



ELMWOOD PARK PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

SPANISH I

Grades 9, 10, 11, and 12

Prerequisite: Middle School Spanish

5 credits

ABSTRACT

Spanish I is designed as a beginning Spanish course open to all students in grades 9 through 12, who have been exposed to Spanish in middle school. The goal of the course is to introduce students to the Spanish language in its spoken and written forms, as well as to the cultures of Spanish-speaking countries. Students are encouraged to use Spanish orally and in writing to describe everyday activities and topics pertinent to them. Everyday vocabulary, common expressions, idioms, and present tense verb forms are presented in the course. Attention will be paid to proper pronunciation in the spoken language as well as spelling and punctuation in the written language.

Unit #: <i>Unit Title</i>	Unit 1: <i>Introduction</i>	Unit 2: <i>Los pasatiempos</i> <i>¿Quieres ir conmigo?</i>	Unit 3: <i>Fiesta en Familia</i> <i>Una Fiesta de Cumpleaños</i>
Number of Days	30 days	30 days	25 days
STAGE 1: DESIRED RESULTS <i>What will students understand as a result of the unit? What are the BIG ideas?</i>			
ESTABLISHED GOALS: <i>(NJSLS)</i>	World Languages Interpretative Mode 7.1.IM.IPRET.1 7.1.IM.IPRET.2 7.1.IM.IPRET.3 7.1.IM.IPRET.4 7.1.IM.IPRET.9 Interpersonal Mode 7.1.IM.IPERS.1 7.1.IM.IPERS.2 7.1.IM.IPERS.3 7.1.IM.IPERS.4 7.1.IM.IPERS.5 7.1.IM.IPERS.6 Presentational Mode 7.1.IM.PRSNT.1	World Languages Interpretative Mode 7.1.IM.IPRET.1 7.1.IM.IPRET.2 7.1.IM.IPRET.3 7.1.IM.IPRET.4 7.1.IM.IPRET.5 7.1.IM.IPRET.6 7.1.IM.IPRET.7 Interpersonal Mode 7.1.IM.IPERS.1 7.1.IM.IPERS.2 7.1.IM.IPERS.3 7.1.IM.IPERS.4 7.1.IM.IPERS.5 7.1.IM.IPERS.6	World Languages Interpretative Mode 7.1.IM.IPRET.1 7.1.IM.IPRET.2 7.1.IM.IPRET.3 7.1.IM.IPRET.4 Interpersonal Mode 7.1.IM.IPERS.1 7.1.IM.IPERS.2 7.1.IM.IPERS.3 7.1.IM.IPERS.4 7.1.IM.IPERS.5 7.1.IM.IPERS.6 Presentational Mode 7.1.IM.PRSNT.1 7.1.IM.PRSNT.2

	7.1.IM.PRSNT.2 7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.5 7.1.IM.PRSNT.6 7.1.IM.PRSNT.7 Technology 8.1.12.D.4 8.1.12.E.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.12.CI.1 9.4.12.CI.3 9.4.12.CT.2 9.4.12.CT.3 9.4.12.CT.4 9.4.12.DC.2 9.4.12.DC.8 9.4.12.GCA.1 9.4.12.IML.1-4 9.4.12.IML.5 9.4.12.IML.6 9.4.12.IML.7 9.4.12.IML.8 9.4.12.IML.9 9.4.12.TL.1-4	Presentational Mode 7.1.IM.PRSNT.1 7.1.IM.PRSNT.2 7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.5 7.1.IM.PRSNT.6 Technology 8.1.12.D.4 8.1.12.E.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.12.CI.1 9.4.12.CI.3 9.4.12.CT.2 9.4.12.CT.4 9.4.12.DC.2 9.4.12.IML.1-4 9.4.12.IML.7 9.4.12.IML.8 9.4.12.IML.9 9.4.12.TL.1-4	7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.5 7.1.IM.PRSNT.6 Technology 8.1.12.D.4 8.1.12.E.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.12.CI.1 9.4.12.CI.3 9.4.12.CT.2 9.4.12.CT.4 9.4.12.DC.2 9.4.12.IML.1-4 9.4.12.IML.7 9.4.12.IML.8 9.4.12.IML.9 9.4.12.TL.1-4
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ENDURING UNDERSTANDINGS: (Students will be able to . . .)	• greet people at different times of the day • introduce yourself to others • respond to classroom directions • begin using numbers • Tell time • identify parts of the body • Talk about things in the classroom • use the Spanish alphabet to spell words • talk about the calendar • describe weather and the seasons • use vocabulary on leave-taking, introductions, forms of address, ask/tell how you and others are, classroom commands, numbers 1-100, body parts • use nouns, singular definite articles, the verb <i>hay</i>, and <i>cuántos(as)</i>	• listen to and read invitations and responses • discuss and write an invitation and an activity plan • exchange information while responding to an invitation • understand cultural differences regarding extracurricular activities • contrast and compare the careers of two athletes • use vocabulary on sports and activities outside of school, telling time, and extending, accepting, and declining invitations • conjugate <i>ir</i> + <i>a</i> + <i>infinitive</i> • conjugate the verb <i>jugar</i>	• listen and read descriptions of family members and family relationships. • Talk and write about family, friends, and celebrations. • exchange information while describing their family. • understand cultural perspectives on family celebrations in the Spanish-speaking world. • use vocabulary on family members and pets, telling ages, party decorations and celebration activities. • Conjugate the verb <i>tener</i>. • use possessive adjectives.
ESSENTIAL QUESTIONS: (What provocative questions will foster inquiry, understanding, and transfer of learning?)	• Why is it important to know how to communicate in another language? • How can being able to communicate in another language enrich my world?	• How do you interpret what you hear and what you read in the target language? • How do you express what activities you would and wouldn't like to do?	• Does active family life include extended family members? Do family members live nearby?

	• Where is Spanish spoken as a primary language? • How can I introduce myself to others in Spanish? • How can I describe others and myself in Spanish? • How can I discuss the weather in Spanish? • How are Spain and the Caribbean unique in terms of culture and geography? • How do musical dance styles differ within Latin America? • What effect does climate change have on the climates of Spanish-speaking countries? • What is the difference between climate and weather?	• How do you ask and tell about which sports you know, or don't know how to play? • How do you ask and tell what time certain activities take place? • How do you decline or accept an invitation? • Which Spanish vocabulary words found their way into English? How can we identify these borrowed words? Give examples. • What is <i>La Noche de los Rábanos</i>? In what country can they be found? Do you know communities or regions in the United States that are known for particular crafts or products?	• How do we describe our family and friends in the target language? • How do we express the relationships among family members? • How do we compare our family to someone else's? • How do we conjugate the verb <i>tener</i> and how is it used? • What are the similarities and/or differences among possessive adjectives in English and in Spanish? • How do celebrations differ in a Spanish-speaking world and the United States (or in your country)?
STAGE 2: ASSESSMENT EVIDENCE <i>What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]</i>			
PERFORMANCE TASKS: (Through what authentic performance tasks will students demonstrate the desired understandings?)	• presenting different ways to greet friends and adults in the morning, afternoon, and evening	• write and talk about activities they would like to do, and sports they know how to play.	• listen to and understand messages that give information about when and where to meet someone

<i>(By what criteria will performances of understanding be judged?)</i>	● listen to understand greetings ● practice introductions ● practicing greetings appropriate to time of day; asking and telling names ● introducing expressions used to ask and answer how someone is ● using greetings; have students switch roles with one asking and one asking ● reading comprehension ● presenting common classroom commands ● listening and responding to classroom commands ● reading numbers ● practicing with numbers ● telling time; have students ask and tell the time using model clocks ● listening activities to understand the time of day ● presenting the body parts ● listening comprehension of commands ● listening and responding; have students play “Simón Dice” to show understanding of the body parts	● listen and comprehend invitations and responses. ● discuss what activities they and others will do and at what time. ● exchange information while extending, accepting, and declining invitations. ● listen to phone messages about invitations. ● write about and discuss plans. ● read an ad and extend an invitation by phone ● read, write and talk about sports and athletes ● exchange information about sports while playing a game ● read and write about camping in Spain ● read about and compare the lives of two famous athletes ● use cognates to understand new words ● learn more about an Hispanic athlete and role model ● write an invitation to a special event ● organize information by using an invitation format	● discuss excuses for not accepting an invitation ● read and understand short messages about accepting or declining invitations ● write a short note telling what you are going to do during the week ● demonstrate an understanding of cultural differences regarding extra-curricular activities ● listen and comprehend how people are feeling ● act out the adjectives that they hear ● determine the meanings of expressions based on context clues ● express what you would and would not like to do ● use new vocabulary in personal contexts and conversations ● read for comprehension using contextualized vocabulary ● use personalized vocabulary to extend and decline invitations ● expressing the time of an event ● identifying examples of borrowed words
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	● presenting classroom vocabulary using actual items ● listening comprehension of vocabulary for classroom objects using questioning and answering “¿Qué quiere decir...?” ● speaking with a partner about items and people in the classroom ● identifying gender of nouns and using appropriate definite articles ● introducing the Spanish alphabet and spelling in Spanish ● dictation; listening to letters in a word and writing the word ● asking partners their names and how to spell them ● using punctuation and accent marks ● listening to and spelling words ● reading and speaking the months of the year; asking questions about days, months, and dates ● asking and answering questions about the days of the week	● review the vocabulary and grammar from the unit	● using vocabulary in a personalized context being as detailed as possible ● listening to audio scripts for understanding ● writing and saying what people are going to do ● reading for comprehension and writing for accuracy ● having a telephone conversation in the target language ● saying what sports people play ● writing and speaking in personalized contexts using the verb <i>jugar</i> ● scan an ad for cognates ● repetition drills modeling the two sounds of the letter <i>d</i>: exaggerating the <i>d</i> sound in <i>doce</i> and the <i>th</i> sound in <i>cansado</i> ● comparing lives of two people: Sergio García and Paola Espinosa ● reading about leisure activities of students in Spanish-speaking countries ● writing an invitation
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	● writing dates of holiday celebrations ● writing answers to questions about the days of the week ● reading about the Aztec calendar, cross-curricular connection to history ● speculating about the Aztec glyphs and calendar ● describing weather conditions and identifying seasons ● listening and identifying weather vocabulary ● asking and answering questions about weather and seasons ● speaking and writing about weather in the two hemispheres; cross-curricular connection ● reading a chart and writing about the weather for cities in the Northern and Southern Hemispheres ● talking about temperatures in the Northern and Southern Hemispheres		● reading about the current influence of Spanish speakers in the United States
OTHER EVIDENCE: <i>(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will</i>	● Tests ● Benchmark assessments ● Quizzes ● Classwork	● Tests ● Benchmark assessments ● Quizzes ● Classwork	● Tests ● Benchmark assessments ● Quizzes ● Classwork

<i>students demonstrate achievement of the desired results?)</i> <i>(How will students self-assess their learning?)</i>	● Homework ● Journals ● Projects ● Group discussions ● Class discussions ● Teacher observations ● Presentations ● Activities ● Peer and self-evaluations ● Rubrics ● Web-based assessments ● Teacher-constructed evaluation tools ● Dictations ● Oral assessment	● Homework ● Journals ● Projects ● Group discussions ● Class discussions ● Teacher observations ● Presentations ● Activities ● Peer and self-evaluations ● Rubrics ● Web-based assessments ● Teacher-constructed evaluation tools ● Dictations ● Oral assessment	● Homework ● Journals ● Projects ● Group discussions ● Class discussions ● Teacher observations ● Presentations ● Activities ● Peer and self-evaluations ● Rubrics ● Web-based assessments ● Teacher-constructed evaluation tools ● Dictations ● Oral assessment
RESOURCES:	● <i>Realidades 1</i> - Pearson / Prentice Hall - Textbook ● <i>Realidades 1</i> - Pearson / Prentice Hall - Student Workbook ● Multimedia and technology materials, including Chromebooks, Video & Audio programs ● www.Phschool.com ● Teacher-generated materials to reinforce interpretive, interpersonal, and	● <i>Realidades 1</i> - Pearson / Prentice Hall - Textbook ● <i>Realidades 1</i> - Pearson / Prentice Hall - Student Workbook ● Multimedia and technology materials, including Chromebooks, Video & Audio programs ● www.Phschool.com ● Teacher-generated materials to reinforce interpretive, interpersonal, and	● <i>Realidades 1</i> - Pearson / Prentice Hall - Textbook ● <i>Realidades 1</i> - Pearson / Prentice Hall - Student Workbook ● Multimedia and technology materials, including Chromebooks, Video & Audio programs ● www.Phschool.com ● Teacher-generated materials to reinforce interpretive, interpersonal, and presentational communication

	presentational communication • www.Phschool.com • www.quizlet.com • www.duolingo.com • www.kahoot.com • Canvas • https://www.spanish.academy/blog/how-to-teach-kids-about-global-warming-in-spanish/ • https://unccelearn.org/course/view.php?id=98&page=overview	presentational communication • www.Phschool.com • www.quizlet.com • www.duolingo.com • www.kahoot.com • Canvas	• www.Phschool.com • www.quizlet.com • www.duolingo.com • www.kahoot.com • Canvas
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STAGE 3: LEARNING PLAN

What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERETO acronym to consider key design elements.*

SKILLS AND TOPICS: (What specific activities will students do and what skills will students know as a result of the unit?)	Communication: Interpersonal • Greet and introduce themselves to others • Use correct leave-taking phrases • Ask how others are • Provide others with the correct number of things • Ask and provide others the correct time	Communication: Interpersonal • Talk about: sports and pastimes; emotions and states of being; when certain events and activities occur; cellular phone usage; experiences of family immigration • Extend, accept, or decline invitations Interpretive	Communication: Interpersonal • Talk about families and celebrations • Talk about classes and school materials • Talk about favorite activities and preferences • Talk about the royal family of Spain • Talk about personal heroes Interpretive
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	• Talk about classroom people and objects • Ask for and provide others the date or the day of the week • Talk about the weather Interpretive • Read and listen to information about appropriate greetings, introductions, and leave-takings • Read and listen to information about how to ask about how someone is • Read and listen to information about classroom directions and commands • Read and listen to information about numbers • Read and listen to information about telling time • Read and listen to information about parts of the body • Read and listen to information about classroom people and objects • Read and listen to information about the alphabet • Read and listen to information about the calendar • Read and listen to information about weather and seasons	• Read and listen to information about sports and pastimes • Listen to information about how people are feeling • Read: a picture-based story; about emotions and states of being; an advertisement for a sports training school; an advertisement for a campground; about athletes Sergio García and Paola Espinosa • Write about cellular usage • Present an account of an interview about immigration Culture: Practice and Perspectives • Talk about the festival, La Noche de los rábanos; how students traditionally engage in activities outside of school Products and Perspectives • Talk about the elaborate radish-sculpting of La Noche de los rábanos Connections: Cross-curricular • Reinforce math and metric conversion skills	• Read and listen to information about family celebrations • Read a picture-based story • Listen to and watch a video about a birthday party • Read about the royal families of Carlos IV, Juan Carlos I • Read a child's birthday card • Read about a quinceañera • Watch and listen to a video mystery • Read a public service announcement Presentational • Present information about families and celebrations • Write about how family members are related Culture: Practice and Perspective • Explain Hispanic names and naming conventions • Describe celebration traditions like the piñata Products and Perspectives • Discuss Carmen Lomas Garza and her painting • Discuss papel picado • Discuss the royal family of Spain
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	Presentational ● Present information about appropriate greetings, introductions, and leave-takings ● Write the correct number of things ● Present information about people and things ● Present information about the Spanish alphabet ● Present information about dates and days of the week ● Present information about seasons and the weather Culture: Practice and Perspectives ● Talk about <i>los sanfermines</i> Comparisons: Language ● Explain the difference between <i>tú</i> and <i>usted</i> ● Discuss that nouns are either masculine or feminine ● Discuss some rules of punctuation and accent marks Culture ● Compare customs of greetings and introductions	● Apply knowledge of geography and current events Target Culture ● Read an advertisement for a sports training school Comparisons: Language ● Talk about new vocabulary through the recognition of cognates; the use of <i>ir</i> in conjunction with <i>a</i> and the infinitive; the pronunciation of the letter <i>d</i> ● Explain that words are borrowed across languages ● Compare the use of <i>jugar</i> idioms with English Culture ● Compare: specialized, regional crafts and products; how students engage in activities outside of school Communities: Beyond the School ● Consider local opportunities for Spanish-speakers in health care professions Lifelong Learner	● Discuss Francisco de Goya and his painting ● Discuss the family of Carlos IV ● Discuss Diego Rivera and his portrayal of indigenous people through painting Connections: Cross-curricular ● Discuss important artists and their work: Lomas Garza, Goya, Diego Rivera ● Discuss the royal family of Spain Target Culture ● Read the version of the fairy tale “La Cenicienta” Comparisons: Language ● Talk about new vocabulary through the recognition of cognates ● Compare the use of possessive adjectives ● Explain the use of diminutives in Spanish Culture ● Compare family celebrations ● Compare crafts ● Compare the roles of families
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	• Compare festivals in which animals play a role	• Read about athletes Sergio García and Paola Espinosa • Explain the current influence of Spanish-speakers in areas like politics, music, poetry, and science	• Compare pictorial representations of families Communities: Beyond the School • Identify Hispanic surnames in a local phonebook Lifelong Learner • View a video mystery series
CROSS-CURRICULAR / DIFFERENTIATION: <i>(What cross-curricular (e.g. writing, literacy, math, science, history, career readiness, life literacies, key skills, technology) learning activities are included in this unit that will help achieve the desired results?)</i> <i>(What type of differentiated instruction will be used for ELL, SP.ED. and G&T students?)</i>	Cross-Curricular: English Language Arts: L.9-10.1; L.9-10.2; W.9-10.4; SL.9-10.6; L.9-10.4; RL.9-10.4; RI.9-10.4 Students will compare and contrast their knowledge of English in the following areas with what they are learning in the target language. In <i>grammar</i> -The students will learn about or review the parts of speech, the concept of singular and plural, the verb tenses. In <i>writing</i>, the student will use and compare the writing mechanics of the two languages with respect to punctuation, capitalization, and the creation of compound sentences by using conjunctions. In <i>reading</i>, comprehension in	Cross-Curricular: English Language Arts: L.9-10.1; L.9-10.2; W.9-10.4; SL.9-10.6; L.9-10.4; RL.9-10.4; RI.9-10.4 Students will compare and contrast their knowledge of English in the following areas with what they are learning in the target language. In <i>grammar</i> -The students will learn about or review the parts of speech, the concept of singular and plural, the verb tenses. In <i>writing</i>, the student will use and compare the writing mechanics of the two languages with respect to punctuation, capitalization, and the creation of compound sentences by using conjunctions. In <i>reading</i>, comprehension in	Cross-Curricular: English Language Arts: L.9-10.1; L.9-10.2; W.9-10.4; SL.9-10.6; L.9-10.4; RL.9-10.4; RI.9-10.4 Students will compare and contrast their knowledge of English in the following areas with what they are learning in the target language. In <i>grammar</i> -The students will learn about or review the parts of speech, the concept of singular and plural, the verb tenses. In <i>writing</i>, the student will use and compare the writing mechanics of the two languages with respect to punctuation, capitalization, and the creation of compound sentences by using conjunctions. In <i>reading</i>, comprehension in both languages

	both languages is developed by reading out loud, dramatizing what they read and answering questions about the excerpts used. Also students will learn key reading strategies by chapter (cognates, context clues...) to apply to increase comprehension. Science: HS-ESS3-1; HS-ESS3-4; HS-ESS3-6 Students will learn about the cause of seasonal variation, climatic variation, and the occurrences of tropical storms and hurricanes in Latin America. Differentiation • Lessons to Appeal to a Variety of Different Learning Styles • Collaborative Grouping (based on homogeneous or heterogeneous skills where appropriate) • Word Banks • Scaffold Assignments • Tiered Lessons: • Learning Style Adaptation • Menu Options	both languages is developed by reading out loud, dramatizing what they read and answering questions about the excerpts used. Also students will learn key reading strategies by chapter (cognates, context clues...) to apply to increase comprehension. Technology Literacy: 8.1.12.A.3 • Have students create a monthly calendar for the class Website showing all the activities that class members might be interested in. Have them use the calendar to promote a class discussion of any activities in which the class might want to participate. Social and Cross Cultural Skills: • After viewing the <i>Videohistoria</i>, have students make a list of all the activities mentioned by the young people. Have students discuss any differences and similarities between their own	is developed by reading out loud, dramatizing what they read and answering questions about the excerpts used. Also students will learn key reading strategies by chapter (cognates, context clues...) to apply to increase comprehension. Technology Literacy: 8.1.12.A.3 • Have students find Web sites to further explore Spain and Madrid. They should decide which topics interest them (sites to visit, data about Spain and/or Madrid) and find websites that supply that information, then present them to the class. Creativity and Innovation: • Have students recycle vocabulary and grammar concepts by using a combination of print and visuals to create a chart on which they match each family member or friend with a color that represents a personality trait.
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	● Multimedia Presentations ● Open-ended Writing Responses (choice of prompts) Special Education/504: ● Provide students with glossary of key grammar terms ● Provide modifications as dictated in the student's IEP/504 plan. ● Modify lessons as needed. ● Provide choices and extended time. ● Provide grouping or peer learning when appropriate. ● Provide outlets for agitated students, such as <i>time-out</i> zones. ● Introduce students to Internet sites in which they can learn on their own (<i>Duolingo</i>, <i>Prentice Hall Textbook Resources</i>, <i>Quizlet</i>, etc.) ● Align testing and assignments with students' IEP specifications. ● Provide students with a Spanish-English dictionary if requested.	after-school activities and those represented in the <i>Videohistoria</i>. Which ones would they participate in and enjoy? Which they would definitely not want to do? Why? Creativity and Innovation: ● Have students create a proposal for their dream sports complex. They should describe the facilities available, the location of the complex, and which special training and activities are offered. Their complex can be devoted to one single sport or to several, to more traditional sports (like baseball), or less traditional ones (like underwater hockey). Collaboration: ● Have students write an invitation to a real or imaginary exchange student from a Spanish-speaking country about attending a special event such as a concert, game, or party. Have	Collaboration: ● Have students work in small groups to set up a chart for family members of the group. Determine through this chart what the family members have in common. (For example: three fathers like pizza, two mothers were born in May, etc.) All students in the group shall participate. Critical Thinking and Problem Solving: ● When students compare two versions of the royal family, have them use a Venn diagram to show what is unique about each version (of the family) and what might be common to both. Communication: ● Students will pretend that they are in an exchange program in Chile and their host family wants to know about their family back home. Students will show photographs and
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	ELL: ● Use collaborative grouping. ● Provide written and oral instructions in a variety of ways. ● Extended time for completing assignments. ● Use Google Translate when appropriate. ● Have students do a short presentation on their own language background. ● Students will teach other students a few words in their own native language that correspond with unit concepts, like parts of speech ● Students will be instructed on the use of Google Translate and other translation services. ● Create a Google Classroom for ELL students where their particular concerns may be addressed. At Risk: ● Provide rules and instructions in an informational rather than a controlling manner.	the students review the proposed activities and decide as a group which one would be more appropriate. Have them write an invitation for that person, including why it would be an interesting cultural event. Each person in the group should have a specific assignment in creating the new invitation. Differentiation ● Lessons to Appeal to a Variety of Different Learning Styles ● Collaborative Grouping (based on homogeneous or heterogeneous skills where appropriate) ● Word Banks ● Scaffold Assignments Tiered Lessons: ● Learning Style Adaptation ● Menu Options ● Multimedia Presentations ● Open-ended Writing Responses (choice of prompts)	talk about three family members. Students will present to the class. Heritage Language Learners: ● Ask students who are familiar with other cultures to describe typical families from their heritage culture. Does active family life include extended family members? Do family members live nearby? ● Monitor the agreement of adjectives and verbs in written exercises. It is not uncommon for students who have not had extensive formal writing practice in Spanish to spell phonetically. If they commonly drop certain sounds when speaking, they may tend to drop those letters in their writing. ● Ask students to list examples of diminutives (ex. suffix –ito(a); abuelo □ abuelito). Do they or their family use diminutives? Whom would they most often address or describe using diminutives?
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	● Provide students with choices (either individually or as a group). ● Contrast and compare recreation activities between their countries and Spanish-speaking countries. ● Teach basic skills. ● Use effort and achievement rubrics ● Assure students that they can be successful. ● Have students brainstorm advantages to being bilingual (Spanish-English), or to being bilingual in general. ● Have student consider applications for language concepts taught (basic sentences) ● Have students select their favorite Hispanic heritage entertainer/performer and write a brief news article on his/her life. ● Have students design a diamond poem using Spanish adjectives and embellished with photos. and other art. Gifted & Talented Students:	Special Education/504: ● Provide students with glossary of key terms (time of day) ● Provide modifications as dictated in the student's IEP/504 plan. ● Modify lessons as needed. ● Provide choices and extended time. ● Provide grouping or peer learning when appropriate. ● <i>Have students add new words to their vocabulary notebook section and accompany these words with pictures and English translations if needed.</i> ● Have students create a chart to help organize information. ● Students will read actual advertisements in the target language. Some students might be intimidated with the unknown vocabulary. Have students create a list of cognates, emphasizing key words and phrases that help students understand the meaning.	● Have students name a food item that is a staple of their diet in their heritage country, as tortillas are in Mexico. Have students bring in a recipe using that staple dish. ● If students have been to a <i>fiesta de quince años</i> celebration, ask them to describe it. Who was there? What food was served? What did people do during the celebration? If they can, have them describe the gifts and decorations. ● Ask students to use the new vocabulary words, <i>investigar, las llaves, el periódico, el piso,</i> to write a summary of what happened in episode 1 of ¿Eres tú, María? Encourage them to go back and use vocabulary from previous chapters and to focus on correct spelling and language accuracy. ● Have students write a few paragraphs telling about their perfect birthday celebration: Where are they going to have it? Whom are they going to invite? What food are they
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	● Have selected students teach lessons or parts of lessons. ● Have students serve as peer tutors. ● Have students complete activities aligned with higher-level skills and abilities. ● Publication of student writing in student newspapers & other literary sources. ● Have students keep journals about their personal experiences regarding cultural differences. ● Have students do a presentation on the most prominent world languages and the relative status of Spanish as a world language and where it is spoken. ● Have students investigate how being bilingual in Spanish and English would be useful in various careers. ● Have students debate New Jersey's World Language requirement for high school graduation. Is it adequate? Should it be increased? Why?	● Provide outlets for agitated students, such as <i>time-out</i> zones. ● Introduce students to Internet sites in which they can learn on their own (<i>Duolingo</i>, <i>Prentice Hall Textbook Resources</i>, <i>Quizlet</i>, etc.) ● Align testing and assignments with students' IEP specifications. ● Provide students with a Spanish-English dictionary if requested. ELL: ● Students will teach other students a few words in their own native language that correspond with unit concepts, like time of day ● Use collaborative grouping. ● Provide written and oral instructions in a variety of ways. ● Extended time for completing assignments. ● Use Google Translate when appropriate. ● Have students do a short presentation on their own	going to eat? What kind of music are they going to play? Encourage them to use as many vocabulary words from this unit. Differentiation ● Lessons to Appeal to a Variety of Different Learning Styles ● Collaborative Grouping (based on homogeneous or heterogeneous skills where appropriate) ● Word Banks ● Scaffold Assignments Tiered Lessons: ● Learning Style Adaptation ● Menu Options ● Multimedia Presentations ● Open-ended Writing Responses (choice of prompts) Special Education/504: ● Provide students with glossary of key terms (celebration activities) ● Provide modifications as dictated in the student's IEP/504 plan. ● Modify lessons as needed.
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	● Inclusion of existing resources for heritage learners. ● Allow students to explore how some concepts function across other languages (pronoun usage)	language background. Students will teach other students a few words in their own native language. ● Students will be instructed on the use of Google Translate and other translation services. ● Create a Google Classroom for ELL students where their particular concerns may be addressed. At Risk: ● Have student consider applications for language concepts taught (telling time) ● Provide rules and instructions in an informational rather than a controlling manner. ● Provide students with choices (either individually or as a group). ● Contrast and compare recreation activities between their countries and Spanish-speaking countries. ● Teach basic skills. ● Use effort and achievement rubrics ● Assure students that they can be successful.	● Provide choices and extended time. ● Provide grouping or peer learning when appropriate. ● <i>Have students add new words to their vocabulary notebook section and accompany these words with pictures and English translations if needed.</i> ● Have students create a chart to help organize information. ● Students will read actual advertisements in the target language. Some students might be intimidated with the unknown vocabulary. Have students create a list of cognates, emphasizing key words and phrases that help students understand the meaning. ● Provide outlets for agitated students, such as <i>time-out</i> zones. ● Introduce students to Internet sites in which they can learn on their own (<i>Duolingo, Prentice Hall Textbook Resources, Quizlet, etc.</i>)
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		● Have students brainstorm advantages to being bilingual (Spanish-English), or to being bilingual in general. ● Have students select their favorite Hispanic heritage entertainer/performer and write a brief news article on his/her life. ● Have students design a diamond poem using Spanish adjectives and embellished with photos. and other art. Gifted & Talented Students: ● Allow students to explore how some concepts function across other languages (telling time) ● Have selected students teach lessons or parts of lessons. ● Have students serve as peer tutors. ● Have students complete activities aligned with higher-level skills and abilities. ● Publication of student writing in student newspapers & other literary sources. ● Have students keep journals about their personal	● Align testing and assignments with students' IEP specifications. ● Provide students with a Spanish-English dictionary if requested. ● Have students add new words to their vocabulary notebook section and accompany these words with pictures and English translations if needed ● Preview the <i>Videohistoria</i> questions by reading them to the students. Have students carefully look at the pictures from <i>Videohistoria</i> to see if they can predict any answers to the questions. Preview the new vocabulary words. ● Have the students who are having difficulty determining the relationship between family members to use a family tree as a reference. ● When interviewing a partner, first work with students to create a format for taking notes (ex. A
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		experiences regarding cultural differences. ● Have students do a presentation on the most prominent world languages and the relative status of Spanish as a world language and where it is spoken. ● Have students investigate how being bilingual in Spanish and English would be useful in various careers. ● Have students debate New Jersey's World Language requirement for high school graduation. Is it adequate? Should it be increased? Why? ● Inclusion of existing resources for heritage learners. Heritage Language Learners: ● Have students write sentences about their favorite sport, including teams and athletes that they follow. ● Have students prepare an oral presentation on their favorite sport or athlete. Students presenting a sport not covered in the unit should provide a	chart or a graphic organizer, etc.). Explain when taking notes, that they do not need to write out a long sentence or copy their partner's response down word for word. ● Some students may become frustrated with the level of detail necessary to make <i>papel picado</i>. Emphasize that he designs can be simple and do not need to be intricate to be festive. Provide assistance as necessary. ● When watching the murder mystery video episode 1 of ¿Eres tú, María?, pause the video when necessary to have students make notes of the clues. Have students made a list of clues to answer the ¿Comprendes? questions and to predict the outcome of the episode. ● Have students review the vocabulary words from the unit and create flashcards for any words that they do not know. Pair them with a
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		poster to support their presentation. • Have students create a poster for a community organization that is looking for volunteers who speak Spanish. • Ask students to discuss athletes they are familiar with from a variety of sports. As they are talking, guide their discussion by asking: How old is this person? Where was he or she born? What are some of his or her biggest accomplishments or statistics? Do you think that he or she is a good role model? Why or why not? • Have students find out if there is a city or region in the United States that has a large concentration of people from their heritage country. Have them identify the place and find out why people from their heritage country concentrated there. Multiple Intelligences: Verbal/Linguistic:	student who is more confident with the vocabulary to practice. Before the test, provide students with a practice test, so that they can become comfortable with the format. ELL: • Students will teach other students a few words in their own native language that correspond with unit concepts, like celebrations • Use collaborative grouping. • Provide written and oral instructions in a variety of ways. • Extended time for completing assignments. • Use Google Translate when appropriate. • Have students do a short presentation on their own language background. Students will teach other students a few words in their own native language.
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		● Have students write a few short lines of dialogue to change the ending of <i>Videohistoria</i>. In the new ending, Javier should not accept the invitation to the party, and he should give two or three reasons why he will not go. Multiple Intelligences: Visual/Spatial: ● Have students draw a three-panel cartoon. In their cartoons, they should write a dialogue in which one character invites the other(s) to do something. Three should be a response, and then a comment or a conclusion. Ask students to post their cartoons or to present them to the class. Advanced Learners: ● Have students use the Internet to research a well-known athlete of a Spanish-speaking origin. Have them present a short profile of the athlete, including which sports he or	● Students will be instructed on the use of Google Translate and other translation services. ● Create a Google Classroom for ELL students where their particular concerns may be addressed. At Risk: ● Have student consider applications for language concepts taught (celebration activities) ● Provide rules and instructions in an informational rather than a controlling manner. ● Provide students with choices (either individually or as a group). ● Contrast and compare recreation activities between their countries and Spanish-speaking countries. ● Teach basic skills. ● Use effort and achievement rubrics ● Assure students that they can be successful. ● Have students brainstorm advantages to being bilingual
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		she plays, his or her statistics, and what team he or she plays for, if appropriate. ● Have students create a mini-journal in which they tell what they are going to do each day of the week after-school. Have them include phrases de la mañana, de la tarde, and de la noche. Suggest that they include details such as with whom they will do the activities, where they will go, and why they plan to do them. ● Have students choose an athlete in school to interview. Suggest that they find out information about the athlete similar to what they have learned in the unit. They can conduct the interview in English, if the athlete is not a Spanish-speaking student, but their summary should be written in Spanish and shared with the class. ● Have students research schools in the United States where students can go if they	(Spanish-English), or to being bilingual in general. ● Have students select their favorite Hispanic heritage entertainer/performer and write a brief news article on his/her life. ● Have students design a diamond poem using Spanish adjectives and embellished with photos. and other art. Gifted & Talented Students: ● Allow students to explore how some concepts function across other languages (discussing celebrations) ● Have selected students teach lessons or parts of lessons. ● Have students serve as peer tutors. ● Have students complete activities aligned with higher-level skills and abilities. ● Publication of student writing in student newspapers & other literary sources. ● Have students keep journals about their personal experiences regarding cultural differences.
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		have artistic talent; for example the Julliard School, the School of Visual Arts, etc. Have them compare the schools and make a short presentation to the class. • Have students choose a major city or region in the United States with a large Spanish-speaking population, research celebrations and businesses that reflect the Spanish-speaking culture, and prepare a short report indicating their findings.	• Have students do a presentation on the most prominent world languages and the relative status of Spanish as a world language and where it is spoken. • Have students investigate how being bilingual in Spanish and English would be useful in various careers. • Have students debate New Jersey's World Language requirement for high school graduation. Is it adequate? Should it be increased? Why? • Inclusion of existing resources for heritage learners. Multiple Intelligences: Verbal/Linguistic: • Have students create and describe a fictional "royal family" and a fictional country for their family to rule. Have them present their family to a small group. Multiple Intelligences: Visual/Spatial: • Have students bring in a photo of a recent family celebration
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			or a magazine cutout of people at a party. Then have them brainstorm what they say to describe the scene. In small groups, have them ask and answer such questions such as: ¿Qué celebrant? ¿Quién está en la fiesta? ¿Qué hacen? ● Assign a Spanish-speaking country to the class. Have students make a decorative poster-size chart for a festival or celebration particular to the country. Each poster should include the country, the celebration, the time of year it takes place and a visual representation of its cultural or historic significance. ● Explain that Diego Rivera made his art available to the public by painting murals. Using a long sheet of rolled paper, have students create a mural that depicts any of the cultural products, practices, or perspectives discussed in the unit. Post the murals in the classroom and have other classmates try to identify their subjects and meanings.
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			Multiple Intelligences: Bodily/Kinesthetic: - Some students may be able to produce intricate patterns. Encourage creativity when creating a <i>papel picado</i>. If they begin by cutting out a symmetrical shape and folding that, they may obtain interesting results. Remind them to include the hanging flap. Advanced Learners: - Students are to make a small poster presenting their hero, including a photo. They can choose a family member, a public figure, an athlete, and so on. Have them tell the person's name and age, and then list several characteristics that explain why he or she is a hero.
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***WHERE TO**

W = Help the students know **WHERE** the unit is going and **WHAT** is expected. Help the teacher know **WHERE** the students are coming from (prior knowledge, interests).

H = **HOOK** all students and **HOLD** their interest.

E = **EQUIP** students, help them **EXPERIENCE** the key ideas and **EXPLORE** the issue.

R = Provide opportunities to **RETHINK** and **REVISE** their understanding and work.

E = Allow students to **EVALUATE** their work and its implications.

T = **TAILORED** to the different needs, interests, and abilities of learners.

O = **ORGANIZE** to maximize initial and sustained engagement as well as effective learning.

Unit #: Unit Title	Unit 4 <i>Fiesta en Familia</i> <i>Vamos a un restaurante!</i>	Unit 5 <i>La Casa</i> <i>En mi dormitorio!</i>	Unit 6 <i>La Casa</i> <i>¿Cómo es tu casa?</i>
Number of Days	30 days	30 days	25 days
STAGE 1: DESIRED RESULTS <i>What will students understand as a result of the unit? What are the BIG ideas?</i>			
ESTABLISHED GOALS: <i>(NJSLS</i>	World Languages Interpretative Mode 7.1.IM.IPRET.1 7.1.IM.IPRET.2 7.1.IM.IPRET.3 7.1.IM.IPRET.4 7.1.IM.IPRET.5 7.1.IM.IPRET.6 7.1.IM.IPRET.7 7.1.IM.IPRET.8 Interpersonal Mode	World Languages Interpretative Mode 7.1.IM.IPRET.1 7.1.IM.IPRET.2 7.1.IM.IPRET.3 7.1.IM.IPRET.4 7.1.IM.IPRET.5 7.1.IM.IPRET.6 7.1.IM.IPRET.7 7.1.IM.IPRET.8 Interpersonal Mode	World Languages Interpretative Mode 7.1.IM.IPRET.1 7.1.IM.IPRET.2 7.1.IM.IPRET.3 7.1.IM.IPRET.4 7.1.IM.IPRET.5 7.1.IM.IPRET.6 7.1.IM.IPRET.7 7.1.IM.IPRET.8 Interpersonal Mode

	7.1.IM.IPERS.1 7.1.IM.IPERS.2 7.1.IM.IPERS.3 7.1.IM.IPERS.4 7.1.IM.IPERS.5 7.1.IM.IPERS.6 Presentation Mode 7.1.IM.PRSNT.1 7.1.IM.PRSNT.2 7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.5 7.1.IM.PRSNT.6 Technology 8.1.12.D.4 8.1.12.E.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.12.CI.1 9.4.12.CI.3 9.4.12.CT.2 9.4.12.CT.4 9.4.12.DC.2 9.4.12.IML.1-4	7.1.IM.IPERS.1 7.1.IM.IPERS.2 7.1.IM.IPERS.3 7.1.IM.IPERS.4 7.1.IM.IPERS.5 7.1.IM.IPERS.6 Presentation Mode 7.1.IM.PRSNT.1 7.1.IM.PRSNT.2 7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.5 7.1.IM.PRSNT.6 Technology 8.1.12.D.4 8.1.12.E.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.12.CI.1 9.4.12.CI.3 9.4.12.CT.2 9.4.12.CT.4 9.4.12.DC.2 9.4.12.IML.1-4	7.1.IM.IPERS.1 7.1.IM.IPERS.2 7.1.IM.IPERS.3 7.1.IM.IPERS.4 7.1.IM.IPERS.5 7.1.IM.IPERS.6 Presentation Mode 7.1.IM.PRSNT.1 7.1.IM.PRSNT.2 7.1.IM.PRSNT.3 7.1.IM.PRSNT.4 7.1.IM.PRSNT.5 7.1.IM.PRSNT.6 Technology 8.1.12.D.4 8.1.12.E.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.12.CI.1 9.4.12.CI.3 9.4.12.CT.2 9.4.12.CT.4 9.4.12.DC.2 9.4.12.IML.1-4
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	9.4.12.IML.7 9.4.12.IML.8 9.4.12.IML.9 9.4.12.TL.1-4	9.4.12.IML.7 9.4.12.IML.8 9.4.12.IML.9 9.4.12.TL.1-4	9.4.12.IML.7 9.4.12.IML.8 9.4.12.IML.9 9.4.12.TL.1-4
ENDURING UNDERSTANDINGS: <i>(Students will be able to . . .)</i>	• listen to, read, and write information about restaurant meals and service • write about plans for a celebration • exchange information while describing physical features of family members • understand cultural perspectives on meals and mealtimes in the Spanish-speaking world • explain aspects of the Hispanic history and culture of Santa Fe, New Mexico • describe people and things • describe food and table settings • recognize and utilize vocabulary words on eating out • expressing needs • conjugate the verb <i>venir</i> and demonstrate its usage	• listen to and read descriptions of bedrooms and colors • talk and write about your room • survey classmates about their bedrooms and compare theirs to your bedroom • make a <i>luminaria</i> and understand the history and significance of this tradition • recognize and utilize vocabulary words on bedroom items • recognize and utilize vocabulary words on electronic equipment • recognize and utilize vocabulary words on colors • describe, compare, and contrast • make comparisons • use the superlative • conjugate the stem-changing verbs <i>poder</i> and <i>dormir</i>	• listen to conversations about chores and read household ads • talk about household chores and write a description of a house or apartment • exchange information while giving advice • understand cultural perspectives regarding homes and privacy • explain how houses in the Spanish-speaking world compare to those in the United States • recognize and utilize vocabulary words on houses and apartments • recognize and utilize vocabulary words on household chores • demonstrate the usage of the affirmative <i>tú</i> command • learn the correct usage of the present progressive tense

	conjugate the verbs ser and estar and demonstrate its usage		
ESSENTIAL QUESTIONS: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i>	- How do we conjugate the verb venir? - How do we conjugate the verbs ser and estar? - How do we determine when to use the verb ser and the verb estar? - How do we describe our family members in the target language? - How do we describe people and things in the target language? - How do we express our needs? - How do we describe different foods and items to set a table? - What are the differences and/or similarities among meals and mealtimes in the United States and Spanish-speaking countries?	- How do we describe our bedroom in the target language? - How do we compare our bedroom with someone else's bedroom? - How do we conjugate and use the stem changing-verbs poder and dormir? - What is the history of a luminaria and significance of this tradition? - How do we create a luminaria? - Who was Salvador Dalí and what is he known for? - What are some electronic equipment devices that can be found in a Catalan household? How do they compare to the electronic equipment devices found in your household? - What is la siesta and the significance of this tradition?	- How do we describe our house or apartment? How do we compare our house or apartment to someone else's? - What are the differences between houses in the Spanish-speaking world to those in the United States? - What are the percentages of people living in houses and apartments in Caracas, Venezuela? - What are some of the cultural perspectives on architectural features? - How does architecture design promote privacy in Spanish-speaking countries? How does it compare to your home? - What are the tú commands in Spanish? How are they similar to the commands in English? How are they used? - What is the progressive tense and how is it used? How does the usage of the present

			progressive differ in English and in Spanish? • What is the version of the “Cinderella” tale in the United States? How does it compare to the other versions from Spanish-speaking countries? Are there any other versions of “Cinderella” that you might have heard from a different country?
STAGE 2: ASSESSMENT EVIDENCE <i>What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]</i>			
PERFORMANCE TASKS: <i>(Through what authentic performance tasks will students demonstrate the desired understandings?) (By what criteria will performances of understanding be judged?)</i>	• Read, listen to, and understand information about: descriptions of family members, restaurant vocabulary, table settings. • Listen to and write descriptions of people • Read and understand a conversation in a restaurant • Explain what you like to order in a restaurant • Play a guessing game about table settings • Write recommendations based on a restaurant review	• Read, listen to, and understand information about: bedroom items, electronic equipment, colors, comparisons • Listen to a description of a room and label a room diagram • Draw and describe your own room • Exchange information while describing rooms and playing a game • Listen to a description of two different bedrooms	• Read, listen to, and understand information about: rooms in a house, household chores, how to tell someone to do something • Listen to and write descriptions of a house • Write about and discuss furniture and chores • Exchange information about homes • Listen to, follow, and write instructions and recommendations • Read and respond to a letter and a survey

	● Read about and discuss celebrations and preparations ● Listen to a description of a family ● Discuss and describe people and foods ● Read an interview and a recipe ● Exchange information while ordering and discussing food in a restaurant ● Read a letter about a visit to Santa Fe, New Mexico ● Skim to find specific information ● Compare the history of Santa Fe to that of your own community ● Write a review of your favorite restaurant ● Use examples to persuade your reader about your review of your favorite restaurant ● Understand the expanding plot of a mystery plot of a mystery video set in Spain ● Review vocabulary and grammar ● Listening: Listen and understand as people	● Write about, discuss, and compare different music ● Exchange information while comparing opinions with a classmate ● Discuss and write about the best and worst ● Exchange information about bedrooms and colors ● Compare technology use in Spain to your class ● Identify flags from the Spanish-speaking world and design your own flag ● Listen to, write, and discuss rules ● Read, write, talk about sleep habits ● Describe objects to play a guessing game ● Design a dream bedroom for a classmate ● Read a letter and a response in a n advice column ● Look for cognates to help you understand what you read ● Explore differences in technology use in Spanish-speaking world	● Explain what has to be done around the house ● Listen to a conversation about chores ● Talk and write about what people are doing ● Read and respond to a housing ad and a survey ● Read a version of “Cinderella.” Skim to find characters and dialogue to aid comprehension. Analyze the “Cinderella” story across cultures.
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	complain to room service that something is missing from their order ● Speaking: Describe the physical characteristics of family members to another person ● Reading: Read and understand a letter about an upcoming visit with a relative ● Writing: Write a short report telling whether people are coming to an event and what they are bringing with them ● Thinking: Demonstrate and understanding of cultural perspectives regarding meals	● Describe someone's personality based on his/her bedroom ● Used a word web to organize your ideas when describing someone's personality based on his/her bedroom ● Understand the expanding plot of a mystery video set in Spain ● Review the vocabulary and grammar ● Listening: Listen to and understand descriptions of bedrooms ● Speaking: Ask and answer questions about your bedroom and that of a classmate ● Reading: Read and understand descriptions of bedroom colors that are associated with particular personality types ● Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their	
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		organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.	
OTHER EVIDENCE: <i>(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, and journals) will students demonstrate achievement of the desired results?)</i> <i>(How will students self-assess their learning?)</i>	• Tests • Benchmark assessments • Quizzes • Classwork • Homework • Journals • Projects • Group discussions • Class discussions • Teacher observations • Presentations • Activities • Peer and self-evaluations • Rubrics • Web-based assessments	• Tests • Benchmark assessments • Quizzes • Classwork • Homework • Journals • Projects • Group discussions • Class discussions • Teacher observations • Presentations • Activities • Peer and self-evaluations • Rubrics • Web-based assessments	• Tests • Benchmark assessments • Quizzes • Classwork • Homework • Journals • Projects • Group discussions • Class discussions • Teacher observations • Presentations • Activities • Peer and self-evaluations • Rubrics • Web-based assessments

	• Teacher-constructed evaluation tools • Dictations • Oral assessment	• Teacher-constructed evaluation tools • Dictations • Oral assessment	• Teacher-constructed evaluation tools • Dictations • Oral assessment
RESOURCES:	• <i>Realidades 1</i> - Pearson / Prentice Hall - Textbook • <i>Realidades 1</i> - Pearson / Prentice Hall - Student Workbook • Multimedia and technology materials, including Chromebooks, Video & Audio programs • www.Phschool.com • Teacher-generated materials to reinforce interpretive, interpersonal, and presentational communication • www.Phschool.com • www.quizlet.com • www.duolingo.com • www.kahoot.com • Canvas	• <i>Realidades 1</i> - Pearson / Prentice Hall - Textbook • <i>Realidades 1</i> - Pearson / Prentice Hall - Student Workbook • Multimedia and technology materials, including Chromebooks, Video & Audio programs • www.Phschool.com • Teacher-generated materials to reinforce interpretive, interpersonal, and presentational communication • www.Phschool.com • www.quizlet.com • www.duolingo.com • www.kahoot.com • Canvas	• <i>Realidades 1</i> - Pearson / Prentice Hall - Textbook • <i>Realidades 1</i> - Pearson / Prentice Hall - Student Workbook • Multimedia and technology materials, including Chromebooks, Video & Audio programs • www.Phschool.com • Teacher-generated materials to reinforce interpretive, interpersonal, and presentational communication • www.Phschool.com • www.quizlet.com • www.duolingo.com • www.kahoot.com • Canvas
STAGE 3: LEARNING PLAN			

*What learning experiences and instruction will enable students to achieve the desired results? Utilize the **WHERE TO*** acronym to consider key design elements.*

SKILLS AND TOPICS: <i>(What specific activities will students do and what skills will students know as a result of the unit?)</i>	Communication Interpersonal: ● talk about family members and others descriptively ● talk about table settings, meal customs in Spanish-speaking cultures ● talk about foods and beverages Interpretive: ● read and listen to descriptions of family members ● read a picture-based story ● listen to and watch a video about restaurant service ● read a restaurant review ● read a recipe for <i>arroz con leche</i> Presentational: ● write analogies to compare people and things ● present a skit between a server and customers Culture Practice and Perspectives: ● interpret that extended families tend to be close-knit	Communication Interpersonal: ● talk about bedroom and home furnishings and arrangement; lifestyle and entertainment preferences; the distribution of home electronics; colors and color association; flag colors and symbolism; the importance of sleep Interpretive: ● listen to descriptions of bedrooms and bedroom furnishings; information about Spanish color words; information about students' personal preferences; the verbs <i>poder</i> and <i>dormir</i> in conversation ● read a picture-based story ● listen to and watch a video about bedroom neatness Presentational: ● present information about: ways to describe things; entertainment preferences; items in the home	Communication Interpersonal: ● talk about the locations of rooms in a house ● talk about furniture found in homes ● talk about household chores ● give advice to another person Interpretive: ● read and listen to information about rooms in a house ● read and listen to information about household chores ● read a picture-based story ● listen to and watch a video about household chores ● read an advertisement for an English language school ● read a letter asking for personal advice ● read a real estate advertisement ● read about housing statistics in Venezuela ● listen to and watch a video about household chores Presentational: ● present information about household chores
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	in Spanish-speaking countries • interpret etiquette for summoning a server • describe the mealtime custom of <i>sobremesa</i> in Spanish-speaking countries Products and Perspectives: • discuss Xavier Nogués and his paintings • discuss the common functions of <i>plazas</i> Comparisons Languages: • explain the use of adjectives ending in <i>-ísimo</i> • talk about new vocabulary through the recognition of cognates • explain the use of the verb <i>venir</i> • explain the pronunciation of the letters <i>b</i> and <i>v</i> • explain the differences between the verbs <i>ser</i> and <i>estar</i> Culture: • compare relationships with extended families	• present a description of a bedroom using illustrations Culture Practice and Perspectives: • discuss the Latin Grammy Awards; <i>la siesta</i>; the <i>luminarias</i> of Santa Fe Products and Perspectives: • discuss Salvador Dalí and his painting; the Latin Grammy Awards; Spanish-style architecture • discuss a well-known riddle from Mexico; colors and symbols of Spanish-speaking countries' flags; a Spanish <i>trabalenguas</i> Comparisons Languages: • explain: comparisons in Spanish; superlatives in Spanish; the stem-changing verbs <i>poder</i> and <i>dormir</i>; the pronunciation of the letters <i>r</i> and <i>rr</i> • talk about new vocabulary through the recognition of cognations; building vocabulary through the use of root words	• present information about rooms in a house • write a letter giving advice • present information about housing in Venezuela Culture Practice and Perspectives: • describe how architecture design promotes privacy in Spanish-speaking countries Products and Perspectives: • describe <i>la arpillera</i> patchwork appliqué in Chile • describe <i>patios</i> in Spain and in the Americas • explain the use of home features such as patios Comparisons Languages: • talk about new vocabulary through recognition of cognates • explain the use of <i>tú</i> commands • compare nouns formed from verbs as their roots • explain the progressive tense • explain the pronunciation of <i>n</i> and <i>ñ</i> Culture:
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	• compare techniques for getting a server's attention • compare menu selections • compare local historical sites with those of Sante Fe Communities Beyond the School: • discuss the need for Spanish-speaking employees at the U.S. Department of Agriculture Lifelong Learner: • view a video mystery series	Culture: • compare: distribution of home electronics; symbolism of Mexico's flag to the United States' flag; the pros and cons of importing <i>la siesta</i> to the United States; the use of lights to celebrate events Communities Lifelong Learner: • identify Latin recording artists whose music they enjoy • view a mystery series • visit the Web site of a prominent newspaper in Spain	• compare crafts from different regions • compare idioms for names of house sections • compare types of patios • compare versions of "Cinderella" tales Communities Beyond the School: • identify local increase in Spanish-language advertising Lifelong Learner: • view a mystery series
CROSS-CURRICULAR / DIFFERENTIATION: <i>(What cross-curricular (e.g. writing, literacy, math, science, history, career readiness, life literacies, key skills, technology) learning activities are included in this unit that will help achieve the desired results?)</i> <i>(What type of differentiated instruction will be used for ELL, SP.ED. and G&T students?)</i>	Cross-Curricular: English Language Arts L.9-10.1; L.9-10.2; W.9-10.4; SL.9-10.6; L.9-10.4; RL.9-10.4; RI.9-10.4 Students will compare and contrast their knowledge of English in the following areas with what they are learning in the target language. In <i>grammar</i> -The students will learn about or	Cross-Curricular: English Language Arts: L.9-10.1; L.9-10.2; W.9-10.4; SL.9-10.6; L.9-10.4; RL.9-10.4; RI.9-10.4 Students will compare and contrast their knowledge of English in the following areas with what they are learning in the target language. In <i>grammar</i> -The students will	Cross-Curricular: English Language Arts: L.9-10.1; L.9-10.2; W.9-10.4; SL.9-10.6; L.9-10.4; RL.9-10.4; RI.9-10.4 Students will compare and contrast their knowledge of English in the following areas with what they are learning in the target language. In <i>grammar</i> -The students will learn about or review the parts of speech,

	review the parts of speech, the concept of singular and plural, the verb tenses. In <i>writing</i>, the student will use and compare the writing mechanics of the two languages with respect to punctuation, capitalization, and the creation of compound sentences by using conjunctions. In <i>reading</i>, comprehension in both languages is developed by reading out loud, dramatizing what they read and answering questions about the excerpts used. Also students will learn key reading strategies by chapter (cognates, context clues...) to apply to increase comprehension. Heritage Language Learners: • Using vocabulary from this unit, have students talk about three members of their extended family, such as: <i>Mi abuela tiene el pelo canoso. Mi tía Rosa es muy joven.</i> • Have students create a radio ad for a restaurant specializing in food from their heritage countries. The ad should include a	learn about or review the parts of speech, the concept of singular and plural, the verb tenses. In <i>writing</i>, the student will use and compare the writing mechanics of the two languages with respect to punctuation, capitalization, and the creation of compound sentences by using conjunctions. In <i>reading</i>, comprehension in both languages is developed by reading out loud, dramatizing what they read and answering questions about the excerpts used. Also students will learn key reading strategies by chapter (cognates, context clues...) to apply to increase comprehension. Technology: 8.1.12.A.3 • Have students create an online survey to find out about the sleeping habits of the class. Have them compile the results and select 'winners': who sleeps the most in a week, who the least, who gets up the earliest	the concept of singular and plural, the verb tenses. In <i>writing</i>, the student will use and compare the writing mechanics of the two languages with respect to punctuation, capitalization, and the creation of compound sentences by using conjunctions. In <i>reading</i>, comprehension in both languages is developed by reading out loud, dramatizing what they read and answering questions about the excerpts used. Also students will learn key reading strategies by chapter (cognates, context clues...) to apply to increase comprehension. Heritage Language Learners: • Have students pretend that they are real estate agents. Have them create a flyer for a mansion they are selling. Encourage them to describe outrageous houses. After correcting the flyers, discuss any grammar and spelling concerns and have them make revisions as needed. Post the flyers and ask students which house they would like to buy.
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	description of the food, the hours of operation, and the location of the restaurant. Emphasize that they must speak clearly in the ad. You might want to have students record the ad and play it for the class. ● Ask students to choose a traditional dish from their heritage country and have them write a short paragraph describing the dish. Ask for volunteers to read their paragraphs to the class and have the class explain why they would or would not like the dish. ● Some students may practice a type of <i>sobremesa</i> in their families. If so, allow them to share their experiences with the class. If not, have them ask family or friends about the tradition in their heritage country. ● Have students write a few paragraphs telling about their perfect birthday celebration: Where are they going to have it? Whom are they going to	on the weekend, who sleeps the longest, etc. Have them post the results of the “sleep contest” on the class website. Differentiation ● Lessons to Appeal to a Variety of Different Learning Styles ● Collaborative Grouping (based on homogeneous or heterogeneous skills where appropriate) ● Word Banks ● Scaffold Assignments ● Tiered Lessons: ● Learning Style Adaptation ● Menu Options ● Multimedia Presentations ● Open-ended Writing Responses (choice of prompts) Special Education/504: ● Provide students with glossary of key terms (bedroom features) ● As you go through the new words, have students add them to their vocabulary	● Point out that when one is writing, it is very important to include language-specific punctuation such as the tilde. Remind students that the meaning of a word is often dependent on these marks, and leaving them out can change the meaning, as in <i>uña</i> (“fingernail”) and <i>una</i> (“a/an”). ● Have students write a brief summary of one of their favorite fairy tales or tall tales, using the present tense and the present progressive. Encourage students to include pictures or drawings. Communication: ● Have students create a For Sale ad for their own homes. Their ads should include information about the general layout of the house, number of rooms, and contact number. After, have them choose one of the ads, and create a dialogue between a potential buyer and a real estate agent, who will try to sell the house to a buyer. ● Have students write a short paragraph about whom among
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	invite? What food are they going to eat? What kind of music are they going to play? Encourage them to use as many vocabulary words from this unit as they can. Differentiation • Lessons to Appeal to a Variety of Different Learning Styles • Collaborative Grouping (based on homogeneous or heterogeneous skills where appropriate) • Word Banks • Scaffold Assignments • Tiered Lessons: • Learning Style Adaptation • Menu Options • Multimedia Presentations • Open-ended Writing Responses (choice of prompts) Special Education/504: • Provide students with glossary of key terms (restaurant features)	notebook section. Have them add pictures and/or English translations. • Provide modifications as dictated in the student's IEP/504 plan. • Modify lessons as needed. • Provide choices and extended time. • Provide grouping or peer learning when appropriate. • Provide outlets for agitated students, such as <i>time-out</i> zones. • Introduce students to Internet sites in which they can learn on their own (<i>Duolingo</i>, <i>Prentice Hall Textbook Resources</i>, <i>Quizlet</i>, etc.) • Align testing and assignments with students' IEP specifications. • Provide students with a Spanish-English dictionary if requested. ELL: • Students will teach other students a few words in their own native language that correspond with unit	their siblings has household chores and who does the most work. They can include ways that the family members try to get out of doing chores. When necessary, talk to students on an individual basis about spelling or grammatical errors they made in writing their paragraphs. Social and Cross-Cultural Skills: • Using the chart “¿Quién hace los quehaceres? As a starting point, have students work in small groups to discuss who does the chores mentioned in the chart in their own households. Have students keep track of the results, and compare the data of the results, and compare with the data from Spain. Are there any similarities and differences between the results? Critical Thinking and Problem Solving: • In the capital of Venezuela, Caracas, they analyzed where people lived. According to the studies, Do more people live in
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	● Provide modifications as dictated in the student's IEP/504 plan. ● Modify lessons as needed. ● Provide choices and extended time. ● Provide grouping or peer learning when appropriate. ● Provide outlets for agitated students, such as <i>time-out</i> zones. ● Introduce students to Internet sites in which they can learn on their own (<i>Duolingo</i>, <i>Prentice Hall Textbook Resources</i>, <i>Quizlet</i>, etc.) ● Align testing and assignments with students' IEP specifications. ● Provide students with a Spanish-English dictionary if requested. ● Have a pre-cut set of pictures available to students who experience difficulties in the tasks of cutting or tearing. This is also a timesaving suggestion for setting up this activity. ● Encourage students to break their vocabulary list into	concepts, like discussing their rooms ● Use collaborative grouping. ● Provide written and oral instructions in a variety of ways. ● Extended time for completing assignments. ● Use Google Translate when appropriate. ● Have students do a short presentation on their own language background. Students will teach other students a few words in their own native language. ● Students will be instructed on the use of Google Translate and other translation services. ● Create a Google Classroom for ELL students where their particular concerns may be addressed. At Risk: ● Have student consider applications for language concepts taught (trying to get features in a hotel room)	houses or apartments big or small? Guide the students on a brief investigation about urban living arraignments in their own city or community. Have them discuss the results with a partner and compare living habits (apartment vs. family home) between their own community, and the city of Caracas. Technology Literacy: ● Design a flyer in Spanish to promote the sale of your family's house or apartment. Encourage students to make their flyers electronic, combining online images, audio, and video. As part of their pre-writing task, have them ask and answer questions with a partner, to make sure they include as much pertinent information as possible with accuracy. Differentiation ● Lessons to Appeal to a Variety of Different Learning Styles ● Collaborative Grouping (based on homogeneous or
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	small groups of related words. Students can then study categories such as: physical characteristics, hair colors, or table setting • Have the students write the name of the family members on a piece of paper. As they read the <i>Videohistoria</i> or watch the video, they should write down what each person orders to eat or drink. They can refer to this list when working on other activities. • When reading scripts in the target language, have students focus on only a few words, which will be more manageable. Provide the students a copy of the script. White out three to four adjectives and ask students to listen to them. • Sometimes students can be intimidated by a large amount of text. Tell them to first scan through the reading to see how many cognates they can find. When they realize that they already know or can guess many of	• Provide rules and instructions in an informational rather than a controlling manner. • Provide students with choices (either individually or as a group). • Contrast and compare recreation activities between their countries and Spanish-speaking countries. • Teach basic skills. • Use effort and achievement rubrics • Assure students that they can be successful. • Have students brainstorm advantages to being bilingual (Spanish-English), or to being bilingual in general. • Have students select their favorite Hispanic heritage entertainer/performer and write a brief news article on his/her life. • Have students design a diamond poem using Spanish adjectives and embellished with photos. and other art. Gifted & Talented Students:	heterogeneous skills where appropriate • Word Banks • Scaffold Assignments Tiered Lessons: • Learning Style Adaptation • Menu Options • Multimedia Presentations • Open-ended Writing Responses (choice of prompts) Special Education/504: • Provide students with glossary of key terms (types of homes) • Provide modifications as dictated in the student's IEP/504 plan. • Modify lessons as needed. • Provide choices and extended time. • Provide grouping or peer learning when appropriate. • <i>Have students add new words to their vocabulary notebook section and accompany these words with pictures and English translations if needed.</i> • Have students look at the photos and identify chores that
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	the words, they will feel more confident about the reading. • Have students review the <i>Repaso del capítulo</i> and create flashcards for any words that they do not know. Pair them with a student who is more confident with the vocabulary to practice. Before the test, provide students with a practice test, so that they can be comfortable with the format. ELL: • Students will teach other students a few words in their own native language that correspond with unit concepts, like ordering in a restaurant • Use collaborative grouping. • Provide written and oral instructions in a variety of ways. • Extended time for completing assignments. • Use Google Translate when appropriate. • Have students do a short presentation on their own	• Allow students to explore how some concepts function across other languages (features of living arrangements) • Have selected students teach lessons or parts of lessons. • Have students serve as peer tutors. • Have students complete activities aligned with higher-level skills and abilities. • Publication of student writing in student newspapers & other literary sources. • Have students keep journals about their personal experiences regarding cultural differences. • Have students do a presentation on the most prominent world languages and the relative status of Spanish as a world language and where it is spoken. • Have students investigate how being bilingual in Spanish and English would be useful in various careers.	need to be done. Highlight key words and phrases for them. • Some students may have trouble with the spatial representation when presenting floor plans of a house. Point out that the visual represents three stories in a home. • Have students make a three-column chart to use as a reference. They should put the infinitive in the first column, the present-tense form used for Ud., él, and ella in the second column, and the affirmative tú command in the third column. They can add to the chart and use it as a reference throughout the chapter. • Use index cards as manipulatives to help students practice the present progressive. Make cards with the forms of <i>estar</i> and the endings –ando and –iendo written on them. Make additional cards showing verbs with their infinitive endings removed. Students can use these cards to practice the new tense. • Students may have difficulty understanding the basic layout
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	language background. Students will teach other students a few words in their own native language. ● Students will be instructed on the use of Google Translate and other translation services. ● Create a Google Classroom for ELL students where their particular concerns may be addressed. At Risk: ● Have student consider applications for language concepts taught (ordering in a restaurant on vacation) ● Provide rules and instructions in an informational rather than a controlling manner. ● Provide students with choices (either individually or as a group). ● Contrast and compare recreation activities between their countries and Spanish-speaking countries. ● Teach basic skills. ● Use effort and achievement rubrics	● Have students debate New Jersey's World Language requirement for high school graduation. Is it adequate? Should it be increased? Why? ● Inclusion of existing resources for heritage learners. Multiple Intelligences Verbal/Linguistic: ● Using text as a model, ask students to create close passages to describe a bedroom and to provide a word bank with words that would fit logically in only one blank. Photocopy and distribute their passages and ask the rest of the class to fill in the blanks using the word bank. ● Have students compare themselves to another person (or thing). Encourage them to be creative and make it tongue-in-cheek, for example, saying that they can swim faster than a fish. Point out that they should	of homes. Show pictures or diagrams, but if using diagrams, make sure students understand the perspective. ● Have students create a chart to help organize information. ● Students will read actual advertisements in the target language. Some students might be intimidated with the unknown vocabulary. Have students create a list of cognates, emphasizing key words and phrases that help students understand the meaning. ● Provide outlets for agitated students, such as <i>time-out</i> zones. ● Introduce students to Internet sites in which they can learn on their own (<i>Duolingo</i>, <i>Prentice Hall Textbook Resources</i>, <i>Quizlet</i>, etc.) ● Align testing and assignments with students' IEP specifications. ● Provide students with a Spanish-English dictionary if requested. ELL:
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	● Assure students that they can be successful. ● Have students brainstorm advantages to being bilingual (Spanish-English), or to being bilingual in general. ● Have students select their favorite Hispanic heritage entertainer/performer and write a brief news article on his/her life. ● Have students design a diamond poem using Spanish adjectives and embellished with photos. and other art. Gifted & Talented Students: ● Allow students to explore how some concepts function across other languages (ordering in a restaurant) ● Have selected students teach lessons or parts of lessons. ● Have students serve as peer tutors. ● Have students complete activities aligned with higher-level skills and abilities.	incorporate comparisons and <i>poder</i>. Multiple Intelligences Bodily Kinesthetic: ● Have students play charades to act out what they think are the best music, songs, and television shows. Then have them discuss why they think they are the best. Multiple Intelligences Logical/Mathematical: ● <i>Game of concentration:</i> Hand out 40 index cards. 20 of them write the name of the Spanish-speaking country. On the other cards, write the colors of each country's flag. Turn all the cards so that the blank side is facing upwards, country cards in one group, color cards in another. Students take turns matching a color card with a <i>country</i> card. Cards are removed when a match is found. Heritage Learners:	● Students will teach other students a few words in their own native language that correspond with unit concepts, like types of homes ● Use collaborative grouping. ● Provide written and oral instructions in a variety of ways. ● Extended time for completing assignments. ● Use Google Translate when appropriate. ● Have students do a short presentation on their own language background. Students will teach other students a few words in their own native language. ● Students will be instructed on the use of Google Translate and other translation services. ● Create a Google Classroom for ELL students where their particular concerns may be addressed. At Risk: ● Have student consider applications for language concepts taught (securing a rental property)
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	● Publication of student writing in student newspapers & other literary sources. ● Have students keep journals about their personal experiences regarding cultural differences. ● Have students do a presentation on the most prominent world languages and the relative status of Spanish as a world language and where it is spoken. ● Have students investigate how being bilingual in Spanish and English would be useful in various careers. ● Have students debate New Jersey's World Language requirement for high school graduation. Is it adequate? Should it be increased? Why? ● Inclusion of existing resources for heritage learners. Communication: ● Recommend that students use flashcards, and online tutorials to further develop	● Have students write a short paragraph about what their bedrooms are like. Are they tidy or messy? Who cleans them? Who is allowed in? Students can refer to the <i>Videohistoria</i> for words to include in their paragraphs. ● Have students share other words they may know to describe a bedroom or objects in a bedroom. ● Have students write sentences comparing their bedroom to that of a sibling or friend. Review their work for correct spelling and grammar. ● Have one student write what people can't because of weather conditions. Another student will tell what he or she can do: <i>Hace fresco y Marta no puede tomar el sol. Pero puede ir al cine.</i> ● Ask students who are familiar with <i>luminarias</i> to share their personal experiences with the class. They should include what the occasion was and any	● Provide rules and instructions in an informational rather than a controlling manner. ● Provide students with choices (either individually or as a group). ● Contrast and compare recreation activities between their countries and Spanish-speaking countries. ● Teach basic skills. ● Use effort and achievement rubrics ● Assure students that they can be successful. ● Have students brainstorm advantages to being bilingual (Spanish-English), or to being bilingual in general. ● Have students select their favorite Hispanic heritage entertainer/performer and write a brief news article on his/her life. ● Have students design a diamond poem using Spanish adjectives and embellished with photos. and other art. Gifted & Talented Students:
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	their fluency as they go through the unit. Media Literacy: - Have students working in small groups research websites in specific Spanish-speaking cities to find restaurants they would like to visit. Have them evaluate each Web site for design, appeal, and accuracy. They should present their selected restaurants to the class and explain why they chose them. Creativity and Innovation: - Have students work with a partner or a small group to create a poem, a song, or a short story using <i>ser</i> and <i>estar</i>. Have students perform their piece for the class. The members of the class select the most creative piece as the winner. Collaboration: - Have students work in small groups research Santa Fe	particular celebrations that took place. - Have students read a daily edition of <i>El País</i> on the Internet. Ask them to write a summary of one news story paying attention to spelling and language usage. Advanced Learners: - Have students write a short paragraph describing their idea of a tidy bedroom. Tell them to begin their paragraph with an introductory sentence, such as: <i>Para mí, un dormitorio está ordenado cuando . . .</i> Remind them to use new and old vocabulary, the verb <i>estar</i>, and prepositions of location. - Have students work together to compile a list of roots with examples. Ask them to type them on a sheet of paper or create a poster. Communication: - After students have viewed the <i>Videohistoria</i> and	- Allow students to explore how some concepts function across other languages (discussing living arrangements) - Have selected students teach lessons or parts of lessons. - Have students serve as peer tutors. - Have students complete activities aligned with higher-level skills and abilities. - Publication of student writing in student newspapers & other literary sources. - Have students keep journals about their personal experiences regarding cultural differences. - Have students do a presentation on the most prominent world languages and the relative status of Spanish as a world language and where it is spoken. - Have students investigate how being bilingual in Spanish and English would be useful in various careers. - Have students debate New Jersey's World Language requirement for high school graduation. Is it adequate? Should it be increased? Why?
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	Web sites and gather information to write a travel guide for the city. Each person in the group should be responsible for a specific feature of the guide (restaurants, museums, special events, and so on). Have students report their findings to the class. Multiple Intelligences Verbal/Linguistic: - Have students write an original conversation using the vocabulary presented in the <i>Videohistoria</i>. Help them focus on spelling and vocabulary. Students can work on this skit throughout the unit. Multiple Intelligences Musical/Rhythmic: - To remember the uses of the verb <i>estar</i>, have students memorize this rhyme: For how you feel And where you are, Always use the verb <i>estar</i>.	role-played the video with a partner, have them create a similar but personalized skit explaining where things are in their room, what someone did to change the order, and how they reacted. Creativity and Innovation: - Working with a partner, have students write a short riddle about their favorite object. Then have them work with other students to guess what the objects are. Have the students set up a contest on the class Web site so the class can choose the best riddle. Critical Thinking and Problem Solving: - Working with a partner, have students choose two of the flags from a Spanish-speaking country. Using the information about colors in this unit, write a statement about what color choices reveal about the country the flag represents.	Advanced Learners: - Have students model affirmative <i>tú</i> commands by writing and acting out a dialogue between either teacher and students or brother and sister. Another variation would be a dialogue between parent and son or daughter. In the dialogue, one person should be given orders and the other should be responding. Suggest that students write at least five lines. Encourage humor and creativity! - Ask students to use the Internet or other resources to find information on how living arrangements in Spanish-speaking countries differ between rural areas and urban ones. Suggest that students compare their findings to trends in the United States. Have students present their information to the class. - Have students choose a Spanish-speaking country and research the style of the houses. They should find out if the
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	Say it aloud with the students. Encourage them to create and share with the class any rhymes they make up that help them learn Spanish. Multiple Intelligences Visual/Spatial: - Have students draw table settings with obvious errors such as a plate on top of a glass, a spoon under a plate, a tomato in a cup, and so on. Have them exchange their drawings with another student. Tell them to describe each error and explain how to fix the problem. For example: <i>El plato está encima del vaso. Debe estar al lado del plato.</i> Information Literacy: - Have students research Web sites from the United States and from some Spanish-speaking countries that deal with nutritional guidelines. Have them compare the	Initiative and Self-Direction: - Students are to create an oral presentation on how a bedroom reflects the personality of its owner(s). Have partners evaluate each other's presentation. Students should demonstrate improvement of their presentation based on partner feedback. Students with Disabilities: - Have students make word associations when learning new vocabulary. Have students write the opposite meanings. Review with them how to use the textbook glossaries. <i>Exploración del lenguaje:</i> Review the concept of roots. Give several examples in English and then in Spanish. Teach students that this is an excellent strategy for learning new vocabulary words. Encourage them to keep a list of these words and suggest that they use a	houses usually have a patio and the other origins of the style of architecture. Have them share their findings with the class, showing pictures if possible. - Have students discuss when they do their chores, naming specific days of the week and times. Have them compare their workload with that of a sibling. Multiple Intelligences Visual/Spatial: - Have students take pictures, or cut out pictures from magazines, of people doing chores or other activities. Have students give a name to each person, and underneath each photo use the present progressive to write what he or she is doing. Display their work for the class to enjoy.
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	information and identity similarities and differences. Advanced Learners: • Have students find five pictures of people in your school. They can be members of the volleyball team, the Spanish club, or the football team or they may just ask friends. Using the vocabulary introduced in this lesson, have students write captions for each picture. • Have students write a letter to a friend describing a family party. Students should tell at what time different members of the family are coming and what each person is going to bring. • Have students write a letter inviting a relative or friend to visit them. Have them suggest activities, places to visit, and good restaurants. They can include photos or postcards with their letters.	different color to right out the root. • Have students check their vocabulary and grammar notebook sections against the list from the end of the unit. Have them add whatever they have missed. Depending on their needs, provide a graphic organizer. Provide students with a practice test so they can become familiar with the format.	
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