



Park Hill School District

Building Successful Futures • Each Student • Every Day

Middle School Spanish Curriculum

Course Description: The Spanish 7/8 class is designed to develop communication skills in Spanish and to make comparisons and connections to Spanish-speaking cultures with the goal of encouraging understanding and acceptance of differences. Life in various Spanish-speaking countries will be examined. Correct pronunciation and writing receive emphasis. Students learn to express and understand receptively ideas on topics such as common conversational phrases, vocabulary using numbers, calendar and weather, descriptions and likes and dislikes. This is a one-semester class which can be taken only once in either 7th or 8th grade.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
6 Weeks	Introduction to Conversation and Language	Topic 1: Class Introduction Topic 2: Short Conversational Phrases Topic 3: Introduction to Culture
3 Weeks	The Basics	Topic 1: Numbers Topic 2: Calendar Topic 3: Weather
4 Weeks	Descriptions (Ser)	Topic 1: Subject Pronoun (Ser) Topic 2: Descriptions
5 Weeks	Activities and Likes/Dislikes	Topic 1: Likes/Dislikes Topic 2: Activities

Curriculum Revision Tracking

Spring 2017

1. Replaced old ISTE standards with new standards 3, 6, and 7.
2. Added Teaching tolerance standards 1, 6, 7, and 9.
3. Changed engaging scenario in Unit 1.

Unit 1: Introduction to Conversation and Language

Subject: MS Spanish

Grade: 7 or 8

Name of Unit: Introduction to Conversation and Language

Length of Unit: 6 Weeks

Overview of Unit: This unit covers an introduction to the class including class expectations and language basics, short conversational phrases and an introduction to the study of culture.

Priority Standards for unit:

- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - LI, 1.1a Ask and answer questions about very familiar topics.
 - LI, 1.1b Engage in common classroom interactions such as, greetings, stating needs and preferences.
- Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - LI, 3.2b Broaden understanding of world culture through authentic spoken and written information.

Supporting Standards for unit:

- Students understand and interpret written and spoken language on a variety of topics
 - LI, 1.2c Interpret gestures, intonation and other visual and auditory clues in target language materials.
- Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - LI, 2.1a Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.
 - LI, 2.1b Describe the practices of common cultural activities and holiday celebrations.
 - LI, 2.1c Identify common social etiquette within the cultures studied.
- Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - LI, 4.1a Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
 - LI, 4.1b Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.
 - LI, 4.1c Report similarities and differences between the sound and writing system of target and native language.

- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - LI, 4.2a Recognize common tangible and intangible products of the culture studied.
 - LI, 4.2b Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.
 - LI, 4.2c Demonstrate an awareness of the role of gestures and nonverbal cues in communication.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE-GLOBAL COLLABORATOR.7.A - use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
- ISTE-GLOBAL COLLABORATOR.7.B - use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
- ISTE-GLOBAL COLLABORATOR.7.C - contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE-CREATIVE COMMUNICATOR.6.A - choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- ISTE-CREATIVE COMMUNICATOR.6.B - create original works or responsibly repurpose or remix digital resources into new creations.
- ISTE-CREATIVE COMMUNICATOR.6.C - communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- ISTE-CREATIVE COMMUNICATOR.6.D - publish or present content that customizes the message and medium for their intended audiences.
- ISTE-KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-KNOWLEDGE CONSTRUCTOR.3.A - plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- ISTE-KNOWLEDGE CONSTRUCTOR.3.B - evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

- ISTE-KNOWLEDGE CONSTRUCTOR.3.C - curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- ISTE-KNOWLEDGE CONSTRUCTOR.3.D - build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.7: Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
questions about very familiar topics	Ask	Remember	1
questions about very familiar topics	Answer	Remember	1
in common classroom interactions such as, greetings, stating needs and preferences	Engage	Apply	1
target language to acquire goods, services or information	Use	Apply	1
understanding of world culture through authentic spoken and written information	Broaden	Create	2

Essential Questions:

1. How do I pronounce different vowels and consonants in Spanish?
2. How do I have a polite conversation in Spanish?
3. Why do we learn about culture?

Enduring Understanding/Big Ideas:

1. Students will correctly pronounce different consonants and vowels.
2. Students will use subject pronouns (Tú and Usted) and vocabulary to be able to differentiate to have an introductory conversation.

3. This response will evolve throughout the semester. Students will understand they each have a unique background and experiences stemming from their cultural background and awareness. Students will have a broader understanding of how their experiences differ and are similar from other cultures. Students will learn communication differences and similarities. By building cultural awareness, students will more easily be able to work with and communicate with others.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"> ● Class expectations ● Culture 	<ul style="list-style-type: none"> ● Alphabet ● Short Conversational Phrases (Name, Feelings, Nice To Meet You)

Resources for Vocabulary Development: Humback, Nancy, Sylvia Madrigal. Velasco, Ana Beatriz. Chiquito, Stuart Smith, and John McMiss. *¡Exprésate!: Spanish 1A*. Orlando, FL: Holt, Rinehart and Winston, 2006. Print. Also: notes, handouts, and quizlet.

Topic 1: Class Introduction

Engaging Experience 1

Title: Teacher Introduction (Immersion Activity)

Suggested Length of Time: 20 Minutes

Standards Addressed

Priority:

- LI, 3.2b Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - Broaden understanding of world culture through authentic spoken and written information.

Supporting:

- Students understand and interpret written and spoken language on a variety of topics
 - LI, 1.2c Interpret gestures, intonation and other visual and auditory clues in target language materials.
- Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - LI, 2.1a Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.
- ISTE-KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-KNOWLEDGE CONSTRUCTOR.3.A - plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- ISTE-KNOWLEDGE CONSTRUCTOR.3.B - evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- ISTE-KNOWLEDGE CONSTRUCTOR.3.C - curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- ISTE-KNOWLEDGE CONSTRUCTOR.3.D - build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Detailed Description/Instructions: The teacher will use all of the vocabulary that will be learned throughout the semester to introduce themselves, and the course in the target language. Students will then discuss what they understood from the experience.

Bloom's Levels: Understand

Webb's DOK: 1

Engaging Experience 2

Title: Simon Dice

Suggested Length of Time: 10 Minutes

Standards Addressed

Priority:

- Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - LI, 3.2b Broaden understanding of world culture through authentic spoken and written information.

Supporting:

- Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - LI, 4.1a Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
 - LI, 4.1b Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.
 - LI, 4.1c Report similarities and differences between the sound and writing system of target and native language.
- ISTE-KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-KNOWLEDGE CONSTRUCTOR.3.A - plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- ISTE-KNOWLEDGE CONSTRUCTOR.3.B - evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- ISTE-KNOWLEDGE CONSTRUCTOR.3.C - curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- ISTE-KNOWLEDGE CONSTRUCTOR.3.D - build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Detailed Description/Instructions: This is a game of “Simon Says” using class directions and common classroom phrases in the target language. Students learn to respond using hand signals.

Bloom’s Levels: Apply

Webb’s DOK: 1

Engaging Experience 3

Title: Spelling Bee

Suggested Length of Time: 15 Minutes

Standards Addressed

Priority:

- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - LI, 1.1a Ask and answer questions about very familiar topics.
 - LI, 1.1b Engage in common classroom interactions such as, greetings, stating needs and preferences.

Supporting:

- Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - LI, 4.1a Cite examples of cognates that enhance comprehension of spoken and written language and demonstrate an awareness of false cognates.
 - LI, 4.1b Demonstrate an awareness of the various ways of expressing ideas, recognizing that languages cannot be interpreted literally.
 - LI, 4.1c Report similarities and differences between the sound and writing system of target and native language.

Detailed Description/Instructions: Within teams, students will take turns spelling words in the target language. Students will assist each other in practicing but will spell the word on their own for the class. Teams will earn points for correctly spelling words. Teams can attempt to steal misspelled words from other teams for additional points.

Bloom's Levels: Remember, Apply

Webb's DOK: 1

Topic 2: Short Conversational Phrases

Engaging Experience 1

Title: Paperclip Game

Suggested Length of Time: 10 Minutes

Standards Addressed

Priority:

- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - LI, 1.1a Ask and answer questions about very familiar topics.
 - LI, 1.1b Engage in common classroom interactions such as, greetings, stating needs and preferences.

Supporting:

- Students understand and interpret written and spoken language on a variety of topics
 - LI, 1.2c Interpret gestures, intonation and other visual and auditory clues in target language materials.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: This activity can be repeated throughout the course as review and practice of new concepts. The teacher is encouraged to add new expectations as students' vocabulary and knowledge increases. Each student receives a paperclip. Students will engage in conversation using the target language. If a student speaks in English, they give up their paper clip to their partner. Saying one's name or using filler words (uh, um) does not count as speaking English.

Bloom's Levels: Apply

Webb's DOK: 1

Topic 3: Introduction to Culture

Engaging Experience 1

Title: Cultural Comparison

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - LI, 3.2b Broaden understanding of world culture through authentic spoken and written information.

Supporting:

- Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - LI, 2.1b Describe the practices of common cultural activities and holiday celebrations.
 - LI, 2.1c Identify common social etiquette within the cultures studied.
- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - LI, 4.2a Recognize common tangible and intangible products of the culture studied.
 - LI, 4.2b Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.
 - LI, 4.2c Demonstrate an awareness of the role of gestures and nonverbal cues in communication.
- ISTE-KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-KNOWLEDGE CONSTRUCTOR.3.A - plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- ISTE-KNOWLEDGE CONSTRUCTOR.3.B - evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- ISTE-KNOWLEDGE CONSTRUCTOR.3.C - curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- ISTE-KNOWLEDGE CONSTRUCTOR.3.D - build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

- TT.AB.D.7: Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.

Detailed Description/Instructions: Students will first complete a Venn Diagram comparing their own personal culture to the culture of a Spanish speaking country. Then students will write a short essay explaining the similarities and differences between their own culture and the culture of a Spanish speaking country.

Bloom's Levels: Create

Webb's DOK: 2

Engaging Experience 2

Title: Star Galaxy Convention

Suggested Length of Time: 10 Minutes

Standards Addressed

Priority:

- Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - LI, 3.2b Broaden understanding of world culture through authentic spoken and written information.

Supporting:

- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
- LI, 4.2a Recognize common tangible and intangible products of the culture studied.
- LI, 4.2b Compare simple patterns of behavior or interaction in selected social and cultural settings such as greetings, personal space, etc.
- LI, 4.2c Demonstrate an awareness of the role of gestures and nonverbal cues in communication.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instructions: Students are split into five groups. Every group will represent a different alien planet and decide on a planet name, jobs on their planet, and what type of spaceship they traveled with. The teacher will meanwhile assign a different form of communication to each group for the alien planet to use as a cultural trait (such as frequent eye contact, fear of physical contact and personal space, constant smiling and laughing, insistence on a handshake before communicating, and the use of only non-verbal communication). The students then attempt to communicate with the different alien groups. After the activity, thoroughly discuss cultural differences in communication and how language difference is not the only complication in communicating with someone of a different culture.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) The students will research the social customs of Spanish speaking countries including language and/or behavior when communicating. Students will present a “how to” video/presentation on communicating in a Spanish speaking country.

Rubric for Engaging Scenario:

CATEGORY	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Vocabulary	Uses vocabulary appropriate for the audience. No words spelled incorrectly in script.	Uses vocabulary appropriate for the audience. Includes 1-2 misspelled words.	Uses vocabulary appropriate for the audience. Has 3-5 misspelled words.	Uses several (5 or more) words or phrases that are misspelled.
Content	Shows a full understanding of the topic. No incorrect punctuation or accent marks.	Shows a good understanding of the topic. Has 1-2 incorrect punctuation or accent marks.	Shows a good understanding of parts of the topic. Has 3-4 incorrect punctuation or accent marks.	Does not seem to understand the topic very well. Has 5 or more mistakes in punctuation or accent marks.
Listens to Other Presentations	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.

Cite: http://rubistar.4teachers.org/index.php?screen=ShowRubric&module=Rubistar&rubric_id=2596169&

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Class Introduction	Teacher Introduction (Immersion Activity)	The teacher will use all of the vocabulary that will be learned throughout the semester to introduce themselves, and the course in the target language. Students will then discuss what they understood from the experience.	20 Minutes
Class Introduction	Simon Dice	This is a game of “Simon Says” using class directions and common classroom phrases in the target language. Students learn to respond using hand signals.	10 Minutes
Class Introduction	Spelling Bee	Within teams, students will take turns spelling words in the target language. Students will assist each other in practicing but will spell the word on their own for the class. Teams will earn points for correctly spelling words. Teams can attempt to steal misspelled words from other teams for additional points.	15 Minutes
Short Conversational Phrases	Paperclip game	This activity can be repeated throughout the course as review and practice of new concepts. The teacher is encouraged to add new expectations as students’ vocabulary and knowledge increases. Each student receives a paperclip. Students will engage in conversation using the target language. If a student speaks in English, they give up their paperclip to their partner. Saying one’s name or using filler words (uh, um) does not count as speaking English.	10 Minutes
Introduction to Culture	Cultural Comparison	Students will first complete a Venn Diagram comparing their own personal culture to the culture of a Spanish speaking country. Then	2 class periods

		students will write a short essay explaining the similarities and differences between their own culture and the culture of a Spanish speaking country.	
Introduction to Culture	Star Galaxy Convention	Students are split into five groups. Every group will represent a different alien planet and decide on a planet name, jobs on their planet, and what type of spaceship they traveled with. The teacher will meanwhile assign a different form of communication to each group for the alien planet to use as a cultural trait (such as frequent eye contact, fear of physical contact and personal space, constant smiling and laughing, insistence on a handshake before communicating, and the use of only non-verbal communication). The students then attempt to communicate with the different alien groups. After the activity, thoroughly discuss cultural differences in communication and how language difference is not the only complication in communicating with someone of a different culture.	10 Minutes

Unit 2: The Basics

Subject: MS Spanish

Grade: 7 or 8

Name of Unit: The Basics (numbers, calendar, weather)

Length of Unit: 3 Weeks

Overview of Unit: This unit covers an introduction to numbers 0-100, calendar terms and weather terms, and how to use this information in authentic ways.

Priority Standards for unit:

- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - LI, 1.1a Ask and answer questions about very familiar topics.
 - LI, 1.1b Engage in common classroom interactions such as, greetings, stating needs and preferences.
- Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - LI, 3.2b Broaden understanding of world culture through authentic spoken and written information.

Supporting Standards for unit:

- Students understand and interpret written and spoken language on a variety of topics
 - LI, 1.2c Interpret gestures, intonation and other visual and auditory clues in target language materials.
- Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - LI, 2.1a Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.
 - LI, 2.1b Describe the practices of common cultural activities and holiday celebrations.
 - LI, 2.1c Identify common social etiquette within the cultures studied.
- Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - LI, 2.2b Identify objects and symbols commonly used to represent the culture studied. ()

- Students reinforce and further their knowledge of other disciplines through the world language
 - LI, 3.1a Demonstrate competencies previously introduced
 - LI, 3.1b Identify concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.
- ISTE-KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-KNOWLEDGE CONSTRUCTOR.3.A - plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- ISTE-KNOWLEDGE CONSTRUCTOR.3.B - evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- ISTE-KNOWLEDGE CONSTRUCTOR.3.C - curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE-GLOBAL COLLABORATOR.7.A - use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
- ISTE-GLOBAL COLLABORATOR.7.B - use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
- ISTE-GLOBAL COLLABORATOR.7.C - contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- TT.AB.D.7: Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
questions about very familiar topics	Ask	Remember	1
questions about very familiar topics	Answer	Remember	1
in common classroom interactions such as, greetings, stating needs and preferences	Engage	Apply	1
target language to acquire goods, services or information	Use	Apply	1
understanding of world culture through authentic spoken and written information	Broaden	Apply	1

Essential Questions:

1. How do you ask and answer questions about the weather, calendar and numbers in Spanish?
2. How does the weather differ in Spanish speaking countries?
3. Why do we learn numbers?

Enduring Understanding/Big Ideas:

1. Students will answer questions using the necessary sentence structures about the weather, calendar and numbers.
2. Students will understand weather differences, such as the use of Celsius or Fahrenheit, based on geographical locations and how those affect culture.
3. Students will be able to understand the many benefits of knowing and using numbers in conversation, for example money, calendar, age, date, time, phone numbers, math etc.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"> ● Celsius ● Fahrenheit 	<ul style="list-style-type: none"> ● ¿Qué Tiempo Hace Hoy?-What's The Weather Like? ● El Calendario - Calendar ● Los Meses Del Año-Months Of The Year ● Los Números-Age, Dates, Prices, Phone Numbers

Resources for Vocabulary Development: Humback, Nancy, Sylvia Madrigal. Velasco, Ana Beatriz. Chiquito, Stuart Smith, and John McMiss. *¡Exprésate!: Spanish 1A*. Orlando, FL: Holt, Rinehart and Winston, 2006. Print. Also: notes, handouts, and quizlet.

Topic 1: Numbers

Engaging Experience 1

Title: ¿Cuánto cuesta?

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - LI, 3.2b Broaden understanding of world culture through authentic spoken and written information.

Supporting:

- Students understand and interpret written and spoken language on a variety of topics
 - LI, 1.2c Interpret gestures, intonation and other visual and auditory clues in target language materials.
- Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - LI, 2.2b Identify objects and symbols commonly used to represent the culture studied.
- ISTE-KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- TT.AB.D.7: Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.

Detailed Description/Instructions: Students will explore the cost of various items in Madrid, Spain using provided websites. They will analyze the differences and similarities between products in the United States and Spain with regards to cost, fashion, arts, currency, athletics, food and travel. Students will write costs out using Spanish number vocabulary.

Bloom's Levels: Apply

Webb's DOK: 1

Topic 2: Calendar

Engaging Experience 1

Title: SAS Curriculum Pathways-Los Meses Del Año Video

Suggested Length of Time: 10 Minutes

Standards Addressed

Priority:

- Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - LI, 3.2b Broaden understanding of world culture through authentic spoken and written information.

Supporting:

- Students understand and interpret written and spoken language on a variety of topics
 - LI, 1.2c Interpret gestures, intonation and other visual and auditory clues in target language materials.
- Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - LI, 2.1a Use appropriate patterns of behavior (for the people of the target culture) in familiar situations such as greetings.
 - LI, 2.1b Describe the practices of common cultural activities and holiday celebrations.
 - LI, 2.1c Identify common social etiquette within the cultures studied.

Detailed Description/Instructions: Students will watch a video on months of the year and answer comprehension questions using calendar vocabulary. The video also highlights Spanish speaking cultural holidays and the months in which they are celebrated. This video can be adapted in Zaption allowing students to work independently to answer questions, differentiating for all levels.

Bloom's Levels: Remember

Webb's DOK: 1

Topic 3: Weather

Engaging Experience 1

Title: ¿Qué tiempo hace?-Nearpod

Suggested Length of Time: 15-20 Minutes

Standards Addressed

Priority:

- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - LI, 1.1a Ask and answer questions about very familiar topics.
 - LI, 1.1b Engage in common classroom interactions such as, greetings, stating needs and preferences.

Supporting:

- Students understand and interpret written and spoken language on a variety of topics
 - LI, 1.2c Interpret gestures, intonation and other visual and auditory clues in target language materials.
- Students reinforce and further their knowledge of other disciplines through the world language
 - LI, 3.1a Demonstrate competencies previously introduced
 - LI, 3.1b Identify concepts learned in other subject areas in the target language, including such things as weather, math facts, measurements, flora, fauna, geographical concepts, etc.
- ISTE-KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Using the teacher created Nearpod presentation, students will ask, answer and illustrate questions and answers reviewing weather vocabulary. Students will search current weather conditions in Spanish speaking countries and write these out using Spanish weather vocabulary.

Bloom's Levels: Remember

Webb's DOK: 1

Rubric: Quiz Rubric - To be created

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) In groups of 2-3 students will create a Spanish weather forecast incorporating calendar terms, Spanish numbers and weather descriptions. Students will research a culture of a Spanish speaking country and present a weather forecast as if they were from that culture using multimedia presentation tools. Students are encouraged to use props, act out vocabulary, or draw pictures.

Rubric for Engaging Scenario:

CATEGORY	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Vocabulary	Uses vocabulary appropriate for the audience. No words spelled incorrectly in script.	Uses vocabulary appropriate for the audience. Includes 1-2 misspelled words.	Uses vocabulary appropriate for the audience. Has 3-5 misspelled words.	Uses several (5 or more) words or phrases that are misspelled.
Content	Shows a full understanding of the topic. No incorrect punctuation or accent marks.	Shows a good understanding of the topic. Has 1-2 incorrect punctuation or accent marks.	Shows a good understanding of parts of the topic. Has 3-4 incorrect punctuation or accent marks.	Does not seem to understand the topic very well. Has 5 or more mistakes in punctuation or accent marks.
Listens to Other Presentations	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.

Cite: http://rubistar.4teachers.org/index.php?screen=PrintRubric&rubric_id=2596169&no_return=1&

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Numbers	¿Cuánto cuesta?	Students will explore the cost of various items in Madrid, Spain using provided websites. They will analyze the differences and similarities between products in the United States and Spain with regards to cost, fashion, arts, currency, athletics, food and travel. Students will write costs out using Spanish number vocabulary.	2 class periods
Calendar	SAS Curriculum Pathways-Los Meses Del Año Video	Students will watch a video on months of the year and answer comprehension questions using calendar vocabulary. The video also highlights Spanish speaking cultural holidays and the months in which they are celebrated. This video can be adapted in Zaption allowing students to work independently to answer questions, differentiating for all levels.	10 Minutes
Weather	¿Qué tiempo hace?-Nearpod	Using the teacher created Nearpod presentation, students will ask, answer and illustrate questions and answers reviewing weather vocabulary. Students will search current weather conditions in Spanish speaking countries and write these out using Spanish weather vocabulary.	15-20 Minutes

Unit 3: Descriptions (Ser)

Subject: MS Spanish

Grade: 7 or 8

Name of Unit: Descriptions (Ser)

Length of Unit: 4 Weeks

Overview of Unit: This unit covers the use of subject pronouns with the verb “to be” and how to use the verb with adjectives for students to describe themselves and other people.

Priority Standards for unit:

- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - LI, 1.1a Ask and answer questions about very familiar topics.
 - LI, 1.1b Engage in common classroom interactions such as, greetings, stating needs and preferences.
 - LI, 1.1d Exchange descriptions of people and places, in addition to products of the target culture.
- Students understand and interpret written and spoken language on a variety of topics
 - LI, 1.2a Identify people, places and things based on oral and written descriptions.
- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
 - LI, 1.3a Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.

Supporting Standards for unit:

- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - LI, 1.1e Use common social amenities such as please, thank you, excuse me.
- Students understand and interpret written and spoken language on a variety of topics
 - LI, 1.2c Interpret gestures, intonation and other visual and auditory clues in target language materials.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE-GLOBAL COLLABORATOR.7.A - use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
- ISTE-GLOBAL COLLABORATOR.7.B - use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

- ISTE-GLOBAL COLLABORATOR.7.C - contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- TT.AB.D.7: Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
questions about very familiar topics	Ask	Remember	1
questions about very familiar topics	Answer	Remember	1
in common classroom interactions such as, greetings, stating needs and preferences	Engage	Apply	1
likes and dislikes	Share	Apply	2
descriptions of people and places, in addition to products of the target culture	Exchange	Apply	2
competencies previously introduced	Demonstrate	Remember	1
target language to acquire goods, services or information	Use	Apply	1
people, places and things based on oral and written descriptions	Identify	Remember	1
or retell familiar stories or personal narratives both orally and/or in writing using prompts	Tell	Apply	3
brief messages such as postcards, short letters or emails on very familiar topics	Write	Apply	3
understanding of contributions of target civilization to development of present-day information	Broaden	Apply	1

Essential Questions:

1. How do I describe myself and others?

Enduring Understanding/Big Ideas:

1. Students will use correct subject pronoun and verb forms when describing themselves and others and understand that there is a difference between describing feminine and masculine nouns. Students will be able to describe verb changes based on subject.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">● Explanation of subject pronouns in English prior to learning them in Spanish.	<ul style="list-style-type: none">● Adjectives (Personality and Physical Characteristics, Colors, Etc.)● Subject Pronouns (He, She, We, Etc.)● Verb “Ser” (To Be)

Resources for Vocabulary Development: Humback, Nancy, Sylvia Madrigal. Velasco, Ana Beatriz. Chiquito, Stuart Smith, and John McMiss. *¡Exprésate!: Spanish 1A*. Orlando, FL: Holt, Rinehart and Winston, 2006. Print. Also: notes, handouts, and quizlet.

Topic 1: Subject Pronoun (Ser)

Engaging Experience 1

Title: Zaption Videos: Subject Pronouns and the Verb Ser

Suggested Length of Time: 10 Minutes

Standards Addressed

Priority:

- Students understand and interpret written and spoken language on a variety of topics
 - LI, 1.2a Identify people, places and things based on oral and written descriptions.

Supporting:

- Students understand and interpret written and spoken language on a variety of topics
 - LI, 1.2c Interpret gestures, intonation and other visual and auditory clues in target language materials.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Students are to answer the following questions while watching the following two zaption videos (<http://zapt.io/t9qkbkq4>) about subject pronouns and the verb “ser”. Zaption videos are short, interactive videos that pause occasionally with questions for students to check for understanding. Teachers are able to reuse these zaption videos but should first create their own account and save these zaption videos to their personal account to see student responses. Students answer questions about the video and their responses are saved for the teacher to review. If the teacher is unable to add video to their personal zaption gallery, the teacher should require students to record the answers to each question in the video on paper.

Bloom’s Levels: Understand

Webb’s DOK: 2

Rubric: Check for understanding

Engaging Experience 2

Title: Kahoot Game (Practice subject pronouns and the verb ser)

Suggested Length of Time: 20 Minutes

Standards Addressed

Priority:

- Students understand and interpret written and spoken language on a variety of topics
 - LI, 1.2a Identify people, places and things based on oral and written descriptions.

Supporting:

- Students understand and interpret written and spoken language on a variety of topics
 - LI, 1.2c Interpret gestures, intonation and other visual and auditory clues in target language materials.
- ISTE-GLOBAL COLLABORATOR.7.A - use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
- ISTE-GLOBAL COLLABORATOR.7.B - use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

Detailed Description/Instructions: The teacher may use the following Kahoot game or create their own to practice subject pronouns and the verb ser. In order to use the below Kahoot game, the teacher will first need to create an account at create.kahoot.it. Then click on the link below. It may make you sign in again. Press play, and wait for students to sign in. Students log in at kahoot.it. Students compete against each other to answer the questions correctly before everyone else does. The teacher can print scores at the end of the game.

Link: <https://play.kahoot.it/#/k/98b32a69-7d4c-4603-9937-7528ef76cf6b>

Bloom's Levels: Apply

Webb's DOK: 2

Rubric: Printed scores

Topic 2: Descriptions

Engaging Experience 1

Title: 20 Questions

Suggested Length of Time: 10-15 Minutes

Standards Addressed

Priority:

- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - LI, 1.1a Ask and answer questions about very familiar topics.
 - LI, 1.1b Engage in common classroom interactions such as, greetings, stating needs and preferences.
 - LI, 1.1d Exchange descriptions of people and places, in addition to products of the target culture.
- Students understand and interpret written and spoken language on a variety of topics
 - LI, 1.2a Identify people, places and things based on oral and written descriptions.

Supporting:

- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - LI, 1.1e Use common social amenities such as please, thank you, excuse me.
- Students understand and interpret written and spoken language on a variety of topics
 - LI, 1.2c Interpret gestures, intonation and other visual and auditory clues in target language materials.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Students get in pairs of two. Each student is provided with a picture of cartoon characters. The student's partner will ask a maximum of 20 yes or no questions, using adjectives, in Spanish to figure out who their partner's cartoon character is.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Email to Lakeview/Congress

Students will write a letter to a fellow student. Students will write a 10-sentence e-mail to an assigned S number of a student at Lakeview/Congress, or in another class, using prior knowledge and new knowledge gained from this unit on personal descriptions. Students must also include three questions to gain information about the assigned student. This will create an ongoing Spanish conversation in which students can continue to engage in the target language within the subsequent units.

Rubric for Engaging: *See below*

CATEGORY	4	3	2	1
Sentences & Paragraphs	Sentences and paragraphs are complete. Uses adjectives for personal descriptions within letter.	All sentences but one are complete.	Most sentences are complete and well-constructed.	Many sentence fragments or run-on sentences. Does not use adjectives for personal descriptions.
Salutation and Closing	Salutation and closing have no errors in capitalization and punctuation.	Salutation and closing have 1-2 errors in capitalization and punctuation.	Salutation and closing have 3 or more errors in capitalization and punctuation.	Salutation and/or closing are missing.
Grammar & spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.
Length	The letter is 10 or more sentences. The letter has 3 questions.	The letter is 8-9 sentences.	The letter is 5-7 sentences.	The letter is less than 5 sentences.
Capitalization and Punctuation	Writer makes no errors in capitalization, accent marks and punctuation.	Writer makes 1-2 errors in capitalization, accent marks and punctuation.	Writer makes 3-4 errors in capitalization, accent marks and punctuation.	Writer makes more than 4 errors in capitalization, accent marks and punctuation.
- Please Choose -				

Cite: http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=2602141&

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Subject Pronoun (Ser)	Zaption Videos: Subject Pronouns and The Verb Ser	Students are to answer the following questions while watching the following two zaption videos (http://zapt.io/t9qkbbkq4) about subject pronouns and the verb “ser”. Zaption videos are short, interactive videos that pause occasionally with questions for students to check for understanding. Teachers are able to reuse these zaption videos but should first create their own account and save these zaption videos to their personal account to see student responses. Students answer questions about the video and their responses are saved for the teacher to review. If the teacher is unable to add video to their personal zaption gallery, the teacher should require students to record the answers to each question in the video on paper.	10 Minutes
Descriptions	Kahoot Game (Practice subject pronouns and the verb ser)	The teacher may use the following Kahoot game or create their own to practice subject pronouns and the verb ser. In order to use the below Kahoot game, the teacher will first need to create an account at create.kahoot.it . Then click on the link below. It may make you sign in again. Press play, and wait for students to sign in. Students log in at kahoot.it . Students compete against each other to answer the questions correctly before everyone else does. The teacher can print scores at the end of the game. Link: https://play.kahoot.it/#/k/98b32a69-7d4c-4603-9937-7528ef76cf6b	20 Minutes
Descriptions	20 Questions	Students get in pairs of two. Each student is provided with a picture of cartoon characters. The student’s partner will ask a maximum of 20 yes or no questions, using adjectives, in Spanish to figure out who their partner’s cartoon character is.	10-15 Minutes

Unit 4: Activities and Likes/Dislikes

Subject: MS Spanish

Grade: 7 or 8

Name of Unit: Activities and Likes and Dislikes

Length of Unit: 5 Weeks

Overview of Unit: This unit introduces infinitives and likes and dislikes vocabulary. Students will be able to share about their hobbies and whether they like/dislike an activity.

Priority Standards for unit:

- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - LI, 1.1a Ask and answer questions about very familiar topics.
 - LI, 1.1b Engage in common classroom interactions such as, greetings, stating needs and preferences.
 - LI, 1.1c Share likes and dislikes.
 - LI, 1.1d Exchange descriptions of people and places, in addition to products of the target culture.
- Students understand and interpret written and spoken language on a variety of topics
 - LI, 1.2a Identify people, places and things based on oral and written descriptions.
- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
 - LI, 1.3a Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.

Supporting Standards for unit:

- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - LI, 1.1e Use common social amenities such as please, thank you, excuse me.
- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
 - LI, 1.3b Prepare illustrated stories about activities or events and share them orally or in writing.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE-CREATIVE COMMUNICATOR.6.A - choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- ISTE-CREATIVE COMMUNICATOR.6.B - create original works or responsibly repurpose or remix digital resources into new creations.

- ISTE-CREATIVE COMMUNICATOR.6.C - communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- ISTE-CREATIVE COMMUNICATOR.6.D - publish or present content that customizes the message and medium for their intended audiences.
- TT.AB.D.7: Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
questions about very familiar topics	Ask	Remember	1
questions about very familiar topics	Answer	Remember	1
in common classroom interactions such as, greetings, stating needs and preferences	Engage	Apply	1
likes and dislikes	Share	Apply	2
descriptions of people and places, in addition to products of the target culture	Exchange	Apply	2
competencies previously introduced	Demonstrate	Remember	1
target language to acquire goods, services or information	Use	Apply	1
people, places and things based on oral and written descriptions	Identify	Remember	1
or retell familiar stories or personal narratives both orally and/or in writing using prompts	Tell	Apply	3
brief messages such as postcards, short letters or emails on very familiar topics	Write	Apply	3
understanding of contributions of target civilization to development of present-day information	Broaden	Apply	1

Essential Questions:

1. How do I communicate the idea of likes and dislikes?
2. How do the activities I like and don't like to do compare with activities of kids from Spanish speaking countries?

Enduring Understanding/Big Ideas:

1. Students will use the verb gustar to communicate the likes and dislikes of themselves and others.
2. Students will be able to share similarities and differences between activities, such as athletics, school activities, hobbies, food, etc. they like and activities of kids.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">• Infinitive	<ul style="list-style-type: none">• ¿Qué Te Gusta Hacer?-What Do You Like To Do?• Activity Phrases• Me Gusta, No Me Gusta-Likes/Dislikes

Resources for Vocabulary Development: Humback, Nancy, Sylvia Madrigal. Velasco, Ana Beatriz. Chiquito, Stuart Smith, and John McMiss. *¡Exprésate!: Spanish 1A*. Orlando, FL: Holt, Rinehart and Winston, 2006. Print. Also: notes, handouts, and quizlet.

Topic 1: Likes/Dislikes

Engaging Experience 1

Title: 4 Corners

Suggested Length of Time: 10-15 Minutes

Standards Addressed

Priority:

- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - LI, 1.1a Ask and answer questions about very familiar topics.
 - LI, 1.1b Engage in common classroom interactions such as, greetings, stating needs and preferences.
 - LI, 1.1c Share likes and dislikes.
 - LI, 1.1d Exchange descriptions of people and places, in addition to products of the target culture.
- Students understand and interpret written and spoken language on a variety of topics
 - LI, 1.2a Identify people, places and things based on oral and written descriptions.
- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
 - Tell or retell familiar stories or personal narratives both orally and/or in writing using prompts.

Supporting:

- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - LI, 1.1e Use common social amenities such as please, thank you, excuse me.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB.D.7: Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.

Detailed Description/Instructions: Students will be asked ¿Te gusta? questions. Students will move to the possible 4 corners labeled, Me encanta, Me gusta, No me gusta or Odio. The teacher will select one student per corner to answer the question using the likes/dislikes vocabulary.

Bloom's Levels: Remember

Webb's DOK: 1

Topic 2: Activities

Engaging Experience 1

Title: Speed Dating

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - LI, 1.1a Ask and answer questions about very familiar topics.
 - LI, 1.1b Engage in common classroom interactions such as, greetings, stating needs and preferences.
 - LI, 1.1c Share likes and dislikes.
 - LI, 1.1d Exchange descriptions of people and places, in addition to products of the target culture.

Supporting:

- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - LI, 1.1e Use common social amenities such as please, thank you, excuse me.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students are paired off. Students are given about 3 minutes with each partner to ask questions in the target language to get to know their partner (emphasis on likes and dislikes). Students write brief sentences based on the answers from their partner. Students look for and write about students with similar personalities and likes and dislikes to their own. After three minutes, students switch partners and start again.

Bloom's Levels: Apply, Analyze, Evaluate

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students will create a family presentation incorporating adjectives, age, likes/dislikes and activities. Students will choose two family members and themselves to present to the class. A visual must be present.

Rubric for Engaging Scenario:

CATEGORY	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Listens to Other Presentations	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.

Cite: http://rubistar.4teachers.org/index.php?screen=PrintRubric&rubric_id=2602110&no_return=1&

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Likes/Dislikes	4 Corners	Students will be asked ¿Te gusta? questions. Students will move to the possible 4 corners labeled, Me encanta, Me gusta, No me gusta or Odio. The teacher will select one student per corner to answer the question using the likes/dislikes vocabulary.	10-15 Minutes
Activities	Speed Dating	Students are paired off. Students are given about 3 minutes with each partner to ask questions in the target language to get to know their partner (emphasis on likes and dislikes). Students write brief sentences based on the answers from their partner. Students look for and write about students with similar personalities and likes and dislikes to their own. After three minutes, students switch partners and start again.	2 class periods

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.