultural celebrations?
- How is a shopping experience similar/different in the Spanish-speaking?
- How do prices and currency compare in the US and Spanish-speaking countries?

Shepard Prep High School Spanish II

Students will know:

- Clothing
 - adjectives to describe clothing and accessories
 - size related vocabulary
 - Types of stores
 - Activities associated with planning , shopping, attending, and participating in celebrations
- Structures needed to:
 - Ask and answer questions related to clothing and preferences
 - Describe shopping experiences
 - Offer and ask for help in a store
 - Compare and contrast shopping habits in the home and target culture
- The following items have been previously assessed and are being recycled in this unit:
 - How people greet and take leave in a target culture(s)
 - Colors
 - Prices
 - Structures needed to:
 - Express likes and dislikes
 - State preferences and opinions
 - Compare
 - Describe
 - Express frequency with which we do things

Grammar Concepts

SWBAT ask and answer the following questions:

- ¿Cómo me queda/n?
- ¿Qué llevas puesto?
- ¿Qué tienes puesto?
- ¿Qué vistes?
- ¿Qué talla necesitas?
- ¿Qué color quieres?
- ¿Qué/Cuál me recomiendas?
- ¿Cuánto cuesta/n?
- ¿Te gusta/n?
- ¿Te interesa/n?
- ¿Te aburre/n?
- ¿Te encanta/n?
- ¿Qué te parece?
- ¿Qué haces?
- ¿Qué pones?
- ¿Cuándo sales?
- ¿Qué traes?
- ¿Qué dices?
- ¿Cuándo vienes?
- ¿Qué tienes?
- ¿Conoces a...?
- ¿Qué le das a...?
- ¿Qué sabes...?
- ¿Qué ves...?
- ¿Me deja ver ...?
- ¿De qué es?

Topics

- How to express what to wear with llevar, llevar puesto, tener puesto, vestirse, ponerse
- Me queda (n)
- Introduce cuesta/cuestan,
- Recycle AR/ER/IR in the Present Tense
- Verbs like gustar (encantar, interesar, importar, quedar, costar)
- Irregular & Yo-go verbs (traer, poner, hacer, tener, salir, dar, saber, ver)
- Regular AR Preterite verbs

Textbook Resources

- Avancemos *Level Two*:
 - Unit 3: *Puerto Rico*
 - Lesson 1 (*¿Cómo me queda?*)
 - Lesson 2(*¿Filmamos en el mercado?*)

Students will be able to:

- Identify culture-specific shopping habits, as found in culturally authentic video/audio/written texts.
- Identify types of stores in target culture as found in culturally authentic video/audio/written texts.
- Identify articles of clothing as found in culturally authentic video/audio/written texts related to celebrations.
- Ask memorized questions related to clothing/weather.
- Answer simple questions related to clothing/weather.
- Ask memorized questions related to celebrations in the home and target cultures.
- Answer simple questions related to celebrations in the home and target cultures.
- Express likes, dislikes, and preferences related to clothes/weather/celebrations
- Perform a culturally authentic song/poem /skit associated with a particular target culture celebration.
- Create an invitation related to a target culture celebration.

Stage 2: Acceptable Evidence

Shepard Prep High School Spanish II

Transfer Task & Unit Assessments:

The “Quinceañera” is an elaborate 15th birthday party celebrated by females in many Latin American countries. You have been invited to your friend’s Quinceañera and need to buy appropriate clothing for the event. Let’s go shopping! Select the store where you will shop. Tell the clerk what clothing items and colors you want: give your size, ask for prices and sales, decide which clothes will be appropriate and state why. Use flyers, magazines, etc. to make a visual presentation of the selection. Another student or the teacher can play the clerk.

Students use the target language in the three modes of communication to explore how people shop for clothes according to weather and life events. They compare weather /shopping practices in the home and target culture. Students understand that their celebrations in some ways are similar to and different from that of students in the target culture.

Interpretive:

They interpret authentic written and video/audio texts related to clothes/weather/celebrations (invitations, posters, radio/television/newspaper/advertisements).

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to clothes/ weather/ celebrations in the home and target cultures

Presentational:

They use lists, chunks of language, and memorized phrases to compare clothes/weather/celebrations in the home and target culture.

Learning Goal/SLO # 1 I can identify and describe clothes, weather and events.

- I can understand when someone describes what they are wearing.
- I can recognize the type of clothing needed for certain weather/occasions.
- I can compare and contrast weather in the United States and Spanish speaking countries.

Learning Goal/SLO # 2 -I can ask and respond to simple questions related to clothes and weather in the home and target cultures.

- I can ask memorized questions (yes/no, either/or, and short response) related to:
 - The type of clothing and how it fits
 - Weather and how it affects clothing
 - What the dress is for a celebration
- I can answer simple questions (yes/no, either/or, and short response) related to:
 - The type of clothing and how it fits
 - Weather and how it affects clothing
 - What the dress is for a celebration

Learning Goal.SLO # 3 - I can copy and write words and phrases to create a multimedia rich presentation describing a celebration in the home or target culture.

- I can use words, phrases and memorized sentences to create a multimedia presentation that provides basic details (e.g. when an event takes place season /weather, what people do, what people wear, why they celebrate) about a cultural celebration in my culture or the target culture.

Learning Goal/SLO # 4 - I can hold a simple conversation during a typical shopping exchange in the target language.

- I can ask basic questions during a shopping exchange about price, size, materials, etc.

Other Evidence:

Formal:

- Providing written/oral response to the EQs
- Quizzes
- Tests
- Formal Presentations

Informal

- Participation
- Speaking in Spanish in side conversations

Stage 3: Activities

Interpretive:

- They interpret authentic written and video/audio texts related to clothes/weather/celebrations (invitations, posters, radio/television/newspaper/advertisements).
 - Watch a weather report from the news and complete interpretive task (e.g. write a paragraph about what to wear based on the weather report, create a chart comparing the weather home and in a Spanish-speaking country)
 - Listen to audio recordings about weather, seasons, and clothes, and answer comprehension questions.
 - Read and interpret online articles about fashion
 - Complete a minimum number of assignments (based on point value) for vocabulary review each week.
 - Participate in a field trip (in school and/or out of school) to experience authentic traditional food

Interpersonal:

- They engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to clothes/ weather/ celebrations in the home and target cultures
 - Role-play with a partner-shopping scene according to weather conditions/season.
 - Engage in information gap activities about weather conditions and clothing
 - Engage in memory games to describe someone’s clothes
 - Complete a minimum number of assignments (based on point value) for practice asking and answering questions, and reacting to answers with follow up questions.
 - Communicate with teacher/classmates in the target language
 - Respond to simple questions in the target language (Partnered speaking activities to be completed with students and teacher)

Presentational:

- They use lists, chunks of language, and memorized phrases to compare clothes/weather/celebrations in the home and target culture.
 - Present and impromptu weather forecast that includes current weather conditions, temperatures, and necessary clothing
 - Create and present comparison of clothing prices/sizes home and in the target culture
 - Create and present a PowerPoint to compare a celebration at home and in the target language using the unit vocabulary.

Differentiation Strategies:

- Tiered Activities (leveled reading)
- Flexible grouping based on ability/interest level
- Interest-based options (product/process choice)
- Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
- Technology integratio

Reference Materials

Asi se dice! By Glencoe- McGraw Hill 1
Asi se dice! Workbook by Glencoe McGraw Hill
Duo Lingo software
Teacher created materials

- Quizlet
<http://www.quizlet.com>
- Conjuguemos
<http://www.conjuguemos.com>
- Rich Internet Applications for Language Learning
<http://clear.msu.edu/teaching/online/ria/>
- Quizlet
<http://www.quizlet.com>
- Vocaroo
<http://vocaroo.com>
- University of Texas target language videos
<https://www.laits.utexas.edu/spe/beg01.html>
- Interactive textbook-linked activities
<https://www.classzone.com>

Shepard Prep High School Spanish II

- Scholastic student magazines
[Log in](#)
- Vocabulary TicTacToe board
[Assignment list](#)

Accommodations and Modifications

Differentiation for Students with IEPs, 504s, and/or Students at Risk of Failure (IEP/504/RF)

- Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.
- Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking.
- Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.
- Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.
- Self-Assessment Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.

Differentiation for English Language Learners

Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)

Substitute a hands-on activity or use of different media in projects for a written activity

Provide word banks / word walls

Prepare and distribute advance notes

Provide model sentence frames and sentence starters for both oral responses and written responses

Provide additional time to complete assessments and assignments

Model and use gestures to aid in understanding

Model tasks by giving one or two examples before releasing students to work independently

Present instructions both verbally and visually

Simplify written and verbal instructions

Allow students to use eDictionaries

Avoid slang and idiomatic expressions.

Speak clearly and naturally, and try to enunciate words, especially their ending sounds.

Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures)

Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)

Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor)

Simplify the language, format, and directions of the assessment

Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling

Allow editing and revision before grading

Design projects and assessment for student that require reduced sentence or paragraph composition

Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments

Utilize alternate reading assignments/materials at the student's reading level.

Allow for alternate seating for proximity to peer helper or teacher as necessary

Assist student in building a picture file of key vocabulary ([Pics4Learning](#), [Webster's Visual Dictionary Online](#), [ClipArt Etc](#), [Shahi Visual Dictionary](#))

When showing video use Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.

Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds

Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.

Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Additional Resources:

[20 strategies to Support EAL Children](#)
[What English- Language Learners Wish Teachers Knew - Education Week](#)
[A Starting Point: Tips and resources for working with ESL newcomers](#)

Differentiation for Enrichment:

- Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered.
- Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights.
- Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered.
- Journals: Students will generate their own topics.
- Self-Assessment Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity.
- Elevated vocabulary instruction.
- Elevated grammar instruction.
- Oral presentations on advanced/related topics.
- Analysis of scholarly articles.

Shepard Prep High School Spanish II

Unit 2: ¡Buen viaje! / Have a Nice Trip!

Unit Duration: 8 Weeks

Stage 1: Desired Results

Shepard Prep High School Spanish II

Established Subject Area Goals (NJSLs):

- 7.1. NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1. NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response
- 7.1. NH.A.6 Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.
- 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1. NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1 .NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas
- 7.1 .NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.

Interdisciplinary Standards (NJSLs):

- NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Technology Integration (NJSLs 8):

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.

21st Century Skills Integration (NJSLs 9):

- CLKS4 Demonstrate creativity and innovation.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS6 Model integrity, ethical leadership and effective management.
- CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Transfer Goal:

Students will be able to independently use their learning information related to travel planning and preparation using the target language of Spanish.

Students will understand that:

- Documentation and an itinerary are necessary for travel
- There are steps that must be taken before you travel
- There are different rationales for using specific means of transportation
- It is important to know how to give and follow directions

Essential Questions:

- How would you plan a trip (domestic/international)?
- How is travel similar/different home and abroad?
- What factors affect your choice of transportation?

Students will know:

- Travel preparation
- Items needed for traveling
- Names of places, objects, and personal at the airport/train station
- Travel activities
- Airport/Train Station related activities
- Popular travel destinations
- Structures necessary to ask for and give directions
- Expressions needed to state opinion

Grammar Concepts

SWBAT ask and answer the following questions:

- ¿Qué necesitas?
- ¿Cuándo confirmas el vuelo?
- ¿Vas a confirmar el vuelo?
- ¿Cuándo haces las maletas?
- ¿Vas a hacer las maletas?
- ¿Qué pones en las maletas?
- ¿Cuándo/Dónde haces cola?
- ¿Cuándo/Dónde facturas el equipaje?
- ¿Cuándo/Dónde pasas por seguridad?
- ¿Cuándo/Dónde aboradas el avión o el tren?
- ¿Dónde queda...?
- ¿Dónde está...?
- ¿Tienes tu...?
- ¿Dónde visitaste?
- ¿Adónde fuiste?
- ¿Qué hiciste?
- ¿Qué viste?

Topics:

- Past of Regular verbs (Preterite of AR verbs)
- Irregular Past Tense (ir, ser, hacer, ver, dar)
- Command forms to give directions
- Estar with prepositions of location
- Review future with Ir
- Preterite vs. Present tense (key words and clues)

Students will be able to:

- Express what they have done on past vacations
- Express what they want to do on future vacations Investigate different options for vacationing
- Identify steps for travel home/abroad
- Give advice/opinion
- Get information
- Make purchases/transactions
- Compare different means of transportation
- Make choices
- Retell highlights from past events
- Plan travel arrangements to different destinations

Stage 2: Acceptable Evidence

Shepard Prep High School Spanish II

Transfer Task & Unit Assessments:

Create a presentation (use the presentation format of your choice: video, prezi, comic strip, etc.) describing a trip you have taken to a Spanish-speaking place using a variety of verbs in the preterite tense. Include images and descriptions of what you did, saw, ate, visited, etc. on the trip including travel arrangements to and from your destination.

Learning Goal/SLO # 1- I can recognize familiar words and phrases, understand the main idea, and infer the meaning of spoken or written words as found in culturally authentic materials from electronic information sources related to aspects of traveling (types of transportation, type of documentation needed, planning, details about travel destination).

- When reading short texts or listening to a video clip dealing with travel I can:
 - Identify key words and phrases
 - Understand the main idea
 - Figure out the meaning of a few unfamiliar words when they are defined in the target language or when an example is given
 - Determine which travel factors are similar and different in the United States and the countries where Spanish is spoken

Learning Goal/SLO # 2 -I can make requests to know how to get around and understand the directions given.

- I can use a map to get to a destination.
- I can ask for directions.
- I can follow oral and written directions.

Learning Goal/SLO # 3 -I can participate in an online / face-to-face discussion to exchange information regarding details of a planned trip in the target language.

- I can use digital tools and face-to-face communication to ask questions about:
 - means of transportation
 - itineraries
 - locations/destinations
 - planning activities
- I can use digital tools and face-to-face communication to answer questions about:
 - means of transportation
 - itineraries
 - locations/destinations
 - planning activities

- I can ask for clarification when I don't understand something (e.g. where is the gate, where is the platform, where to find.....).

Learning Goal/ SLO #4 -I can create a multimedia-rich presentation about a dream trip or relocation to a Spanish-speaking destination.

- I can create a multi-media presentation to tell what I have learned about planning and taking a trip to this location.

Students use the target language in the three modes of communication to explore how a travel destination affects travel planning and preparation.

Interpretive: Students interpret authentic written and video/audio texts found in electronic information sources and other sources that deal with travel and means of transportation.

Interpersonal: They engage in short, unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community in which they talk about travel plans, means of transportation, and steps that they might take to get to their destination.

Presentational: They use sentence-level discourse to provide information about a trip in a multimedia presentation

Other Evidence:

Formal:

- Providing written/oral response to the EQs
- Quizzes
- Tests
- Formal Presentations

Informal

- Participation
- Speaking in Spanish in side conversations

Stage 3: Activities

Interpretive:

Students interpret authentic written and video/audio texts found in electronic information sources and other sources that deal with travel and means of transportation.

- Read authentic airplane/train tickets/ itineraries and complete interpretive task
- Visit and read about an authentic vacation destination to plan a trip and make a reservation
- Research requirements for obtaining passport/travel visa
- Post a blog about a past vacation in a Spanish-speaking country
- Complete a minimum number of assignments (based on point value) for vocabulary review each week.
- Participate in a field trip (in school and/or out of school) to experience authentic traditional food

Interpersonal:

They engage in short, unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community in which they talk about travel plans, means of transportation, and steps that they might take to get to their destination.

- Ask and answer questions related to travel.
- Role-play a passenger/airport personal skit.
- Role-play a scene where you are lost and ask for directions.
- Discuss activities and advantages of different vacation spots
- Sequence the steps of travel with a partner
- Complete a minimum number of assignments (based on point value) for practice asking and answering questions, and reacting to answers with follow up questions.
- Communicate with teacher/classmates in the target language
- Respond to simple questions in the target language (Partnered speaking activities to be completed with students and teacher)

Presentational:

They use sentence-level discourse to provide information about a trip in a multimedia presentation.

- Create a map and help a partner get from one place to another by giving specific directions in the target language.

Differentiation Strategies:

Tiered Activities (leveled reading)

Flexible grouping based on ability/interest level

Interest-based options (product/process choice)

Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)

Technology integration

Reference Materials

Asi se dice! By Glencoe- McGraw Hill 1
Asi se dice! Workbook by Glencoe McGraw Hill
Duo Lingo software
Teacher created materials

- Quizlet
<http://www.quizlet.com>
- Conjuguemos
<http://www.conjuguemos.com>
- Rich Internet Applications for Language Learning
<http://clear.msu.edu/teaching/online/ria/>
- Quizlet
<http://www.quizlet.com>
- Vocaroo
<http://vocaroo.com>
- University of Texas target language videos
<https://www.laits.utexas.edu/spe/beg01.html>
- Interactive textbook-linked activities

Shepard Prep High School Spanish II

- <https://www.classzone.com>
- Scholastic student magazines
[Log in](#)
- Vocabulary TicTacToe board
[Assignment list](#)

Accommodations and Modifications

Differentiation for Students with IEPs, 504s, and/or Students at Risk of Failure (IEP/504/RF)

- Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.
- Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking.
- Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.
- Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.
- Self-Assessment Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.

Differentiation for English Language Learners

Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)

Substitute a hands-on activity or use of different media in projects for a written activity

Provide word banks / word walls

Prepare and distribute advance notes

Provide model sentence frames and sentence starters for both oral responses and written responses

Provide additional time to complete assessments and assignments

Model and use gestures to aid in understanding

Model tasks by giving one or two examples before releasing students to work independently

Present instructions both verbally and visually

Simplify written and verbal instructions

Allow students to use eDictionaries

Avoid slang and idiomatic expressions.

Speak clearly and naturally, and try to enunciate words, especially their ending sounds.

Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures)

Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)

Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor)

Simplify the language, format, and directions of the assessment

Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling

Allow editing and revision before grading

Design projects and assessment for student that require reduced sentence or paragraph composition

Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments

Utilize alternate reading assignments/materials at the student's reading level.

Allow for alternate seating for proximity to peer helper or teacher as necessary

Assist student in building a picture file of key vocabulary ([Pics4Learning](#), [Webster's Visual Dictionary Online](#), [ClipArt Etc](#), [Shahi Visual Dictionary](#))

When showing video use Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.

Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds

Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.

Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Additional Resources:

- [20 strategies to Support EAL Children](#)
- [What English- Language Learners Wish Teachers Knew - Education Week](#)
- [A Starting Point: Tips and resources for working with ESL newcomers](#)

Differentiation for Enrichment:

- Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered.
- Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights.
- Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered.
- Journals: Students will generate their own topics.
- Self-Assessment Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity.
- Elevated vocabulary instruction.
- Elevated grammar instruction.
- Oral presentations on advanced/related topics.
- Analysis of scholarly articles.

Shepard Prep High School Spanish II

Unit 3: ¡Viva el deporte! /Long Live Sports!

Unit Duration: 8 Weeks

Stage 1: Desired Results

Shepard Prep High School Spanish II

Established Subject Area Goals (NJSLS):

- 7.1. NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NH.A.3-Recognize some common gestures and cultural practices associated with the target culture(s).
- 7.1. NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written description.
- 7.1. NH.A.6 Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.
- 7.1. NH.A.7- Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1. NH.A.8-Identify some unique linguistic elements in English and the target language.
- 7.1. NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1 NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations
- 7.1. NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays or role plays using familiar vocabulary orally or in writing
- 7.1. NH.C.3 Describe in writing people and things from the home and school environment
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1. NH.C.5 Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices

Interdisciplinary Standards (NJSLS):

- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Technology Integration (NJSLS 8):

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.

21st Century Skills Integration (NJSLS 9):

- CLKS4 Demonstrate creativity and innovation.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS6 Model integrity, ethical leadership and effective management.
- CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Transfer Goal:

Students will be able to independently use their learning compare and contrast sports and extracurricular activities in both the home and target culture, while using the target language of Spanish.

Students will understand that:

- Activities enrich people's lives.
- Geography and culture determine popular sports and activities.
- Sports bring people together in spite of their geographical and cultural differences

Essential Questions:

- What role does after school activities play in contributing to a balanced life?
- What similarities and differences are there in the activities that students have access to after school in the USA and in Spanish-speaking countries?
- How do sports bring people globally together?

Students will know:

- Vocabulary related to:
 - Sports
 - Sports events/competitions
 - Sports equipment
 - Extracurricular activities
 - Health and hygiene
- Expressions of opinion and emotion
- Actions associated with sports
- Structures necessary to describe people and events
- Cultural practices related to sports
- Recycle numbers, time, seasons and weather

Grammar Concepts

SWBAT ask and answer the following questions:

- ¿Qué comiste?
- ¿Metiste un gol?
- ¿Hiciste ejercicio?
- ¿Competiste en un campeonato?
- ¿Cuándo te despiertas?
- ¿Cuándo te levantas?
- ¿Cuándo te duchas?
- ¿Cuándo te bañas?
- ¿Cuándo te secas?
- ¿Cuándo te acuestas?
- ¿Cuándo te duermes?
- ¿Cuándo te cepillas el pelo/los dientes?
- ¿Cuándo te peinas?
- ¿Cuándo te lavas el pelo/las manos/la cara?

Topics:

- Action verbs associated with sports
- Ir + a + infinitive
- Present Tense
- Preterite Tense of ER/IR verbs
- Regular and Irregular verbs
- Reflexive verbs and associated vocabulary

Textbook Resources

- Avancemos Level Two : Unit 2 Argentina

Students will be able to:

- Recognize previously learned words and phrases and determine the meaning of contextualized culturally authentic materials related to the world of sports
- Identify school activities of students in the target culture(s) as found in culturally authentic materials.
- Identify the key elements associated with different sports as found in culturally authentic material from the target culture.
- Ask questions related to sports with classmates and others using digital tools and face-to-face communication.
- Answer questions related to sports with classmates and others using digital tools and face-to-face communication.
- Ask questions about preferences and opinions related to sports.
- Answer questions about preferences and opinions related to sports.
- Describe orally and in writing athletes, events, and equipment associated with sports
- Compare and contrast the importance of sports at home and in the Spanish-speaking world
- Describe their daily routine with reflexive verbs and the associated products and tools. (Personal hygiene)
- Describe events currently taking place using the present progressive.

Stage 2: Acceptable Evidence

Shepard Prep High School Spanish II

Transfer Task & Unit Assessments:

1. Ask and answer questions about their daily routine and sports practice. (Interpersonal)
2. Create a comic strip depicting one's daily routine using reflexive verbs. (Presentational)

Learning Goal/SLO # 1 -I can identify words/phrases, key points, and main idea(s) in target language age- and level-appropriate culturally authentic materials dealing with popular sports competitions and events, equipment, and other activities.

- I can understand the main idea and some details announced during a sports event.
- I can identify major events and competitions in popular sports at home and in Spanish-speaking countries.
- I can listen to a sports commentator and understand the highlights of a game.
- I can understand specific information regarding sports scores, rules, and equipment.
- I can follow multi-step instructions on how to play a sport.

Learning Goal/SLO # 2 - I can ask and respond to questions about sports and other activities

- I can talk with someone about my favorite extracurricular activities and sports.
- I can express reactions in highly familiar situations such as at a sporting event.
- I can initiate a conversation about sports.
- I can exchange views and opinions about my favorite sports team and how they are doing this year.

Learning Goal/SLO # 3 - I can describe and discuss one's daily routine including personal hygiene and wellness.

- I can describe my daily routine using reflexive verbs and pronouns
- I can ask and answer questions about others' daily routines
- I can identify the products and tools used with different reflexive verbs (personal hygiene)

Learning Goal/SLO # 4 -Compare and contrast the role and attitudes of sports fans/athletes in different sports and in different cultures.

- I can compare popular sports home with Spanish-speaking countries.
- I can create a brochure about my school's sports/teams.
- I can compare extracurricular activities available to students at home and in Spanish-speaking countries.

Students use the target language in the three modes of communication to explore sports and extracurricular activities home and target culture(s) by comparing and contrasting sports in both cultures.

Interpretive: They interpret authentic written and video/audio texts such as sports websites, blogs, sports articles, and commentaries that focus on sports.

Interpersonal: They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to sports and extracurricular activities.

Presentational: They use sentence level discourse to compare and contrast sports in both cultures while exploring the cultural norms and practices associated with playing/following a sport.

Other Evidence:

Formal:

- Providing written/oral response to the EQs
- Quizzes
- Tests
- Formal Presentations

Informal

- Participation
- Speaking in Spanish in side conversations

Stage 3: Activities

Students use the target language in the three modes of communication to explore sports and extracurricular activities home and target culture(s) by comparing and contrasting sports in both cultures.

Interpretive:

They interpret authentic written and video/audio texts such as sports websites, blogs, sports articles, and commentaries that focus on sports.

- Read a culturally authentic sports article and answer questions
- Read a biography about an athlete in a Spanish-speaking country
- Complete a minimum number of assignments (based on point value) for vocabulary review each week.
- Participate in a field trip (in school and/or out of school) to experience authentic traditional food

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to sports and extracurricular activities.

- Interact in paired dialogues, A/B activities, interviews, role-play and blogs to discuss sports
- Ask/Respond to questions about favorite sports/athletes
- Interview a classmate about their favorite extracurricular activities
- Complete a minimum number of assignments (based on point value) for practice asking and answering questions, and reacting to answers with follow up questions.
- Communicate with teacher/classmates in the target language
- Respond to simple questions in the target language (Partnered speaking activities to be completed with students and teacher)

Presentational:

They use sentence level discourse to compare and contrast sports in both cultures while exploring the cultural norms and practices associated with playing/following a sport.

- Create a brochure for Spanish-speaking students coming to your high school telling them about the school sports and extracurricular activities available.
- Create and present a PowerPoint about a famous athlete in the target language

Differentiation Strategies:

- Tiered Activities (leveled reading)
- Flexible grouping based on ability/interest level
- Interest-based options (product/process choice)
- Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
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[Assignment list](#)

Shepard Prep High School Spanish II

Accommodations and Modifications

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Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Additional Resources:

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- Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered.
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- Journals: Students will generate their own topics.
- Self-Assessment Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity.
- Elevated vocabulary instruction.
- Elevated grammar instruction.
- Oral presentations on advanced/related topics.
- Analysis of scholarly articles.

Shepard Prep High School Spanish II

Unit 4: Costumbres (Traditions)

Unit Duration: 6 Weeks

Stage 1: Desired Results

Shepard Prep High School Spanish II

Established Subject Area Goals (NJSLs):

- 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3-Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1. NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics
- 7.1. NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities. 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1 .NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1 .NH.B.5- Converse on a variety of familiar topics and/or topics studied in other content areas.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

Interdisciplinary Standards (NJSLs):

- NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Technology Integration (NJSLs 8):

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.

21st Century Skills Integration (NJSLs 9):

- CLKS4 Demonstrate creativity and innovation.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS6 Model integrity, ethical leadership and effective management.
- CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.
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- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Transfer Goal:

Students will be able to independently use their learning compare and contrast traditions of their home culture versus those who live in Spanish speaking countries.

Students will understand that:

- Who I am is a combination of many factors.
- Community affects who I am and how I develop.
- Legends from every culture share similarities and differences.

Essential Questions:

- How are traditions important?
- What can we learn from the past?
- How do traditions differ and align in the target language?
- Can we compare modern and ancient civilizations?

Students will know:

- Legends and Ancient civilizations
 - Vocabulary associated with legends
 - Cultural significance of legends
 - Locations around the city
- SWBAT ask and answer the following questions:
- ¿Cómo eras cuando eras pequeño/a?
 - ¿Adónde ibas...?
 - ¿Qué hacías...?
 - ¿Qué jugabas...?
 - ¿Con quién jugabas?
 - ¿Cómo estabas cuando te levantabas...?
 - ¿Cómo estabas cuando te acostabas?
- Topics:
- Imperfect tense
 - Imperfect vs. Preterite (was doing vs. did something)
 - Telling stories in the past
- Textbook Resources*
- Avancemos Level Two:
 - Unit Four: Mexico (Cultura antigua, ciudad moderna)

Students will be able to:

- Describe ancient civilizations and legends
- Demonstrate understanding of legends and their cultural significance
- Identify and describe traditions
- Compare legends in the home and target culture/history

Stage 2: Acceptable Evidence

Shepard Prep High School Spanish II

Transfer Task & Unit Assessments:

Latin American countries have celebrations that are different from what is celebrated in this country. An example is the "Quinceañera" which is an elaborate 15th birthday party celebrated by females. Create and present a PowerPoint comparing a celebration at home and in the target language using the unit vocabulary, for example compare a Quinceañera to a Sweet Sixteen or Bat Mitzvah.

Learning Goal/SLO # 1 – I can tell stories about the past using the past tense.

- I can tell about isolated events that took place in the past.
- I can describe repetitive or background pieces of information from the past.
- I can describe my childhood and exchange information with others about theirs.

Learning Goal/SLO # 2 - I can explain a legend from the target culture.

- I can retell a legend using words, phrases and expressions.
- I can ask and answer questions about legends and history.
- I can describe the significance of a legend.
- I can retell the chronological order of events in a legend.

Learning Goal/SLO # 3 - I can compare and contrast traditions and customs from the home and target cultures.

- I can explain a tradition or custom from the target culture.
- I can make comparisons between the home and target culture.

Learning Goal/SLO # 4 — I can use memorized words and phrases to ask and respond to questions about the past.

- I can describe events from my childhood.
- I can ask questions about other's' childhoods.
- I can have a simple conversation in the target language about traditions and their origins.

Students use the target language in the three modes of communication to discuss history, ancient civilizations and compare similar and different traditions from that of students in the home and target culture.

Interpretive: Interpret authentic written and video/audio texts such as blogs, community bulletin boards, advertisements that focus on the unit topics.

Interpersonal: They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to legends, traditions and history, drawing parallels between the home and target culture.

Presentational: They use sentence level discourse to present the history and significance of different cultural legends.

Other Evidence:

Formal:

- Providing written/oral response to the EQs
- Quizzes
- Tests
- Formal Presentations

Informal

- Participation
- Speaking in Spanish in side conversations

Stage 3: Activities

Interpretive:

Interpret authentic written and video/audio texts such as blogs, community bulletin boards, advertisements that focus on the unit topics.

- Read dialogues and answer questions
- Engage and practice in audio/video activities
- Cultural reading comprehension
- Complete a minimum number of assignments (based on point value) for vocabulary review each week.
- Participate in a field trip (in school and/or out of school) to experience authentic traditional food

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to how preferences relate to community and cultural activities, and how they are similar and different from that of students in the home and target culture.

- Interact in paired dialogues
- A/B activities
- Interviews, role-plays, blogs
- Communicate with the teacher and classmates in the target language
- Respond to questions in the target language

Presentational:

They use sentence level discourse to describe themes to include presentation of legends and traditions.

- They compare and contrast cultural practices that occur in the home and target culture.
- Create and present a multimedia project that demonstrates mastery of the reviewed topics.

Differentiation Strategies:

- Tiered Activities (leveled reading)
- Flexible grouping based on ability/interest level
- Interest-based options (product/process choice)
- Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, mathematical, visual-spatial, bodily-kinesthetic)
- Technology integration

Reference Materials

Asi se dice! By Glencoe- McGraw Hill 1
Asi se dice! Workbook by Glencoe McGraw Hill
Duo Lingo software
Teacher created materials

- Quizlet
<http://www.quizlet.com>
- Conjuguemos
<http://www.conjuguemos.com>
- Rich Internet Applications for Language Learning
<http://clear.msu.edu/teaching/online/ria/>
- Quizlet
<http://www.quizlet.com>
- Vocaroo
<http://vocaroo.com>
- University of Texas target language videos
<https://www.laits.utexas.edu/spe/beg01.html>
- Interactive textbook-linked activities
<https://www.classzone.com>
- Scholastic student magazines
[Log in](#)
- Vocabulary TicTacToe board
[Assignment list](#)

Shepard Prep High School Spanish II

Accommodations and Modifications

Differentiation for Students with IEPs, 504s, and/or Students at Risk of Failure (IEP/504/RF)

- Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.
- Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking.
- Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.
- Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.
- Self-Assessment Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.

Differentiation for English Language Learners

Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)

Substitute a hands-on activity or use of different media in projects for a written activity

Provide word banks / word walls

Prepare and distribute advance notes

Provide model sentence frames and sentence starters for both oral responses and written responses

Provide additional time to complete assessments and assignments

Model and use gestures to aid in understanding

Model tasks by giving one or two examples before releasing students to work independently

Present instructions both verbally and visually

Simplify written and verbal instructions

Allow students to use eDictionaries

Avoid slang and idiomatic expressions.

Speak clearly and naturally, and try to enunciate words, especially their ending sounds.

Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures)

Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)

Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor)

Simplify the language, format, and directions of the assessment

Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling

Allow editing and revision before grading

Design projects and assessment for student that require reduced sentence or paragraph composition

Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments

Utilize alternate reading assignments/materials at the student's reading level.

Allow for alternate seating for proximity to peer helper or teacher as necessary

Assist student in building a picture file of key vocabulary ([Pics4Learning](#), [Webster's Visual Dictionary Online](#), [ClipArt Etc](#), [Shahi Visual Dictionary](#))

When showing video use Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.

Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds

Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.

Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Additional Resources:

[20 strategies to Support EAL Children](#)
[What English- Language Learners Wish Teachers Knew - Education Week](#)
[A Starting Point: Tips and resources for working with ESL newcomers](#)

Differentiation for Enrichment:

- Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered.
- Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights.
- Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered.
- Journals: Students will generate their own topics.
- Self-Assessment Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity.
- Elevated vocabulary instruction.
- Elevated grammar instruction.
- Oral presentations on advanced/related topics.
- Analysis of scholarly articles.