

WAUCONDA SCHOOL DISTRICT 118

UNIT PLANNING ORGANIZER

Subject: World Languages

Grade Level or Course: Español II

Unit: Lección 1 - La rutina diaria

Pacing: 28 days

STAGE 1 – DESIRED RESULTS

Essential Questions:

1. How do people describe their daily routines?
2. How do people talk about what they and others like and don't like?
3. Can you describe some special customs from the Spanish-speaking world?

Big Ideas:

- Describe your daily routine
- Talk about personal hygiene
- Reassure someone

CCSS (Priority Standards):

- Communications 1.1, 1.2, 1.3
- Comparisons 4.1, 4.2
- Communities 5.1
- Cultures 2.1, 2.2
- Connections 3.1, 3.2

STAGE 2 – EVIDENCE

Concepts (What students need to know)	Performance Tasks (What students will be able to do)	21st Century Skills
<ul style="list-style-type: none">• Terms for daily routines• Reflexive verbs• Adverbs of time	<ul style="list-style-type: none">• I can identify daily routines and objects used for personal hygiene in simple	<ul style="list-style-type: none">• Initiative and Self-Direction• Global awareness

<ul style="list-style-type: none"> • The custom of la siesta • Drinking mate as part of a daily routine • Indefinite and negative words • Preterite of ser and ir • Verbs like gustar • Predicting content from the title • Sequencing events • Writing a description of a place • Listening for background information • A television commercial for Asepxia makeup • A video about tapas • Cultural, geographic, and historical information about Peru 	<p>descriptions.</p> <ul style="list-style-type: none"> • I can ask and answer questions with a partner about my morning routine. • I can describe another person's daily routine. • I can describe my morning routine to a Spanish-speaking roommate • I can recognize information in a video about teens getting ready to go out. • I can express my needs to a partner about getting ready using simple phrases. • In my own and other cultures, I can identify different routines related to personal hygiene. • I can ask and answer questions about getting ready before going out. • I can understand basic facts about customs and routines in different Spanish-speaking countries. • I can describe a traditional activity or custom that I share with my family or friends. • In my own and other cultures, I can identify and compare daily customs. • I can interact with a Spanish speaker to talk about daily customs and traditional drinks. • I can identify details of a family's daily routine in a short audio recording. • I can identify details in a conversation about activity preferences. • I can ask and answer questions about my daily habits and their frequency, and about my emotions. • I can ask and answer 	<ul style="list-style-type: none"> • Information and Media Literacy: Conexión Internet • Collaboration • Technology Literacy • Creativity and Innovation
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	<p>questions about activities I did and places I recently went.</p> <ul style="list-style-type: none"> • I can ask questions and express simple opinions about activities in my daily routine. • I can create a simple ad about a product. • I can write a text message to a friend describing my daily routine. • I can describe activities I did and places I went during the week. • I can describe general likes and dislikes of teens in simple sentences. • I can write an email to a Spanish-speaking friend about my weekly routine. • I can use memorized phrases to express my likes and dislikes and interact with a clerk in a store. 	
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Common Formative/Summative Assessments:

- Lesson Pretest
- Vocabulary & Grammar Quizzes
- Lesson Test
- Semester 1 Final Exam

Interim Assessments (Informal Progress Monitoring checks):

- Daily homework assignments
- Listening activities
- Writing activities
- Speaking activities
- Reading activities
- Cultural activities

Modified Common Assessments:

- Vocabulary & Grammar Quizzes
- Lesson Test
- Semester 1 Final Exam

Modified Interim Assessments:

- Daily homework assignments

- Listening activities
- Writing activities
- Speaking activities
- Reading activities
- Cultural activities

STAGE 3 – LEARNING PLAN (INSTRUCTIONAL PLANNING)

Suggested Resources/Materials/Informational Texts

- Senderos 2 Textbook
- Senderos 2 Practice Workbook
- Senderos 2 Resource Book
- Senderos 2 Activity Pack
- Senderos 2 Assessment Book
- Senderos 2 Supersite (video / audio / additional materials)

Suggested Research-based Effective Instructional Strategies

- Communicative activities based upon interpretive, interpersonal, and presentational modes of communication.

Academic Vocabulary/ Word Wall	Enrichment/Extensions/ Modifications	Interdisciplinary Connection
Essential Vocabulary: <ul style="list-style-type: none"> • aburrir • acordarse (de) (o:ue) • acostarse (o:ue) • afeitarse • algo • alguien • alguno/a(s), algún • antes (de) • bañarse • el baño, el cuarto de baño • cepillarse los dientes • el champú • la crema de afeitar • el despertador • despertarse (e:ie) • después • después (de) • dormirse (o:ue) • la ducha 	<ul style="list-style-type: none"> • Adelante • En pantalla • Flash cultura • Panorama: <i>Peru</i> 	<ul style="list-style-type: none"> • Language arts • Geography • Science • Art • Social Studies • Mathematics

- ducharse
- durante
- encantar
- enojarse (con)
- entonces
- el espejo
- faltar
- fascinar
- importar
- el inodoro
- interesar
- irse
- el jabón
- jamás
- el lavabo
- lavarse la cara
- lavarse las manos
- levantarse
- llamarse
- luego
- el maquillaje
- maquillarse
- más tarde
- molestar
- nada
- nadie
- ni... ni
- ninguno/a, ningún
- nunca
- o... o
- las pantuflas
- la pasta de dientes
- peinarse
- ponerse
- ponerse (+adj.)
- por la mañana
- por la noche
- por la tarde
- por último
- preocuparse
- probarse (o:e)
- quedarse
- quitarse
- la rutina diaria
- secarse
- sentarse (e:ie)
- sentirse (e:ie)

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| <ul style="list-style-type: none">• siempre• también• tampoco• la toalla• vestirse | | |
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