

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



**Spanish I 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 I Academic**

This course introduces students to the Spanish language and culture by developing listening, reading, writing, and speaking skills. In this course, students will gain an understanding of multi-culturalism within the Hispanic world. Upon completion of Spanish I, students should demonstrate control of basic language structures and vocabulary. Students will be encouraged to begin using the language as a communicative tool.

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

<b>Unit #</b>	<b>Title</b>	<b>Weeks</b>	<b>Pages</b>
1	Introduction	3 (7 days)	6-9
2	The Verb SER	3 (7 days)	10-12
3	The Verb GUSTAR	3 (7 days)	13-15
4	Article and Adjective Agreement	2 (5 days)	16-19
5	The Verb TENER	2 (5 days)	20-22
6	Possession	2 (5 days)	23-26
7	Present Tense of Regular Verbs	4 (10 days)	27-29
8	Telling Time	2 (5 days)	30-32
9	The Verb ESTAR	3 (7 days)	33-36
10	The Simple Future Tense	2 (5 days)	37-39
11	Present Tense of Irregular Verbs	4 (10 days)	40-43
12	The Present Progressive Tense	2 (5 days)	44-46
13	Shoe Verbs	4 weeks (5 days)	47-49
	Final Course Assessments		50
	Rubric for Student Essays and Major Projects		51-52
	Rubric for Student Presentations		53
	Rubric for Student Verbal Presentations		54
	Rubric for Student Peer Group Projects		55

## New Milford Public Schools

<p>Committee Members: Marissa Froehlich, Kara Hugya, and Lauren Iverson Unit 1: Introduction</p>	<p>Course/Subject: Spanish I Academic Grade Level: Varies – All levels involved # of Weeks: 3 (7 days)</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 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</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>• Many countries in the world have multiple national languages. There are several countries that have identified Spanish as their (or one of their) national languages.</li> <li>• In languages there are phrases used at different times of day to greet people.</li> <li>• In languages, there are ways to introduce oneself and others.</li> <li>• All languages have different ways of expressing themselves in written form. The Spanish alphabet is ever-changing and very similar to the English alphabet. Presently it has twenty-eight letters.</li> <li>• All countries use a similar calendar system to that of the United States. The Spanish culture uses a different order for the days of the week.</li> </ul>	<ul style="list-style-type: none"> <li>• What countries speak languages other than English? What languages do they speak?</li> <li>• How does one greet people in English? How is this different than in Spanish?</li> <li>• How does one introduce herself/himself and others in English? How is this different than in Spanish?</li> <li>• What are some basic words in a language that one needs to know in order to communicate?</li> <li>• How does one know what to do in a classroom?</li> </ul>
<p><b>Expected Performances</b> What students should know and be able to do</p>	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• Which countries speak Spanish</li> <li>• How to greet others at different times of the day in Spanish</li> <li>• How to introduce themselves and others properly in Spanish</li> </ul>	

- The letters of the alphabet in Spanish and their pronunciation
- The numbers from the Spanish language and how they are used to express telephone numbers and the date
- The days of the week and how to give the date
- Basic classroom commands in Spanish

Students will be able to do the following:

- Identify countries that speak Spanish
- Greet others at different times of the day in Spanish
- Introduce themselves and others in Spanish
- Spell new vocabulary words
- Recite the alphabet, days of the week, and numbers 1-10 in Spanish
- Recognize and follow basic classroom commands in Spanish
- Continue to expand their vocabulary through the study of new words (i.e., words relating to Pobre Ana literature book)

**Character Attribute**

- Integrity (discussing themselves and others in a respectful manner)

**Technology Competencies**

- Students apply digital tools to gather, evaluate, and use information.
- Students demonstrate a sound understanding of technology, concepts, systems, and operations.

**Develop Teaching and Learning Plan**

Teaching Strategies:

- Teacher provides a map of the world and leads a discussion about the languages spoken.
- Teacher uses an analog clock to set the time in the front of the room. Teacher uses greeting/parting phrases that correspond to the times shown on the clock. Teacher pairs students and changes the times on the clock to dictate what phrases should be used for the students to practice.
- Teacher provides a list of Spanish names for students. Teacher guides students to choose a name for themselves from the list. Teacher introduces each student to the class and reviews vocabulary for students regarding introductions. Teacher then groups students to practice the greetings with the new introduction vocabulary.

Learning Activities:

- Students will label a map of the world and identify through discussion the languages spoken. Students also highlight the countries identified as speaking Spanish.
- Students will repeat the greeting/parting phrases that correspond to different times of the day. Students, in their pairs, greet and part with one another based on the times set by the teacher.
- Students will choose a Spanish name with which to be identified in the class. Students will repeat the introduction phrases provided by the teacher. Students will introduce themselves to other members of their group and will also introduce their group members to other groups in the class.

- Teacher uses a PowerPoint presentation to present the Spanish alphabet. Teacher sounds out letters for the students and teaches them a song to use to help them remember. Teacher then uses [www.classzone.com](http://www.classzone.com) to play the alphabet sounds (recorded by native speakers).
- Teacher leads students in a spelling bee – asking students to spell their own names and the new vocabulary words.
- Teacher provides students with a printout of a blank calendar. Teacher leads students to label their calendar with the days of the week and the numbers 1-10 (numbers 11-31 are provided but not focused upon). Teacher leads students to fill in the dates with special events (birthdays, holidays, etc). Teacher asks students a series of questions in reference to the calendar, focusing on the repetition of the numbers and the days of the week.
- Teacher provides a mathematics worksheet, written out with the number words (not the symbols). Teacher models how to answer these questions.
- Teacher provides a list of classroom commands for students. Teacher has students read the commands one-by-one and act out what the command means. Teacher reverses roles with the students and has them do the same. Finally, teacher leads students in a game of “charades” using these classroom command phrases.
- Teacher provides Pobre Ana and accompanying activities that utilize the new chapter vocabulary.
- Teacher provides access to [www.conjuguemos.com](http://www.conjuguemos.com) to practice new vocabulary.

- Students will recite the alphabet provided by the teacher. Students will listen and will repeat the letters recorded by the native speakers. Students will write down the letters that they hear.
- Students will take part in the teacher-led spelling bee. Students will use their knowledge of the alphabet and their new vocabulary words regarding greetings/partings and introductions to spell the words provided by the teacher aloud.
- Students will fill in teacher-provided calendar with days of the week and numbers 1-10. Students will also fill in important dates on their calendar. Students will finally answer questions provided by the teacher using the days of the week and the numbers 1-10 as answers.
- Students will complete the math problems by writing out the numbers in Spanish.
- Students will read classroom commands to the teacher. Students will act out the commands read by the teacher. Students will partake in a game of charades using the command phrases.
- Students will complete activities from text and the workbook to practice the new vocabulary phrases.
- Students will read the first two chapters of Pobre Ana and use the new vocabulary to answer questions regarding the text in both oral and written form.
- Students will practice their new vocabulary translations on [www.conjuguemos.com](http://www.conjuguemos.com).

<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> Group presentation using the introductory vocabulary</p> <p><b>Role:</b> Teacher, student, peer</p> <p><b>Audience:</b> Teacher, student, peer</p> <p><b>Situation:</b> A high school classroom</p> <p><b>Performance:</b> Students must create a dialogue between at least three people that represents the first day in a classroom (the student/teacher/peer will greet, introduce, follow/give classroom commands).</p> <p><b>Standard for Success:</b> Departmental presentation rubric</p>	<ul style="list-style-type: none"> <li>• Identification of the alphabet letters and their usage/pronunciation</li> <li>• Recognition and ability to follow classroom commands</li> <li>• Identification of numbers 1-10 and the days of the week</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>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <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>• Ray, Blaine. <u>Pobre Ana</u>. Pismo Beach California: Blaine Ray Workshops, 2000.</li> <li>• Ray, Blaine. <u>Patricia va a California</u>. Pismo Beach California: Blaine Ray Workshops, 2000</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 2: The Verb SER</p>	<p>Course/Subject: Spanish I Academic Grade Level: Varies – All levels involved # of Weeks: 3 (7 days)</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> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• In Spanish there are two verbs that mean ‘to be’, SER and ESTAR. This unit concentrates only on the verb SER.</li> <li>• The verb SER is considered irregular because it does not follow the conjugation format of regular verbs in Spanish.</li> <li>• In Spanish the verb SER is used to express ones origin, describe inherent characteristics, and tell ones profession.</li> </ul>	<ul style="list-style-type: none"> <li>• How does one describe things in English? How is this different than Spanish?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do (add in “such as” with verbs and vocabulary)	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• What it means to be an irregular verb in Spanish</li> <li>• That there are two different verbs in Spanish that mean ‘to be’</li> <li>• The importance of knowing how to use the verb SER</li> <li>• How to communicate their origin with the verb SER</li> <li>• How to describe personality/physical characteristics using the verb SER</li> <li>• How to describe professions with the verb SER</li> <li>• How using the verb ESTAR instead of SER can change the intended meaning</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Conjugate the verb SER</li> <li>• Communicate their origin/nationality</li> <li>• Describe themselves or someone else inherently (physical/personality traits)</li> <li>• Tell their own or someone else’s profession</li> </ul>	

- Use SER and ESTAR to express themselves properly

**Character Attribute**

- Respect (how students describe one another)

**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 the verb SER beginning with origin and assigns each student a Spanish speaking country for oral practice.
- Teacher leads group practice to check for understanding asking each student where s/he is from and then asking students to do the same.
- Teacher provides a chart for students to obtain information from other students in the class.
- Teacher provides access to a technology practice website such as [www.conjuguemos.com](http://www.conjuguemos.com) to practice SER in context with vocabulary.
- Teacher provides the second and third uses of the verb SER with physical/personality characteristics and professions.
- Teacher makes available a series of descriptions to listen to for students.
- Teacher provides pictures for students to describe.
- Teacher provides short reading selections using SER with descriptions.

**Learning Activities:**

- Students will take notes.
- Students will participate in group review by listening and responding to the teacher and other students in the target language using the verb SER to express their origin and the origins of their classmates.
- In the language lab, students will ask and answer one another to obtain information about where each student is from and document that information to write a summary of five students' origins.
- Students will use an online conjugation website to practice using technology.
- Students will take notes.
- Students will listen to authentic conversations that model the use of the verb SER describing people. Students will respond or choose the correct response to the activity, or students can draw the description they hear, or students can write the opposite of what they hear.
- Students will write descriptions of the provided pictures which are then presented to the class. The other students will listen to the descriptions and will try to determine the picture being described.
- Students will read short selections and respond to comprehension questions using the verb SER in context.

<b>Assessments</b>	
<b>Performance Task REQUIRED</b> Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	<b>Other Evidence Optional vs. Required</b> Application that is functional in a classroom context to evaluate student achievement of desired results
<p><b>Goal:</b> Written report/description of original or famous artwork</p> <p><b>Role:</b> Caption writer</p> <p><b>Audience:</b> Art buyers</p> <p><b>Situation:</b> Students will either create an original work of art or choose a famous artwork. They must write descriptive captions of the artwork and artist using the verb SER.</p> <p><b>Product:</b> Poster with a written “essay”</p> <p><b>Standard for Success:</b> Departmental project rubric</p>	<ul style="list-style-type: none"> <li>• Identification of SER and its uses</li> <li>• Charts provided with information obtained from other students</li> <li>• Responses to fill-in questions</li> <li>• Responses to comprehension questions</li> <li>• Responses to dialogue questions</li> <li>• Independently written descriptions or drawings</li> <li>• Responses in conversation with teacher and classmates</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>• Class Zone. Houghton Mifflin Harcourt Publishing. 1995-2008.</li> <li>• Gahala, Estella. En Español 1. Evanston, Illinois: McDougal Littell, 2000.</li> <li>• Gahala, Estella. Más práctica: En Español 1. Evanston, Illinois: McDougal Littell, 2000.</li> <li>• Ray, Blaine. <u>Pobre Ana</u>. Pismo Beach California: Blaine Ray Workshops, 2000.</li> <li>• Ray, Blaine. <u>Patricia va a California</u>. Pismo Beach California: Blaine Ray Workshops, 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 3: The Verb GUSTAR</p>	<p>Course/Subject: Spanish I Academic Grade Level: Varies – All levels involved # of Weeks: 3 (7 days)</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> </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 the verb GUSTAR is a special verb requiring the use of indirect object pronouns.</li> <li>• The verb GUSTAR is an idiomatic expression that avoids the use of subject pronouns.</li> <li>• The verb endings for GUSTAR only use the third person singular/plural forms.</li> <li>• The verb GUSTAR takes the singular form when followed by an infinitive to communicate what activity the speaker likes to do.</li> </ul>	<ul style="list-style-type: none"> <li>• How can one express a like or dislike in English? How does that differ from in Spanish?</li> </ul>
<p><b>Expected Performances</b> What students should know and be able to do (add in “such as” with verbs and vocabulary)</p>	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• The verb GUSTAR is a ‘special’ verb unlike other regular – AR verbs</li> <li>• The verb GUSTAR does not directly translate from English to Spanish</li> <li>• The verb GUSTAR is an idiomatic expression</li> <li>• The verb GUSTAR uses only the third person singular or plural form</li> <li>• The verb GUSTAR cannot be used without an indirect object pronoun (me, te, le, nos, os, les)</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Conjugate the two forms of the verb GUSTAR</li> <li>• Use GUSTAR with infinitives and nouns</li> <li>• Communicate a like or dislike using the two forms of GUSTAR including the indirect object pronoun.</li> </ul>	

<b>Character Attribute</b>	
<ul style="list-style-type: none"> <li>Honesty (students will be able to express their likes and dislikes to one another)</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>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>Teacher writes two forms of the verb GUSTAR on the board and explains the meaning.</li> <li>Teacher leads choral group practice to demonstrate that only the singular and plural forms of GUSTAR are used.</li> <li>Teacher introduces the use of indirect object pronouns with the verb GUSTAR by using pictures and verbal cues.</li> <li>Teacher leads students in question/answer dialogue using the verb GUSTAR with both infinitives and nouns.</li> <li>Teacher engages students in various activities to practice using GUSTAR in context, both verbally and in written form.</li> <li>Teacher provides an authentic recording that allows students to identify the use of GUSTAR in context.</li> <li>Teacher provides access to a technology practice website such as <a href="http://www.conjuguemos.com">www.conjuguemos.com</a>.</li> <li>Teacher provides short reading selections using the unit vocabulary.</li> </ul>	<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>Students will take notes.</li> <li>Students will participate in group choral practice by listening and emulating the teacher.</li> <li>Students will actively participate in the discussion with the teacher using GUSTAR with infinitives and nouns.</li> <li>In the language lab, students will be paired to inquire about their likes/dislikes and then record their responses on a worksheet provided by the teacher.</li> <li>In the classroom, students will survey their classmates about their likes/dislikes regarding things like music, sports, movies, etc. and summarize their results on an organizer provided by the teacher.</li> <li>Students will listen to authentic conversations that model the use of the verb GUSTAR. Students fill in the missing cue for the activity.</li> <li>Students will use an online conjugation website to practice using technology.</li> <li>Students will formulate their own questions using GUSTAR regarding the reading.</li> <li>Students will complete various worksheet activities practicing the different uses of GUSTAR.</li> </ul>

<b>Assessments</b>	
<b>Performance Task(s) REQUIRED</b> Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	<b>Other Evidence Optional vs. Required</b> Application that is functional in a classroom context to evaluate student achievement of desired results
<p><b>Goal:</b> Verbal presentation using GUSTAR in context</p> <p><b>Role:</b> Movie critic</p> <p><b>Audience:</b> General public</p> <p><b>Situation:</b> Students choose a movie to critique the plot, characters, ending, etc. using GUSTAR.</p> <p><b>Performance:</b> Oral presentation</p> <p><b>Standard for Success:</b> Departmental presentation rubric</p>	<ul style="list-style-type: none"> <li>• Identification of GUSTAR and its forms</li> <li>• Identification of indirect object pronouns and their use with GUSTAR</li> <li>• Responses to fill-in questions</li> <li>• Responses to comprehension questions</li> <li>• Responses to dialogue questions</li> <li>• Responses in conversation with teacher and classmates</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>• Class Zone. Houghton Mifflin Harcourt Publishing. 1995-2008.</li> <li>• Gahala, Estella. En Español 1. Evanston, Illinois: McDougal Littell, 2000.</li> <li>• Gahala, Estella. Más práctica: En Español 1. Evanston, Illinois: McDougal Littell, 2000.</li> <li>• Ray, Blaine. <u>Pobre Ana</u>. Pismo Beach California: Blaine Ray Workshops, 2000.</li> <li>• Ray, Blaine. <u>Patricia va a California</u>. Pismo Beach California: Blaine Ray Workshops, 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 4: Article and Adjective Agreement</p>	<p>Course/Subject: Spanish I Academic Grade Level: Varies – All levels involved # of Weeks: 2 (5 days)</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 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• In languages there are grammatical rules in place to help express not just objects and people that surround us but also to describe them.</li> <li>• In Spanish, unlike in English, articles and adjectives must agree in both GENDER and number with the object they are describing.</li> </ul>	<ul style="list-style-type: none"> <li>• How does one describe nouns in English? How is this different than in Spanish?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• The different kinds of articles in Spanish and their definitions</li> <li>• When to use or not to use an article in Spanish</li> <li>• Nouns in Spanish have a gender</li> <li>• The gender of the unit vocabulary words</li> <li>• That adjectives need to agree in both gender and number with nouns</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Identify the articles in Spanish</li> <li>• Define the articles in Spanish</li> <li>• Use articles when necessary in Spanish sentences</li> <li>• Identify the gender of unit vocabulary words</li> <li>• Describe nouns using adjectives and making them agree in gender and in number</li> <li>• Continue to expand their vocabulary through the study of new words (i.e., words relating to <u>Pobre Ana</u> literature book)</li> </ul>	

<b>Character Attribute</b>	
<ul style="list-style-type: none"> <li>• Citizenship (understanding how to properly describe people, places, and things that surround them)</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>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>• The teacher demonstrates the use of articles in English using both individual and groups of objects. For example, the teacher will review the use of “the” or with both singular objects and groups: “the pencil” vs. “the pencils.” Teacher repeats the descriptions in Spanish, showing that there is a distinction between singular and plural with regard to the article.</li> <li>• Teacher continues to demonstrate, once students have begun to understand the use of singular vs. plural articles, and move to show the difference in gender of objects in Spanish.</li> <li>• Teacher provides students with a list of adjectives/nouns (unit vocabulary) and reviews the meanings of the words with the students. Afterwards, teacher uses the same methodology used with the articles to demonstrate the use of adjectives in English and in Spanish. For example, in English we say “red house” whereas in Spanish we say “casa roja.”</li> <li>• Teacher provides students with a series of worksheet practices that require students to match articles/adjectives with nouns that agree in both number and gender.</li> <li>• Teacher provides students with a deck of cards. There will be four sets of cards that create four different sentences. Students will</li> </ul>	<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>• Students will actively participate in the teacher’s demonstration of the correct usage of articles by repeating after the teacher and providing unique examples of what is being reviewed. Students will also take notes on the distinctions presented about the Spanish language.</li> <li>• Students will verbally repeat and in written form define the new unit vocabulary words provided by the teacher.</li> <li>• Students will again actively participate in the teacher’s demonstration of the use of adjectives in both Spanish and English by repeating and providing unique examples. Students will continue to take notes on the distinctions presented about the Spanish language.</li> <li>• Students will complete the worksheet practices provided by the teacher.</li> <li>• Students will work in cooperative groups to unscramble the decks of cards provided by the teacher.</li> <li>• Students will describe objects/pictures provided by their teacher and share what they have written in both pairs and with the larger group.</li> </ul>

<ul style="list-style-type: none"> <li>• Teacher provides students with objects/pictures of their own to describe verbally and in written form using articles and adjectives.</li> <li>• Teacher leads a group discussion of students' independent descriptions of the objects, critiquing/focusing upon the use of articles and adjectives with the nouns.</li> </ul>	
<b>Assessments</b>	
<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 demonstrate correct usage of articles and adjectives in the Spanish language</p> <p><b>Role:</b> Presenter at a camp counselor training</p> <p><b>Audience:</b> Other camp counselors and trainers</p> <p><b>Situation:</b> Students fill a bag with objects that describe themselves. They must present their “me bag” to the other counselors at a camp training session, describing each object within the bag.</p> <p><b>Performance:</b> Presentation of “me bag” and written script</p> <p><b>Standard for Success:</b> Departmental presentation and writing 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

- Ray, Blaine. Pobre Ana. Pismo Beach California: Blaine Ray Workshops, 2000.
- Ray, Blaine. Patricia va a California. Pismo Beach California: Blaine Ray Workshops, 2000.
- 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. Conjugemos Inc. Holt McDougal. 2000-2012.

## New Milford Public Schools

<p>Committee Members: Marissa Froehlich, Kara Hugya, and Lauren Iverson Unit 5: The Verb TENER</p>	<p>Course/Subject: Spanish I Academic Grade Level: Varies – All levels involved # of Weeks: 2 (5 days)</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 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</li> <li>• Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language 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>• The verb TENER means “to have” – but has more applications than the English translation implies.</li> <li>• The verb TENER is used to:             <ul style="list-style-type: none"> <li>○ state one’s age</li> <li>○ describe temporary, physical conditions</li> <li>○ express possession</li> <li>○ state what one “has to do”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• How does one use the verb “to have” in English? How does this differ from in Spanish?</li> <li>• How does one express age in English? How does this differ from in Spanish?</li> <li>• How can we describe temporary and physical conditions in English and in Spanish?</li> <li>• How does one express a need to meet an obligation?</li> </ul>
<p><b>Expected Performances</b> What students should know and be able to do</p>	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• How to conjugate the verb TENER</li> <li>• The various applications in the Spanish language for the verb TENER</li> <li>• That TENER <b>must</b> be used to state one’s age</li> <li>• That TENER can be used to describe temporary and physical conditions</li> <li>• That TENER can be used to express possession (as in English)</li> <li>• That TENER must be followed by the word “que” in order to express one’s responsibility to complete a task</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Conjugate the verb TENER</li> <li>• Use TENER to state one’s age</li> <li>• Use TENER to describe temporary and physical conditions</li> <li>• Use TENER to express possession (as in English)</li> <li>• Use TENER in conjunction with “que” to express one’s responsibility to complete a task</li> </ul>	

<b>Character Attribute</b>	
<ul style="list-style-type: none"> <li>Responsibility (the expressions used with TENER express responsibility)</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>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>Teacher leads brief discussion with students about what one can “have” in English. Teacher writes brainstormed ideas on the board. Teacher then teaches students what one can “have” in Spanish (age, conditions, etc.) pointing out the similarities and differences.</li> <li>Teacher reviews the conjugation of TENER with students through writing and repetition.</li> <li>Teacher uses TENER with possession (as is the practice in English) to reinforce the similarities with English. Students complete worksheet activities (fill-in, short answer, etc.)</li> <li>Teacher leads students in a paired practice/interview to discuss age based on everyone’s birthday. This activity will automatically review unit vocabulary regarding numbers, dates, etc.</li> <li>Teacher provides vocabulary list of TENER expressions regarding temporary and physical conditions. Teacher uses the list to repeat the new vocabulary and to have a question/answer session using the new expressions.</li> <li>Teacher provides notes on how to use “TENER QUE” to say that one needs to meet an obligation.</li> <li>Teacher takes students to language lab to practice verbally with all of the TENER phrases.</li> </ul>	<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>Students will take part in the discussion led by the teacher and will take down the notes brainstormed on the board.</li> <li>Students will take notes on the conjugation of TENER and repeat the conjugation and phrases after the teacher.</li> <li>Students will respond to simple questions presented by the teacher during the use of TENER with possession. Students will also complete worksheet activities provided.</li> <li>Students will work collaboratively to discuss their ages and the ages of their peers.</li> <li>Students will define words on the vocabulary list and repeat the new vocabulary after the teacher.</li> <li>Students will take notes on how to use “TENER QUE”.</li> <li>Students will work in pairs and groups in the language lab to practice using the expressions for TENER in context (question/answer, dialogue creation, recording, listening activities, etc.).</li> <li>Students will listen to an authentic recording using TENER in context and answer multiple-choice, fill-in, and short-answer questions.</li> <li>Students will complete lessons and activities provided on a language website such as <a href="http://www.studyspanish.com">www.studyspanish.com</a>.</li> </ul>

<ul style="list-style-type: none"> <li>• Teacher provides an authentic recording that allows students to identify the use of TENER in context.</li> <li>• Teacher provides access to a technology practice website such as <a href="http://www.studyspanish.com">www.studyspanish.com</a>.</li> <li>• Teacher provides short reading selections using the unit vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will read short selections using TENER in context and answer multiple-choice, fill-in, and short-answer questions.</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 create an advice campaign for middle-school students</p> <p><b>Role:</b> High school student leader/freshman orientation leader</p> <p><b>Audience:</b> Middle school students transitioning into high school</p> <p><b>Situation:</b> Freshman orientation or a presentation at the middle school</p> <p><b>Performance:</b> Students must create an oral “speech” or “presentation” for middle school students using TENER QUE expressions to discuss what one “has to do” to be successful in high school.</p> <p><b>Standard for Success:</b> Departmental presentation 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>• Ray, Blaine. <u>Pobre Ana</u>. Pismo Beach California: Blaine Ray Workshops, 2000.</li> <li>• Ray, Blaine. <u>Patricia va a California</u>. Pismo Beach California: Blaine Ray Workshops, 2000.</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>
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# New Milford Public Schools

<p>Committee Members: Marissa Froehlich, Kara Hugya, and Lauren Iverson Unit 6: Possession</p>	<p>Course/Subject: Spanish I Academic Grade Level: Varies – All levels involved # of Weeks: 2 (5 days)</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 4.1: Students demonstrate understanding of the nature of language through comparisons of the language 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>• A person can express ownership of many things – objects, places, people, names, etc.</li> <li>• In languages there are various phrases and methods used to express possession and ownership.</li> </ul>	<ul style="list-style-type: none"> <li>• What are some things that one can own?</li> <li>• How does one emphasize what belongs to you?</li> <li>• How does one express ownership in English? How is this different than in Spanish?</li> </ul>
<p><b>Expected Performances</b> What students should know and be able to do</p>	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• What things one can possess outside of objects</li> <li>• How expressions of possession differ between Spanish and English</li> <li>• How to express ownership using “de”</li> <li>• How to express ownership/possession using pronouns</li> <li>• How to make possessive pronouns agree with the object being owned</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Identify the owners/possessors of different objects</li> <li>• Express personal possession/ownership using both “de” and pronouns in both writing and speech</li> <li>• Continue to expand their vocabulary through the study of new words (i.e., words relating to <u>Pobre Ana</u> literature book)</li> </ul>	
<b>Character Attribute</b>	
<ul style="list-style-type: none"> <li>• Integrity (expressing personal possessions/ownership in a respectful and honest manner)</li> </ul>	

### Technology Competencies

- Students apply digital tools to gather, evaluate, and use information.
- Students demonstrate a sound understanding of technology, concepts, systems, and operations.

### Develop Teaching and Learning Plan

#### Teaching Strategies:

- Teacher brainstorms with students a list of things that a person can own in English.
- Teacher leads students in a question/answer session in which the students need to identify ways to express ownership of the items on the list. Teacher records the English expressions provided on the board.
- Teacher provides students with a unit vocabulary list and reviews the meanings of the words with students.
- Using the English expressions on the board, the teacher provides notes on how to express possession in a similar (and different) manner in Spanish, using the new unit vocabulary provided. Expressions that need to be included are both “de” and possessive adjectives.
- Teacher provides students with worksheet practices that include matching, fill-in-the-blank, multiple-choice, and short-answer activities regarding possession.
- Teacher has students choose an object from a bag (all objects provided are from the unit vocabulary list). Students must write sentences of possession about their object and about the objects of others. Teacher first demonstrates and provides sample sentences on the board. Students will share what they have written verbally afterwards.

#### Learning Activities:

- Students will participate in a discussion and list-creation of things that a person can own.
- Students will respond to the teacher’s questions regarding possession by providing specific examples.
- Students will review and will record the meanings of the words on the new unit vocabulary list.
- Students will take notes on how to express possession in Spanish and how that differs from English.
- Students will complete all worksheet practices provided by the teacher.
- Students will choose an object and describe their ownership of it. Additionally, students will describe what other students own.
- Students will work in partners to describe their families using possession. They will record their conversations in class.
- Students will partake in flashcard activity – making connections between the possessive adjectives and how they agree with the object being owned in Spanish.

<ul style="list-style-type: none"> <li>• Teacher provides students with a paired-activity assignment outline in which students will describe their families to one another, using possessive adjectives and the word “de” as often as possible. These conversations will be recorded in the language laboratory.</li> <li>• Teacher provides flashcards for the students that have the singular and plural forms of the possessive adjectives (for example, “mi” and “mis”). Teacher says phrases in English and students hold up which card would agree with what is being owned. Teacher may also say vocabulary words in Spanish and students will use flashcards to indicate which possessive adjectives agree.</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 expressions of possession in context</p> <p><b>Role:</b> Real-estate agent</p> <p><b>Audience:</b> Home-buyers</p> <p><b>Situation:</b> Students will act as real-estate agents and create a website that advertises homes and what they have to offer. Each home will require a description of the home (reviewing previous unit’s material) and also a description to whom the homes belong and what is owned within the home that will be included in an estate sale.</p> <p><b>Product:</b> Website</p> <p><b>Standard for Success:</b> Departmental writing and project 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

- Ray, Blaine. Pobre Ana. Pismo Beach California: Blaine Ray Workshops, 2000.
- Ray, Blaine. Patricia va a California. Pismo Beach California: Blaine Ray Workshops, 2000.
- 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.
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## New Milford Public Schools

<p>Committee Members: Marissa Froehlic, Kara Hugya, and Lauren Iverson Unit 7: Present Tense of Regular Verbs</p>	<p>Course/Subject: Spanish I Academic Grade Level: Varies – All levels involved # of Weeks: 4 (10 days)</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?</li> <li>• What are some verb patterns in English?</li> <li>• How does messing up 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>Students will know the following:</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>Students will be able to do the following:</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 their vocabulary through the study of new words (i.e., words relating to <u>Pobre Ana</u> or <u>Patricia va a California</u> literature book)</li> </ul>	

Character Attribute	
<ul style="list-style-type: none"> <li>Integrity (discussing themselves and others in a respectful manner)</li> </ul>	
Technology Competencies	
<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>	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>Teacher provides interview questionnaire for students. The questionnaire for students will ask BASIC questions (that require BASIC) answers and will also include regular, present tense verbs in English.</li> <li>Teacher assesses prior knowledge of verb conjugations in the native language (English) via a question and answer session using the survey. 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.</li> <li>Teacher provides further notes of how these conjugations align with Spanish verb conjugations (infinitives, endings, and patterns that emerge).</li> <li>Teacher provides verb conjugation charts and various practice activities.</li> <li>Teacher leads students in reading any basic literature selection, for example, <u>Pobre Ana</u> or <u>Patricia va a California</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 discussion.</li> </ul>	<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>Students will demonstrate their prior knowledge of regular, present-tense verb conjugations in English by answering questions on a survey.</li> <li>Students will share their answers to the survey orally when prompted by the teacher and will take part in the discussion regarding “conjugations” in English.</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>Pobre Ana</u> or <u>Patricia va a California</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>Pobre Ana</u> or <u>Patricia va a California</u>.</li> <li>Students will use the regular present tense in conjunction with new vocabulary from <u>Pobre Ana</u> or <u>Patricia va a California</u> to create sentences and 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> </ul>

	<ul style="list-style-type: none"> <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>
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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 knowledge of regular, present-tense verb conjugations in context with past knowledge</p> <p><b>Role:</b> Autobiographer</p> <p><b>Audience:</b> The general public of readers</p> <p><b>Situation:</b> Students will create an “autobiography.” In the autobiography, they will describe themselves using as many regular, present-tense verb conjugations as possible in conjunction with the previously-learned material regarding “gustar.”</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>

### Suggested Resources

<ul style="list-style-type: none"> <li>Ray, Blaine. <u>Pobre Ana</u>. Pismo Beach California: Blaine Ray Workshops, 2000.</li> <li>Ray, Blaine. <u>Patricia va a California</u>. Pismo Beach California: Blaine Ray Workshops, 2000.</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 8: Telling Time</p>	<p>Course/Subject: Spanish I Academic Grade Level: Varies – All levels involved # of Weeks: 2 (5 days)</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 5.1: Students use the language both within and beyond the school setting.</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>• All languages have different ways of expressing the time of day even though they use the same apparatuses.</li> <li>• Many countries outside of the United States use what is known as “army time.”</li> <li>• There are two different ways of expressing time using both numbers (It is seven-thirty.) and general phrases (It is half-past seven.).</li> </ul>	<ul style="list-style-type: none"> <li>• How do countries differ in their systems of telling time?</li> <li>• How does one express time of day in English? How does this differ from Spanish?</li> <li>• Why is it important to be able to identify in Spanish the time of day? When would it be useful?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• Which countries use “army time” as opposed to the regular analog method</li> <li>• How to express time using both numbers and general phrases</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Conjugate the verb SER in order to tell time</li> <li>• Communicate the time of day in Spanish</li> <li>• Identify and utilize the vocabulary words associated with telling time in Spanish</li> <li>• Create schedules relating to times of day</li> <li>• Continue to expand their vocabulary through the study of new words (i.e., words relating to <u>Pobre Ana</u> literature book)</li> </ul>	

<b>Character Attribute</b>	
<ul style="list-style-type: none"> <li>Honesty (telling the truth about what activities one does during the day and replying to simple requests regarding time)</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>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>Teacher provides a map of the world and an article on “army time.” Teacher also provides pictures of clocks in Europe that show a 0:00 setting on a clock to show students what it would look like.</li> <li>Teacher uses an analog clock to set the time in the front of the room. Teacher uses numbers and general phrases that correspond to the times shown on the clock.</li> <li>Teacher provides a list of Spanish “telling-time” vocabulary. Teacher guides students to translate the phrases and provides extra notes to explain how to use the phrases properly to express the time in Spanish.</li> <li>Teacher uses a PowerPoint presentation in which the slides only reflect times on various types of clocks. Teacher leads students through various writing and speaking activities to identify the phrases to use to tell the time.</li> <li>Teacher uses <a href="http://www.classzone.com">www.classzone.com</a> to offer more activities for students to practice writing and listening for times.</li> <li>Teacher provides a rubric for an activity in which students will create a schedule using telling time in context.</li> <li>Teacher provides a TV guide for students to express start and end times of programs listed in written form.</li> </ul>	<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>Students will read and will discuss the articles and pictures provided by the teacher about different modes of telling time around the world.</li> <li>Students will repeat the numbers and general phrases that correspond to different times of the day.</li> <li>Students will translate the list provided by the teacher and copy additional notes on how to tell time in Spanish.</li> <li>Students will take part in the teacher-led PowerPoint presentation. Sometimes they will write down the time and check their answer with the one provided; other times, students will race to say the time before their peers.</li> <li>Students will complete activities from the website.</li> <li>Students will create a copy of their schedules in Spanish and write out the hour in which activities are taking place.</li> <li>Students will write descriptions of the TV guide providing the programming hours. Afterwards, students will discuss their favorite programs and what time of day they take place.</li> <li>Students will participate in the paired activity in which they must identify at what times of day different activities occur. One student will name an activity while</li> </ul>

<ul style="list-style-type: none"> <li>• Teacher leads a paired-speaking activity in which students must use telling-time phrases in context.</li> <li>• Teacher provides <u>Pobre Ana</u> and accompanying activities that utilize the new chapter vocabulary.</li> <li>• Teacher provides access to <a href="http://www.conjuguemos.com">www.conjuguemos.com</a>.</li> </ul>	<p>the other student identifies the time in Spanish.</p> <ul style="list-style-type: none"> <li>• Students will use a literature book such as <u>Pobre Ana</u> in order to practice using the phrases of time to identify when things are happening in the story.</li> <li>• Students will practice their new vocabulary translations on <a href="http://www.conjuguemos.com">www.conjuguemos.com</a>.</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> Presentation using the time-telling vocabulary and PowerPoint</p> <p><b>Role:</b> Travel agent</p> <p><b>Audience:</b> Travelers visiting the travel agent</p> <p><b>Situation:</b> Students develop an itinerary of a trip to another country.</p> <p><b>Product and Performance:</b> Students create a PowerPoint presentation of a customer's itinerary to another country using the telling-time phrases in context.</p> <p><b>Standards for Success:</b> Departmental presentation rubric</p>	<ul style="list-style-type: none"> <li>• Identification of the telling-time words and phrases and their usage/pronunciation</li> <li>• Recognition and ability to use the time-telling phrases</li> <li>• Identification of numbers 1-59</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>• Ray, Blaine. <u>Pobre Ana</u>. Pismo Beach California: Blaine Ray Workshops, 2000.</li> <li>• Ray, Blaine. <u>Patricia va a California</u>. Pismo Beach California: Blaine Ray Workshops, 2000.</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 9: The Verb ESTAR</p>	<p>Course/Subject: Spanish I Academic Grade Level: Varied # of Weeks: 3 (7 days)</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 4.1: Students demonstrate understanding of the nature of language through comparisons of the language 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>• That ESTAR and SER have identical translations but are used differently by a Spanish speaker.</li> <li>• That unlike the verb SER, ESTAR is used to express the location of people, places, or things.</li> <li>• That unlike SER which is used to express the inherent qualities of someone or something, ESTAR is used to express temporary conditions such as health or emotions which may vary from day to day.</li> </ul>	<ul style="list-style-type: none"> <li>• How is the verb ESTAR different from the verb SER despite both verbs meaning “to be?”</li> <li>• How is ESTAR used by a Spanish speaker?</li> <li>• How does using SER instead of ESTAR alter 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>Students will know the following:</p> <ul style="list-style-type: none"> <li>• The forms of the present tense of the verb ESTAR</li> <li>• How ESTAR is used to state students’ locations or the location of friends, family members, and objects</li> <li>• How ESTAR is used to state one’s health and inquire about other people’s health</li> <li>• How ESTAR is used with adjectives to express how a student is feeling at a given moment</li> <li>• Using SER instead of ESTAR can alter the intended meaning</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Conjugate the verb ESTAR</li> <li>• Read, write, and communicate students’ locations or the location of their peers, friends, family members, and objects</li> </ul>	

- Inquire about people’s health as well as being able to state their own
- Identify how ESTAR is used to communicate the students’ own feelings as well as others in conjunction with certain adjectives

**Character Attribute**

- Citizenship (discussing concerns about emotion and/or health as the location of things in one’s community)

**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 guides introduction to forms of ESTAR via choral repetition and writing of forms for the present tense on the board.
- Teacher provides a verb sheet for practice.
- Teacher assigns activities that help students connect forms to the appropriate subject
- Teacher introduces how ESTAR is used to communicate one’s location.
- To emphasize ESTAR with location, teacher provides a list of cities with the purpose of identifying their correct location such as ¿dónde está Madrid?
- Teacher uses drawing of a house to help students locate objects and personal items they may have misplaced.
- Teacher provides a list of adjectives to students that describes emotions such as happy, sad, nervous, tired. [alegre, triste, nervioso (a), cansado(a)].
- Teacher reviews basic greeting that centers around greeting people. Teacher reviews how this basic greeting inquires about one’s health condition.

**Learning Activities:**

- Students will view a PP presentation of the verb ESTAR. Students will copy forms and note irregularities of this verb.
- Students will complete a verb sheet to view and practice the verb.
- Students will use fill-in-the-blank worksheets guides to help them identify and match correct form to appropriate subject.
- Students will inquire about each others’ schedules and their respective locations at different times. Students will use information to formulate questions and will respond in the target language. Questions such as ¿Dónde estás a las ocho de la mañana? or ¿En qué clase estás a las nueve de la mañana?... guide students to use verbs to express their location during school hours.
- Students will match cities to proper location via using the verb ESTAR to state their findings. Sample answer: Madrid está en España.
- Students will state where items are located in a drawing. Exercise functions to help students use the verb ESTAR in the singular and plural forms. Students will gain further practice in using ESTAR for the purpose of stating where items

- Teacher plays a recording of authentic speakers employing the verb ESTAR.
- Teacher visits the lab to provide further opportunities to control and master form and uses of ESTAR.
- Teacher provides students with pictures which serve as clues to recall uses of ESTAR with location and emotions.

- Homework, authentic listening activities, reading, and writing will be centered around the concept.
- A list of questions inquiring when they feel such emotions will lead students to use ESTAR in their answers. Students will collaborate to learn how to use ESTAR to express these emotions that are considered temporary conditions in the target language.
- Students will review greeting teacher and classmates to practice the various greetings used for the “you” form in the Spanish language.
- Students will complete dialog by writing the responses of the native speakers which have been omitted on their worksheet.
- Students will practice individually by accessing various websites provided by the teacher. For example, students will listen to songs chosen by the teacher to reinforce the use of ESTAR with location.  
<http://www.spanishplayground.net/songs-spanish-teach-where-ESTAR/>
- Students will work collaboratively to write sentences based on the pictures that reflect the meaning of how ESTAR is used by a Spanish speaker.

<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 develop an interview</p> <p><b>Role:</b> Mother or father</p> <p><b>Audience:</b> Children</p> <p><b>Situation:</b> Parents are asking their children how they are feeling (health, emotions) and where personal items are located.</p> <p><b>Performance:</b> Skit</p> <p><b>Standard for Success:</b> Department rubric</p>	<ul style="list-style-type: none"> <li>• Completed verb sheets</li> <li>• Answers to online activities</li> <li>• Answers to listening activities</li> <li>• Responses to collaborative work</li> <li>• Responses to homework sheets</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>• Ray, Blaine. <u>Pobre Ana</u>. Pismo Beach California: Blaine Ray Workshops, 2000.</li> <li>• Ray, Blaine. <u>Patricia va a California</u>. Pismo Beach California: Blaine Ray Workshops, 2000.</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>	

## New Milford Public Schools

<p>Committee Members: Marissa Froehlich, Kara Hugya, and Lauren Iverson Unit 10: The Simple Future Tense</p>	<p>Course/Subject: Spanish I Academic Grade Level: Varies – All levels involved # of Weeks: 2 (5 days)</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 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<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 one 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 does one express future actions in English?</li> <li>• How is the simple future different from the actual future tense in Spanish?</li> <li>• How can the simple future be used?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do	
<p>Students will know the following:</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>Students will be able to do the following:</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>	

### 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 the simple future.
- Teacher provides a formula (IR + a + Infinitive) and points out the formula is the same for -AR, -ER, and -IR verbs.
- 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.
- Teacher provides and reviews fill-in practice conjugation worksheets.
- Teacher creates a verb sheet to provide practice.
- Teacher provides access to [www.conjuguemos.com](http://www.conjuguemos.com) or some technology practice website.
- 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.
- Teacher makes available a series of dialogues (written and oral) that model the use of the simple future.
- Teacher provides short reading selections using the simple future.

#### Learning Activities:

- Students will take notes based on the information that the teacher provides.
- Students will participate in group review by responding to the teacher's questions using the simple future.
- 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.
- Students will use an online conjugation website to practice using technology.
- In pairs, students will describe pictures/photographs orally or through written responses using simple future.
- Students will listen to authentic conversations that model the use of the simple future. Students will respond or choose the correct response to multiple-choice comprehension questions.
- Students will read short selections and demonstrate comprehension of the simple future based on open-ended questions.

<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 summer. Student (A) tells student (B) what he/she <b>is going to do</b> and invites student (B) along. Student (B) says s/he cannot go because <b>s/he is going to do</b> other activities.</p> <p><b>Product and Performance:</b> Written dialogue to hand into teacher in addition to the memorized performance in class with departmental rubric for grading</p> <p><b>Standards for Success:</b> Departmental written/speaking rubrics</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>• Ray, Blaine. <u>Pobre Ana</u>. Pismo Beach California: Blaine Ray Workshops, 2000.</li> <li>• Ray, Blaine. <u>Patricia va a California</u>. Pismo Beach California: Blaine Ray Workshops, 2000.</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>	

## New Milford Public Schools

<p>Committee Members: Marissa Froehlich, Kara Hugya, and Lauren Iverson Unit 11: Present Tense of Irregular Verbs</p>	<p>Course/Subject: Spanish I Academic Grade Level: Varies – All levels involved # of Weeks: 4 (10 days)</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 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• In Spanish there are verbs that do not follow the normal pattern of conjugation and do not have a specific pattern. They are called irregular verbs.</li> <li>• In foreign language there are verb patterns that affect communication.</li> </ul>	<ul style="list-style-type: none"> <li>• How is communication impeded if one does not conjugate an irregular verb properly?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do (add in “such as” with verbs and vocabulary)	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• The irregular verbs that exist in the Spanish language</li> <li>• What makes an irregular verb unique but recognizable</li> <li>• The importance of knowing how to use irregular verbs</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Recognize an irregular verb</li> <li>• Conjugate an irregular verb</li> <li>• Use an irregular verb in context</li> </ul>	
<b>Character Attribute</b>	
<ul style="list-style-type: none"> <li>• Integrity (recognizing uniqueness in language)</li> </ul>	
<b>Technology Competency</b>	
<ul style="list-style-type: none"> <li>• Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning.</li> </ul>	

## Develop Teaching and Learning Plan

### Teaching Strategies:

- Teacher discusses irregular verbs with students in English to tap into prior knowledge.
- Teacher asks students about ESTAR, SER, and TENER (how these verbs differ in conjugation than the regular patterns taught at the beginning of the year). Teacher should continue to prompt students to come up with a list of differences themselves which the teacher records on the board. Teacher uses this discussion to present the unit on irregular verbs.
- Teacher presents the first “set” of irregular verbs with the acronym “Go-go in the Yo-yo” verbs (such as PONER, SALIR, or TRAER).
- Teacher presents the “Go-go in the Yo-yo” verbs that have more irregularities (such as OÍR or DECIR).
- Teacher presents a third set of verbs that have irregular conjugations but do not fit into the previous two sets (such as SABER or CONOCER).
- Teacher provides a questionnaire which asks students to use the “Go-go in the Yo-yo” verbs in context. For example, the questions would ask students using unit vocabulary regarding what they bring to school, where they put their books, or when they leave school.
- Teacher plays a song using unit vocabulary for the students.
- Teacher explains the difference in meaning between SABER and CONOCER. Teacher provides students with a list of their classmates and leads a paired interview activity with the students by modeling first. Teacher leads a discussion after the activity is finished.
- Teacher asks students to brainstorm a list of famous people whom they know and to provide some facts about them.

### Learning Activities:

- Students will take part in the discussion regarding irregular verbs in English.
- Students will collaborate to form a list of differences between the verbs covered in recent units and the “regular” conjugation pattern.
- Students will take notes on the first “set” of irregular verbs presented by the teacher. Students will write the conjugations in charts or on flashcards, using a color code to identify the irregular form. Students will also repeat the verb conjugations after the teacher. Emphasis will be placed on the irregular “go-go” sound in the “yo” form.
- Students, using the same color code charts or flashcards, will create a separate “set” of notes for the new verbs. Students will again repeat the verb conjugations after the teacher. Emphasis will be placed on recognizing the difference between this set of verbs and the first.
- Students, using the same color code charts or flashcards, will create a final “set” of notes for the newest verbs. Students will again repeat the verb conjugations after the teacher. Emphasis will be placed on recognizing the difference between this set and the previous two.
- Students will answer questions provided by the teacher in pairs using the “Go-go in the Yo-yo” verbs in context.
- Students will respond to questions using verbs like OÍR and DECIR to describe what they “hear” and what is “said” in the song.

<ul style="list-style-type: none"> <li>• Teacher provides a set of cards that have subjects and irregular verb forms on the back of them.</li> <li>• Teacher provides worksheets of activities to practice all of the verbs together (fill-in, short answer, etc.)</li> <li>• Teacher takes students to language lab to practice verbally with all of the new irregular verbs in context and dialogue conversation.</li> <li>• Teacher provides an authentic recording that allows students to identify the use of the irregular verbs in context.</li> <li>• Teacher provides access to a technology practice website such as <a href="http://www.studyspanish.com">www.studyspanish.com</a> or <a href="http://www.conjuguemos.com">www.conjuguemos.com</a> to practice with the new irregular verbs.</li> <li>• Teacher provides short reading selections using the unit vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will take notes on the differences between SABER and CONOCER. Students will use the list of classmates to make sentences about who they know in the class (CONOCER). Students will then take the list around the room to ask their peers what they “know” (factual - SABER). Students will record these answers and share as a larger group with the teacher at the end.</li> <li>• Students will brainstorm a list of famous people whom they know (CONOCER) and provide facts (SABER) about them.</li> <li>• Students will match the cards (subject with appropriate verb form) provided by the teacher as a game (memory).</li> <li>• Students will complete worksheets of activities to practice all of the verbs together (fill-in, short answer, etc.).</li> <li>• Students will use new irregular verbs in context and dialogue with their peers.</li> <li>• Students will answer questions regarding the authentic recording.</li> <li>• Students will practice on the websites provided by the teacher.</li> <li>• Students will answer questions regarding the short reading selections.</li> </ul>
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<b>Assessments</b>	
<b>Performance Task REQUIRED</b> Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	<b>Other Evidence Optional vs. Required</b> Application that is functional in a classroom context to evaluate student achievement of desired results
<p><b>Goal:</b> To create a segment of a game show</p> <p><b>Role:</b> Contestant</p> <p><b>Audience:</b> Television viewers</p> <p><b>Situation:</b> Students will work in pairs/groups. They are starring on a game show using facts or information about classmates and the irregular verbs in context.</p> <p><b>Product and Performance:</b> Oral presentation and written script for each segment</p> <p><b>Standards for Success:</b> Departmental presentation/writing rubrics</p>	<ul style="list-style-type: none"> <li>• Identification of irregular verbs and their conjugations</li> <li>• Completed conjugation charts</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>• Ray, Blaine. <u>Pobre Ana</u>. Pismo Beach California: Blaine Ray Workshops, 2000.</li> <li>• Ray, Blaine. <u>Patricia va a California</u>. Pismo Beach California: Blaine Ray Workshops, 2000.</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>Conjugemos Inc.</u> Holt McDougal. 2000-2012.</li> </ul>	

## New Milford Public Schools

<p>Committee Members: Marissa Froehlich, Kara Hugya, and Lauren Iverson Unit 12: The Present Progressive Tense</p>	<p>Course/Subject: Spanish I Academic Grade Level: Varies – All levels involved # of Weeks: 2 (5 days)</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>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<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>
<b>Expected Performances</b> What students should know and be able to do	
<p>Students will know the following:</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>Students will be able to do the following:</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, whether right or wrong, what a person is doing in a given situation)</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>Teaching Strategies:</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</li> </ul>	<p>Learning Activities:</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 will 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 choose the correct response to multiple-choice comprehension questions.</li> </ul>

<p>progressive.</p> <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
<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 present progressive in context both in writing and speech</p> <p><b>Role:</b> Photojournalist</p> <p><b>Audience:</b> Webpage browsers; potential clients for business</p> <p><b>Situation:</b> Students, as owners of a photojournalism business, choose old photos (or take new ones). They create a webpage using PowerPoint (or a real webpage design program if accessible) that displays their “work” with captions using the present progressive to describe what is happening in the photos.</p> <p><b>Product or Performance:</b> Completed webpage and descriptions</p> <p><b>Standard for Success:</b> Departmental written rubric</p>	<ul style="list-style-type: none"> <li>Identification of the present progressive and its 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

<ul style="list-style-type: none"> <li>Ray, Blaine. <u>Pobre Ana</u>. Pismo Beach California: Blaine Ray Workshops, 2000.</li> <li>Ray, Blaine. <u>Patricia va a California</u>. Pismo Beach California: Blaine Ray Workshops, 2000.</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> </ul>
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# New Milford Public Schools

<p>Committee Members: Marissa Froehlich, Kara Hugya, and Lauren Iverson Unit 13: Shoe Verbs</p>	<p>Course/Subject: Spanish I Academic Grade Level: Varies – All levels involved # of Weeks: 4 (10 days)</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>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• In Spanish there are verbs that do not follow the normal pattern of conjugation but still follow a pattern. 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 one does not conjugate a shoe verb properly?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do (add in “such as” with verbs and vocabulary)	
<p>Students will know the following:</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>Students will be able to do the following:</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 the use of shoe verbs by placing them inside a 'boot'.
- Teacher leads practice to check for comprehension by providing questions that lead to the use of the respective verbs (i.e., ¿Qué pides con frecuencia en un restaurante?).
- 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 using boot diagrams to conjugate the most common shoe verbs.
- Students will participate by responding to the questions provided by the teacher.
- 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 respond to comprehension questions using shoe verbs in context.

<b>Assessments</b>	
<b>Performance Task REQUIRED</b>	<b>Other Evidence Optional vs. Required</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> Parent/child</p> <p><b>Audience:</b> Parent/child</p> <p><b>Situation:</b> Students (in pairs) create a dialogue between a parent and his/her child at home using shoe verbs in context. The parent makes requests and communicates with the child using as many shoe verbs as possible. Students present the dialogue to the class.</p> <p><b>Product and 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>• Ray, Blaine. <u>Pobre Ana</u>. Pismo Beach California: Blaine Ray Workshops, 2000.</li> <li>• Ray, Blaine. <u>Patricia va a California</u>. Pismo Beach California: Blaine Ray Workshops, 2000.</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>	

## **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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