Summit Public Schools
Summit, New Jersey
Content Area: Conversational Spanish 2
Grades 10, 11, 12
Length of Course: (Full Year)

Overview:

This is the continuation of Conversational Spanish 1. This course is designed to promote confidence in communicative survival skills and to enable students to feel comfortable engaging in a basic day-to-day conversation with each other and native speakers. Students will be able to virtually travel to Spanish-speaking countries and learn to navigate through them by reading age and level appropriate articles, ads, menus. Through the use of videos and movies, students will learn the cultural differences that separate their culture with the one of the target language as well as appreciate the many similarities that unite both cultures.

Some of the big ideas that the students will be exposed to are:
Daily Routine
Food
Holidays
Health
House
City Life

Unit 1: La rutina diaria
¿Qué haces todos los días al levantarte?

Big Ideas: *Course Objectives/Content Statement(s)*

- In this unit, students will learn how to describe their daily routine and talk about personal hygiene. Students will use reflexive verbs the actions taken to get themselves ready on a daily basis.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How do people describe their daily routine? • What are some special customs from the Spanish speaking world that are not customary in the United States (las siesta, las tapas, etc.)? • What are the similarities and differences between reflexive and non-reflexive verbs?	**Students will understand that:** • they have to use reflexive verbs in order to describe their daily routine and those of others. • by using adverbs of time, they will be able to create a sequence to their story telling. • people's routines vary depending on their environment and their customs -- mate in Argentina, siestas in Spain and Mexico, tapas in Spain.

Areas of Focus: Proficiencies
(New Jersey Student Learning Standards)

Students will:
Interpretive

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

Interpersonal

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

Presentational

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Career-Ready Practices

- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Apply appropriate academic and technical skills.
- CRP3: Attend to personal health and financial well-being.
- CRP4: Communicate clearly and effectively and with reason.
- CRP5: Consider the environmental, social and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7: Employ valid and reliable research strategies.
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using cultural global competence.

Differentiation	Assessments
Interdisciplinary Connections ● Students will learn cultural differences such as tapas, mate and siesta. **Technology Integration** ● Google Voice -- conversations about daily routines to discuss the sequence of their activities ● Google Classroom -- homework assignments -- listening prompts ● YouTube -- beauty product commercials	Instructional Focus: In the target language students will: ● talk, read and write about their daily routine. ● Learn and practice terms related to daily routine. ● Use reflexive verbs to describe what they and other do on a daily basis. SAMPLE ASSESSMENTS: *Formative* ● Contextual vocabulary and grammatical quizzes

- Google Calendar
  -- Create a calendar of their daily activities to share to class

Global Perspectives

- Talk about daily routines in other countries.
- Compare and contrast daily routines between native and target cultures.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodatio	**Interventions**	**Modifications**

    - Quizzes should include a variety of forms (multiple choice, true or false)
- Directed skits
- Using Google Voice, students can record a dialogue about siblings compromising for bathroom use.

Summative

- IPA
    - After reading some examples, students will write a blog about a celebrity's daily life and present it to class.

INSTRUCTIONAL STRATEGIES:

Interpretive:

- Read *La farmacia Nuevo Sol* and answer T/F comprehension questions.
- Read *La siesta* and answer comprehension questions.
- Watch ads for *Asepxia* and have students summarize the ads.

Interpersonal:

- Play vocabulary games
    - Kahoot
    - Information GAP activities.
    - Surveys
- Interview other students about their own routine and create a google calendar of their daily routines for weekdays and weekends and share them in class.
- Play a game of *10 preguntas*, where one student volunteers while others get a chance to ask about his/her personal routine.
- Name daily routine activities and have students list all the words that they can associate with each activity

Presentational:

- In pairs, students will write and act out a brief skit. Tell them that they are roommates who are trying to get ready for the morning in the house.
- Students will describe daily routines in their families.
- Students will prepare short TV commercials about beauty or hygiene products to show to the class.

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Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

(SEE ATTACHED FILE FOLDER)

Unit 2: La comida
¿Dónde y qué te gusta comer?

Big Ideas: *Course Objectives/Content Statement(s)*

- In this unit, students will learn how to order food in a restaurant and talk about and describe food and its ingredients.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● How do food choices and preferences reflect a person's culture? ● How does food vocabulary vary from country to country? ● What does the culture of meal times tell us about Hispanic culture? ● How can I order food at a restaurant in a Spanish-speaking country? ● How can I replace a direct object noun without repeating the word? ● How can I compare the flavor of my native food to the one in Spanish speaking countries?	**Students will understand that:** ● the vocabulary related to food. ● how to order a meal in a restaurant using verbs such as querer or preferir.. ● mealtimes are different in spanish-speaking countries. ● the use of direct object nouns can be used to replace the subject to avoid repetition. ● más...que, tanto...como, mejor/peor can be use to indicate which of two people or things has a lesser, equal or greater degree of quality.

Areas of Focus: Proficiencies
(New Jersey Student Learning Standards)

Students will:

Interpretive

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- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
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Interpersonal

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Presentational

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Career-Ready Practices

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- CRP9: Model integrity, ethical leadership and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using cultural global competence.

Differentiation	Assessments
Interdisciplinary Connections ● Foods and Consumer Economics: Students will learn about fruits and vegetables native to the Americas. ● History of Indigenous Communities: Students will learn the many English words that are currently used to describe foods that have been inherited from the Mayans, the Aztecs and the Incas.	Instructional Focus: In the target language students will: ● talk, read and write about food to describe what they eat for breakfast, lunch and dinner. ● discuss a healthy, balanced diet and their own eating habits.

Technology Integration

- Comic Strip
  -- Students can create a conversation between a waiter and a customer
- Pages
  --Students can create a Yelp review of a restaurant
- Google Classroom
  -- homework assignments
  -- listening prompts

Global Perspectives

- Talk about meal habits in other Spanish-speaking countries
- Compare and contrast foods and meal habits between native and target cultures

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors

- use the verbs *querer, preferir, gustar encantar* to discuss eating habits
- use the verb *deber* to recommend diet or make suggestions.
- learn to order food and ask for the check.
- learn to compare flavors, sizes, prices and amounts.

SAMPLE ASSESSMENTS:

Formative

- Contextual vocabulary and grammatical quizzes
  - Quizzes should include a variety of forms (multiple choice, true or false)
- Directed skits -- Have a scene where one student plays the waiter while the other one plays the customer.
- Google Voice responses and dialogues about meals and food where one student tells the other one what he/she should eat for a specific meal or to keep on a specific diet plan .
- Write a short composition about what they eat for Thanksgiving or Christmas.

Summative

- IPA
  - Do research about one of the many food festivals in a Spanish-speaking country (la feria del maíz, feria de la carne, etc.) and prepare a food booth.

<u>INSTRUCTIONAL STRATEGIES:</u>

Interpretive:

- Read *Frutas y verduras de América* and answer T/F comprehension questions.
- Read a menu and answer T/F comprehension questions.
- Watch *Sopas Roa* commercials and order chronologically the statements given.
- Watch *Tortilla Soup.* A movie about Mexican food and the relationship between a father and his three daughters.

Interpersonal:

- Play vocabulary games
  - Kahoot

Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

  - GAP activities.
  - Surveys.
- With pictures of a supermarket, students will ask each other if given statements are true or false according to the picture. Ex: El hombre compra una banana
- Students will give each other descriptions of meals, while others have to guess what meal it is. For example: Esta comida tiene, carne, lechuga, tomate, tortillas = TACOS!
- Students will play a game of continuous narration where one student begins with voy a preparar… tiene…
- Students will use a menu and discuss what they would order

Presentational:

- In pairs, students will write and act out a brief skit. Students will represent a restaurant scene where one plays the customer and the other plays the waiter.
- Students will describe pictures of people eating different things at different times.
- Students will create a dinner menu featuring their favorite dishes, including a list of ingredients.
- Students will write a "crítica culinaria" about a Latino restaurant of their choice.

Recommended Texts to Support Unit:

(SEE ATTACHED FILE FOLDER)

Unit 3: Las fiestas
¿Qué y cuándo celebras?

Big Ideas: *Course Objectives/Content Statement(s)*

- In this unit, students will learn terms for parties and celebrations, words for stages of life and personal relationships and cultural differences between celebrations in the Spanish-speaking world and the United States.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How do people talk about celebrations? • How does culture influence our values and beliefs? • What are some traditional celebrations in the Spanish-speaking world? • What role does culture play in how we celebrate events? • How do I describe my childhood celebrations?	**Students will understand that:** • the vocabulary related to holidays and celebrations. • words for stages of life and personal relationships • the use of the preterite tense to describe childhood celebrations in the past

Areas of Focus: Proficiencies
(New Jersey Student Learning Standards)

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Interpretive

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Interpersonal

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Presentational

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Career-Ready Practices

- CRP1: Act as a responsible and contributing citizen and employee.
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- CRP5: Consider the environmental, social and economic impacts of decisions.
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- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using cultural global competence.

Differentiation	Assessments
Interdisciplinary Connections ● Social Studies - Students will learn about patriotic celebrations in Spanish-speaking countries. **Technology Integration** ● Google Slides --create a slideshow for a famous Latin American holiday ● We Video --create video for USA's patriotic holidays following the example from Chile ● Google Voice -- conversations about holidays and celebrations	Instructional Focus: In the target language students will: ● talk, read and write about parties, holidays and celebrations. ● learn and practice terms related to holidays and celebrations. ● learn to describe their childhood celebrations SAMPLE ASSESSMENTS: *Formative* ● Contextual vocabulary and grammatical quizzes

- Google Classroom
  -- homework assignments
  -- listening prompts

Global Perspectives

- Talk about patriotic celebrations in Spanish-speaking countries.
- Compare and contrast a Sweet 16 with a Quinceañero.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

  - Quizzes should include a variety of forms (multiple choice, true or false)
- Directed skits -- students can create a scene about two students planning a surprise birthday party for a friend.
- Students can bring a photo of a celebration and create an Instagram post while other students can comment.

Summative

- IPA
  - create a commercial similar to the one for Chilevision but that includes important holidays in the United States.

<u>INSTRUCTIONAL STRATEGIES:</u>

Interpretive:

- read *Semana Santa: Vacaciones y tradición* and answer T/F comprehension questions.
- read *Página social* and answer T/F comprehension questions.
- watch two commercials for Chile's Fiestas Patrias and write a list of all holidays described in videos.
- Read invitations and decide what type of event it is for.

Interpersonal:

- Play vocabulary games
  - Kahoot
  - GAP activities
  - Surveys.
- Students will ask each other about their own birthday parties when they were young children.
- Students will play three truths one false and write four activities that they used to do when they were little and try to figure out what the lie is.

Presentational:

- Students will research and present one of the Semana Santa celebrations on the Internet and will include typical activities that take place that week.
- Students will research and plan a trip to a festival and write a short explanation on why they want to visit

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

that particular festival, how they will get there and present an itinerary.

- Students will write a short essay about how they celebrated a special birthday as young children.

Recommended Texts to Support Unit:

(SEE ATTACHED FILE FOLDER)

Unit 4: En el consultorio
¿Cómo te sientes?

Big Ideas: *Course Objectives/Content Statement(s)*

- In this unit, students will learn names of parts of the body, health-related terms, medical-related vocabulary. They will also be able to talk about health and medical conditions.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How do I communicate medical related topics in Spanish? • How does our healthcare system in the United States compare to health care systems in other Spanish-speaking countries? • How do I narrate a past event in Spanish?	**Students will understand that:** • that the preterite tense in Spanish is used to narrate events in the past. • the health care services in Spanish speaking countries are different and less costly than those in the United States • there are alternative medicines in Spanish speaking countries such as herbal medicine and shamans.

Areas of Focus: Proficiencies
(New Jersey Student Learning Standards)

Students will:
Interpretive

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- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

Interpersonal

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
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- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

Presentational

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Career-Ready Practices

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- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using cultural global competence.

Differentiation	Assessments
Interdisciplinary Connections ● Compare and contrast remedios caseros from Spanish-speaking countries and the US. ● Talk about the differences in health care between Spanish-speaking countries and the US. **Technology Integration** ● We Video -- create a PSA for an illness ● Comics --create dialogue between a doctor and a patient ● Google Voice -- conversations about health	Instructional Focus: In the target language students will: ● talk, read and write about health and medical conditions. ● use the vocabulary related to body parts and health to describe medical conditions, symptoms and illness and preventative measures ● be able to discuss their medical condition with a doctor or a nurse ● learn to narrate a health problem in the past SAMPLE ASSESSMENTS:

- Google Classroom
  -- homework assignments
  -- listening prompts

Global Perspectives

- Talk about remedios caseros from Spanish-speaking countries and compare them to those in the US.
- Talk about the differences in health care between Spanish-speaking countries and the US.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Formative

- Contextual vocabulary and grammatical quizzes
  - Quizzes should include a variety of forms (multiple choice, true or false)
- Play a game of *Simón Dice* to practice body parts.
- Have students describe aliens to each other while the other one draws it. For example, *mi extraterrestre tiene dos cabezas, cuatro brazos, etc.*
- Directed skits, -- scene where one student is the doctor while the other one is the patient.
- Google Voice responses and dialogues -- students can answer the question ¿Qué debo hacer si tengo gripe? or they can have a conversation giving each other recommendations for ailment.
- Short compositions to describe their health and medical conditions.

Summative

- IPA
  - create a public service ad for the medical association of their choice.

<u>INSTRUCTIONAL STRATEGIES:</u>

Interpretive:

- Read *Curanderos y chamanes* and answer T/F comprehension questions.
- Read *La medicina en Cuba* and answer T/F comprehension questions.
- Watch *Ma ma*, a movie about a breast cancer survivor in Spain or *Camino*, a movie about the cancer fight of a child.

Interpersonal:

- Play vocabulary games
  - Kahoot
  - GAP activities
  - Surveys.
- Students will play *20 preguntas* in which one student volunteers to be a body part and the other tries to use verbs to guess what body part it is.
- Students will talk about doctors that they used to visit and select the best and worst experience in each group.

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
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Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Presentational:

- Students will answer the question: ¿Qué hacías cuando tenías gripe de niño?
- Write a story about an accident or medical problem that occurred to you in the past.
- Write and present a skit in which a foreign tourist in a Spanish-speaking country goes to the emergency room with an injury.

Recommended Texts to Support Unit:

(SEE ATTACHED FILE FOLDER)

Unit 5: La vivienda
¿Dónde vives?

Big Ideas: *Course Objectives/Content Statement(s)*

- In this unit, students will learn how to welcome people to their home, describe their house or apartment, talk about household chores and give directions.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● Where do I live? ● What role do I play in my family? ● How do I tell people what to do?	**Students will understand that:** ● the terms of parts of a house. ● names of common household objects. ● terms of household chores. ● in Spanish we use formal commands to give instructions.

Areas of Focus: Proficiencies
(New Jersey Student Learning Standards)

Students will:

Interpretive

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

Interpersonal

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

Presentational

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Career-Ready Practices

- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Apply appropriate academic and technical skills.
- CRP3: Attend to personal health and financial well-being.
- CRP4: Communicate clearly and effectively and with reason.
- CRP5: Consider the environmental, social and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7: Employ valid and reliable research strategies.
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using cultural global competence.

Differentiation	Assessments
Interdisciplinary Connections ● Students will learn about architecture in Spanish-speaking countries as well as Moor legacy in the house design. **Technology Integration** ● Google Slides -- Present the house found for the IPA project. ● We Video -- Do a DIY video and present it to class. ● Google Voice -- conversations about parts of the house, household objects and chores ● Google Classroom -- homework assignments -- listening prompts	Instructional Focus: In the target language students will: ● locate the main parts of the house and name its objects ● talk, read and write about parts of a house and common household objects. ● learn and practice terms related to household chores. ● write lease agreement ● compare and contrast the different architecture styles between the target cultures ● learn to give directions and tell people what to do. SAMPLE ASSESSMENTS: *Formative*

Global Perspectives

- Talk about the importance of the patio interior in Spanish-speaking countries.
- Talk about the differences in architecture between Spanish-speaking countries and the US.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**

- Contextual vocabulary and grammatical quizzes
  - Quizzes should include a variety of forms (multiple choice, true or false)
- Directed skits -- one student plays the realtor while the other plays the customer
- Google Voice responses -- Respond to the question - *¿Cómo es tu casa ideal?*
- Google Voice dialogues -- One student asks the other student to tell him/her about his/her household chore responsibilities.
- Short compositions to describe house, household objects and household chores.

Summative

- IPA
  - Using the Internet, students will need to find a house/condo/apartment that will house the family that was given within the budget provided.

<u>INSTRUCTIONAL STRATEGIES:</u>

Interpretive:

- Read *El patio central* and answer T/F comprehension questions.
- Read *Las islas flotantes del Lago Titiaca* and answer T/F comprehension questions.
- Read *Las casas de Pablo Neruda* and answer comprehension questions.
- Read different real estate ads.

Interpersonal:

- Play vocabulary games
  - Kahoot
  - GAP activities
  - Surveys.
- Students will interview each other about their dream house.
- With pictures of houses (exterior only), have students describe what they imagine the interiors to be like to each other.
- TPR: Students will give commands and point to a students to perform the appropriate gesture.

Presentational:

- Students will describe the pictures of rooms given.

Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

- Have the class label various parts of the classroom with the names of rooms one would typically find in a house. Then, students will work in small groups to write a skit about a family that is cleaning up the house in preparation for a dinner party.
- Students will research the floating islands of Lake Titicaca and make a poster or collage.
- Students will write *un contrato de arrendamiento* where they have to prepare a contract between the owner and the renter and tell them what they can and they cannot do during the time of lease.

Recommended Texts to Support Unit:

(SEE ATTACHED FILE FOLDER)