

**NEW MILFORD PUBLIC SCHOOLS**  
**New Milford, Connecticut**



**Spanish II Academic**

May 2012

*Approved by the Board of Education  
June 12, 2012*

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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.

## **Spanish II Academic**

This course reinforces the skills developed in the first year at the high school or the two-year sequence at the middle school. Students will continue study in the now familiar format, expanding their four basic language skills of listening, speaking, reading, and writing and their knowledge of culture and grammar. The amount of Spanish used for instruction will increase.

**Pacing Guide**  
(based on a block schedule)

<b>Unit #</b>	<b>Title</b>	<b>Days</b>	<b>Pages</b>
1	Regular Present Tense Verb Conjugation	5 (2 weeks)	6-8
2	Reflexive Verbs	10 (4 weeks)	9-11
3	Shoe Verbs	10 (4 weeks)	12-14
4	Present Progressive	10 (4 weeks)	15-17
5	Simple (Immediate) Future	5 (2 weeks)	18-20
6	Familiar Commands	10 (4 weeks)	21-24
7	Formal Commands	10 (4 weeks)	25-27
8	Impersonal Expressions	10 (4 weeks)	28-32
9	Various Uses of the Subjunctive	20 (8 weeks)	33-35
	Final Course Assessments		36
	Rubric for Student Essays and Major Projects		37-38
	Rubric for Student Presentations		39
	Rubric for Student Verbal Presentations		40
	Rubric for Student Peer Group Projects		41

# New Milford Public Schools

<p>Committee Members: Marissa Froehlich, Kara Hugya, and Lauren Iverson Unit 1: Regular Present Tense Verb Conjugation</p>	<p>Course/Subject: Spanish II Academic Grade Level: Varies – All levels involved # of Days: 5 (2 weeks)</p>
<b>Identify Desired Results</b>	
<b>ACTFL (American Council on the Teaching of Foreign Languages) Standards for Foreign Language Learning</b>	
<ul style="list-style-type: none"> <li>• Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>• Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</li> </ul>	
<p><b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p><b>Essential Questions</b> Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> <li>• In languages, most verbs follow a pattern known as a “conjugation.”</li> <li>• In Spanish, there are three types of verbs: -AR, -ER, and -IR.</li> <li>• The three different types of verbs in Spanish follow three different patterns. Unlike in English, these patterns can be used exclusively to express the subject of a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• How does one know the subject of a sentence in English? How is this different than Spanish?</li> <li>• What are some verb patterns in English? How is this different than in Spanish?</li> <li>• How does the incorrect use of those verb patterns in English affect how one is understood by others? How does that differ from the Spanish language?</li> </ul>
<p><b>Expected Performances</b> What students should know and be able to do</p>	
<p><b>Students will know the following:</b></p> <ul style="list-style-type: none"> <li>• How to locate the stem in the infinitive for conjugation purposes</li> <li>• The three different types of verb endings and the patterns they follow</li> <li>• The option of not using the subject pronoun of a sentence if the verb conjugation is correct</li> <li>• The connection between verb conjugations in English and in Spanish</li> </ul> <p><b>Students will be able to do the following:</b></p> <ul style="list-style-type: none"> <li>• Recognize the verb in the infinitive form</li> <li>• Conjugate regular -AR, -ER, and -IR verbs</li> <li>• Communicate through writing and oral expression using regular, present tense verbs</li> <li>• Continue to expand one’s vocabulary through the study of new words (i.e., words relating to <u>Piratas</u> literature book)</li> </ul>	

<b>Character Attribute</b>	
<ul style="list-style-type: none"> <li>• Integrity (discussing themselves and others in a respectful manner)</li> </ul>	
<b>Technology Competencies</b>	
<ul style="list-style-type: none"> <li>• Students apply digital tools to gather, evaluate, and use information.</li> <li>• Students demonstrate a sound understanding of technology, concepts, systems, and operations.</li> </ul>	
<b>Develop Teaching and Learning Plan</b>	
<p><b>Teaching Strategies:</b></p> <ul style="list-style-type: none"> <li>• Teacher provides interview questionnaire for students. The “survey” will include regular, present tense verbs in context with review vocabulary.</li> <li>• Teacher assesses prior knowledge of verb conjugations via a question and answer session using the survey.</li> </ul> <p><i>**NOTE: Students should have a background in conjugating regular, present-tense verbs from the Spanish I academic curriculum. During this question/answer session, the teacher writes student responses on the SmartBoard – pointing out correct responses as well as identifying the incorrect responses. A pattern of verb conjugations will be identified using the student work.</i></p> <ul style="list-style-type: none"> <li>• Teacher provides verb conjugation charts and various practice activities.</li> <li>• Teacher leads students in reading <u>Piratas</u> aloud together. Teacher then leads students in a discussion about the plot, using both vocabulary and the regular present tense in context. The discussion will be recorded on the SmartBoard or projected computer screen to assist visual learners.</li> <li>• Teacher monitors and assists as necessary with student interview creations, recordings, and discussions.</li> </ul>	<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate their prior knowledge of regular, present-tense verb conjugations by answering questions on a survey.</li> <li>• Students will share their answers to the survey orally when prompted by the teacher.</li> <li>• Students will take notes from the answers recorded on the SmartBoard by the teacher.</li> <li>• Students will fill in verb conjugation charts as a concrete guide for the regular present tense endings.</li> <li>• Students will complete various multiple-choice, fill-in, and question/answer activities using the regular, present tense.</li> <li>• Students will read for understanding using <u>Piratas</u> with the regular present tense in context.</li> <li>• Students will use the present tense and new vocabulary to describe characters and activities that occur in <u>Piratas</u>.</li> <li>• Students will use the regular present tense in conjunction with new vocabulary from <u>Piratas</u> to create sentences and to discuss the plot of the story in the target language.</li> <li>• Students will create interview questions for their peers using the regular present tense conjugations.</li> <li>• Students will conduct interviews using their created questions with their peers in the language laboratory. The interviews will be recorded and replayed for the class as a whole to discuss.</li> </ul>

<b>Assessments</b>	
<b>Performance Task</b>	<b>Other Evidence</b>
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p><b>Goal:</b> To use the knowledge of regular, present-tense verb conjugations in context</p> <p><b>Role:</b> Autobiographer</p> <p><b>Audience:</b> High school yearbook readers</p> <p><b>Situation:</b> Students will create an “autobiography” for the school yearbook. In the autobiography, he/she will describe him or herself using as many regular, present-tense verb conjugations as possible.</p> <p><b>Product:</b> Written paragraphs</p> <p><b>Standard for Success:</b> Departmental writing rubric</p>	<ul style="list-style-type: none"> <li>• Identification of the stem of a verb in Spanish</li> <li>• Identification of regular -ar, -er, and -ir present tense verbs</li> <li>• Responses on verb sheets</li> <li>• Responses to fill-in questions</li> <li>• Responses to comprehension questions</li> <li>• Written and oral descriptions of pictures/photographs</li> <li>• Independently written sentences</li> <li>• Responses in conversation with teacher and classmates</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>• Canión and Gaab. <u>Piratas del Caribe y el mapa secreto</u>. Chandler, Arizona: TPRS Publishing, 2008.</li> <li>• Class Zone. Houghton Mifflin Harcourt Publishing. 1995-2008.</li> <li>• Gahala, Estella. <u>En Español 1</u>. Evanston, Illinois: McDougal Littell, 2000.</li> <li>• Gahala, Estella. Más práctica: En Español 1. Evanston, Illinois: McDougal Littell, 2000.</li> <li>• Gahala, Estella. Actividades para todos</li> <li>• Study Spanish Inc. Study Languages LLC. 1997-2012.</li> <li>• Yegros, Alejandro. Conjugemos Inc. Holt McDougal. 2000-2012.</li> </ul>	

## New Milford Public Schools

<p>Committee Members: Marissa Froehlich, Kara Hugya, and Lauren Iverson Unit 2: Reflexive Verbs</p>	<p>Course/Subject: Spanish II Academic Grade Level: Varies – All levels involved # of Days: 10 (4 weeks)</p>
<p><b>Identify Desired Results</b></p>	
<p>ACTFL (American Council on the Teaching of Foreign Languages) Standards for Foreign Language Learning</p>	
<ul style="list-style-type: none"> <li>• Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>• Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</li> </ul>	
<p><b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p><b>Essential Questions</b> Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> <li>• In Spanish, a reflexive verb is identified by the pronoun “se” which is attached to the infinitive.</li> <li>• Reflexive verbs are used to communicate daily routines and grooming activities by a Spanish speaker.</li> <li>• In Spanish, reflexive verbs are an integral component of a reflexive construction.</li> </ul>	<ul style="list-style-type: none"> <li>• How does a person communicate his/her daily routine in English? How is this different than in Spanish?</li> <li>• How does the omission of the reflexive pronoun change the meaning of what is being conveyed?</li> </ul>
<p><b>Expected Performances</b> What students should know and be able to do</p>	
<p><b>Students will know the following:</b></p> <ul style="list-style-type: none"> <li>• How to use reflexive verbs to communicate a daily grooming activity</li> <li>• The definition and examples of a reflexive verb</li> <li>• The importance of including reflexive pronouns with a verb that is intended to communicate the daily routine and common grooming habits of a Spanish speaker</li> <li>• The importance of recognizing the difference between a reflexive construction and a non-reflexive sentence structure (such as lavar, lavarse)</li> </ul> <p><b>Students will be able to do the following:</b></p> <ul style="list-style-type: none"> <li>• Recognize the verb in the infinitive form</li> <li>• Conjugate a reflexive verb</li> <li>• Express daily routines and grooming habits</li> <li>• identify why the verb is required and where it should be placed</li> <li>• Continue to expand vocabulary through the study of new words (i.e., any words relating to daily routine and personal grooming: to wash yourself, soap, etc)</li> </ul>	

<b>Character Attribute</b>	
<ul style="list-style-type: none"> <li>• Respect (demonstrate a sensitivity towards accepting one's peers' daily routine practices)</li> </ul>	
<b>Technology Competencies</b>	
<ul style="list-style-type: none"> <li>• Students will use technology to enhance essential skills and facilitate learning in the content area.</li> <li>• Students will use technology to communicate information and ideas, including creating original works in the target language.</li> </ul>	
<b>Develop Teaching and Learning Plan</b>	
<p><b>Teaching Strategies:</b></p> <ul style="list-style-type: none"> <li>• Teacher introduces via a presentation the formation and use of a reflexive verb.</li> <li>• Teacher models how the inclusion of reflexive pronouns reflects the action to the doer.</li> <li>• Teacher provides access to interactive websites such as <a href="http://www.spanishlanguage.com">www.spanishlanguage.com</a> and <a href="http://www.conjuguemos.com">www.conjuguemos.com</a>.</li> <li>• Teacher provides authentic listening activities to help students' comprehension.</li> <li>• Teacher provides authentic reading materials that incorporate reflexive verbs.</li> <li>• Teacher provides verb sheets for further practice.</li> <li>• Teacher makes available a selection of reading material that includes reflexive verbs.</li> </ul>	<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Students will view a PowerPoint presentation and with the aid of an organizer, will take notes.</li> <li>• Students will use activities to understand the concept of myself, yourself, himself, etc. (which are omitted in English). <ul style="list-style-type: none"> <li>○ worksheets</li> <li>○ textbook page</li> <li>○ listening activities</li> <li>○ translating sentences from English to Spanish</li> </ul> </li> <li>• Students will translate sentences from English to Spanish for example, "I brush my hair." = "Me cepillo el pelo."</li> <li>• Students will work in pairs and interview one another to learn about each other's daily routines.</li> <li>• Students will complete a series of activities that include matching the pronoun with the correct subject.</li> <li>• Students will match grooming products with their respective functions and verbs.</li> <li>• Students will complete sentences that illustrate how they perform reflexive activities throughout their day.</li> <li>• Students will practice skills by using technology to gather, evaluate, and use the information at their own pace.</li> <li>• Students will complete fill-in activities, multiple-choice activities, and dictations; all which lead students to manipulate, control, and</li> </ul>

	<p>communicate their routine.</p> <ul style="list-style-type: none"> <li>• Students will read selections and respond to various levels of comprehension questions (from easier to more difficult – allowing for differentiation).</li> <li>• Students will gain mastery through practicing the verb forms on verb sheets independently.</li> </ul>
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### Assessments

Performance Task	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p><b>Goal:</b> To use the knowledge of reflexive verbs in context to allow students to read, write, and speak in a reflexive format</p> <p><b>Role:</b> Speaker, writer, and performer</p> <p><b>Audience:</b> Children at an elementary school</p> <p><b>Situation:</b> Students write and illustrate a story that entails the use of reflexive verbs to illustrate the daily routine that includes vocabulary used for this purpose.</p> <p><b>Performance:</b> Story and oral presentation</p> <p><b>Standard for Success:</b> Departmental presentation rubric</p>	<ul style="list-style-type: none"> <li>• Identification of reflexive pronoun and student usage on matching activities (matching the correct subject with the correct reflexive pronoun)</li> <li>• Recognition of how the meaning of the verb changes if it is not used correctly</li> <li>• Identification of using appropriate pronoun with a corresponding subject</li> <li>• Responses to fill-in questions</li> <li>• Responses on written prompts and oral-generated activities</li> <li>• Responses based on individual, paired, and collaborative work</li> <li>• Responses to technology-based assessments</li> </ul>

### Suggested Resources

<ul style="list-style-type: none"> <li>• Canión and Gaab. <u>Piratas del Caribe y el mapa secreto</u>. Chandler, Arizona: TPRS Publishing, 2008.</li> <li>• Class Zone. Houghton Mifflin Harcourt Publishing. 1995-2008.</li> <li>• Gahala, Estella. <u>En Español 1</u>. Evanston, Illinois: McDougal Littell, 2000.</li> <li>• Gahala, Estella. <u>Más práctica: En Español 1</u>. Evanston, Illinois: McDougal Littell, 2000.</li> <li>• Gahala, Estella. <u>Actividades para todos</u></li> <li>• Study Spanish Inc. Study Languages LLC. 1997-2012.</li> <li>• Yegros, Alejandro. <u>Conjuguemos Inc.</u> Holt McDougal. 2000-2012.</li> </ul>
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## New Milford Public Schools

<p>Committee Members: Marissa Froehlich, Kara Hugya, and Lauren Iverson Unit 3: Shoe Verbs</p>	<p>Course/Subject: Spanish II Academic Grade Level: Varies – All levels involved # of Days: 10 (4 weeks)</p>
<b>Identify Desired Results</b>	
<b>ACTFL (American Council on the Teaching of Foreign Languages) Standards for Foreign Language Learning</b>	
<ul style="list-style-type: none"> <li>• Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>• Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</li> </ul>	
<p><b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p><b>Essential Questions</b> Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> <li>• In Spanish there are verbs that do not follow the normal pattern of conjugation. They are called shoe verbs.</li> <li>• In foreign language there are verbs that have a vowel change that needs to be recognized for communication purposes.</li> <li>• In foreign language there are verb patterns that affect communication.</li> </ul>	<ul style="list-style-type: none"> <li>• How can a person communicate a wish or a request with a shoe verb?</li> <li>• How is communication impeded if you do not conjugate a shoe verb properly?</li> </ul>
<p><b>Expected Performances</b> What students should know and be able to do</p>	
<p><b>Students will know the following:</b></p> <ul style="list-style-type: none"> <li>• The verb patterns that exist in the Spanish language</li> <li>• What makes a shoe verb unique</li> <li>• The importance of knowing how to use shoe verbs</li> </ul> <p><b>Students will be able to do the following:</b></p> <ul style="list-style-type: none"> <li>• Recognize a shoe verb</li> <li>• Conjugate a shoe verb</li> <li>• Communicate a wish or a request using a shoe verb</li> </ul>	
<b>Character Attributes</b>	
<ul style="list-style-type: none"> <li>• Respect (asking for favors from someone politely using shoe verbs)</li> <li>• Cooperation (learning to help others through requests using shoe verbs)</li> </ul>	

**Technology Competencies**

- Students apply digital tools to gather, evaluate, and use information.
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning.

**Develop Teaching and Learning Plan**

**Teaching Strategies:**

- Teacher introduces the concept via a presentation of the formation and use of shoe verbs.
- Teacher provides boot diagrams of the most common shoe verbs.
- Teacher leads group practice to check for understanding.
- Teacher provides and reviews fill-in practice conjugation activities.
- Teacher provides access to [www.conjuguemos.com](http://www.conjuguemos.com) or some technology practice website.
- Teacher models an interview using shoe verbs. Teacher provides questionnaire for students to complete.
- Teacher makes available a series of dialogues to listen to for students.
- Teacher provides short reading selections using shoe verbs.

**Learning Activities:**

- Students will take notes.
- Students will use boot diagrams to conjugate the most common shoe verbs.
- Students will participate in group review.
- Students will be split into groups (based on the shoe verb change) to complete activities including: completing sentences with the correct verb form; completing paragraphs with the correct verb form; writing individual sentences with the correct verb form. Students will share answers with teacher and peers.
- Students will use an online conjugation website to practice using technology.
- In pairs, students will complete a collaborative questionnaire using shoe verbs.
- Students will listen to authentic conversations that model the use of shoe verbs. Students will respond or choose the correct response to the activity.
- Students will read short reading selections and will respond to comprehension questions using shoe verbs in context.

<b>Assessments</b>	
<b>Performance Task</b>	<b>Other Evidence</b>
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p><b>Goal:</b> To use the knowledge of shoe verbs in context both in writing and speech</p> <p><b>Role:</b> Waiter/diner</p> <p><b>Audience:</b> People in a restaurant</p> <p><b>Situation:</b> Students (in pairs) create a dialogue between a waiter and a diner in a restaurant using shoe verbs in context. Students present the dialogue to the class.</p> <p><b>Product or Performance:</b> Written dialogue and oral presentation</p> <p><b>Standard for Success:</b> Departmental presentation rubric</p>	<ul style="list-style-type: none"> <li>• Identification of shoe verbs and their changes</li> <li>• Completed boot diagrams</li> <li>• Responses to fill-in questions</li> <li>• Responses to comprehension questions</li> <li>• Responses to dialogue questions</li> <li>• Independently written sentences</li> <li>• Responses in conversation with teacher and classmates</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>• Canión and Gaab. <u>Piratas del Caribe y el mapa secreto</u>. Chandler, Arizona: TPRS Publishing, 2008.</li> <li>• Class Zone. Houghton Mifflin Harcourt Publishing. 1995-2008.</li> <li>• Gahala, Estella. <u>En Español 1</u>. Evanston, Illinois: McDougal Littell, 2000.</li> <li>• Gahala, Estella. Más práctica: En Español 1. Evanston, Illinois: McDougal Littell, 2000.</li> <li>• Gahala, Estella. Actividades para todos</li> <li>• Study Spanish Inc. Study Languages LLC. 1997-2012.</li> <li>• Yegros, Alejandro. Conjuguemos Inc. Holt McDougal. 2000-2012.</li> </ul>	

## New Milford Public Schools

<p>Committee Members: Marissa Froehlich, Kara Hugya, and Lauren Iverson Unit 4: Present Progressive</p>	<p>Course/Subject: Spanish II Academic Grade Level: Varies – All levels involved # of Days: 10 (4 weeks)</p>
<b>Identify Desired Results</b>	
<b>ACTFL (American Council on the Teaching of Foreign Languages) Standards for Foreign Language Learning</b>	
<ul style="list-style-type: none"> <li>• Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>• Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</li> </ul>	
<p><b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p><b>Essential Questions</b> Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> <li>• In Spanish there is a compound verb tense that tells what someone is doing at a given moment. It is called the present progressive.</li> <li>• Within the present progressive there are verbs that have a vowel change that needs to be recognized.</li> <li>• The present progressive is unique to Spanish speakers as a way to express an action they are carrying out as they are speaking.</li> </ul>	<ul style="list-style-type: none"> <li>• How is the present progressive different from the regular present tense?</li> <li>• What are some situations where the present progressive can be used?</li> </ul>
<p><b>Expected Performances</b> What students should know and be able to do</p>	
<p><b>Students will know the following:</b></p> <ul style="list-style-type: none"> <li>• The progressive is a compound verb tense</li> <li>• ESTAR is used as the auxiliary verb</li> <li>• The second part of the compound verb tense is the equivalent to the present participle (“ING”) form in English</li> </ul> <p><b>Students will be able to do the following:</b></p> <ul style="list-style-type: none"> <li>• Recognize the present progressive</li> <li>• Conjugate the present progressive</li> <li>• Communicate a progressive action (happening right now)</li> </ul>	

<b>Character Attributes</b>	
<ul style="list-style-type: none"> <li>• Responsibility (being able to identify, <i>whether right or wrong, what a person is doing in a given situation</i>)</li> <li>• Courage (being able to identify a positive or negative action in progress and approach the appropriate adult for help)</li> </ul>	
<b>Technology Competencies</b>	
<ul style="list-style-type: none"> <li>• Students apply digital tools to gather, evaluate, and use information.</li> <li>• Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning.</li> </ul>	
<b>Develop Teaching and Learning Plan</b>	
<p><b>Teaching Strategies:</b></p> <ul style="list-style-type: none"> <li>• Teacher introduces the concept via a presentation of the formation and use of the present progressive.</li> <li>• Teacher provides a formula (ESTAR + -ando/-iendo) of the regular present progressive with -AR, -ER, and -IR verbs.</li> <li>• Teacher provides a list of irregulars that exist within the present progressive including the following changes: (e → i), (o → u), (i → y).</li> <li>• Teacher leads group practice to check for understanding by asking what the students are doing at this moment and/or right now.</li> <li>• Teacher provides and reviews fill-in practice conjugation worksheets.</li> <li>• Teacher creates a verb sheet to provide practice and accentuate the dialectical differences between the present and the present progressive.</li> <li>• Teacher provides access to <a href="http://www.conjuguemos.com">www.conjuguemos.com</a> or some technology practice website.</li> <li>• Teacher models how to describe a picture or photograph using the present progressive orally or through written expression to tell what is happening. Teacher provides pictures/photographs for students to complete.</li> <li>• Teacher makes available a series of dialogues (written and oral) that model the use of the present progressive.</li> </ul>	<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Students will take notes based on the information that the teacher provides.</li> <li>• Students will participate in group review by responding to the teacher's questions using the present progressive.</li> <li>• Students will be split into groups (based on the -AR, -ER, -IR endings OR irregulars) to complete activities including: completing sentences with the correct verb form; completing paragraphs with the correct verb form; writing individual sentences with the correct verb form. Students will share answers with teacher and peers.</li> <li>• Students use an online conjugation website to practice using technology.</li> <li>• Students will identify the difference between the formation of the tenses and how they are used by conjugating verbs and writing sentences.</li> <li>• In pairs, students will describe pictures/photographs orally or through written responses using the present progressive.</li> <li>• Students will listen to authentic conversations that model the use of the present progressive. Students will respond or will choose the correct response to multiple-choice comprehension questions.</li> </ul>

<ul style="list-style-type: none"> <li>Teacher provides short reading selections using the present progressive.</li> </ul>	<ul style="list-style-type: none"> <li>Students will read short selections and demonstrate comprehension of the present progressive based on open-ended questions.</li> </ul>
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### Assessments

Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p><b>Goal:</b> To use the present progressive in context both in writing and speech</p> <p><b>Role:</b> Student</p> <p><b>Audience:</b> Adult in the school community</p> <p><b>Situation:</b> Students create and write a positive or negative situation (describing what is happening) between two or more students in a school setting using the present progressive in context.</p> <p><b>Product:</b> Written letter describing either the positive or negative behavior to an adult to either help the negative situation or to recognize the positive one.</p> <p><b>Standard for Success:</b> Departmental written rubric</p>	<ul style="list-style-type: none"> <li>Identification of the present progressive and their changes through multiple-choice or matching activities</li> <li>Responses to fill-in questions</li> <li>Responses to comprehension questions</li> <li>Written and oral descriptions of pictures/photographs</li> <li>Independently written sentences</li> <li>Responses in conversation with teacher and classmates</li> </ul>

### Suggested Resources

- Canión and Gaab. Piratas del Caribe y el mapa secreto. Chandler, Arizona: TPRS Publishing, 2008.
- Class Zone. Houghton Mifflin Harcourt Publishing. 1995-2008.
- Gahala, Estella. En Español 1. Evanston, Illinois: McDougal Littell, 2000.
- Gahala, Estella. Más práctica: En Español 1. Evanston, Illinois: McDougal Littell, 2000.
- Gahala, Estella. Actividades para todos
- Study Spanish Inc. Study Languages LLC. 1997-2012.
- Yegros, Alejandro. Conjuguemos Inc. Holt McDougal. 2000-2012.

## New Milford Public Schools

<p>Committee Members: Marissa Froehlich, Kara Hugya, and Lauren Iverson Unit 5: Simple (Immediate) Future</p>	<p>Course/Subject: Spanish II Academic Grade Level: Varies – All levels involved # of Days: 5 (2 weeks)</p>
<b>Identify Desired Results</b>	
<b>ACTFL (American Council on the Teaching of Foreign Languages) Standards for Foreign Language Learning</b>	
<ul style="list-style-type: none"> <li>• Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</li> <li>• Standard 5.1: Students use the language both within and beyond the school setting.</li> <li>• Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</li> </ul>	
<p><b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p><b>Essential Questions</b> Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> <li>• In Spanish there is a compound verb tense that tells what someone is going to do in the future. It is called the simple or immediate future.</li> <li>• Within the simple future, speakers must know the conjugation of the verb IR (to go) in order to form the simple future.</li> </ul>	<ul style="list-style-type: none"> <li>• How is the simple future different from the actual future tense in Spanish?</li> <li>• How does a speaker know when he or she should use the simple future?</li> </ul>
<p><b>Expected Performances</b> What students should know and be able to do</p>	
<p><b>Students will know the following:</b></p> <ul style="list-style-type: none"> <li>• The simple future is a compound verb tense</li> <li>• IR is used as the auxiliary verb</li> <li>• The second part of the compound verb tense remains in the infinitive form of the verb preceded by the preposition ‘a’</li> </ul> <p><b>Students will be able to do the following:</b></p> <ul style="list-style-type: none"> <li>• Recognize the simple future</li> <li>• Conjugate the simple future</li> <li>• Communicate a future action</li> </ul>	

<b>Character Attributes</b>	
<ul style="list-style-type: none"> <li>• Honesty (being honest about what they are going to do for the upcoming weekend and why they cannot accompany a friend with his/her plans)</li> <li>• Courage (being able to share their weekend plans with other students in the class without passing judgment)</li> </ul>	
<b>Technology Competencies</b>	
<ul style="list-style-type: none"> <li>• Students apply digital tools to gather, evaluate, and use information.</li> <li>• Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning.</li> </ul>	
<b>Develop Teaching and Learning Plan</b>	
<p><b>Teaching Strategies:</b></p> <ul style="list-style-type: none"> <li>• Teacher introduces the concept via a presentation of the formation and use of the simple future.</li> <li>• Teacher provides a formula (IR + a + Infinitive) and points out the formula is the same for -AR, -ER, and -IR verbs.</li> <li>• Teacher leads group practice to check for understanding by asking what the students are going to do after class, after school, tonight, this weekend, etc.</li> <li>• Teacher provides and reviews fill-in practice conjugation worksheets.</li> <li>• Teacher creates a verb sheet to provide practice.</li> <li>• Teacher provides access to <a href="http://www.conjuguemos.com">www.conjuguemos.com</a> or some technology practice website.</li> <li>• Teacher models how to describe a picture or photograph using the simple future orally or through written expression to tell what is going to happen. Teacher provides pictures/photographs for students to complete.</li> <li>• Teacher makes available a series of dialogues (written and oral) that model the use of the simple future.</li> <li>• Teacher provides short reading selections using the simple future.</li> </ul>	<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Students will take notes based on the information that the teacher provides.</li> <li>• Students will participate in group review by responding to the teacher's questions using the simple future.</li> <li>• Students will be split into groups to complete activities including: completing sentences with the correct verb form; completing paragraphs with the correct verb form; writing individual sentences with the correct verb form. Students will share answers with teacher and peers.</li> <li>• Students will use an online conjugation website to practice using technology.</li> <li>• In pairs, students will describe pictures/photographs orally or through written responses using simple future.</li> <li>• Students will listen to authentic conversations that model the use of the simple future. Students will respond or will choose the correct response to multiple-choice comprehension questions.</li> <li>• Students will read short selections and demonstrate comprehension of the simple future based on open-ended questions.</li> </ul>

<b>Assessments</b>	
<b>Performance Task</b>	<b>Other Evidence</b>
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p><b>Goal:</b> To use the knowledge of simple future in context both in writing and speech</p> <p><b>Role:</b> Student</p> <p><b>Audience:</b> Friend</p> <p><b>Situation:</b> Students create and write a short dialogue to perform for the class about their plans for the upcoming weekend. Student (A) tells student (B) what he/she <u>is going to do</u> and invites student (B) along. Student (B) says s/he cannot go because <u>s/he is going to do</u> other activities.</p> <p><b>Product or Performance:</b> Written dialogue to hand into teacher in addition to the memorized performance in class with departmental rubric for grading.</p> <p><b>Standard for Success:</b> Departmental written/speaking rubric</p>	<ul style="list-style-type: none"> <li>• Identification of the simple through multiple-choice or matching activities</li> <li>• Responses to fill-in questions</li> <li>• Responses to comprehension questions</li> <li>• Written and oral descriptions of pictures/photographs</li> <li>• Independently written sentences</li> <li>• Responses in conversation with teacher and classmates</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>• Canión and Gaab. <u>Piratas del Caribe y el mapa secreto</u>. Chandler, Arizona: TPRS Publishing, 2008.</li> <li>• Class Zone. Houghton Mifflin Harcourt Publishing. 1995-2008.</li> <li>• Gahala, Estella. <u>En Español 1</u>. Evanston, Illinois: McDougal Littell, 2000.</li> <li>• Gahala, Estella. Más práctica: En Español 1. Evanston, Illinois: McDougal Littell, 2000.</li> <li>• Gahala, Estella. Actividades para todos</li> <li>• Study Spanish Inc. Study Languages LLC. 1997-2012.</li> <li>• Yegros, Alejandro. Conjuguemos Inc. Holt McDougal. 2000-2012.</li> </ul>	

## New Milford Public Schools

<p>Committee Members: Marissa Froehlich, Kara Hugya, and Lauren Iverson Unit 6: Familiar Commands</p>	<p>Course/Subject: Spanish II Academic Grade Level: All levels # of Days: 10 (4 weeks)</p>
<b>Identify Desired Results</b>	
<b>ACTFL (American Council on the Teaching of Foreign Languages) Standards for Foreign Language Learning</b>	
<ul style="list-style-type: none"> <li>• Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>• Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> </ul>	
<p><b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p><b>Essential Questions</b> Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> <li>• In the Spanish culture, there are two ways of addressing people. Usage of certain vowels tells the manner in which we are addressing our peers, friends, and relatives. A change of vowel signals that we are addressing people in a familiar or formal manner.</li> <li>• There are certain people with whom one can be familiar in the Spanish culture and those to whom one should show respect.</li> </ul>	<ul style="list-style-type: none"> <li>• How do you ask for favors from friends?</li> <li>• How do you tell friends to do something for you or to stop doing something for you?</li> <li>• Who do you consider a friend or an equal?</li> </ul>
<p><b>Expected Performances</b> What students should know and be able to do</p>	
<p><b>Students will know the following:</b></p> <ul style="list-style-type: none"> <li>• The definition of familiar (tú) commands</li> <li>• With whom one should use familiar (tú) commands (family, friends, young children, or peers)</li> <li>• The processes used to form positive (tú) commands</li> <li>• The processes used to form negative familiar (tú) commands</li> <li>• The irregular verb forms for positive and negative familiar (tú) commands</li> </ul> <p><b>Students will be able to do the following:</b></p> <ul style="list-style-type: none"> <li>• Recognize familiar (tú) commands</li> <li>• Create familiar (tú) commands using both the regular and irregular verbs</li> <li>• Communicate wants and desires to friends using familiar (tú) commands</li> </ul>	

<b>Character Attribute</b>	
<ul style="list-style-type: none"> <li>Honesty (expressing a desire with a friend)</li> </ul>	
<b>Technology Competencies</b>	
<ul style="list-style-type: none"> <li>Students demonstrate a sound understanding of technology concepts, systems, and operations.</li> </ul>	
<b>Develop Teaching and Learning Plan</b>	
<p><b>Suggested Teaching Strategies:</b></p> <ul style="list-style-type: none"> <li>Teacher incorporates commands into daily classroom procedures (sit down, take out your book, etc.).</li> <li>Teacher checks for prerequisite and prior knowledge via a discussion about the differences in cultural address (familiar versus formal).</li> <li>Teacher provides PowerPoint presentation notes and examples of both regular and irregular commands for students.</li> <li>Teacher models how to form commands from verbs using the notes provided.</li> <li>Teacher provides worksheets and additional practice activities for students. Teacher also checks for understanding individually and as a group during and after these practice exercises.</li> <li>Teacher provides topics related to the unit vocabulary for students to create commands. Teacher monitors group work and progress.</li> <li>Teacher leads students in a presentation activity – modeling a sample conversation requiring commands; assigning roles to each student; monitoring the commands that students create for accuracy.</li> <li>Teacher leads students in the whiteboard activity by modeling what needs to be done and then assigning the topics as the “game” progresses.</li> <li>Teacher provides website addresses such as <a href="http://www.conjuguemos.com">www.conjuguemos.com</a> or <a href="http://www.classzone.com">www.classzone.com</a> and access to computers for students to practice</li> </ul>	<p><b>Suggested Learning Activities:</b></p> <ul style="list-style-type: none"> <li>Students will respond and follow daily classroom commands.</li> <li>Students will take notes on separate note cards to help organize the difference between the processes to form the positive and negative familiar (tú) commands.</li> <li>Students will work independently to practice creating commands from various regular and irregular verbs using worksheets, the workbook, or the textbook.</li> <li>Students will create commands for their teacher in pairs/groups. The commands will address various topics centering around the unit vocabulary (i.e., how to do well in school).</li> <li>Students will create commands in pairs in front of the class in a teacher-guided activity. The teacher provides a problem for one student (i.e., you forgot your homework at home) and the other student will have to give familiar (tú) commands until the other student guesses his or her problem.</li> <li>Students will use the whiteboards to participate in games/activities that require students to demonstrate their ability to form commands. For example, sometimes the row will have to give familiar (tú) commands about specific vocabulary-based topics, or they will have to identify different “shoe verb” commands or “irregular” commands.</li> <li>Students will use various conjugation websites to practice the formation process of familiar (tú)</li> </ul>

<p>the formation of familiar (tú) commands.</p> <ul style="list-style-type: none"> <li>• Teacher provides a sample command conversation in the language lab and helps students to create their own conversations; records the conversations, and finally, helps students to analyze their own work for accuracy as a class.</li> <li>• Teacher provides a listening activity accompanied by questions for students to identify positive and negative commands.</li> <li>• Teacher provides basic commands for students to follow and act out.</li> <li>• Teacher plays video of a cooking show (i.e., Rachel Ray) to model how commands are used.</li> <li>• Teacher leads students in a reading using it as a platform for students to write commands to the characters.</li> </ul>	<p>commands.</p> <ul style="list-style-type: none"> <li>• In pairs, students will create conversations in the language lab, commanding one another to do something. These conversations will be recorded and then re-listened to for practice in the classroom.</li> <li>• Students will listen to commands, identifying whether they are positive or negative.</li> <li>• Students will act out commands given by the teacher using basic verbs (jump, run, etc.)</li> <li>• Students will prepare a recipe using commands to instruct people how to cook. They present the recipe in front of the class.</li> <li>• Students will read chapters from the literary selection for the class (i.e., <u>Piratas</u>) and write familiar (tú) commands for various characters regarding their conflicts.</li> </ul>
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### Assessments

<p style="text-align: center;"><b>Performance Task</b></p> <p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p style="text-align: center;"><b>Other Evidence</b></p> <p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p><b>Goal:</b> To use the knowledge of familiar (tú) commands in context to allow students to give advice to a peer</p> <p><b>Role:</b> Writer</p> <p><b>Audience:</b> Peer (fellow student) in the class</p> <p><b>Situation:</b> Students write a letter to a peer (fellow student) in class who is “struggling” with advice in the form of commands on how to do better.</p> <p><b>Product:</b> Written letter</p> <p><b>Standard for Success:</b> Departmental writing rubric</p>	<ul style="list-style-type: none"> <li>• Recognition of the differences between a person with whom one should be familiar or formal</li> <li>• Identification of positive versus negative familiar (tú) commands</li> <li>• Responses to worksheet, workbook, and textbook activity questions</li> <li>• Responses on written prompts and oral-generated activities</li> <li>• Responses based on individual, paired, and collaborative work</li> <li>• Responses to technology-based assessments</li> </ul>

## Suggested Resources

- Canión and Gaab. Piratas del Caribe y el mapa secreto. Chandler, Arizona: TPRS Publishing, 2008.
- Class Zone. Houghton Mifflin Harcourt Publishing. 1995-2008.
- Gahala, Estella. En Español 2. Evanston, Illinois: McDougal Littell, 2000.
- Gahala, Estella. Más práctica: En Español 2. Evanston, Illinois: McDougal Littell, 2000.
- Gahala, Estella. Actividades para todos
- Study Spanish Inc. Study Languages LLC. 1997-2012.
- Yegros, Alejandro. Conjugemos Inc. Holt McDougal. 2000-2012.

## New Milford Public Schools

<p>Committee Members: Marissa Froehlich, Kara Hugya, and Lauren Iverson Unit 7: Formal Commands</p>	<p>Course/Subject: Spanish II Academic Grade Level: Varies – All levels involved # of Days: 10 (4 weeks)</p>
<b>Identify Desired Results</b>	
<b>ACTFL (American Council on the Teaching of Foreign Languages) Standards for Foreign Language Learning</b>	
<ul style="list-style-type: none"> <li>• Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</li> <li>• Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</li> <li>• Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> </ul>	
<p><b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p><b>Essential Questions</b> Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> <li>• There are special verb forms used to command adults, strangers, and people who warrant respect to do something or not to do something.</li> <li>• There are certain people with whom one can be familiar within the Spanish culture and those to whom one should show respect.</li> </ul>	<ul style="list-style-type: none"> <li>• How does one ask for favors from strangers or adults?</li> <li>• How does one tell strangers and adults to do something for you or to stop doing something for you?</li> <li>• Who is someone deserving of one's respect?</li> </ul>
<p><b>Expected Performances</b> What students should know and be able to do</p>	
<p><b>Students will know the following:</b></p> <ul style="list-style-type: none"> <li>• The definition of formal (Ud./Uds.) commands</li> <li>• With whom one should use formal (Ud./Uds.) commands (strangers, adults, officials, etc.)</li> <li>• The processes used to form positive formal (Ud./Uds.) commands</li> <li>• The processes used to form negative formal (Ud./Uds.) commands</li> <li>• The irregular verb forms for positive and negative formal (Ud./Uds.) commands</li> </ul> <p><b>Students will be able to do the following:</b></p> <ul style="list-style-type: none"> <li>• Recognize formal (Ud./Uds.) commands</li> <li>• Create formal (Ud./Uds.) commands using both the regular and irregular verbs</li> <li>• Communicate wants and desires to adults and strangers using formal (Ud./Uds.) commands</li> </ul>	

<b>Character Attribute</b>	
<ul style="list-style-type: none"> <li>• Respect (asking for favors from strangers and adults)</li> </ul>	
<b>Technology Competencies</b>	
<ul style="list-style-type: none"> <li>• Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</li> </ul>	
<b>Develop Teaching and Learning Plan</b>	
<p><b>Teaching Strategies:</b></p> <ul style="list-style-type: none"> <li>• Teacher builds upon prerequisite and prior knowledge via a discussion about the differences in cultural address (familiar versus formal).</li> <li>• Teacher provides PowerPoint presentation notes and examples of both regular and irregular formal commands for students.</li> <li>• Teacher models how to form formal commands from verbs using the notes provided.</li> <li>• Teacher provides worksheets and practice activities for students. Teacher also checks for understanding individually and as a group during and after these practice exercises.</li> <li>• Teacher provides topics related to the unit vocabulary for students to create commands about. Teacher monitors group work and progress.</li> <li>• Teacher provides access to computers and website activities to practice the conjugation of formal (Ud./Uds. commands).</li> <li>• Teacher writes letters from patients/readers describing problems that they are having. Teacher models how to respond to one of these letters. Teacher also leads a sharing session/discussion with students following this activity.</li> <li>• Teacher provides name tags (with names and problems) and models the verbal command activity for the students.</li> </ul>	<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Students will take notes on separate note cards to help organize the difference between the processes to form the singular formal commands (Ud.) and the plural formal commands (Uds.). Note cards may also be made for the familiar commands that we just covered as a review and lead-in for the new kinds of commands the students are learning.</li> <li>• Students will work independently to practice creating formal commands from various regular and irregular verbs using worksheets, the workbook, or the textbook.</li> <li>• Students will complete online activities at <a href="http://www.conjuguemos.com">www.conjuguemos.com</a> to review regular and irregular formal (Ud./Uds.) commands.</li> <li>• Students will take on the role of doctors or of newspaper columnists. Students will respond to letters from patients/readers describing their problems using formal commands (as they are assumed to be “adults” and “strangers”. (Note: These letters should incorporate the vocabulary being covered in the unit (i.e., if the vocabulary unit deals with health words, students should be writing about health issues). After writing their responses, students will share their answers through a discussion or on the SmartBoard.</li> <li>• Students will be given name tags of various celebrities, athletes, and familiar friends from school. The name tags will also include a tag-line that describes a problem that the character is having (i.e., lost</li> </ul>

<ul style="list-style-type: none"> <li>Teacher provides access to <a href="http://www.studyspanish.com">www.studyspanish.com</a> and plays various listening activities dealing with simple formal commands.</li> </ul>	<p>their keys, having no money, etc). Wearing the name tags and related problems, students then circulate the room, giving one another familiar or formal commands based on what they have learned about how to address people and form commands.</p> <ul style="list-style-type: none"> <li>Students will listen to simple commands and write down what they hear.</li> </ul>
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### Assessments

<b>Performance Task</b> Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	<b>Other Evidence</b> Application that is functional in a classroom context to evaluate student achievement of desired results
<p><b>Goal:</b> To use the knowledge of formal (Ud./Uds.) commands in context to allow students to read and write to help solve a community problem.</p> <p><b>Role:</b> Columnist and advertiser</p> <p><b>Audience:</b> An adult public</p> <p><b>Situation:</b> Students will write a columnist response to a letter received regarding health issues of one of his/her “readers.” In addition, students will create an “ad” to include in the newspaper that encourages healthy living habits for others that may benefit to his/her solution to the reader’s problem.</p> <p><b>Product:</b> Written letter and computer-generated “ad”</p> <p><b>Standards for Success:</b> Departmental writing and artwork rubrics</p>	<ul style="list-style-type: none"> <li>Responses to workbook, textbook, and other worksheet activities</li> <li>Technology-based activity scores</li> <li>Command responses to letters</li> <li>Verbal commands created with peers</li> </ul>

### Suggested Resources

<ul style="list-style-type: none"> <li>Canión and Gaab. <u>Piratas del Caribe y el mapa secreto</u>. Chandler, Arizona: TPRS Publishing, 2008.</li> <li>Class Zone. Houghton Mifflin Harcourt Publishing. 1995-2008.</li> <li>Gahala, Estella. <u>En Español 2</u>. Evanston, Illinois: McDougal Littell, 2000.</li> <li>Gahala, Estella. Más práctica: En Español 2. Evanston, Illinois: McDougal Littell, 2000.</li> <li>Study Spanish Inc. Study Languages LLC. 1997-2012.</li> <li>Yegros, Alejandro. Conjugemos Inc. Holt McDougal. 2000-2012.</li> </ul>
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## New Milford Public Schools

<p>Committee Members: Marissa Froehlich, Kara Hugya, and Lauren Iverson Unit 8: Impersonal Expressions</p>	<p>Course/Subject: Spanish II Academic Grade Level: Varies-all levels involved # of Days: 10 (4 weeks)</p>
<b>Identify Desired Results</b>	
<b>ACTFL (American Council on the Teaching of Foreign Languages) Standards for Foreign Language Learning</b>	
<ul style="list-style-type: none"> <li>• Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>• Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> <li>• Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</li> </ul>	
<p><b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p><b>Essential Questions</b> Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> <li>• Many expressions in Spanish are considered impersonal expressions because a specific person or thing is not the subject of the expression.</li> <li>• Impersonal expressions that introduce an aspect of doubt or uncertainty on behalf of the speaker, trigger the use of the subjunctive in the clauses that follows the relative pronoun 'que' linking it to the main clause.</li> <li>• Impersonal expressions that introduce a quality of certainty, truth, or objectivity on behalf of the speaker trigger the indicative which is introduced after the relative pronoun 'que.'</li> <li>• In lieu of using a direct command, impersonal expressions may be used to state generalizations (such as Es bueno ormer ocho horas), rules (Es necesario seguir las leyes de un pais) or common information such as (Es importante beber agua) which are followed by an infinitive construction.</li> </ul>	<ul style="list-style-type: none"> <li>• In what ways can an English speaker express doubt or uncertainty? How does a Spanish speaker do the same?</li> <li>• How can Spanish speakers make generalizations without using any subject pronouns?</li> </ul>

### Expected Performances

What students should know and be able to do

#### Students will know the following:

- How to form the subjunctive
- How impersonal expressions may be used to express doubt or uncertainty on behalf of the speaker
- How impersonal expressions may also be used to state certainty or truths on behalf of the speaker
- How impersonal expressions may be used to state concepts, rules, or common procedures frequently used by a Spanish speaker
- Which impersonal expressions always trigger the use of the subjunctive
- Which impersonal expressions always trigger the use of the indicative

#### Students will be able to do the following:

- Use impersonal expressions that are used with the subjunctive
- Use impersonal expressions that are used with the indicative
- Use impersonal expressions with the infinitive

#### Character Attributes

- Cooperation (help one another by using impersonal expressions to give advice)
- Perseverance (continue to try to communicate by using impersonal expressions to express their messages to one another)

#### Technology Competencies

- Safely and effectively use the resources, processes, concepts, and tools of technology.
- Recognize the scope of technology and evaluate the impact and influence technology has on society, culture, and the environment.

### Develop Teaching and Learning Plan

#### Teaching Strategies:

- Teacher provides a list of impersonal expressions that use an infinitive construction.
- Teacher provides pictures which must be matched to the word bank of impersonal expressions.
- Teacher plays authentic listening exercise that demonstrates the use of these expressions with an infinitive construction.
- Teacher provides five problems that require a solution that lend themselves to the use of impersonal expressions followed by an infinitive construction.
- Teacher introduces new verb tense referred to as the subjunctive.

#### Learning Activities:

- Students will use a word bank to identify the meaning of these expressions. Students will match the expressions to the appropriate concept or statements written in the target language.
- Students will match the correct impersonal expressions to the visuals provided.
- Students will identify and check handout material in which expressions are used.
- Students will discuss and collaborate to choose the correct expression and grammatical usage to come to a conclusion.

<ul style="list-style-type: none"> <li>• Teacher expands lesson by introducing new format of subordinate clause. Students identify “que” as the bridge that links two separate sentences. Students complete fill-in gap activities to practice and view the difference the previous infinitive constructions and a new format that demands the subjunctive.</li> <li>• Teacher incorporates vocabulary such as “health” to use in conjunction with the impersonal expressions of doubt. Teacher explains why the outcome of someone’s actions may be unsure and as a result the subjunctive must be used with these expressions.</li> <li>• Teacher hands out a travel questionnaire to present another scenario where impersonal expressions may be used to solve problems and draw conclusions.</li> <li>• Teacher provides a list of impersonal expressions that communicate certainty and must employ the indicative at all times.</li> <li>• Teacher makes available a series of activities to practice and reinforce these activities which include, oral , written, and listening exercises that are designed for group, individual, or paired work .</li> </ul>	<ul style="list-style-type: none"> <li>• While students view a PP presentation on the formation of the subjunctive, students will take notes on organizer.</li> <li>• Students will proceed to view, listen, and record how “que” introduces a new subject which triggers the subjunctive. Impersonal expressions that convey doubt and require the use of the subjunctive are incorporated into their listening, writing, and reading activities.</li> <li>• Students will choose words that allow them to make suggestions to their peers with reference to their health using impersonal expressions of doubt. (i.e., Es mayor que tu nunca fumes cigarrillos?).</li> <li>• To reinforce and practice use of these expressions, language lab activities may include the game “Circle of Advice” as one student may begin by stating a recommendation on how to stay healthy and an ensuing member of group may add another one of his/her choice.</li> <li>• Students will ask questions such as, “What do you need to do to make sure that your body can adapt to the climate, sun, humidity, water and food in a foreign country?” Impersonal expressions that trigger the subjunctive may serve as the vehicle for them to be able to give advice to each other based on their own travel experiences (i.e., Es importante que no bebas el agua cuando viajes a Mexico).</li> <li>• Students will proceed to examine, view, and recognize how the indicative is now the only appropriate response elicited in the subordinate clause. Students will be guided to list five things using these expressions to convey certainty with regards to one of their</li> </ul>
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	<p>peer's health or family member (i.e., Estoy seguro que mi hermano no fuma?).</p> <ul style="list-style-type: none"><li>• Students will practice the guessing game by making one false statement about themselves and one that is true. Partners will react by using the appropriate impersonal expression that triggers the indicative to corroborate the truth such as (Soy inteligente) to which the partner states, "Es verdad que eres inteligente?"</li><li>• Worksheets derived from their readers may be used with impersonal expressions to state truths about the characters, plots, or events in the stories such as the prompt. "Henry Morgan es un pirata ? &gt; Es Cierto que Henry Morgan es un pirata."</li><li>• Students will practice impersonal expressions by accessing websites that allow students to practice lesson in the target language. Matching, memory games, and timed exercises can be accessed to practice impersonal expressions that trigger both the subjunctive and indicative.</li></ul>
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<b>Assessments</b>	
<b>Performance Task</b>	<b>Other Evidence</b>
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p><b>Goal:</b> To use impersonal expressions in both writing and speech</p> <p><b>Role:</b> Patient</p> <p><b>Audience:</b> Doctor</p> <p><b>Situation:</b> Students create a dialogue/perform a skit between a doctor and his patient using impersonal expressions of their choice to convey the desired meaning.</p> <p><b>Product or Performance:</b> Written dialogue and oral presentation</p> <p><b>Standard for Success:</b> Departmental rubric</p>	<ul style="list-style-type: none"> <li>• Identification of expressions that require the subjunctive</li> <li>• Identification of expressions that require the indicative</li> <li>• Identification of expressions that require the infinitive</li> <li>• Responses to fill-in exercises, writing exercises, homework assignments, and project that illustrate their understanding</li> <li>• Responses to oral activities provided by their textbook, responses on homework assignments to gauge accuracy, individual, or oral group responses</li> <li>• Responses based on student initiated inquiries that are conducted during class time</li> <li>• Responses to pair or collaborative work</li> <li>• Writing on a variety of topics that lends itself to the various uses of impersonal expressions</li> <li>• Oral responses based on a variety of situations or topics provided by the teacher</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>• Carrera-Hanley, Teresa. <u>Ventanas Uno</u>. Evanston, Illinois: McDougal Littell: Houghton Mifflin Company, 1998.</li> <li>• Class Zone. Houghton Mifflin Harcourt Publishing. 1995-2008.</li> <li>• Gahala, Estella. <u>En Español 1</u>. Evanston, Illinois: McDougal Littell, 2000.</li> <li>• Gahala, Estella. <u>Más práctica: En Español 1</u>. Evanston, Illinois: McDougal Littell, 2000.</li> <li>• Study Spanish Inc. Study Languages LLC. 1997-2012.</li> <li>• Yegros, Alejandro. Conjugemos Inc. Holt McDougal. 2000-2012.</li> </ul>	

## New Milford Public Schools

<p>Committee Members: Marissa Froehlich, Kara Hugya, and Lauren Iverson Unit 9: Various Uses of the Subjunctive</p>	<p>Course/Subject: Spanish II Academic Grade Level: Varies – All levels involved # of Days: 20 (8 weeks)</p>
<b>Identify Desired Results</b>	
<b>ACTFL (American Council on the Teaching of Foreign Languages) Standards for Foreign Language Learning</b>	
<ul style="list-style-type: none"> <li>• Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>• Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</li> <li>• Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</li> </ul>	
<p><b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p><b>Essential Questions</b> Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> <li>• There are verbs other than impersonal expressions that trigger the use of the subjunctive.</li> <li>• Expressions and verbs that convey a desire, a wish, an emotion, or a doubt can be followed by the indicative, subjunctive, or infinitive.</li> <li>• Some words or phrases of probability can be followed by the subjunctive without the use of the relative pronoun 'que.'</li> </ul>	<ul style="list-style-type: none"> <li>• How does one express a wish, a desire, or an emotion about another person's actions, condition, or questionable actions without using a command?</li> <li>• How does one express doubts about the outcome of other people's actions?</li> </ul>
<p><b>Expected Performances</b> What students should know and be able to do</p>	
<p><b>Students will know the following:</b></p> <ul style="list-style-type: none"> <li>• Verbs other than impersonal expressions trigger the use of the subjunctive</li> <li>• Verbs or expressions of desire, emotion, and doubt can be followed by either the indicative, subjunctive, or infinitive</li> <li>• Some words or phrases of probability can be followed by the subjunctive without the use of the relative pronoun 'que.'</li> </ul> <p><b>Students will be able to do the following:</b></p> <ul style="list-style-type: none"> <li>• How to express a wish or desire without using a command</li> <li>• How to use verbs or expressions of desire, emotion, and doubt with the indicative, subjunctive, or infinitive</li> <li>• How to express doubts about the outcome of other people's actions</li> </ul>	

<b>Character Attribute</b>	
<ul style="list-style-type: none"> <li>• Citizenship (exchanging thoughts and opinions about and with the people in a community)</li> </ul>	
<b>Technology Competencies</b>	
<ul style="list-style-type: none"> <li>• Safely and effectively use the resources, processes, concepts, and tools of technology.</li> <li>• Recognize the scope of technology and evaluate the impact and influence technology has on society, culture, and the environment.</li> </ul>	
<b>Develop Teaching and Learning Plan</b>	
<p><b>Teaching Strategies:</b></p> <ul style="list-style-type: none"> <li>• Teacher leads a discussion to review and assess prior knowledge of different verb forms used to give advice.</li> <li>• Teacher provides notes on expressions of desire, doubt, and emotion.</li> <li>• Teacher provides list of expressions for students to identify requiring the use of the indicative, infinitive, or the subjunctive.</li> <li>• Teacher leads share session/discussion of student-created expressions, making corrections as necessary.</li> <li>• Teacher provides various practice activities.</li> <li>• Teacher provides access to conjugation website as reinforcement.</li> <li>• Teacher provides authentic listening activities and questions for students.</li> <li>• Teacher provides reading selections and activities that reinforce the use of these new subjunctive phrases.</li> </ul>	<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Students will partake in a review discussion about how they have learned to give advice thus far in the year (using commands, the different types of commands, and using the subjunctive with impersonal expressions).</li> <li>• Following the discussion, students will take notes on other expressions that introduce the subjunctive (including expressions of not just desires that ask others to do things, but expressions that express emotion and doubt about other's actions).</li> <li>• Students will use their notes to help identify subjunctive expressions from a list provided by the teacher. Students will then try to come up with more expressions of doubt, desire, and emotion not included on the list in English and translate them to Spanish. Students will share the additional expressions that they have created.</li> <li>• Students will complete activities including: completing sentences with the correct verb form; completing paragraphs with the correct verb form; writing individual sentences with the correct verb form. Students will share answers with teacher and peers.</li> <li>• Students will use an online conjugation website (<a href="http://www.conjuquemos.com">www.conjuquemos.com</a>) to practice using technology.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will listen to authentic conversations that model the use of the subjunctive, infinitive, and indicative with the new expressions. Students will respond or choose the correct response to the activity.</li> <li>• Students will read short selections and respond to comprehension questions using the subjunctive, indicative, and infinitive in context.</li> </ul>
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### Assessments

Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p><b>Goal:</b> To use the subjunctive with expressions of desire and emotion</p> <p><b>Role:</b> Traveler and/or receptionist</p> <p><b>Audience:</b> Traveler and/or receptionist</p> <p><b>Situation:</b> Traveler conducts a phone interview to make travel arrangements with a receptionist.</p> <p><b>Product or Performance:</b> Dialogue and presentation</p> <p><b>Standards for Success:</b> Departmental rubric</p>	<ul style="list-style-type: none"> <li>• Responses to fill-in questions</li> <li>• Responses on written prompts and oral-generated activities</li> <li>• Responses based on individual, paired, and collaborative work</li> <li>• Responses to technology-based assessments</li> </ul>

### Suggested Resources

<ul style="list-style-type: none"> <li>• Carrera-Hanley, Teresa. <u>Ventanas Uno</u>. Evanston, Illinois: McDougal Littell: Houghton Mifflin Company, 1998.</li> <li>• Class Zone. Houghton Mifflin Harcourt Publishing. 1995-2008.</li> <li>• Gahala, Estella. <u>En Español 1</u>. Evanston, Illinois: McDougal Littell, 2000.</li> <li>• Gahala, Estella. <u>Más práctica: En Español 2</u>. Evanston, Illinois: McDougal Littell, 2000.</li> <li>• Study Spanish Inc. Study Languages LLC. 1997-2012.</li> <li>• Yegros, Alejandro. <u>Conjugemos Inc.</u> Holt McDougal. 2000-2012.</li> </ul>
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## **Final Course Assessments**

The midyear assessment consists of approximately 100 multiple-choice questions, fifty fill-in questions, and an essay that requires students to demonstrate their knowledge using both verb conjugations and vocabulary in context to effectively and creatively communicate in the target language.

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## RUBRIC FOR STUDENT ESSAYS AND MAJOR PROJECTS

### New Milford High School Writing Rubric Expository, Persuasive, Narrative

Criteria	Exceptional 5	Commendable 4	Adequate 3	Needs Improvement 2	Minimal 1	Not Scored 0
<b>Focus Purpose</b>	<ul style="list-style-type: none"> <li>• Central purpose is extremely clear and well developed</li> <li>• Writer very effectively addresses task</li> </ul>	<ul style="list-style-type: none"> <li>• Central purpose is clear and developed</li> <li>• Writer effectively addresses task</li> </ul>	<ul style="list-style-type: none"> <li>• Central purpose is minimally sustained</li> <li>• Writer adequately addresses task</li> </ul>	<ul style="list-style-type: none"> <li>• Central purpose is briefly identified</li> <li>• Writer barely addresses task</li> </ul>	<ul style="list-style-type: none"> <li>• Central purpose is vague or not identified</li> <li>• Writer does not address task</li> </ul>	<ul style="list-style-type: none"> <li>• Not submitted</li> <li>• Off topic</li> <li>• Plagiarized</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Ideas develop and progress logically and/or creatively</li> <li>• Clear and appropriate examples support all main ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas develop and progress logically</li> <li>• Clear and appropriate examples support most main ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Some ideas develop and progress logically</li> <li>• Some examples support main ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Structure is difficult to identify</li> <li>• Main ideas are not identified or supported</li> </ul>	<ul style="list-style-type: none"> <li>• Little or no structure exists</li> <li>• Ideas are random and/or unsupported</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• All major points or ideas are clearly relevant and meaningful</li> <li>• Writer shows understanding and insightful conclusions</li> <li>• Paper exceeds expectations</li> </ul>	<ul style="list-style-type: none"> <li>• All major points or ideas are relevant and meaningful</li> <li>• Writer shows understanding and draws conclusions</li> <li>• Paper easily meets expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Most main points or ideas are relevant and meaningful</li> <li>• Writer shows basic understanding;</li> <li>• Paper meets expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Some main points are developed</li> <li>• Ideas are not clearly expressed</li> <li>• Paper does not meet expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Few points are developed</li> <li>• Ideas and main points weak or irrelevant</li> <li>• Paper lacks adequate content</li> </ul>	
<b>Conventions (Use of standard written English, i.e. grammar, punctuation, etc)</b>	<ul style="list-style-type: none"> <li>• Paper has correct grammar, usage, and mechanics</li> <li>• Exceptional style</li> </ul>	<ul style="list-style-type: none"> <li>• Paper has correct grammar, usage, and mechanics</li> </ul>	<ul style="list-style-type: none"> <li>• Paper has some errors in grammar, usage, and mechanics</li> </ul>	<ul style="list-style-type: none"> <li>• Paper has limited use of correct grammar, usage, and mechanics</li> </ul>	<ul style="list-style-type: none"> <li>• Paper contains pervasive errors in grammar, usage, and mechanics</li> </ul>	

\*Note – Anything that is a result of an online translator or determined not to be original work of the student is considered plagiarism.

\*Note – Your total score for the “conventions” section is outlined in more detail on the other side of this paper.

Student Name: \_\_\_\_\_  
Assignment Name: \_\_\_\_\_  
Turned in on time? \_\_\_\_\_

**Grammar Errors: (abbreviation, followed by explanation, number of errors found in the writing and commentary)**

A	Article	_____
_____		
AN	Adjective/Noun Agreement	_____
_____		
E	English	_____
_____		
M	Mood	_____
_____		
MS	Misspelled	_____
_____		
O	Other	_____
_____		
P	Punctuation	_____
_____		
PU	Pronoun Usage	_____
_____		
SG	Spanglish	_____
_____		
SVA	Subject/Verb Agreement	_____
_____		
VC	Verb Conjugation	_____
_____		
WC	Word Choice	_____
_____		
WO	Word Order	_____
_____		
WT	Wrong Tense	_____
_____		

## RUBRIC FOR STUDENT PRESENTATIONS

Nombre: \_\_\_\_\_

### Please Note:

1. All students must turn in a typed copy of their presentations.
2. For poetry presentations: Be sure you understand your poem and that you try to convey its meaning.
3. For student written presentations: Students found to be using any type of translator will receive no credit. You are quite capable to write about these topics on your own. Say what you know how to say.

### Delivery and Accuracy

Totally memorized, perfect sentences – no help

10

Partially memorized, imperfect sentences – a little help (some use of cards or notes)

6 7 8 9

Not memorized, incorrect sentences – a lot of help (read cards or notes)

1 2 3 4 5

### Props

A few props            2 3 4

One prop                1

No props                0

### Inflection and Pronunciation

Spoke clearly, with good inflection and pronunciation

5 6

Mumbled, with little inflection and or okay pronunciation

3 4

Monotone, no inflection and poor pronunciation

1 2

### Highest Possible Total

**20 points**

Total \_\_\_\_\_

## RUBRIC FOR STUDENT VERBAL PRESENTATIONS

Skill Components Comments	Component Descriptors	
<b>Comprehension</b> 1 2 3 4 5 (circle one) low high	Comprehends speech at varying rates of speed and in a variety of contexts. <ol style="list-style-type: none"> <li>1. Rarely</li> <li>2. Sometimes</li> <li>3. Much of the time</li> <li>4. Most of the time</li> <li>5. Always</li> </ol>	
<b>Fluency</b> 1 2 3 4 5 (circle one) low high	<ol style="list-style-type: none"> <li>1. Uses simple sentences.</li> <li>2. Speech is connected but frequently disrupted by search for correct form of expression.</li> <li>3. Uses fluent connected speech, occasionally disrupted by search for correct form of expression.</li> <li>4. Uses fluent connected speech.</li> <li>5. Uses native-like flow of speech.</li> </ol>	
<b>Vocabulary</b> 1 2 3 4 5 (circle one) low high	<ol style="list-style-type: none"> <li>1. Uses only basic vocabulary with possible use of first language.</li> <li>2. Uses vocabulary sufficient to express needs and feelings and retells or responds in familiar contexts. with limited or no use of first language.</li> <li>3. Uses vocabulary sufficient to communicate in most social and academic contexts.</li> <li>4. Uses varied and descriptive language, possibly including native-like phrasing and/or idiomatic expressions.</li> <li>5. Uses sophisticated vocabulary in a variety of contexts.</li> </ol>	
<b>Grammar</b> 1 2 3 4 5 (circle one) low high	Uses appropriate tenses, pronouns, gender and number agreement, negation, articles, prepositions, and adjective placement. (Check only those areas that need work.) ___Present Tense ___Past Tenses ___Future Tense ___Complex verbal structures ___Gender Agreement ___Singular/Plural ___Subject-verb agreement ___Negations ___Adjective Placement ___Articles ___Direct object pronouns ___Prepositions	
<b>Task Completed</b> 1 2 3 4 5 (circle one) low high	<ol style="list-style-type: none"> <li>1. Question not answered</li> <li>2. Minimal answer – one or two words</li> <li>3. Answer undeveloped</li> <li>4. Appropriate answer and adequately developed</li> <li>5. Superior completion – complete answer, appropriate, and elaborated</li> </ol>	

# RUBRIC FOR STUDENT PEER GROUP PROJECTS

## Peer Group Evaluation Form

Please rate your classmates on their video project.  
(Your ratings will not be disclosed to other students. Be honest in this evaluation!)

In rating yourself and your peers, use a one to five point scale.

- 5 = Superior**
- 4 = Above Average**
- 3 = Average**
- 2 = below average**
- 1 = weak.**

Insert the names of the groups in the first row.

Names				
Video project is complete.				
Video project is creative.				
I can understand what is happening in the scene.				
	+	+	+	+
Enter total scores here.				

They are selling: \_\_\_\_\_

Why is the product effective or not? \_\_\_\_\_

Additional Comments:

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