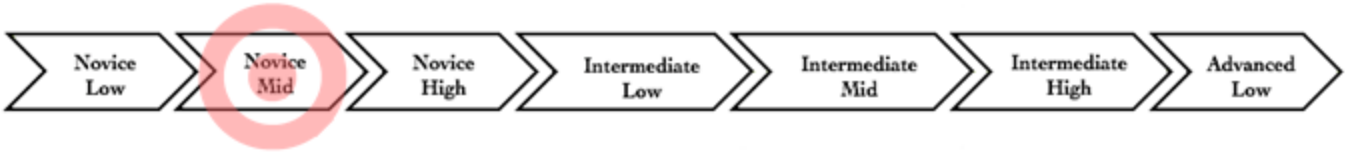
Language: Spanish **Level/Grade:** Level 1 / 7th grade

···Annual Proficiency Target···



···Unit Learning Targets ···

What will learners be able to do with what they know?	
Theme	Themes should be **communicatively purposeful** and **culturally-focused**. Consider how your theme aligns with AP themes: *Global challenges, personal and public identity, contemporary life, science and technology, beauty and aesthetics, families and communities*. **Contemporary life**
Essential Question	What underlying question is guiding the unit theme and deeper learning? Essential questions should be open-ended, require evidence to support judgments and opinions, and be culturally rich. **Students should be able to answer the essential questions in the target language through their performance assessments**. **How do people spend their free time?**
Learning Targets	List specific, customized learning targets/Can-Do statements here that flow from the standards in the section above. Be sure that the targets build proficiency by focusing on **what students will be able to do functionally**. Write learning targets in student-friendly terms, beginning with "*I can…*" and sorted by communication skill in the columns below:

Interpretive Listening/Reading	**Interpersonal**	**Presentational** Speaking/Writing
I can: ...identify key words in authentic texts. ….identify and provide evidence of supporting details in authentic texts. ...identify the main idea of authentic texts. ...identify how authentic texts are organized.	**I can:** ...say how often I go places. ...say what free-time activities I do. ...give my opinion about activities in my own and other countries. ...make comparisons about activities in different countries. ...make comparisons about sports in other countries. ...say where people go to do an activity. ...ask where someone is going and answer when asked. ...ask at what time people do free-time activities and answer when asked. ...invite someone to an activity or go to a place using a calendar or authentic resource.	**I can:** ...say how often I go places. ...say what free-time activities I do. ...give my opinion about activities in my own and other countries. ...make comparisons about activities in different countries. ...say where people go to do an activity. ...say what sports people play in my own and other countries. ...make comparisons about sports in other countries. ...ask where someone goes during their free time. ...ask questions about someone's preferences or traditions on a Spanish-speaking blog.

	...ask follow-up questions and answer when asked. ...accept and decline invitations. ...say why I decline an invitation.	...survey students in another country about how they spend their free time.

···Unit Performance Tasks ···

How will learners demonstrate what they can do with what they know?		
Interpretive Assessment (Summative) Listening and Reading	**Interpersonal Assessment (Summative)** Person-to-Person	**Presentational Assessment (Summative)** Speaking and Writing
Read the text in Spanish and identify the key words, supporting details, main idea, and organizational features.	You and a friend haven't hung out in a while and you just need to make plans! You are talking with each other and trying to decide what to you. Using your calendars, you will invite, decline, suggest other activities and finally decide on what to do together.	You and your family are on vacation! Using the pictures, write about the places you and your family go and the activities you all do in the Spanish-speaking country.

···Other standards ···

How does the unit address the other world language standards?	
Cultures Indicate the relationship between the product, practice, and perspective.	**Communities** • Indicate how the students use the language within and beyond the classroom to interact and collaborate with the community. • Indicate how the unit promotes lifelong learning.
Product: Activities, places, free time **Practice:** How and where Spanish-speaking youth spend their free time **Perspective:** Culture and location influences how and where people spend their free time	**School and Global Communities:** Read/Research about how people spend their free time during Spanish holidays on blogs/Tweets/Instagram and post questions/comments; create a Google survey for ePals to complete about how they spend their free time **Lifelong Learning:** Reflection on interpersonal and presentational performance
Connections • Indicate how learners expand their knowledge of other disciplines while using the language.	**Comparisons** Indicate how learners use the language to investigate, explain, and reflect on language and culture through comparison to their native language/culture.

• Indicate how learners access and evaluate information and diverse perspectives through the language and its cultures.	
Making Connections: Global studies - Popular activities, places, holidays in other countries; Mathematics - survey classmates and graph responses **Acquiring Information:** Reading authentic IPAs for practice and assessment, learners will analyze how free time is spent in other countries.	**Language Comparisons:** Telling time; excuses, writing questions **Cultural Comparisons:** How people spend their free time in the United States versus Hispanic countries; Places that youth frequent in the United States versus Hispanic countries (*cafe, plaza, library*…)

···Toolbox ···

What tools are needed to help learners accomplish the unit's learning targets?	
Language Functions List the language functions needed to accomplish the unit's learning targets and performance tasks. A list of language functions can be found here. **Bold** the language functions and *italicize* the how the function applies to this specific unit.	**Related Structures / Patterns** List the grammatical structures or sentence patterns required by the language function.
Accepting & refusing invitations	(No) Me gustaría, (No) puedo, Qué lástima/pena, Qué buena idea, genial, Tengo que + infinitive
Describing places that people go to during their free time	Ir + a + place
Describing why people go to different places	Para + infinitive
Describing sports a person plays	Jugar + a + sport
Expressing how often a person goes to a place	Todos los días, siempre, mucho, a veces, nunca, de vez en cuando, a menudo, cada día, generalmente, usualmente, frecuentemente, más o menos
Extending invitations	Te gustaría, Quieres, Puedes
Maintaining a conversation	Repite
Telling time of an event	A las...de la mañana/tarde/noche
Asking for information about where someone spends their free time	Question word + verb + subject
Asking for information about an event	Question word + verb + subject
Expressing emotions	Estoy… Tengo...
Vocabulary Expansion	
Tier 1 List/link the **essential** vocabulary needed to accomplish the unit's learning targets. **This vocabulary is a common agreement for the PLC.**	**Tier 2** List/link any additional vocabulary that is not a common agreement for the PLC but used to accomplish the learning targets, add depth to the theme, and/or personalize student learning.
Vocabulary 1 Vocabulary 2	Tier 2 vocabulary: ● Page 2 of each vocab sheet ● Language creations using vocabulary list

···Major Activities ···

What MAJOR learning activities will prepare students to demonstrate what they can do with what they know?

In this section list the **major** activities and/or formative assessments of the unit. This is a place to list the "*best of*" ideas and can serve as an "*a la carte*" space for teachers to locate quality activities/formative assessments that promote deep and rich learning. Activities can function as formative assessments if they are used to gather information, make instructional decisions, and/or provide feedback to students. **Bold** any activities/formative assessments that will be common agreements for the PLC.

Key Learning Activity/Formative Assessment	Mode of Communication
Intro idea: Use authentic resources to identify sports in Miraflores, Peru and details of events from authentic resources	Interpretive
Intro idea: Introduce vocabulary using the infographic on how Mexican youth spend their free time and make comparisons	Interpretive, Interpersonal
Practice Interpretive IPA (*How youth spend their free time*)	Interpretive
Practice Interpretive IPA (*Beach*)	Interpretive
La hora: Use the examples to figure out how to say times in Spanish. Read authentic tweets and give the time in Spanish.	Interpretive, Presentational
A qué hora: Practice asking what time an event is using authentic resources	Interpersonal
Visitamos a Perú: Investigate events in Peru, create a calendar of events you would like to attend, post and respond to classmates' invitations on Padlet	Interpretive, Presentational, Interpersonal
Speaking activities - *Adonde vas…(para…), Juegas…, A que hora…, Puedes…*	Interpersonal
Practica con preguntas: Practice creating questions using locations and authentic resources	Interpretive, Interpersonal
Invite and follow-up question stations: Scan the QR code at each station to see the authentic resource advertising an event. Create an invitation to invite others to the event and write it on the station sheet. Rotate to the next station: Scan the QR code to view the authentic resource, read the written invitation from the prior group, and respond with a follow-up question. Rotate to the next station: Scan the QR code to view the authentic resource, read the written invitation from the prior group, read the follow-up question, and respond. Continue this process until all parts of the conversation have been completed (invites, follow-up questions and responses, accept/decline). Then take down a conversation and evaluate it using the self-assessment.	Interpretive, Interpersonal
Estaciones de locaciones: View the authentic art/tweets and describe the event with as many details as possible.	Presentational
Presentational preparation	Presentational
Interpersonal preparation and practice (*speed dating, random partners…*)	Presentational, Interpersonal
Interpersonal feedback: Active listening and positive participation	Interpersonal

••• Resources •••

List **essential** resources (digital, print, and/or authentic) to the unit. Include hyperlinks when possible. This is a place to list the "*best of*" resources and can also serve as an "*a la carte*" space for teachers to locate quality resources that promote deep and rich learning.