

POMPTON LAKES SCHOOL DISTRICT

# SPANISH III HONORS

## COURSE OF STUDY

Submitted by M. Castro

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PL BOE Approval, 6/11/19

Unit 1 Overview	
<b>Content Area:</b>	World Languages
<b>Unit Title:</b>	A Train Trip
<b>Target Proficiency Level:</b> Intermediate-Mid Language Learner (For an understanding of this proficiency level, see the <a href="#">2014 World Languages Standard document</a> .)	
<b>Unit Summary:</b> In this unit, students seek to learn the conjugations and meanings of irregular verbs in the preterite tense. Students review how to use the preterite tense appropriately and its practical use in everyday conversations through the creation of dialogs. They then learn to communicate in both the oral and written forms using these skills. While mastering these concepts, they explore vocabulary related to train travel. Students further their reading comprehension skills by reading and discussing passages related to the vocabulary topics at hand.	
<b>Primary interdisciplinary connections:</b> Language Arts	
<b>21<sup>st</sup> century themes:</b> Global Awareness	
<b>Unit Rationale:</b> Obtaining and providing information about unit topics allows students to engage in real-life conversations. Learning how to speak about past events or activities enables students to speak and write on a more advanced level. Use of presented vocabulary and grammar structures strengthen reading, writing, listening, and speaking skills.	
Learning Targets	
<b>Standard 7.1:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
<b>Strands: A – Interpretive Mode, B – Interpersonal Mode and C – Presentational Mode</b>	
<b>Related Cultural Content Statements</b>	
<ul style="list-style-type: none"> <li>• The study of another language and culture deepens understanding of where and how people live and why events occur.</li> <li>• Current trends and issues influence popular culture.</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.				
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.				
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.				
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.				
7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience				
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.				
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.				
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials.				
7.1.IM.C.5	Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.				
<table border="1"> <tr> <td> <p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do you purchase a train ticket and request information about arrival, departure, etc.?</li> <li>• What expressions are useful for a person traveling by train?</li> <li>• How do you discuss past activities?</li> <li>• How do you conjugate irregular verbs in the preterite tense?</li> </ul> </td> <td> <p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Travel breeds the opportunity to further explore another language and its surrounding culture.</li> <li>• Forming simple questions serves as a building block for communicating in a foreign language.</li> <li>• Communicating in a foreign language on a basic level can be accomplished through the use of fundamental expressions and grammatical structures.</li> </ul> </td> </tr> </table>		<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do you purchase a train ticket and request information about arrival, departure, etc.?</li> <li>• What expressions are useful for a person traveling by train?</li> <li>• How do you discuss past activities?</li> <li>• How do you conjugate irregular verbs in the preterite tense?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Travel breeds the opportunity to further explore another language and its surrounding culture.</li> <li>• Forming simple questions serves as a building block for communicating in a foreign language.</li> <li>• Communicating in a foreign language on a basic level can be accomplished through the use of fundamental expressions and grammatical structures.</li> </ul>		
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<p><b>Unit Learning Targets</b>  <i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Use expressions related to train travel</li> <li>• Use the irregular preterite to talk about past events or activities</li> <li>• Use the language to purchase a train ticket and request additional travel info</li> <li>• Discuss an interesting train trip in Spain and in Peru</li> </ul>					
<b>Evidence of Learning</b>					
<p><b>Summative Assessment:</b> Integrated Performance Assessment (7 days)  Students will create a picture book, detailing a train trip. The story will take place in the past tense and use irregular preterite conjugations. Chapter vocabulary will also be incorporated into the story. Each page will contain an illustration as well. Students will present completed stories to the class.</p> <p><b>Equipment needed:</b> Textbook, computer, text readings</p> <p><b>Teacher Resources:</b> Buen Viaje Textbook, Rubric for grading, Projector, Internet Access</p> <table border="0"> <tr> <td><b>Formative/Benchmark Assessments:</b></td> <td><b>Alternative Assessments:</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• Unit Test</li> <li>• Interpretive reading &amp; listening tasks</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Compositions</li> <li>• Review games</li> </ul> </td> </tr> </table>		<b>Formative/Benchmark Assessments:</b>	<b>Alternative Assessments:</b>	<ul style="list-style-type: none"> <li>• Unit Test</li> <li>• Interpretive reading &amp; listening tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Compositions</li> <li>• Review games</li> </ul>
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- Quizzes on grammar and vocabulary
- Student-to-student conversations
- Reading comprehension exercises
- Skits and dialogs

**Lesson Plans**

<b>Lesson</b>	<b>Timeframe</b>
<a href="#"><u>Lesson 1</u></a> Vocabulary Acquisition & Contextual Practice– In the Train Station	5 days
<a href="#"><u>Lesson 2</u></a> Hacer, querer, and venir in the preterite Other irregular verbs in the preterite Decir in the preterite	8 days
Lesson 3 Listening Comprehension	1 day
Lesson 4 Chapter Review	2 days
Lesson 5 Chapter Test	1 day

**Teacher Note:**

These lessons build upon previously learned vocabulary and grammatical structures from the prior year. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts.

Unit 2 Overview	
<b>Content Area:</b>	World Languages
<b>Unit Title:</b>	In a Restaurant
<b>Target Proficiency Level:</b> Intermediate-Mid Language Learner (For an understanding of this proficiency level, see the <a href="#">2014 World Languages Standard document</a> .)	
<b>Unit Summary:</b> In this unit students learn how to identify a variety of foods and eating utensils in the target language. Using basic grammatical structures, students learn how to order food and beverages at a restaurant. Students also learn how to make a reservation at a restaurant. Grammatically, students learn how to talk about present and past events using various stem-changing verbs. Through a variety of learning materials and activities students begin to further develop their reading, writing, and speaking skills in the target language. Culturally, students learn about some cuisines of the Hispanic world.	
<b>Primary interdisciplinary connections:</b> Language Arts	
<b>21<sup>st</sup> century themes:</b> Global Awareness	
<b>Unit Rationale:</b> Acquiring the ability to use the present and preterite tenses of stem-changing verbs allows students to more easily narrate in the present and the past. Vocabulary and verbs that can be used at a restaurant provide students with tools needed to speak to a restaurant server. Putting students in real-life situations makes learning more accessible. Understanding that Hispanic cuisine is diverse and varied provides students with relatable cultural insights.	
Learning Targets	
<b>Standard 7.1:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
<b>Strands: A – Interpretive Mode, B – Interpersonal Mode and C – Presentational Mode</b>	
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<p><b>Unit Learning Targets</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Order food and beverages at a restaurant</li> <li>• Identify eating utensils and dishes</li> <li>• Identify a variety of foods</li> <li>• Make a reservation at a restaurant</li> <li>• Talk about past and present events</li> <li>• Conjugate stem-changing verbs in the present and preterite</li> <li>• Describe some cuisines of the Hispanic world</li> </ul>			
<b>Evidence of Learning</b>			
<p><b>Summative Assessment:</b> Integrated Performance Assessment (7 days)</p> <p>Students will pick a Spanish-speaking country to research. Part of the research will entail choosing a recipe authentic to their country and preparing the dish for an in-class cultural celebration. Students will create a poster detailing interesting facts about their country and will present the poster to the class as well. Students will also be evaluated by creating and acting out dialogs, writing compositions, and through written and listening comprehension tests.</p> <p><b>Equipment needed:</b> Textbook, computer, text readings, projector</p> <p><b>Teacher Resources:</b> Buen Viaje Text, Rubric for grading, Textbook computer resources, Hispanic music</p> <p><b>Formative/Benchmark Assessments:</b> <span style="float: right;"><b>Alternative Assessments:</b></span></p>			

- Unit Test
- Interpretive reading & listening tasks
- Quizzes on grammar and vocabulary
- Student-to-student conversations
- Compositions
- Review games
- Reading comprehension exercises
- Skits and dialogs
- Country project

**Lesson Plans**

<b>Lesson</b>	<b>Timeframe</b>
<a href="#"><u>Lesson 1</u></a> Vocabulary Acquisition and Contextual Practice	3 days
<a href="#"><u>Lesson 2</u></a> Stem-Changing Verbs in the Preterite	4 days
<a href="#"><u>Lesson 3</u></a> Stem-Changing Verbs in the Present	3 days
Lesson 4 Creation and Performance of Dialogs	2 days
Lesson 5 Compositions	1 day
Lesson 6 Reading Comprehension	1 day
Lesson 7 Chapter Test	1 day

**Teacher Note:**

These lessons build upon previously learned vocabulary and grammatical structures from the prior year and chapters. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts.

Unit 3 Overview	
<b>Content Area:</b>	World Languages
<b>Unit Title:</b>	Telecommunications
<b>Target Proficiency Level:</b> Intermediate-Mid Language Learner (For an understanding of this proficiency level, see the <a href="#">2014 World Languages Standard document</a> .)	
<b>Unit Summary:</b> In this unit, students will learn to talk about computers, e-mail, the Internet and social media. They will also learn how to send a fax and make a telephone call in a Spanish-speaking country. Students will learn the formation and uses of the imperfect tense. The cultural focus of the unit is on a comparison of telephone service of yesterday and today in the Spanish-speaking world and on modern telecommunications technology.	
<b>Primary interdisciplinary connections:</b> Language Arts <b>21<sup>st</sup> century themes:</b> Global Awareness	
<b>Unit Rationale:</b> Students will gain confidence in speaking the language through discussing familiar topics. A new past tense enables students to speak on an elevated level. Being able to obtain information, express opinions, and participate in conversations provides students with the opportunity to strengthen their speaking, reading, and writing skills.	
Learning Targets	
<b>Standard 7.1:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
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7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.		
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<p><b>Unit Learning Targets</b>  <i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Describe the parts of a computer</li> <li>• Tell how to use a computer</li> <li>• Have a telephone conversation in Spanish</li> <li>• Talk about past actions and descriptions using the imperfect tense</li> <li>• Discuss the role of telecommunications technology in the Hispanic world</li> </ul>			
<b>Evidence of Learning</b>			
<p><b>Summative Assessment:</b> Integrated Performance Assessment (7 days)  Students are evaluated by creating and acting out original dialogs, writing compositions, and written and listening comprehension tests.</p> <p><b>Equipment needed:</b> Textbook, computer, text readings, projector, internet access, internet sources providing information/video clips on Hispanic athletes</p> <p><b>Teacher Resources:</b> Buen Viaje Textbook, Rubric for grading, supplemental materials.</p> <table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Formative/Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit Test</li> <li>• Interpretive reading &amp; listening tasks</li> <li>• Quizzes on grammar and vocabulary</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Compositions</li> <li>• Review games</li> <li>• Reading comprehension exercises</li> </ul> </td> </tr> </table>		<p><b>Formative/Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit Test</li> <li>• Interpretive reading &amp; listening tasks</li> <li>• Quizzes on grammar and vocabulary</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Compositions</li> <li>• Review games</li> <li>• Reading comprehension exercises</li> </ul>
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- Student-to-student conversations

- Skits and dialogs

### Lesson Plans

Lesson	Timeframe
<a href="#">Lesson 1</a> Telephone/Computer Vocabulary Acquisition and Contextual Practice	5 days
<a href="#">Lesson 2</a> Conjugating Regular Verbs in the Imperfect	5 days
<a href="#">Lesson 3</a> Irregular Verbs Ser & Ir in the Imperfect	2 days
<a href="#">Lesson 4</a> Uses of the Imperfect	5 days
<a href="#">Lesson 5</a> Conversation	1 day
Lesson 6 Composition	2 days
Lesson 7 Chapter Review	2 days
<a href="#">Lesson 8</a> Chapter Test	1 day

**Teacher Note:**

These lessons build upon previously learned vocabulary and grammatical structures from the prior year and chapters. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts.

Unit 4 Overview	
<b>Content Area:</b>	World Languages
<b>Unit Title:</b>	Shopping
<b>Target Proficiency Level:</b> Intermediate-Mid Language Learner (For an understanding of this proficiency level, see the <a href="#">2014 World Languages Standard document</a> .)	
<b>Unit Summary:</b> In this unit students learn about shopping for clothing and jewelry, as well as about grocery shopping in different types of markets. Students will learn the difference between the preterite and the imperfect, how to express feelings in the past, and how to talk in general terms using the passive voice. The cultural focus of the chapter is on grocery shopping in the Spanish-speaking world.	
<b>Primary interdisciplinary connections:</b> Language Arts, 21 <sup>st</sup> Century Life and Careers <b>21<sup>st</sup> century themes:</b> Global Awareness	
<b>Unit Rationale:</b> Students broaden their conversational abilities by being able to express feelings in the past as well as to speak in general terms. Basic grammatical structures and added vocabulary will allow students to obtain and provide information and engage in conversations in shopping situations. Through a variety of learning materials and activities students begin to further develop their reading, writing, and speaking skills in the target language.	
Learning Targets	
<b>Standard 7.1:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
<b>Strands: A – Interpretive Mode, B - Interpersonal Mode and C – Presentational Mode</b>	
<b>Related Cultural Content Statements</b>	
<ul style="list-style-type: none"> <li>• The study of another language and culture deepens understanding of where and how people live and why events occur.</li> <li>• Current trends and issues influence popular culture.</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.		
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.		
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.		
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.		
7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience		
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do you shop for apparel and food in Spanish-speaking countries?</li> <li>• How do you ask for the quantities and sizes you want?</li> <li>• How do you find out prices?</li> <li>• How do you talk about different types of past actions?</li> <li>• How do you talk in general terms about what is done?</li> <li>• When is the imperfect used versus the preterite?</li> <li>• How do you form the passive voice?</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Basic vocabulary and expressions enable one to communicate while shopping in a Spanish-speaking country.</li> <li>• The proper use of two distinct past tenses is an intricate component of Spanish grammar.</li> <li>• Shopping practices differ depending on country and culture.</li> </ul> </td> </tr> </table>		<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do you shop for apparel and food in Spanish-speaking countries?</li> <li>• How do you ask for the quantities and sizes you want?</li> <li>• How do you find out prices?</li> <li>• How do you talk about different types of past actions?</li> <li>• How do you talk in general terms about what is done?</li> <li>• When is the imperfect used versus the preterite?</li> <li>• How do you form the passive voice?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Basic vocabulary and expressions enable one to communicate while shopping in a Spanish-speaking country.</li> <li>• The proper use of two distinct past tenses is an intricate component of Spanish grammar.</li> <li>• Shopping practices differ depending on country and culture.</li> </ul>
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<p><b>Unit Learning Targets</b>  <i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Shop for apparel and food in Spanish</li> <li>• Ask for quantities and sizes</li> <li>• Find out prices</li> <li>• Talk about different past actions by appropriately using the preterite and imperfect</li> <li>• Use the passive voice to talk in general terms about what is done</li> <li>• Talk about shopping practices in Spanish-speaking countries</li> </ul>			
<b>Evidence of Learning</b>			
<p><b>Summative Assessment:</b> Integrated Performance Assessment (7 days)  Students are evaluated by creating and acting out original dialogs, writing compositions, and written and listening comprehension tests.</p> <p><b>Equipment needed:</b> Textbook, computer, text readings, projector</p> <p><b>Teacher Resources:</b> Buen Viaje Textbook, Rubric for grading, Internet, Textbook computer resources</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Formative/Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit Test</li> <li>• Interpretive reading &amp; listening tasks</li> <li>• Quizzes on grammar and vocabulary</li> <li>• Student-to-student conversations</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Compositions</li> <li>• Review games</li> <li>• Reading comprehension exercises</li> <li>• Skits and dialogs</li> </ul> </td> </tr> </table>		<p><b>Formative/Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit Test</li> <li>• Interpretive reading &amp; listening tasks</li> <li>• Quizzes on grammar and vocabulary</li> <li>• Student-to-student conversations</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Compositions</li> <li>• Review games</li> <li>• Reading comprehension exercises</li> <li>• Skits and dialogs</li> </ul>
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Lesson Plans	
Lesson	Timeframe
<a href="#">Lesson 1</a> Vocabulary Acquisition and Contextual Practice – Clothing and Food Stores	4 days
<a href="#">Lesson 2</a> Uses of the Preterite vs. Uses of the Imperfect	7 days
<a href="#">Lesson 3</a> Two Actions in One Sentence	2 days
Lesson 4 Verbs Like Querer and Creer in the Past	1 day
Lesson 5 The Passive Voice with se	2 days
Lesson 6 Reading Comprehension	1 day
Lesson 7 Children’s Stories	5 days
Lesson 8 Chapter Review	2 days
Lesson 9 Chapter Test	1 day
<p><b>Teacher Note:</b> These lessons build upon previously learned vocabulary and grammatical structures from the prior year and chapters. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts.</p>	

Unit 5 Overview	
<b>Content Area:</b>	World Languages
<b>Unit Title:</b>	Pastimes and Hobbies
<b>Target Proficiency Level:</b> Intermediate-Mid Language Learner (For an understanding of this proficiency level, see the <a href="#">2014 World Languages Standard document</a> .)	
<b>Unit Summary:</b> In this chapter students learn to talk about their favorite indoor leisure activities as well as activities in a park. In addition to learning the formation of the future tense, students will learn how to compare people and things. The cultural focus of the chapter is on typical park activities and pastimes in the Spanish-speaking world. Students further learn to communicate in both the oral and written forms using these newly acquired skills and vocabulary.	
<b>Primary interdisciplinary connections:</b> Language Arts, 21 <sup>st</sup> -Century Life and Careers <b>21<sup>st</sup> century themes:</b> Global Awareness	
<b>Unit Rationale:</b> Students further their language skills in learning the future tense as well as how to compare people and things. Students appreciate the real life applications of the world language as they learn about leisure time activities.	
Learning Targets	
<b>Standard 7.1:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
<b>Strands: A - Interpretive Mode, B - Interpersonal Mode and C - Presentational Mode</b>	
<b>Related Cultural Content Statements</b>	
<ul style="list-style-type: none"> <li>• The study of another language and culture deepens understanding of where and how people live and why events occur.</li> <li>• Current trends and issues influence popular culture.</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.		
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.		
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.		
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.		
7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience		
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.		
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<p><b>Unit Learning Targets</b>  <i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Talk about popular hobbies and games</li> <li>• Talk about activities in the park</li> <li>• Give details about location</li> <li>• Talk about what will happen in the future</li> <li>• Compare objects and people</li> <li>• Describe favorite pastimes</li> <li>• Talk about pastimes in Spanish-speaking countries</li> </ul>			
Evidence of Learning			
<p><b>Summative Assessment:</b> Integrated Performance Assessment (4 days)  Students are evaluated by creating and acting out original dialogs, writing guided essays, written and listening comprehension tests.</p> <p><b>Equipment needed:</b> Textbook, computer, projector, text readings, internet access, CD player, Spanish music</p> <p><b>Teacher Resources:</b> Buen Viaje textbook and supplemental materials</p> <table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Formative/Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit Test</li> <li>• Interpretive reading &amp; listening tasks</li> <li>• Quizzes on grammar and vocabulary</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Reading comprehension exercises</li> <li>• Skits and dialogs (written work and oral presentations)</li> </ul> </td> </tr> </table>		<p><b>Formative/Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit Test</li> <li>• Interpretive reading &amp; listening tasks</li> <li>• Quizzes on grammar and vocabulary</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Reading comprehension exercises</li> <li>• Skits and dialogs (written work and oral presentations)</li> </ul>
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- Student-to-student conversations
- Compositions
- Review games
- Interviews
- Discussions

**Lesson Plans**

<b>Lesson</b>	<b>Timeframe</b>
<u>Lesson 1</u> Vocabulary Acquisition and Contextual Practice – Pastimes, Hobbies, and the Park	5 days
<u>Lesson 2</u> Future of Regular Verbs	5 days
<u>Lesson 3</u> Comparative and Superlative	5 days
<u>Lesson 4</u> Creation and Performance of Original Dialogues	3 days
<u>Lesson 5</u> Compositions	2 days
<u>Lesson 6</u> Reading Comprehension	2 days
<u>Lesson 7</u> Chapter Review	2 days
<u>Lesson 8</u> Chapter Test	2 days

**Teacher Note:**

These lessons build upon previously learned vocabulary and grammatical structures from the prior year and chapters. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts.



### Unit 6 Overview

**Content Area:** World Languages

**Unit Title:** The Hotel

**Target Proficiency Level:** Intermediate-Mid Language Learner

(For an understanding of this proficiency level, see the [2014 World Languages Standard document](#).)

**Unit Summary:** In this unit, students will learn vocabulary associated with making a hotel reservation, checking in and out, identifying features of a hotel room, and requesting various hotel services. They will continue to narrate in the future and to talk about people and things already mentioned. The cultural focus of the chapter is on the different type of hotel accommodations available in the Spanish-speaking world.

**Primary interdisciplinary connections:** Language Arts

**21<sup>st</sup> century themes:** Global Awareness

**Unit Rationale:** In order to describe their travels, students will learn vocabulary related to a hotel stay. Grammatical concepts such as the future tense and indirect/direct object pronoun use will allow students to both write and speak about the topic at hand more effectively.

### Learning Targets

**Standard 7.1:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**Strands: A – Interpretive Mode, B - Interpersonal Mode and C - Presentational Mode**

#### Related Cultural Content Statements

- The study of another language and culture deepens understanding of where and how people live and why events occur.
- Current trends and issues influence popular culture.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.

7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How do you check into and out of a hotel?</li> <li>• How do you ask for things/services you may need while staying at a hotel?</li> <li>• How do you conjugate and use irregular verbs in the future tense?</li> <li>• How do you use both direct and indirect objects in a sentence to refer to previously mentioned people?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Students will obtain and provide information about hotel stays.</li> <li>• Forming simple questions serves as a building block of communicating in a foreign language.</li> <li>• It is possible to engage in conversations with various types of hotel employees using basic Spanish.</li> <li>• Direct and indirect object pronouns allow for reference to previously mentioned people and objects and can be used in conjunction with one another.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will:</i> <ul style="list-style-type: none"> <li>• Check in and out of a hotel</li> <li>• Ask for things they might need while at a hotel</li> <li>• Talk about future events</li> <li>• Refer to previously mentioned people or things</li> <li>• Talk about lodging in the Hispanic world</li> </ul>	
<b>Evidence of Learning</b>	
<b>Summative Assessment:</b> Integrated Performance Assessment (7 days) Students are evaluated by creating and acting out original dialogs, writing compositions, and through written and listening comprehension tests.	
<b>Equipment needed:</b> Textbook, computer, text readings, projector	
<b>Teacher Resources:</b> Buen Viaje Textbook, Rubric for grading, Internet	
<b>Formative/Benchmark Assessments:</b> <ul style="list-style-type: none"> <li>• Unit Test</li> <li>• Interpretive reading &amp; listening tasks</li> <li>• Quizzes on grammar and vocabulary</li> <li>• Student-to-student conversations</li> </ul>	<b>Alternative Assessments:</b> <ul style="list-style-type: none"> <li>• Compositions</li> <li>• Review games</li> <li>• Reading comprehension exercises</li> <li>• Skits and dialogs</li> </ul>

Lesson Plans	
Lesson	Timeframe
<u>Lesson 1</u> Vocabulary Acquisition and Contextual Practice – The Hotel	5 days
<u>Lesson 2</u> Irregular Verbs in the Future	5 days
<u>Lesson 3</u> Use of Indirect Object Pronouns <i>Me, Te, Nos</i> with Direct Object Pronouns <i>Lo, La, Los, Las</i>	4 days
<u>Lesson 4</u> Creation and Performance of Original Dialogs	2 days
<u>Lesson 5</u> Compositions	1 day
<u>Lesson 6</u> Reading Comprehension	2 days
<u>Lesson 7</u> Chapter Review	2 days
<u>Lesson 8</u> Chapter Test	1 day
<p><b>Teacher Note:</b> These lessons build upon previously learned vocabulary and grammatical structures from the prior year and chapters. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts.</p>	

Unit 7 Overview	
<b>Content Area:</b>	World Languages
<b>Unit Title:</b>	The Flight
<b>Target Proficiency Level:</b> Intermediate-Mid Language Learner (For an understanding of this proficiency level, see the <a href="#">2014 World Languages Standard document</a> .)	
<b>Unit Summary:</b> In this unit, students will learn to talk about air travel, in-flight services, and geography. They will learn the formation of the conditional and the use of “se” when combining direct and indirect object pronouns. The cultural focus of the chapter is on air travel in Latin American and how it is influenced by geographical features of the land.	
<b>Primary interdisciplinary connections:</b> Language Arts <b>21<sup>st</sup> century themes:</b> Global Awareness	
<b>Unit Rationale:</b> In order to describe their travels, students will learn vocabulary related to plane travel and geography. The ability to use the conditional will allow students to both write and speak about the topic at hand more effectively. Thus, students will obtain and provide information related to the unit theme using the introduced vocabulary and grammatical structures.	
Learning Targets	
<b>Standard 7.1:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
<b>Strands: A – Interpretive Mode, B – Interpersonal Mode and C – Presentational Mode</b>	
<b>Related Cultural Content Statements</b>	
<ul style="list-style-type: none"> <li>• The study of another language and culture deepens understanding of where and how people live and why events occur.</li> <li>• Current trends and issues influence popular culture.</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
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7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.		
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.		
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7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience		
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.		
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<p><b>Unit Learning Targets</b>  <i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Talk about air travel</li> <li>• Discuss the influence of geography on travel in Latin America</li> <li>• Talk about things that would happen under certain conditions</li> <li>• Talk about air travel in Hispanic countries</li> </ul>			
<b>Evidence of Learning</b>			
<p><b>Summative Assessment:</b> Integrated Performance Assessment (7 days)  Students are evaluated by creating and acting out original dialogs, writing compositions, and through written and listening comprehension tests.</p> <p><b>Equipment needed:</b> Textbook, computer, text readings</p> <p><b>Teacher Resources:</b> Buen Viaje Textbook, Internet Access, Textbook internet resources</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Formative/Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit Test</li> <li>• Interpretive reading &amp; listening tasks</li> <li>• Quizzes on grammar and vocabulary</li> <li>• Student-to-student conversations</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Compositions</li> <li>• Review games</li> <li>• Reading comprehension exercises</li> <li>• Skits and dialogs</li> </ul> </td> </tr> </table>		<p><b>Formative/Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit Test</li> <li>• Interpretive reading &amp; listening tasks</li> <li>• Quizzes on grammar and vocabulary</li> <li>• Student-to-student conversations</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Compositions</li> <li>• Review games</li> <li>• Reading comprehension exercises</li> <li>• Skits and dialogs</li> </ul>
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Lesson Plans	
Lesson	Timeframe
<a href="#">Lesson 1</a> Vocabulary Acquisition and Contextual Practice – Airport, Plane, and Geography	5 days
<a href="#">Lesson 2</a> Regular & Irregular Verbs in the Conditional Tense	5 days
<a href="#">Lesson 3</a> Two Pronouns with se	3 days
Lesson 4 Creation and Performance of Original Dialogs	2 days
Lesson 5 Compositions	1 day
Lesson 6 Reading Comprehension	2 days
Lesson 6 Chapter Review	2 days
Lesson 6 Chapter Test	1 day
<p><b>Teacher Note:</b> These lessons build upon previously learned vocabulary and grammatical structures from the prior year and chapters. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts.</p>	

Unit 8 Overview	
<b>Content Area:</b>	World Languages
<b>Unit Title:</b>	Medical Emergencies
<b>Target Proficiency Level:</b>	Intermediate-Mid Language Learner (For an understanding of this proficiency level, see the <a href="#">2014 World Languages Standard document</a> .)
<b>Unit Summary:</b>	In this unit, students will learn to describe certain accidents and minor injuries and to talk about emergency hospital treatment. Students will learn to speak about recent events in the past using the present perfect tense. They will also learn how to make comparisons of equality between people and things. The cultural focus of the chapter is on health care in various areas of the Spanish-speaking world.
<b>Primary interdisciplinary connections:</b>	Language Arts
<b>21<sup>st</sup> century themes:</b>	Global Awareness
<b>Unit Rationale:</b>	Medical vocabulary is useful in everyday situations, both traveling abroad or in the United States. Such vocabulary can prove helpful in emergency situations. Understanding how to use the present perfect tense allows students to discuss recently completed actions. In addition, comparing people and things broadens students' communicative abilities.
Learning Targets	
<b>Standard 7.1:</b>	All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.
<b>Strands:</b>	<b>A – Interpretive Mode, B – Interpersonal Mode and C – Presentational Mode</b>
<b>Related Cultural Content Statements</b>	
<ul style="list-style-type: none"> <li>• The study of another language and culture deepens understanding of where and how people live and why events occur.</li> <li>• Current trends and issues influence popular culture.</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
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<p><b>Unit Learning Targets</b>  <i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Talk about accidents and medical problems</li> <li>• Talk about hospital stays</li> <li>• Discuss things that they and others have done recently</li> <li>• Compare things with like characteristics</li> <li>• Talk about health care in various areas of the Spanish-speaking world</li> </ul>			
Evidence of Learning			
<p><b>Summative Assessment:</b> Integrated Performance Assessment (7 days)  Students are evaluated by creating and acting out original dialogs, writing compositions, and through written and listening comprehension tests.</p> <p><b>Equipment needed:</b> Textbook, computer, text readings</p> <p><b>Teacher Resources:</b> Buen Viaje Textbook, Internet Access, Textbook internet resources</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p><b>Formative/Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit Test</li> <li>• Interpretive reading &amp; listening tasks</li> <li>• Quizzes on grammar and vocabulary</li> <li>• Student-to-student conversations</li> </ul> </td> <td style="vertical-align: top;"> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Compositions</li> <li>• Review games</li> <li>• Reading comprehension exercises</li> <li>• Skits and dialogs</li> </ul> </td> </tr> </table>		<p><b>Formative/Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>• Unit Test</li> <li>• Interpretive reading &amp; listening tasks</li> <li>• Quizzes on grammar and vocabulary</li> <li>• Student-to-student conversations</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Compositions</li> <li>• Review games</li> <li>• Reading comprehension exercises</li> <li>• Skits and dialogs</li> </ul>
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Lesson Plans	
Lesson	Timeframe
<a href="#">Lesson 1</a> Vocabulary Acquisition and Contextual Practice	5 days
<a href="#">Lesson 2</a> The Present Perfect	5 days
<a href="#">Lesson 3</a> Comparisons of Equality (tan/tanto...como)	4 days
Lesson 4 Creation and Performance of Original Dialogs	2 days
Lesson 5 Reading Comprehension	1 day
Lesson 6 Chapter Review	2 days
Lesson 7 Chapter Test	1 day
<p><b>Teacher Note:</b> These lessons build upon previously learned vocabulary and grammatical structures from the prior year and chapters. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts.</p>	

Unit 9 Overview	
<b>Content Area:</b>	World Languages
<b>Unit Title:</b>	¿Dónde Está Eduardo?
<b>Target Proficiency Level:</b> Intermediate-Mid Language Learner (For an understanding of this proficiency level, see the <a href="#">2014 World Languages Standard document</a> .)	
<b>Unit Summary:</b> In this unit, students will read a short novel titled, <i>¿Dónde Está Eduardo?</i> . The novel is entirely in Spanish and incorporates previously learned grammar structures (in particular preterite and imperfect usage), forcing students to draw upon prior learning. New vocabulary and cultural information about Costa Rica are introduced throughout the unit as well. Students will be able to translate and discuss the novel through class activities and homework.	
<b>Primary interdisciplinary connections:</b> Language Arts	
<b>21<sup>st</sup> century themes:</b> Global Awareness	
<b>Unit Rationale:</b> The ability to translate and analyze literature is an essential skill in advanced language acquisition. By incorporating previously learned material this novel makes such analysis and discussion attainable. However, it simultaneously challenges students to piece together essential building blocks of the language in order to ensure comprehension. The unit also encourages creativity in its final project.	
Learning Targets	
<b>Standard 7.1:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
<b>Strands: A – Interpretive Mode, B – Interpersonal Mode and C – Presentational Mode</b>	
<b>Related Cultural Content Statements</b>	
<ul style="list-style-type: none"> <li>• The study of another language and culture deepens understanding of where and how people live and why events occur.</li> <li>• Current trends and issues influence popular culture.</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI)
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<p><b>Unit Learning Targets</b>  <i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Translate a short Spanish novel</li> <li>• Discuss and analyze a Spanish novel</li> <li>• Identify new vocabulary related to travel and Costa Rica</li> <li>• Discuss Costa Rican culture</li> </ul>			
<b>Evidence of Learning</b>			
<p><b>Summative Assessment:</b> Integrated Performance Assessment (4 days)  Students are evaluated by completion of quizzes, class discussion, and a final video project.  <b>Equipment needed:</b> Novel  <b>Teacher Resources:</b> Novel: <i>¿Dónde Está Eduardo?</i> Written by Lisa Ray Turner &amp; Blaine Ray  <b>Formative/Benchmark Assessments:</b> <ul style="list-style-type: none"> <li>• Chapter Quizzes</li> <li>• Comic Strip</li> </ul> <b>Alternative Assessments:</b> <ul style="list-style-type: none"> <li>• Final Video Project</li> </ul> </p>			
<b>Lesson Plans</b>			
<b>Lesson</b>	<b>Timeframe</b>		
<a href="#">Lesson 1</a> - Chapter 1	1 day		
<a href="#">Lesson 2</a> - Chapter 2	1 day		
<a href="#">Lesson 3</a> - Chapter 3	1 day		
Lesson 4 - Chapter 4	1 day		
Lesson 5 - Chapter 5	1 day		
Lesson 6 - Chapter 6	1 day		
Lesson 7 - Final Project	5-8 days		
<p><b>Teacher Note:</b>  These lessons build upon previously learned vocabulary and grammatical structures from the prior year and chapters. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts.</p>			

<b>Content Area Unit Name</b>	World Language
<b>Interdisciplinary Connections</b>	Mathematics, Technology, and English Arts, Science
<b>Core Instructional Materials including digital tools</b>	Textbooks, Classroom Resources, Digital Tools
<b>21<sup>st</sup> Century Themes and Skills</b>	<p>For information related to the 12 Career Ready Practices follow the links below:</p> <p><a href="http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf">http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</a></p> <p>Personal Financial Literacy 9.1 <a href="http://www.state.nj.us/education/cccs/2014/career/91.pdf">http://www.state.nj.us/education/cccs/2014/career/91.pdf</a></p> <p>Career Awareness, Exploration, and Preparation 9.2 <a href="http://www.state.nj.us/education/cccs/2014/career/92.pdf">http://www.state.nj.us/education/cccs/2014/career/92.pdf</a></p> <p>Career and Technical Education 9.3 <a href="http://www.state.nj.us/education/cccs/2014/career/93.pdf">http://www.state.nj.us/education/cccs/2014/career/93.pdf</a></p>
<b>8.1 Educational Technology</b>  <b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</b>	<p>K-2: Navigate provided URL'S, Use basic word processing to create and illustrate a simple story, Work collaboratively with peers on project, Use digital tools to explore an issue and design solution for a problem, Identify how technology improves life, Use digital tools to design an approach to solving problems.</p> <p>3-5: Peers collaborate to produce text about current events; Understand the consequences for inappropriate use of technology and social media, Apply engineering designs to data collection and solutions, Understand how technology evolves based on need and cultural influences.</p> <p>6-8: Select appropriate technology and applications to create publication on global topic, Use technology and social media responsibly, Employ a wide range of digital resources to collect data and form solutions, Identify the forces that come into play for further development of technology; apply engineering design process to real world problems.</p> <p>9-12: Create and edit multi-page document for public presentation.</p>

**Considerations for classified students:**

Classroom Instruction:

- All instruction for classified students will be guided by the students' Individualized Education Plan (IEP).
- Regular education teachers will be responsible for differentiating instruction for classified students based on the instructional modifications listed in the IEP.
- In the case of General Education - Supported Instruction (GE-SI) Classes, the special education teacher will be responsible for support in modifying the curriculum for the students, informing the class room teacher of the modifications, and directing instructional aide(s) to provide support accordingly.
- Grading will be done collaboratively by the regular and special education teachers.

Modifications:

- Modifications include but are not limited to:  
Extra time for assignments, modified classwork/homework assignments based on disability, preferential seating, study guides, copies of class notes, assistive technology and rewording/repeating or clarifying directions.

#### In-class Assessments:

- All assessments are to be in line with students' IEPs. In-class support teachers should modify tests for classified students. Tests may be given in the regular education classroom or completed with the inclusion teacher in another location with additional time. Students may be tested separately according to the IEP.
- Assessment grades may be modified based on a student's disability and in accordance with their IEP.

#### Considerations for English Language Learners (ELLs):

##### Classroom Instruction:

- Instruction for ESL students will be guided by their WIDA English Language Proficiency level. Teachers should receive this level from the ESL teacher assigned to the building.
- General education teachers will be responsible for differentiating instruction for ELLs with the assistance of the ESL teacher that promotes language, literacy and content learning.
- Sheltered Instruction Observation Protocol (SIOP)  
<http://siop.pearson.com/about-siop/>  
The following 8 components provide all teachers with lesson planning and instructional strategies that support language and learning goals for all students. This approach to teaching aligns with preparing students with college and career ready skills.  
The SIOP Model components:
  1. [Lesson Preparation](#)
  2. Building Background
  3. [Comprehensible Input](#)
  4. [Strategies](#)
  5. [Interaction](#)
  6. [Practice and Application](#)
  7. [Lesson Delivery](#)
  8. [Review and Assessment](#)
- In the case of Content-Based ESL (CBE), the ESL teacher and the general education teacher will be responsible for identifying language objectives and additional instructional strategies that improve proficiency in English and academic success of ELLs. Instructional strategies and the necessary scaffolds to promote student learning will be shared with the general education teacher for daily lessons that are aligned to District Curricula, CCSS, and WIDA Standards. The general Education teacher and ESL teacher will be co-teachers for a pre-determined amount of classroom instruction.
- Grading will be done collaboratively by the regular and ESL teachers.

##### Modifications: The following are possible modifications but are not limited to this list –

- Direct instruction, small group or pullout, about the contrasting letter sound correspondences, syllabication patterns and morphology in English supported with connections to their native language, native language text and/or resources, graphic organizers, visuals, sentence starters/ sentence frames, cloze activities, modeling, working with a partner, timeline and phrase wall and adapted text (in English) or specific sections of the original text, highlighted/bold-faced words within text.
- Draw pictures instead of writing/speaking.
- Match drawings with new vocabulary that might correspond.
- Work in small group or pairs with their English Only (EOs) peers for authentic content language talk and grade level modeling.
- Write simple sentences instead of complex sentences that demonstrates an understanding of academic language particular to specific content.
- Match simple sentences with new vocabulary that might apply to edit sentences.
- Have students provide examples/explanations of main idea in simple sentences. Revisions show an attempt to improve Language Control by embedding academic content vocabulary and Linguistic Complexity by expanding and varying sentence structures and using correct punctuation.
- Draw pictures instead of writing/speaking about seasonal changes. Match drawings with new vocabulary (adjective word wall, content word walls) that might correspond.

- Provide multiple opportunities for authentic speech acts to practice language skills and develop English fluency.
- Total Physical Response (TPR) to model critical thinking skills like analyze and synthesize.
- Study Guides

**In Class Assessments:**

- All formative and summative assessments will include modifications that support student's English Proficiency level. ESL teachers will collaborate with regular education teachers to provide appropriate differentiation for assessing ELLs.

**Considerations for At Risk Students:**

- At Risk students are identified by the I&RS committee in each school. The committee works to understand the reasons behind the student's low performance level in school and to create and implement a plan that is carried out by a variety of staff members in the building.
- Teachers with At Risk students are notified by the I&RS committee and provided with a copy of the plan and a timeframe for assessing the growth of the student. There are academic as well as behavioral goals that are listed for the students with recommended strategies unique to each individual.
- Classroom teachers are to follow the plan using instructional strategies that will help the student improve his/her performance while applying appropriate behavioral strategies consistent with the needs of the student.
- Teachers will report student progress to the I&RS committee within the specified timeframe for the plan.

**Classroom instruction:**

- Teachers will use differentiated instruction for At Risk students as they do for all students in their class. The strategies would be guided by the I&RS plan and be consistent with the student's ability and learning modality.

**Modifications:**

- Clarify all assignments and place specific timeframes for completion. Provide student with opportunity for one on one time for clarification.
- Set clear expectations for all assignments, in and outside of class. Keep expectations within the framework of the I&RS plan.
- Use positive reinforcement for all successes. Hold student to defined consequences for not completing work.
- Provide time outside the normal class time for completion of work. Not completing assignments is unacceptable, all assignments will be completed.

**In Class Assessments:**

- At Risk students should receive any modifications listed in their I&RS plan.
- If necessary, students should be provided with extended time to complete assessments.

**Considerations for Gifted Students:**

- Teachers will use differentiated instruction for Gifted Students as they do for all students in their class.
- Assignments and assessments can be planned and implemented with input from the student.
- Gifted students will be provided with the opportunity to demonstrate their knowledge through a variety of platforms.
- Teachers will have the latitude to provide assignments with the individual student's ability in mind.