

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Conversational Spanish 1

June 2017

New Milford Board of Education

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Course Overview

The Conversational Spanish course prepares novice and near-novice students to communicate proficiently in Spanish in simple, everyday, real-life settings. Communication skills include understanding, speaking, reading and writing in Spanish, with a special emphasis on the spoken language. The course comprises five thematic units based on common daily functions. Each unit asks one or more essential questions aimed at cultivating greater student understanding of enduring universal topics and themes. The Conversational Spanish course consists of the following five thematic units:

- 1) Communication
- 2) My Family
- 3) Getting up in the Morning
- 4) Using Public Transportation
- 5) Let's Go Shopping

| Stage 1 Desired Results | | |
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| ESTABLISHED GOALS | <i>Transfer</i> | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • cite textual evidence that that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (R8.1) • determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text (R8.2) • Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (W8.3) • With guidance and support from peers and adults, student will develop and strengthen writing as needed, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (W8.5) • Using technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (W8.6) • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly (SL8.1) • Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest (SL 8.5) • Use non-linguistic representation to make their messages comprehensible (CT Content Standard 2005) | |
| | <i>Meaning</i> | |
| <p>ACTFL Standard 1.1 - Communication Interpersonal Communication</p> <ul style="list-style-type: none"> • Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. <p>ACTFL Standard 1.2 - Communication Interpretive Communication</p> <ul style="list-style-type: none"> • Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>ACTFL Standard 2.1 - Culture Relating Cultural Practices to Perspectives</p> <ul style="list-style-type: none"> • Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. <p>ACTFL Standard 3.2 -Connections Acquiring Information and Diverse Perspectives</p> <ul style="list-style-type: none"> • Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. | <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • modes of communication have evolved exponentially in the last couple of decades. Consequently, we want and expect everything | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What are your responsibilities as a member of different social media communities? • How can using social media become dangerous/unsafe? |

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| <p>ACTFL Standard 4.2 - Comparisons Cultural Comparisons</p> <ul style="list-style-type: none"> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>ACTFL Standard 5.2 - Communities Lifelong Learning</p> <ul style="list-style-type: none"> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. | <p>quickly.</p> <ul style="list-style-type: none"> with the ability to send messages in an instant, comes the responsibility of thinking about the repercussions of your messages Messages are no longer private when sent using your devices (phones or the internet). They can easily be replicated even if they are deleted from your device. | <ul style="list-style-type: none"> How has the evolution of communication technology changed our values as a society? Use examples of technological breakthroughs and their effect on society to respond. |
| | Acquisition | |
| | <p><i>Students will know...</i></p> <ul style="list-style-type: none"> singular subject pronouns Months of the year numbers 0-31 singular forms of the verb SER/ESTAR/VIVIR/TENER (No) Me/Te gusta(n) descriptive words for personal profile (optional) social media related vocabulary Question words: cómo, dónde, cuándo | <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> using different modes of communication appropriately developing a profile (in Spanish) for various social media sites introducing themselves describing themselves and others physically and personally stating where they are from/where they are in a specific moment stating how they are feeling stating what they like to do |

| Stage 2 – Evidence | | |
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| Code | Evaluative Criteria | Assessment Evidence |
| (A) (T) | Summative: <ul style="list-style-type: none"> • Spelling • Aesthetically pleasing, colorful and neat • Comprehensibility of message • Accuracy of written message (syntax and verb conjugation) • Vocabulary use • Time management • Completeness | PERFORMANCE TASK(S): G: Create a facebook page for yourself or a famous hispanic figure in Spanish. R: You/the manager of a famous celebrity in charge of creating and updating their facebook page. A: The broader facebook community. S: Create a facebook profile for yourself or a famous hispanic figure in Spanish. Include a photo, birthday, a physical description, origin (where you/he/she is from), interests. Include three posts with pictures that state where you are/how you are feeling. P: Facebook page S: Rubric. <ul style="list-style-type: none"> • introduction with name • Birthday • yo forms of the verb SER/ESTAR/VIVIR • describing oneself • statement about where you are from • statements about how you are feeling, where you are, what you like to do |
| (A) (T) | Formatives: QUIZ #1 <ul style="list-style-type: none"> • <u>Vocabulary</u>: Numbers (1-31) & months of the year | OTHER EVIDENCE: <ul style="list-style-type: none"> • Quizzes • DO-NOWS • Class discussion • Writing prompts • Question of the week • Illustrating different pre-written scenarios • Listening Activities |
| (A) (T) | QUIZ #2 <ul style="list-style-type: none"> • Vocabulary: Words to talk about how you are feeling | |
| (A) (T) | QUIZ #3 <ul style="list-style-type: none"> • Vocabulary: Likes and dislikes | |
| (A) (T) | QUIZ #4 <ul style="list-style-type: none"> • Reading | |

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| | comprehension: All vocabulary in context | |
| (A) (T) | DO NOWS: <ul style="list-style-type: none"> • Vocabulary • Application of grammar rules | |
| (A) (T) (M) | Class discussion: <ul style="list-style-type: none"> • Participation • Understanding of norms during group discussions • Post-discussion reflection | |
| (A) (T) | Writing prompts: <ul style="list-style-type: none"> • Addresses all aspects of the prompt. • Creates cohesion through skillful use of transition/linking words, phrases • Correct spelling • Use of varied vocabulary • Syntax | |
| (A) (T) | Question of the week: <ul style="list-style-type: none"> • Syntax • Answer Comprehensible • Spelling | |
| (A) (T) | Illustrations: <ul style="list-style-type: none"> • Accurate pictorial representations of | |

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| (A) (T) | <p>written passages</p> <p>Listening activities:</p> <ul style="list-style-type: none"> ● accurate responses to prompts | |
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| Stage 3 – Learning Plan | | |
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| Code | <i>Pre-Assessment</i> | |
| (A)(T) | <ul style="list-style-type: none"> ● Unit Based Reading assignment with comprehension questions | |
| | Summary of Key Learning Events and Instruction | Progress Monitoring |
| (A) | 1.) Students will interview each other about how they are feeling everyday at the beginning of class | Quiz #1 |
| (A) | 2.) Students will set up an interactive notebook, where they will take notes about all key grammar topics. (subject pronouns, ser/estar/tener/vivir), me gusta(n), no me gusta(n) | Quiz #2 |
| (T) | 3.) Students will create an image that represents what the term “social media” means after being given the definition of the term. | Quiz #3 |
| (A) | 4.) Students will explain their sketchbook drawing about the term “social media” during a classroom discussion. | Quiz #4 |
| (A) | 5.) Students will participate in number bingo and other number games in order to learn the numbers 1-31 | |
| (A) | 6.) Students will participate in a variety of games to learn essential unit vocabulary | |
| (A) | 7.) Students will participate in interactive activities to practice asking people when their birthdays are | |
| (A) | 8.) Students will engage in listening activities in which they identify people based on the descriptions of mock facebook profiles/instagram photos and captions/tweet /other social media pages and correct pages that do not match verbal description | |
| (T) (A) | 9.) Students will compare social media pages in English to social | |

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| <p>(A) (T)</p> <p>(M)</p> <p>(M) (T)</p> <p>(M)</p> <p>(M) (T)</p> <p>(M)</p> <p>(M)</p> <p>(T)</p> | <p>media pages in Spanish and define social media vocabulary in Spanish by using visual context clues from Spanish pages</p> <p>10.) Students will create and distribute a survey about what social media site the majority of their classmates (in the same grade) like to use and which ones they don't like to use.</p> <p>11.) Students will read articles about the benefits/dangers of social media</p> <p>12.) Students will debate pros and cons of being part of a social media community.</p> <p>13.) Students will engage in interactive activity modeling cyber bullying and be asked to categorize "acceptable" behavior and "unacceptable" behavior online</p> <p>14.) Students will compare different texts (letters, texts, tweets, snapchat messages) and discuss their reactions to each. Which was more meaningful? Which messages say more? Which is more reliable? What do the words subjective and objective mean?</p> <p>15.) Students will participate in an activity where they label certain messages as subjective and certain messages as objective.</p> <p>16.) Students will create a code of conduct while using their devices/social media</p> <p>17.) Students will complete a self-evaluation after each quiz</p> | |
| <p>(A) (T)</p> <p>(A) (T)</p> <p>(A) (T)</p> <p>(A) (T)</p> | <p>Suggested Resources:</p> <ul style="list-style-type: none"> • Dialogues • Quizlet live • Heads down, vocab up • Cucharas | |

| Stage 1 Desired Results | | |
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| ESTABLISHED GOALS | | <i>Transfer</i> |
| <p>ACTFL Standard 1.1 - Communication Interpersonal Communication</p> <ul style="list-style-type: none"> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. <p>ACTFL Standard 1.2 - Communication Interpretive Communication</p> <ul style="list-style-type: none"> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>ACTFL Standard 2.1 - Culture Relating Cultural Practices to Perspectives</p> <ul style="list-style-type: none"> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. <p>ACTFL Standard 3.2 -Connections Aquiring Information and Diverse Perspectives</p> <ul style="list-style-type: none"> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. | <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> cite textual evidence that that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (R8.1) determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text (R8.2) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (W8.3) With guidance and support from peers and adults, student will develop and strengthen writing as needed, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (W8.5) Using technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (W8.6) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly (SL8.1) Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest (SL 8.5) Use non-linguistic representation to make their messages comprehensible (CT Content Standard 2) | |
| | <i>Meaning</i> | |
| | <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Family structure (living arrangements) varies from country to country (nuclear family vs. extended family/living with | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What does "family" mean? What are the responsibilities of being a family member? How does where someone/a family is from affect their ethics/personal |

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| <div>ACTFL Standard 4.2 - Comparisons</div> <div>Cultural Comparisons</div> <div><ul style="list-style-type: none">Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</div> <div>ACTFL Standard 5.2 - Communities</div> <div>Lifelong Learning</div> <div><ul style="list-style-type: none">Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</div> | <div><div>grandparents instead of parents)</div><div><ul style="list-style-type: none">Where you are raised affects your culture (family norms/values/how you are raised)When people immigrate, they normally follow something or someone (a job/another family member). That is why there are pockets of communities with similar beliefs/common language.When families move from one area to another, the older generations bring those values/beliefs/customs with them. The younger generations have an easier time adapting to the new environment and new customs.(Illegal) immigration (lack of status) often tears families apart.How families are portrayed in the media differs from area to area</div></div> | <div>beliefs/customs?</div> <div><ul style="list-style-type: none">How do people move/immigrate?How might moving/immigrating to another area affect families?How has the evolution of communication/ technology changed family dynamics/values?</div> |
| | <div>Acquisition</div> | |
| | <div>Students will know...</div> <div><div><ul style="list-style-type: none">Family-based vocabulary</div><div>NEW VERBS:</div><div>TENER (to have)</div><div>TRABAJAR (to work)</div><div>VIVIR (to live)</div><div>REPEAT VERBS:</div><div>SER (to be)</div><div><ul style="list-style-type: none">Possession with “de” plus a namePossessive adjectivesNumbers 1-100 (age)Demonstrative adjectivesProfession vocabulary</div></div> | <div>Students will be skilled at...</div> <div><ul style="list-style-type: none">Name family members and describe them physically and personally.Answering basic questions about family members (age, birthday, where they live, what they like to do, what their profession is)Explaining relationship between them and other family members (uncle, aunt, grandfather, etc)Reading a family tree</div> |

- Question words: Quién, Cuando, Cuanto, Dónde

| Stage 2 – Evidence | | |
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| Code | Evaluative Criteria | Assessment Evidence |
| (A) (T) | Summative: <ul style="list-style-type: none"> • Spelling • Aesthetically pleasing, colorful and neat • Comprehensibility of message • Accuracy of written message (syntax and verb conjugation) • Vocabulary use • Time management • Completeness • (Pronunciation) | PERFORMANCE TASK(S): Goal: Produce a family album/facebook page in Spanish with ten or more family members and pets. Role: Exchange student Audience: Host Family Situation: You have travelled to Spain for a two-week exchange program at a middle school there. You have brought along a family album to show your host family. Product or Performance: Family Album/Facebook pages of your family members-recording of you speaking about them to your host family. Standards for Success: Rubric |
| (A) (T) | Formatives: QUIZ #1 <ul style="list-style-type: none"> • <u>Vocabulary</u>: Numbers (1-100) & • Reading comprehension: family <u>vocabulary</u> in context | OTHER EVIDENCE: <ul style="list-style-type: none"> • Quizzes • DO-NOWS • Class discussion • Writing prompts • Question of the Week • Illustrating different pre-written scenarios • Listening Activities |
| (A) (T) | QUIZ #2 <ul style="list-style-type: none"> • Family vocabulary | |
| (A) (T) | QUIZ #3 <ul style="list-style-type: none"> • Professions | |

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| | vocabulary | |
| (A) (T) | DO NOWS: <ul style="list-style-type: none"> • Vocabulary • Application of grammar rules | |
| (A) (T) (M) | Class discussion: <ul style="list-style-type: none"> • Participation • Understanding of norms during group discussions • Post-discussion reflection | |
| (A) (T) (M) | Writing prompts: <ul style="list-style-type: none"> • Addresses all aspects of the prompt. • Creates cohesion through skillful use of transition/linking words, phrases • Correct spelling • Use of varied vocabulary • Syntax | |
| (A) (T) | Question of the week: <ul style="list-style-type: none"> • Syntax • Answer Comprehensible • Spelling | |
| (A) (T) | Illustrations: <ul style="list-style-type: none"> • Accurate pictorial | |

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| (A) (T) | representations of written passages Listening activities: <ul style="list-style-type: none"> accurate responses to prompts | |
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| Stage 3 – Learning Plan | | |
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| Code | Pre-Assessment | |
| (A) (T) | <ul style="list-style-type: none"> Unit Based Reading assignment with comprehension questions | |
| | Summary of Key Learning Events and Instruction | Progress Monitoring |
| (A) | 1.) Students will maintain an interactive notebook for key grammar topics (possessive adjectives, demonstrative adjectives, verb trabajar) | Quiz 1 Quiz 2 Quiz 3 |
| (A) (T) | 2.) Students will participate in listening activities to reinforce descriptive adjectives from the previous unit. | |
| (A) (T) | 3.) Students will practice their arithmetic, by completing “resuelvelo” activities using numbers 1-100 in Spanish. | |
| (A) (T) | 4.) Students will engage in various games to learn new vocabulary. | |
| (A) (T) | 5.) Students will read “La familia de Sebastian” and “La familia de Sofia”, comparing the two families to figure out how Sebastian and Sofia are related. | |
| (A) (T) | 6.) Students will learn about the structure of a family tree and then create their own family tree. | |
| (A) (T) | 7.) Students will watch videos about families in Spanish. An interactive notebook activity will accompany each video and a discussion of the video will follow each video. | |
| (A) (T) | 8.) Students will re-enact being immigrants, coming into a new community with pre-established norms/customs. They will write a reflection on how they felt with each “move”. The class will | |

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| (M) (T) | then come together and discuss the experience. 9.) Students will read different articles and watch news clips about families that are separated due to immigration and reflect on them. They will then form groups and discuss their reactions to the different articles. | |
| (M) (A) (T) | 10.) Students will watch "Bajo la misma luna". 11.) Students will complete cloze passage readings utilizing possessive adjectives and the use of "de" to denote possession. | |
| (T) | 12.) Students will complete a self-evaluation after each quiz. | |
| (M) (A) (T) (A) (T) (A) (T) (A) (T) | Suggested Resources: <ul style="list-style-type: none">• Videos (Families of the World on Amazon/Bajo la misma luna)• Guess who? Game (Milton Bradley) for review• Resuelvelo (1-100)• Cucharas• Hot potato (Variation) | |

Subject/Course: Conversational Spanish 1

Unit 3: Getting Ready in the Morning

Grade: 7

| Stage 1 Desired Results | |
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| ESTABLISHED GOALS | <i>Transfer</i> |
| ACTFL Standard 1.1 - Communication Interpersonal Communication <ul style="list-style-type: none"> • Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> • cite textual evidence that that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (R8.1) • determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text (R8.2) • Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (W8.3) • With guidance and support from peers and adults, student will develop and |
| ACTFL Standard 1.2 - Communication Interpretive Communication | |

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| <ul style="list-style-type: none"> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>ACTFL Standard 2.1 - Culture Relating Cultural Practices to Perspectives</p> <ul style="list-style-type: none"> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. <p>ACTFL Standard 3.2 -Connections Aquiring Information and Diverse Perspectives</p> <ul style="list-style-type: none"> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>ACTFL Standard 4.2 - Comparisons Cultural Comparisons</p> <ul style="list-style-type: none"> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>ACTFL Standard 5.2 - Communities Lifelong Learning</p> <ul style="list-style-type: none"> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. | <p>strengthen writing as needed, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (W8.5)</p> <ul style="list-style-type: none"> Using technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (W8.6) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly (SL8.1) Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest (SL 8.5) Use non-linguistic representation to make their messages comprehensible (CT Content Standard 2) |
| Meaning | |
| <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Not everyone has access to the same amenities and how people prepare for the day varies according to the region Access to transportation affects how people get ready for their day | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What are essential steps to getting ready in the morning? How do you know that you are ready for the day? How might getting ready in the morning differ in different cultures? Why? How might moving/immigrating affect someone's daily routine/getting ready?Why? |
| Acquisition | |
| <p><i>Students will know...</i></p> <ul style="list-style-type: none"> Household vocabulary the preterite tense (yo, tú, él/ella form) <p>REFLEXIVE VERBS (yo, tu, el/ella): DESPERTARSE LEVANTARSE</p> | <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> talk about doing chores around the house talk about getting ready use phrases to talk about time (a la/a las) |

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| | <p> DUCHARSE LAVARSE EL PELO SECARSE EL PELO CEPILLARSE (EL PELO/LOS DIENTES) AFEITARSE (LAS PIERNAS) MAQUILLARSE </p> <p> OTHER VERBS (yo, tu, el/ella): HACER LA TAREA HACER LA CAMA MANDAR MENSAJES DE TEXTO DAR DE COMER AL PERRO SACAR AL PERRO DESAYUNAR APAGAR EL DESPERTADOR MIRAR LA TELEVISION LLEGAR APAGAR EL DESPERTADOR SACAR LA BASURA ESPERAR EL AUTOBUS NECESITAR (un aventon) </p> <p> REPEATED VERBS: TENER </p> <p> REPEAT CONTENT: <ul style="list-style-type: none"> • Review numbers (0-100) • Family member names </p> | |
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| | <ul style="list-style-type: none"> ● Preterite tense/morning activities | |
| (A) (T) | DO NOWS: <ul style="list-style-type: none"> ● Vocabulary ● Application of grammar rules | |
| (A) (T) (M) | Class discussion: <ul style="list-style-type: none"> ● Participation ● Understanding of norms during group discussions ● Post-discussion reflection | |
| (A) (T) (M) | Writing prompts: <ul style="list-style-type: none"> ● Addresses all aspects of the prompt. ● Creates cohesion through skillful use of transition/linking words, phrases ● Correct spelling ● Use of varied vocabulary ● Syntax | |
| (A) (T) | Question of the week: <ul style="list-style-type: none"> ● Syntax ● Answer Comprehensible ● Spelling | |
| (A) (T) | Illustrations: <ul style="list-style-type: none"> ● Accurate pictorial | |

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| (A) (T) | representations of written passages Listening activities: <ul style="list-style-type: none"> accurate responses to prompts | |
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| Stage 3 – Learning Plan | | |
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| Code | Pre-Assessment | |
| (A) (T) | <ul style="list-style-type: none"> Unit Based Reading assignment with comprehension questions | |
| | Summary of Key Learning Events and Instruction | Progress Monitoring |
| (A) | 1.) Students will maintain an interactive notebook for key grammar topics (present tense and preterite tense, reflexive verb construction) | Quiz 1 |
| (A) (T) | 2.) Students will participate in different games to learn the new vocabulary in this unit. | Quiz 2 |
| (T) | 3.) Students will play charades, using gestures and other non-linguistic representations of language, while the rest of the students guess the meaning. | Quiz 3 |
| (A) | 4.) Students will maintain an interactive notebook for all grammar topics covered. | |
| (M) | 5.) Students will categorize verbs to talk about morning routines as “necesario” and “innecesario” (necessary and unnecessary). | |
| (A) (T) | 6.) Students will label rooms of house and furniture. | |
| (A) (T) | 7.) Students will make comic strips out of a readings “La rutina mananera de Liliana/Sergio/Tomás/Bety/Laura/Diego.” | |
| (A) (T) | 8.) Students will read diglot weave readings about family members’ routines and chores around the house. | |
| (M) (T) | 9.) Students will discuss what their roles are in their households and | |

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| (A) (T) | who decides their roles, as well as the roles of everyone else. | |
| (A) (T) | 10.) Students will be given a list of routines, and have to place them in order on a timeline. | |
| (A) (T) | 11.) Students will write “tweets” about their daily activities and what went wrong. | |
| (A) (T) | 12.) Students will dub silent videos with audio that describes what is happening in the videos. | |
| (A) (T) | 13.) Students will complete cause and effect charts for morning routines that went wrong. | |
| (T) | 14.) Students will complete a self-evaluation after each quiz | |
| (A) (T) (A) (T) (A) (T) | <p>Suggested Resources:</p> <ul style="list-style-type: none"> • Heads down/Vocabulary Up (Game) • Hot potato (Variation) • Cucharas | |

Subject/Course: Conversational Spanish 1

Unit 4: Using Public Transportation

Grade: 7

| Stage 1 Desired Results | |
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| ESTABLISHED GOALS | <i>Transfer</i> |
| ACTFL Standard 1.1 - Communication Interpersonal Communication <ul style="list-style-type: none"> • Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> • cite textual evidence that that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (R8.1) • determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text (R8.2) • Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (W8.3) |
| ACTFL Standard 1.2 - Communication | |

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| <p>Interpretive Communication</p> <ul style="list-style-type: none"> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>ACTFL Standard 2.1 - Culture Relating Cultural Practices to Perspectives</p> <ul style="list-style-type: none"> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. <p>ACTFL Standard 3.2 -Connections Aquiring Information and Diverse Perspectives</p> <ul style="list-style-type: none"> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>ACTFL Standard 4.2 - Comparisons Cultural Comparisons</p> <ul style="list-style-type: none"> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>ACTFL Standard 5.2 - Communities Lifelong Learning</p> <ul style="list-style-type: none"> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. | <ul style="list-style-type: none"> With guidance and support from peers and adults, student will develop and strengthen writing as needed, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (W8.5) Using technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (W8.6) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly (SL8.1) Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest (SL 8.5) Use non-linguistic representation to make their messages comprehensible (CT Content Standard 2) |
| Meaning | |
| <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Traffic laws differ from country to country (including requirements to drive) Many traffic signs are universal Means of transportation correlates to socio-economic status. There are various means of public transportation depending on the area/country | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> Why is literacy (being able to read) essential for travel? Why might tourists depend on public transportation? Why was public transportation established in this country? How has the need for public transportation changed in this country? Why is public transportation important? What factors determine what type of transportation is available? |
| Acquisition | |
| <p><i>Students will know...</i></p> <ul style="list-style-type: none"> and recognize traffic signs in Spanish transportation related vocabulary directional words (a la derecha, a la izquierda, recto, atras, delante de, | <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> reading and interpreting timetables/routes for various public transportation lines expressing where you need to go in Spanish |

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| | <p>detras de)</p> <ul style="list-style-type: none"> • words to indicate order/sequence • names of various buildings around town • Question words: Cuánto, Dónde <p>NEW VERBS:</p> <p>IR + a (to go to) DOBLAR (to turn) SALIR (to leave) LLEGAR (to arrive) PARAR (to stop) COSTAR (COST)</p> <p>REPEAT VERBS:</p> <p>NECESITAR (to need) TENER QUE (to have to) (in the singular forms) VIVIR (to live) ESTAR (to be)</p> | <ul style="list-style-type: none"> • asking questions about various bus/train routes • using phrases to talk about time (sale a las/llega a las) in relation to transportation schedules • giving directions from one place to another |
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| Stage 2 – Evidence | | |
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| Code | Evaluative Criteria | Assessment Evidence |
| (A) (T) | Summative: <ul style="list-style-type: none"> Pronunciation Comprehensibility of message Accuracy of written message (syntax and verb conjugation) Vocabulary use Spelling (for directions) Neatness Time management Completeness | PERFORMANCE TASK(S): Goal: Get to the nearest Shopping Center. Role: Yourself Audience: Uber driver Situation: You and your friend are going to meet at the mall this Saturday. Your mom's car broke down after she dropped you off at the mall, and she can't pick you up. Call an uber to pick you up and bring you home. You will need to tell the uber driver: Where you are, where you need to go, identify where you are at the mall (give your location in relation to at least five landmarks), ask what type of car he/she has, ask what time they will arrive at the mall and how much the trip will cost. Product or performance: Phonecall to uber driver, write out fastest driving directions home (in Spanish) on cell phone GOOGLE MAPS template. Standard/Criteria: Rubric. |
| (A) (T) (A) (T) (A) (T) | Formatives: QUIZ #1 <ul style="list-style-type: none"> Vocabulary: Direction words & estar Sequencing words QUIZ #2 <ul style="list-style-type: none"> Transportation related vocabulary QUIZ #3 <ul style="list-style-type: none"> Reading | OTHER EVIDENCE: <ul style="list-style-type: none"> Quizzes DO-NOWS Class discussion Writing prompts Question of the Week Illustrating different pre-written scenarios Listening Activities |

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| | comprehension: All vocabulary in context | |
| (A) (T) | DO NOWS: <ul style="list-style-type: none"> • Vocabulary • Application of grammar rules | |
| (A) (T) (M) | Class discussion: <ul style="list-style-type: none"> • Participation • Understanding of norms during group discussions • Post-discussion reflection | |
| (A) (T) (M) | Writing prompts: <ul style="list-style-type: none"> • Addresses all aspects of the prompt. • Creates cohesion through skillful use of transition/linking words, phrases • Correct spelling • Use of varied vocabulary • Syntax | |
| (A) (T) | Question of the week: <ul style="list-style-type: none"> • Syntax • Answer Comprehensible • Spelling | |
| (A) (T) | Illustrations: <ul style="list-style-type: none"> • Accurate pictorial representations of | |

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| (A) (T) | <p>written passages</p> <p>Listening activities:</p> <ul style="list-style-type: none"> ● accurate responses to prompts | |
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| Stage 3 – Learning Plan | | |
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| Code | <i>Pre-Assessment</i> | |
| (A)(T) | <ul style="list-style-type: none"> ● Unit Based Reading assignment with comprehension questions | |
| | Summary of Key Learning Events and Instruction | Progress Monitoring |
| (A) | 1.) Students will maintain an interactive notebook for key grammar topics (LLEGAR, SALIR (singular/plural only), NECESITAR, TENER QUE) | Quiz 1 |
| (M) | 2.) Students will be given a page with traffic signs from Spanish speaking countries and asked to guess what each one means. | Quiz 2 |
| (M) | 3.) Students will participate in a gallery walk with all of the essential questions. | Quiz 3 |
| (M) (T) | 4.) Students will discuss what made interpreting the signs easy/difficult, and will explore the essential questions | |
| (T) | 5.) Students will complete a webquest in which they find the American version of each of the traffic signs from the previous activity. | |
| (A) (T) | 6.) Students will play a variety of games to learn the new vocabulary for the unit. | |
| (A) (T) | 7.) Students will create/populate a map of the important buildings in New Milford (in Spanish). | |
| (A) (T) | 8.) Students will engage in listening activities in which they hear what time the bus arrives at each bus stop, and must complete an unfinished timetable. | |
| (A) (T) | 9.) Students will engage in listening activities in which they hear | |

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| (A) (T) | what time the bus arrives at each bus stop, and they have to trace the bus route on a map. | |
| (A) (T) | 10.) Students will use their map and bus route from previous activity, looking at who lives outside of the bus route. With a partner they will discuss, what other options do people have if they live outside of the bus route? | |
| (A) (T) | 11.) As a class, students will discuss alternatives for people who live outside of the bus route. | |
| (A) (T) | 12.) Students will be given a map, with the bus stops already marked. They will also be given their friends' addresses, and they must give their friends' directions to the closest bus station. | |
| (A) (T) | 13.) Students will write directions to a place in the building and have a friend test them out (videotaping their trip). | |
| (A) (T) | 14.) Students will be given a map. They will listen to directions and map the route as it is given to them. | |
| (T) | 15.) Students will complete a self-evaluation after each quiz. | |
| (A) (T) (A) (T) (A) (T) | <p>Suggested Resources:</p> <ul style="list-style-type: none"> • Hot potato (Variation) • Heads down - Vocab up • Cucharas | |

Subject/Course: Conversational Spanish 1

Unit 5: Let's Go Clothes Shopping

Grade: 7

| Stage 1 Desired Results | |
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| ESTABLISHED GOALS | <i>Transfer</i> |
| ACTFL Standard 1.1 - Communication Interpersonal Communication <ul style="list-style-type: none"> • Learners interact and negotiate | <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> • cite textual evidence that that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (R8.1) |

| <p>meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>ACTFL Standard 1.2 - Communication Interpretive Communication</p> <ul style="list-style-type: none"> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>ACTFL Standard 2.1 - Culture Relating Cultural Practices to Perspectives</p> <ul style="list-style-type: none"> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. <p>ACTFL Standard 3.2 -Connections Acquiring Information and Diverse Perspectives</p> <ul style="list-style-type: none"> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>ACTFL Standard 4.2 - Comparisons Cultural Comparisons</p> <ul style="list-style-type: none"> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>ACTFL Standard 5.2 - Communities</p> | <ul style="list-style-type: none"> determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text (R8.2) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (W8.3) With guidance and support from peers and adults, student will develop and strengthen writing as needed, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (W8.5) Using technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (W8.6) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly (SL8.1) Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest (SL 8.5) Use non-linguistic representation to make their messages comprehensible (CT Content Standard 2) <table border="1"> <thead> <tr> <th colspan="2"><i>Meaning</i></th></tr> </thead> <tbody> <tr> <td data-bbox="714 930 1346 1495"> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> social, cultural and economic factors influence consumerism and transactions propaganda media invests substantially in social media outlets propaganda media affects our purchases as consumers clothing is part of identity (perceived and real) many companies look for the cheapest vendor, so that they can make the most profit. </td><td data-bbox="1346 930 1986 1495"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What factors determine what types of clothing one wears? How does one's clothing define one as a person? How does one's clothing influence what other people think about one? If purchasing is solely done online, how could that affect one's community? How does where clothes are made/where they are sold for affect the price? </td></tr> </tbody> </table> | <i>Meaning</i> | | <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> social, cultural and economic factors influence consumerism and transactions propaganda media invests substantially in social media outlets propaganda media affects our purchases as consumers clothing is part of identity (perceived and real) many companies look for the cheapest vendor, so that they can make the most profit. | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What factors determine what types of clothing one wears? How does one's clothing define one as a person? How does one's clothing influence what other people think about one? If purchasing is solely done online, how could that affect one's community? How does where clothes are made/where they are sold for affect the price? |
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| <i>Meaning</i> | | | | | |
| <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> social, cultural and economic factors influence consumerism and transactions propaganda media invests substantially in social media outlets propaganda media affects our purchases as consumers clothing is part of identity (perceived and real) many companies look for the cheapest vendor, so that they can make the most profit. | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What factors determine what types of clothing one wears? How does one's clothing define one as a person? How does one's clothing influence what other people think about one? If purchasing is solely done online, how could that affect one's community? How does where clothes are made/where they are sold for affect the price? | | | | |

| Lifelong Learning | Acquisition | |
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| <ul style="list-style-type: none"> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. | <p><i>Students will know...</i></p> <ul style="list-style-type: none"> Clothing-related vocabulary (clothing, colors/fabrics/sizes) <p>NEW VERBS:</p> <p>ACEPTAR (to accept) COSTAR (to cost) MANDAR (to send) BUSCAR (to look for) DEVOLVER (to return) LLEVAR (to wear) PROBAR (to try on) QUERER (to want) HAY/NO HAY (there is/are (no))</p> <p>REPEAT VERBS:</p> <p>ESTAR (to be) SER (to be) TENER (to have) NECESITAR (to need) QUERER (to want) VIVIR (to live) ME GUSTA(N) /NO ME GUSTA(N)</p> <ul style="list-style-type: none"> Shopping-related dialogue/vocabulary The numbers from 0-2000 Currency of the Spanish-speaking countries | <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Request to try on clothing at a store. Ask where the dressing room/bathroom/certain type of clothing is Ask how much something costs/whether something is on sale Ask for another size (not on sales floor) Ask if credit cards are accepted Describe clothing. Ask about the return policy Purchase and/or refuse clothing in a store environment. Using idiomatic phrases (Me queda bien/No me queda) |

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| | vocabulary in context | |
| (A) (T) | DO NOWS: <ul style="list-style-type: none"> • Vocabulary • Application of grammar rules | |
| (A) (T) (M) | Class discussion: <ul style="list-style-type: none"> • Participation • Understanding of norms during group discussions • Post-discussion reflection | |
| (A) (T) (M) | Writing prompts: <ul style="list-style-type: none"> • Addresses all aspects of the prompt. • Creates cohesion through skillful use of transition/linking words, phrases • Correct spelling • Use of varied vocabulary • Syntax | |
| (A) (T) | Question of the week: <ul style="list-style-type: none"> • Syntax • Answer Comprehensible • Spelling | |
| (A) (T) | Illustrations: <ul style="list-style-type: none"> • Accurate pictorial representations of written passages | |

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| (A) (T) | Listening activities: <ul style="list-style-type: none"> accurate responses to prompts | |
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| Stage 3 – Learning Plan | | |
|-------------------------|---|------------------------|
| Code | Pre-Assessment | |
| (A)(T) | <ul style="list-style-type: none"> Unit Based Reading assignment with comprehension questions | |
| | Summary of Key Learning Events and Instruction | Progress Monitoring |
| (A)(T) | 1.) Students will maintain their interactive notebook about key grammar topics during this unit | Quiz 1 |
| (A)(T) | 2.) Students will play various games to practice new vocabulary. | Quiz 2 |
| (A)(T) | 3.) Students will participate in four corners in order to practice giving their opinion about certain clothing. | Quiz 3 |
| (A)(T) | 4.) Students will create a website for New Milford Gear in Spanish with colors, sizes and prices. | |
| (M) | 5.) Students will do a webquest, where they will visit the pages that they visit most during the week and count how many advertisements are on each page. (this could also be adapted to where students have a homework assignment in which students log how many advertisements, which advertisements, and whether they or their family members have ever purchased anything from that company for a whole week) | |
| (M) | 6.) Students will fill out google forms survey about where (country) their clothing is made. As a class, students will look at the results and make conclusions based on the “data”. | |
| (M) | 7.) Students will watch clips from a documentary about the fashion industry and in particular the factories where the clothes are made. | |
| (A) | 8.) Students will work in groups to create a clothing line/catalogue | |

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| (A) (T) | with at least 25 clothing items (in Spanish). | |
| (M) | 9.) Students will organize a fashion show, in which they have to compose a written description of what they will wear and audio record it. | |
| (T) | 10.) Students will engage in an activity called “first impressions,” and based on what people are wearing, they will have to come up with conclusions. (COULD BE DONE AS GALLERY WALK OR AS ANONYMOUS WEB-BASED ACTIVITY) | |
| (A) | 11.) After “first impressions” we will debrief as a class and talk about objective vs. subjective. What can we really tell from each person’s wardrobe vs. what judgements are you making about someone based on their wardrobe? | |
| | 12.) Students will watch a silent cortometraje about shopping and provide dialogue for it. | |
| (A) (T) (A) (T) (A) (T) (A) (T) (A) (T) | Suggested Resources: 1.) Adivina quien 2.) Hot potato (Variation) 3.) Heads down - Vocab up 4.) Cucharas 5.) “Relay Races” | |