

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Conversational Spanish - Level 2

June 2017

New Milford Board of Education

David Lawson, Chairperson

Mr. Bill Dahl, Vice Chairperson

Tammy McInerney, Secretary

Robert Coppola, Assistant Secretary

Angela Chastain

Wendy Faulenbach

David Littlefield

Brian McCauley

J.T. Schemm

Superintendent of Schools

Mr. Joshua Smith

Assistant Superintendent

Ms. Alisha DiCorpo

Authors of Course Guide

Laura Bautista Casaos

New Milford's Mission Statement

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

Course Overview

The Conversational Spanish course prepares novice and near-novice students to communicate proficiently in Spanish in simple, everyday, real-life settings. Communication skills include understanding, speaking, reading and writing in Spanish, with a special emphasis on the spoken language. The course comprises five thematic units based on common daily functions. Each unit asks one or more essential questions aimed at cultivating greater student understanding of enduring universal topics and themes. The Conversational Spanish 2 is a continuation of Conversational Spanish 1. The course consists of the following five thematic units:

- 1) Getting Medical Help
- 2) Going to the Supermarket
- 3) Eating Out
- 4) Going to the Movies
- 5) Applying for a Job

Stage 1 Desired Results

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

<p>ACTFL Standard 4.2 - Comparisons Cultural Comparisons</p> <ul style="list-style-type: none"> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>ACTFL Standard 5.2 - Communities Lifelong Learning</p> <ul style="list-style-type: none"> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 	<ul style="list-style-type: none"> access to healthcare/ health insurance differs from country to country preventing sickness/health issues (making lifestyle changes) is much more cost effective than treating them poverty income guidelines are what historically has determined who receives Medicaid 	<p>privilege?</p> <ul style="list-style-type: none"> Why is healthcare so expensive in the U.S.? How does one receive health insurance in the U.S.? What is the difference between Medicaid and Medicare? Why are they important?
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Body part vocabulary Sickness/symptom vocabulary Medical professionals vocabulary NEW VERBS: <ul style="list-style-type: none"> DEBER (to ought to) IR + a (to go to) PICAR (to itch) ARDER (to burn) DOLER (to hurt) TORCER (to twist) FRACTURAR (to fracture) PONER (to put (on)) TOMAR (to take) VOMITAR (to vomit) DESMAYARSE (to faint) CAERSE (to fall) DESCANSAR (to rest) REPEAT VERBS: <ul style="list-style-type: none"> TENER (to have) ESTAR (to be) NECESITAR (to need) DOBLAR (to turn) 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> Tell the doctor your symptoms/for how long you have been experiencing them Fill out a patient intake form (modified) Make a medical appointment Understanding basic doctor recommendations

	<ul style="list-style-type: none"> • Preterite perfect (yo, tú, él, ella, usted) 	
--	---	--

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
(A)(T)	Summative: <ul style="list-style-type: none"> • Pronunciation • Accuracy of spoken message (syntax) • Accuracy of listening skills • Accuracy of written directions • Vocabulary use • Spelling of written directions • Time management • Neatness • Completeness 	<p>PERFORMANCE TASK(S):</p> <p>G: Students will communicate medical needs on doctor's office voicemail, stating their name, date of birth, symptoms and for how long they have been having them, that they need an appointment urgently and their call back number. They will also understand the date and time of their appointment as well as the address of the doctor's office when they get the call back, and fill out a patient intake form.</p> <p>R: Yourself.</p> <p>A: Doctor's office/Yourself.</p> <p>S: You are sick and need to make a medical appointment. You will communicate medical needs on doctor's office voicemail, stating your name, date of birth, symptoms and for how long you have been having them, that you need an appointment urgently and give them your call back number. You will "receive" a call back with the appointment date, time and address. Write information about the appointment down and address down.</p> <p>P: Phone message/Google maps template driving directions.</p> <p>S: Rubric.</p>

	Formatives:	OTHER EVIDENCE:
(A)(T)	QUIZ #1 <ul style="list-style-type: none"> • Body part <u>vocabulary</u> (inside and out) 	<ul style="list-style-type: none"> • Quizzes • DO-NOWS • Class discussion • Writing prompts • Illustrating different pre-written scenarios • Listening Activities • Comprehension questions attached to reading • Placing sentences on a timeline (in order)
(A)(T)	QUIZ #2 <ul style="list-style-type: none"> • Symptom <u>vocabulary</u> • Length of sickness (<u>grammar</u>) 	
(A)(T)	QUIZ #3 <ul style="list-style-type: none"> • General <u>vocabulary</u> in order to fill out patient intake form 	
(A)	DO NOWS: <ul style="list-style-type: none"> • vocabulary • Application of grammar rules 	
(T) (M)	Class discussion: <ul style="list-style-type: none"> • Participation • Understanding of norms during group discussions • Post-discussion reflection 	
(A) (T) (M)	Writing prompts: <ul style="list-style-type: none"> • Addresses all aspects of the prompt. • Creates cohesion through skillful use 	

(A)(T)	of transition/linking words, phrases <ul style="list-style-type: none"> • Correct spelling • Use of varied vocabulary • Syntax 	
(A)(T)	Illustrations: <ul style="list-style-type: none"> • Accurate pictorial representations of written passages 	
(A)(T)	Listening activities: <ul style="list-style-type: none"> • accurate responses to prompts 	

Stage 3 – Learning Plan		
Code	Pre-Assessment	
(T) (A)	<ul style="list-style-type: none"> • Unit Based Reading assignment with comprehension questions 	
	Summary of Key Learning Events and Instruction	Progress Monitoring
(A) (T)	1.) Students will play a variety of games to learn new vocabulary.	Quiz #1
(A) (T)	2.) Students will label parts of body parts.	Quiz #2
(A) (T)	3.) Students will play charades to practice using gestures to get point across.	Quiz #3
(A) (T)	4.) Students will keep an interactive notebook, where they will take notes about all key grammar topics. (DOLER, PICAR, ARDER),preterite perfect, patient intake form and doctor's briefcase)	

(A) (T)	5.) Students will complete an activity, pairing the symptoms with the sicknesses.	
(A) (T)	6.) Students will read a dialogue (out of order) and categorize lines as either the doctor or the patient.	
(A) (T)	7.) Students will participate in listening activity where they act as the receptionist at a doctor's office and take down the patient's information.	
(M) (T)	8.) Students will complete an information gap activity, where they have to ask for an appointment and find the "doctor's office" that has an opening that works with their schedule.	
(A) (T)	9.) Students will read articles curanderismo and shamanism (two types of healing used throughout Central and South America) and compare with healing practices in U.S.	
(A) (T)	10.) Students will interview each other, practicing questions from the patient intake form and common questions asked at the doctor's office.	
(A) (T)	11.) Students will create videos with advice for what you SHOULD do and what you SHOULDN'T do when sick.	
(T) (M)	12.) Students will be given pictures and do a writing prompt based on the picture.	
(A) (T)	13.) Students will discuss whether healthcare is a right or a privilege, using evidence to back up their argument.	
(A) (T)	14.) Students will watch and interpret videos of "patients" visiting the doctor's office.	
(A) (T)	15.) Students will be given a "scene" to act out in groups.	
(A) (T)	16.) Students are given vocabulary words and asked to write a scenario using all vocabulary words.	

(A) (T) (A) (T) (A) (T) (A) (T) (A) (T) (A) (T) (A) (M) (A) (T) (M) (T)	Suggested Resources: 1.) Cucharas 2.) Que te gustaria mas? (Would you rather?) 3.) Quizlet live 4.) Heads-down, vocab up 5.) Vocabulary Races 6.) Find your match 7.) Chalk Talk 8.) Gallery Walk (with Essential Questions) 9.) Basket game 10.) Vice News: Doctors Explain Why Healthcare is so expensive	
---	---	--

Subject/Course: Conversational Spanish 2

Unit 2: Going To The Supermarket

Grade: 8

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

<p>Interpretive Communication</p> <ul style="list-style-type: none"> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>ACTFL Standard 2.1 - Culture Relating Cultural Practices to Perspectives</p> <ul style="list-style-type: none"> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. 	<p>writing as needed, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (W8.5)</p> <ul style="list-style-type: none"> Using technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (W8.6) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing their own clearly (SL8.1) Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest (SL 8.5) Use non-linguistic representation to make their messages comprehensible (CT Content Standard 2) 	
<p>ACTFL Standard 3.2 -Connections Aquiring Information and Diverse Perspectives</p> <ul style="list-style-type: none"> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>ACTFL Standard 4.2 - Comparisons Cultural Comparisons</p> <ul style="list-style-type: none"> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>ACTFL Standard 5.2 - Communities Lifelong Learning</p> <ul style="list-style-type: none"> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Supermarkets are not the primary way to purchase food in other countries Prices are negotiable at markets in other countries Food products are often sold by the grower instead of a chain/franchise in other countries (or even communities) 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How does buying food from the supermarket (rather than a farmer) affect the quality of the food? How do prices of products from the local farmers' market differ from supermarket prices? Why do we need supermarkets? Cite evidence. Where does our food come from?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Food vocabulary/essential household item vocabulary Market/Supermarket vocabulary NEW VERBS: QUERER (to want) PESAR (to weigh) 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Asking where things are located in the supermarket Telling salespeople what they are looking for/what they need or want and don't want Asking how much items cost/if something is on sale

	<ul style="list-style-type: none"> ● REPEAT VERBS: BUSCAR (to look for) NECESITAR (to need) TENER (to have) COMPRAR (to buy) NECESITAR (to need) DEVOLVER (to return) COSTAR (to cost) ESTAR (to be) ● Direction words: Al fondo, Allí, Aquí, A la izquierda de, a la derecha de, debajo de, al lado de, encima de, en pasillo _____. ● Question words: Cuánto, Dónde ● Lo/La/Los/Las (direct object pronouns) ● Which currencies are used in different Spanish speaking countries. 	
--	--	--

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
(A)(T)	Summative: <ul style="list-style-type: none"> Pronunciation Accuracy of spoken message (syntax) Accuracy of listening skills Vocabulary use Spelling Time management Neatness Completeness 	PERFORMANCE TASK(S): G: Students can name foods in Spanish, can ask how much each food costs, and listen and accurately write down the cost. They can also explain what they don't need or want. A: Store manager, salesperson S: You are studying abroad, and you have decided to make an American dish for your Host Family. You must choose a recipe to make a grocery list of all of the ingredients that you need to make the meal. You call the local supermarket to check their prices, to make sure you have enough money. You write down the prices and then go shopping. While you are there, you can't seem to find anything. Tell an employee what you are looking for, and ask him/her (politely) where at least five items are located. When you have finally located everything, and the cashier has rung you up, you realized that not all of the prices that you wrote down were correct. You're over budget and have to choose three things to return. Communicate with the cashier what you need to have taken off your bill. P: Recipe(s), Grocery list, two audio files. S: Rubric.
(A)(T)	Formatives: QUIZ #1 <ul style="list-style-type: none"> Food <u>vocabulary</u> Numbers (1-500) 	OTHER EVIDENCE: <ul style="list-style-type: none"> Quizzes DO-NOWS Class discussion Writing prompts Illustrating different pre-written scenarios Listening Activities Comprehension questions attached to reading
(A)(T)	QUIZ #2 <ul style="list-style-type: none"> Food vocabulary Where to find things in the supermarket 	
(A)(T)	QUIZ #3 <ul style="list-style-type: none"> Supermarket vocabulary How to return 	

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

(A)(T)	Comprehension questions: <ul style="list-style-type: none"> • Accurate answers 	
--------	--	--

Stage 3 – Learning Plan		
Code	<i>Pre-Assessment</i>	
(A)(T)	<ul style="list-style-type: none"> • Unit Based Reading assignment with comprehension questions 	

	Summary of Key Learning Events and Instruction	Progress Monitoring
(A)(T)	1.) Students will keep an interactive notebook, where they will take notes about all key grammar topics.	Quiz #1
(A)(T)	2.) Students will label a picture of supermarket with all relevant vocabulary.	Quiz #2
(T)	3.) Students will play charades to practice using gestures and other non-linguistic representations to convey meaning.	Quiz #3 - Returning things to the store
(M)	4.) Students will log what they eat and where it is from for one week, and then create a graphic on the computer representing their dietary choices and explain its meaning to the class.	
(A)(T)	5.) Students will complete a listening assignment (using direction words), where they draw different products onto the supermarket shelves.	
(A)(T)	6.) Students will complete a listening assignment in which they have to decide if the directions being given (to a certain product) are correct or incorrect.	
(A)(T)	7.) Students will participate in a scavenger hunt, where they will be given a list of foods and other products from the supermarket and they will have to find them	
(A)(T)	8.) Students will complete a virtual tour of a supermarket to find different products and prices.	
(A)(T)	9.) Students will participate in an information gap activity with peers, in which they need to ask about the prices of certain items.	
(A)(T)	10.) Students will be given a comic strip with only the pictures and have to provide captions to it.	
(A)(T)	11.) Students will read a short story and use a graphic organizer to help them summarize the story/answer comprehension questions in Spanish.	
(A)(T)	12.) Students will participate in “relay” races together, using “necesito + food” and telling teammates what “aisle” it is in.	
	<u>(Optional)</u>	
(A)(T)	13.) Students will create a video tour of their local supermarket (in Spanish).	

(A) (T) (A) (T) (A) (A) (T)	Suggested Resources: 1.) Game: La categoria es (from: A Good Start) 2.) Que ves? 3.) List of currencies in Spanish speaking countries 4.) Bingo - they draw in pictures according to pre made sentences.	
--------------------------------------	--	--

Subject/Course: Conversational Spanish 2

Unit 3: When Do We Eat (Restaurant)

Grade: 8

Stage 1 Desired Results	
ESTABLISHED GOALS	<i>Transfer</i>
<p>ACTFL Standard 1.1 - Communication Interpersonal Communication</p> <ul style="list-style-type: none"> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. <p>ACTFL Standard 1.2 - Communication Interpretive Communication</p> <ul style="list-style-type: none"> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>ACTFL Standard 2.1 - Culture Relating Cultural Practices to Perspectives</p> <ul style="list-style-type: none"> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the 	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> cite textual evidence that that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (R8.1) determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text (R8.2) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (W8.3) With guidance and support from peers and adults, develop and strengthen writing as needed, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (W8.5) Using technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (W8.6) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing their own clearly (SL8.1) Integrate multimedia and visual displays into presentations to clarify information,

<p>cultures studied.</p> <p>ACTFL Standard 3.2 -Connections Acquiring Information and Diverse Perspectives</p> <ul style="list-style-type: none"> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>ACTFL Standard 4.2 - Comparisons Cultural Comparisons</p> <ul style="list-style-type: none"> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>ACTFL Standard 5.2 - Communities Lifelong Learning</p> <ul style="list-style-type: none"> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 	<p>strengthen claims and evidence and add interest (SL 8.5)</p> <ul style="list-style-type: none"> Use non-linguistic representation to make their messages comprehensible (CT Content Standard 2) <table border="1"> <thead> <tr> <th colspan="2">Meaning</th></tr> </thead> <tbody> <tr> <td data-bbox="720 289 1350 930"> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> a community's collective diet will influence which restaurants succeed and which fail in a certain area (a hamburger/hot dog stand will never survive in a town full of vegetarians) standards of quality/success vary greatly from country to country. Where in the United States the emphasis is on atmosphere, cleanliness, food appearance and timely service, in other countries these auxiliary measures of quality don't factor in as much. </td><td data-bbox="1350 289 1982 930"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How might the community in which a restaurant opens influence its success or failure? In the United States, what makes a restaurant successful? How does that differ from restaurants in Spanish speaking countries? What is common restaurant etiquette in the United States? How does it differ from restaurants in Spanish speaking countries? </td></tr> <tr> <th colspan="2">Acquisition</th></tr> <tr> <td data-bbox="720 971 1350 1494"> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> Food vocabulary (extended from last unit--mostly prepared food) Restaurant vocabulary "ME/TE/LE/LES/NOS GUSTARIA" <p>NEW VERBS: HAY/NO HAY (there is/there is no) PAGAR (to pay) COMER (to eat) BEBER (to drink)</p> </td><td data-bbox="1350 971 1982 1494"> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Inviting someone to dinner Making a reservation Asking where the restaurant is Ordering food Asking for missing table settings, missing food and refills Telling the waiter that he/she brought you the wrong order Asking where the bathroom is Asking for the check/Asking how much the order costs Asking if the restaurant delivers Ask what ingredients a certain dish </td></tr> </tbody> </table>	Meaning		<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> a community's collective diet will influence which restaurants succeed and which fail in a certain area (a hamburger/hot dog stand will never survive in a town full of vegetarians) standards of quality/success vary greatly from country to country. Where in the United States the emphasis is on atmosphere, cleanliness, food appearance and timely service, in other countries these auxiliary measures of quality don't factor in as much. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How might the community in which a restaurant opens influence its success or failure? In the United States, what makes a restaurant successful? How does that differ from restaurants in Spanish speaking countries? What is common restaurant etiquette in the United States? How does it differ from restaurants in Spanish speaking countries? 	Acquisition		<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Food vocabulary (extended from last unit--mostly prepared food) Restaurant vocabulary "ME/TE/LE/LES/NOS GUSTARIA" <p>NEW VERBS: HAY/NO HAY (there is/there is no) PAGAR (to pay) COMER (to eat) BEBER (to drink)</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Inviting someone to dinner Making a reservation Asking where the restaurant is Ordering food Asking for missing table settings, missing food and refills Telling the waiter that he/she brought you the wrong order Asking where the bathroom is Asking for the check/Asking how much the order costs Asking if the restaurant delivers Ask what ingredients a certain dish
Meaning									
<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> a community's collective diet will influence which restaurants succeed and which fail in a certain area (a hamburger/hot dog stand will never survive in a town full of vegetarians) standards of quality/success vary greatly from country to country. Where in the United States the emphasis is on atmosphere, cleanliness, food appearance and timely service, in other countries these auxiliary measures of quality don't factor in as much. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How might the community in which a restaurant opens influence its success or failure? In the United States, what makes a restaurant successful? How does that differ from restaurants in Spanish speaking countries? What is common restaurant etiquette in the United States? How does it differ from restaurants in Spanish speaking countries? 								
Acquisition									
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Food vocabulary (extended from last unit--mostly prepared food) Restaurant vocabulary "ME/TE/LE/LES/NOS GUSTARIA" <p>NEW VERBS: HAY/NO HAY (there is/there is no) PAGAR (to pay) COMER (to eat) BEBER (to drink)</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Inviting someone to dinner Making a reservation Asking where the restaurant is Ordering food Asking for missing table settings, missing food and refills Telling the waiter that he/she brought you the wrong order Asking where the bathroom is Asking for the check/Asking how much the order costs Asking if the restaurant delivers Ask what ingredients a certain dish 								

	<p> CENAR (to have dinner) SALIR (to go out) LLEVAR (to take out) HACER UNA RESERVACIÓN (to make a reservation) PEDIR (to ask for) </p> <p> REPEAT VERBS: NECESITAR (to need) TENER (to have), COSTAR (to cost) QUERER (to want) IR A (to go to) ESTAR (to be) </p> <ul style="list-style-type: none"> • Question words: Cuando, donde, Cuanto(s) • Lo/La/Los/Las (direct object pronouns) 	<p>has?</p> <ul style="list-style-type: none"> • Specifying food preference/talking about food allergies
--	---	---

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
(A)(T)	Summative: <ul style="list-style-type: none"> Pronunciation Comprehensibility of message Accuracy of spoken message (syntax) Vocabulary use Time management Completeness 	<p>PERFORMANCE TASK(S):</p> <p>Goal: To communicate effectively with restaurant staff in order to have your needs met.</p> <p>Role: Yourself</p> <p>Audience: Restaurant Staff</p> <p>Situation: You order takeout from your favorite restaurant, but when you get there, they give you food from the wrong order. Explain that to the employee as well as what you need, including specificity (with French fries, without lettuce/tomato). Ask for additional cutlery and/or condiments.</p> <p>Product or performance: 2 audio files; one with original order, one explaining what you need to employee (including cutlery and condiments).</p> <p>Standard/Criteria: Rubric.</p>
(A)(T)	Formatives: <p>QUIZ #1</p> <ul style="list-style-type: none"> Restaurant and food <u>vocabulary</u> <u>Me/Te/Le/Nos/Les gustaria</u> (oral component of quiz) 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Dialogues Quizzes DO-NOWS Class discussion Writing prompts Menu assignment Question of the week Illustrating different pre-written scenarios Listening Activities
(A)(T)	<p>QUIZ #2</p> <ul style="list-style-type: none"> Direct object pronouns 	
(A)(T)	<ul style="list-style-type: none"> Hay/No hay 	

<p>(A) (T)</p> <p>(M) (T)</p> <p>(T) (A) (M)</p> <p>(A) (T)</p>	<p>QUIZ #3</p> <ul style="list-style-type: none"> Verbs: Pagar/Comer/Beber/ Cenar/Salir/Llevar/Hacer (una reservacion)/Pedir Food vocabulary <p>DO NOWS:</p> <ul style="list-style-type: none"> Vocabulary Application of grammar rules <p>Class discussion:</p> <ul style="list-style-type: none"> Participation Understanding of norms during group discussions Post-discussion reflection <p>Writing prompts:</p> <ul style="list-style-type: none"> Addresses all aspects of the prompt. Creates cohesion through skillful use of transition/linking words, phrases Correct spelling Use of varied vocabulary Syntax <p>Menu assignment:</p> <ul style="list-style-type: none"> Research cited Ability to reword descriptions of food 	
---	--	--

(A)(T)	<ul style="list-style-type: none"> • Aesthetically pleasing, neat and colorful • Spelling • Content is accurate • Completeness • Time Management 	
(A)(T)	<p>Question of the week:</p> <ul style="list-style-type: none"> • Syntax • Accurate interpretation of the question • Answer Comprehensible • Spelling 	
(A)(T)	<p>Illustrations:</p> <ul style="list-style-type: none"> • Accurate pictorial representations of written passages <p>Listening activities:</p> <ul style="list-style-type: none"> • accurate responses to prompts 	

Stage 3 – Learning Plan	
Code	<i>Pre-Assessment</i>
(A)(T)	<ul style="list-style-type: none"> • Unit Based Reading assignment with comprehension questions

	Summary of Key Learning Events and Instruction	Progress Monitoring
(A)(T) (A)(T) (M) (A)(T) (A)(T) (A)(T) (A)(T) (A)(T) (A)(T) (A)(T) (A)(T) (A)(T)	1.) Students will play a variety of games to practice the new vocabulary. 2.) Students will maintain an interactive notebook, where they take/keep notes on all grammar topics. 3.) Students will fill out a survey about what they value most when it comes to eating out. As a class, we will then hold a debrief session on the results. 4.) Students will read an out of order dialogue and categorize different lines as either the client or the waiter speaking. 5.) Students will place an out of order dialogue in order. 6.) Students will read various restaurant dialogues. 7.) Students will translate the school menus for the school cafeteria. 8.) Students will create their own menus with their favorite foods (in Spanish), using visuals so that even those that do not understand Spanish would be able to use it. 9.) Students will be given a menu to order from, and then record their order in google voice. 10.) Students will then engage in a listening activity where they are “the waiter,” and they have to copy down everyone’s orders. 11.) Students will be given a picture and will have to write a story about it, based only on what they are able to see in the picture. 12.) Students will engage in “las citas rapidas,” using the question “Quieres cenar conmigo?” to practice inviting people to dinner.	Quiz #1 or Quiz #1 Quiz #2 Quiz #3
(A)(T) (A)(T) (A)(T) (A)(T) (A)(T) (A)(T)	Suggested Resources: 1.) Que ves? 2.) Bingo 3.) Vocabulary races 4.) Heads down-vocab up 5.) Quizlet live 6.) Find your match	

Stage 1 Desired Results		
ESTABLISHED GOALS	<i>Transfer</i>	
<p>ACTFL Standard 1.1 - Communication Interpersonal Communication</p> <ul style="list-style-type: none"> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. <p>ACTFL Standard 1.2 - Communication Interpretive Communication</p> <ul style="list-style-type: none"> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>ACTFL Standard 2.1 - Culture Relating Cultural Practices to Perspectives</p> <ul style="list-style-type: none"> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. <p>ACTFL Standard 3.2 -Connections Acquiring Information and Diverse Perspectives</p> <ul style="list-style-type: none"> Learners access and evaluate information and diverse perspectives that are available through the language and its 	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> cite textual evidence that that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (R8.1) determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text (R8.2) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (W8.3) With guidance and support from peers and adults, develop and strengthen writing as needed, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (W8.5) Using technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (W8.6) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing their own clearly (SL8.1) Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest (SL 8.5) Use non-linguistic representation to make their messages comprehensible (CT Content Standard 2) 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Television normalizes certain behaviors/how you see a story 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How does what you see on the screen affect your central beliefs/values/opinions on issues?

<p>cultures.</p> <p>ACTFL Standard 4.2 - Comparisons Cultural Comparisons</p> <ul style="list-style-type: none"> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>ACTFL Standard 5.2 - Communities Lifelong Learning</p> <ul style="list-style-type: none"> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 	<p>portrayed affects how you think about the situation</p> <ul style="list-style-type: none"> Parental guidelines are suggestions meant to help parents. In some countries content in videos/tv are censored Regulating how much television we watch is just as important as regulating what we watch 	<ul style="list-style-type: none"> Do parental guidelines on movies/TV shows affect what you watch? Why are parental guidelines effective/ineffective? How could they be more effective? How would regulation of time spent watching tv programs/movies affect our lives (as opposed to what we watch/parental guidelines)?
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Movie vocabulary Descriptive words (to describe movies) Numbers (for movie duration and showing times) NEW VERBS: <ul style="list-style-type: none"> DURAR (to last) SALIR (to come out) DAR (to give/to show) VER (to see) IR + a (to go to) TRATARSE (to deal with) EMPEZAR (to start) TERMINAR (to end) MERECER (to deserve) <p>REPEAT VERBS:</p> <ul style="list-style-type: none"> SER (to be) GUSTAR (to like) COMER (to eat) BEBER (to drink) NECESITAR (to need) TENER (to have) 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Asking basic questions about a movie (who is in it, main characters, plot, how long it is, where it is playing, when it is playing, what the rating is) Summarizing the plot of a movie with key details (including main characters, setting, conflict, etc.) Reviewing a movie (how was it?) Asking for a ticket/food Asking which theatre the movie is playing in Asking what time the next movie starts Asking where the movie theatre is

	<ul style="list-style-type: none"> • Types of movies <u>vocabulary</u> 	
(A)(T)	QUIZ #3 <ul style="list-style-type: none"> • Reading comprehension: Verbs & movie vocabulary in context 	
(A)(T)	DO NOWS: <ul style="list-style-type: none"> • Vocabulary • Application of grammar rules 	
(M) (T)	Class discussion: <ul style="list-style-type: none"> • Participation • Understanding of norms during group discussions • Post-discussion reflection 	
(T) (A) (M)	Writing prompts: <ul style="list-style-type: none"> • Addresses all aspects of the prompt. • Creates cohesion through skillful use of transition/linking words, phrases • Correct spelling • Use of varied vocabulary • Syntax 	
(A)(T)	Question of the week:	

(A)(T)	<ul style="list-style-type: none"> • Syntax • Answer Comprehensible • Spelling 	
(A)(T)	Illustrations: <ul style="list-style-type: none"> • Accurate pictorial representations of written passages 	
(A)(T)	Listening activities: <ul style="list-style-type: none"> • accurate responses to prompts 	

Stage 3 – Learning Plan		
Code	Pre-Assessment	
(T) (A)	<ul style="list-style-type: none"> • Unit Based Reading assignment with comprehension questions 	
--	Summary of Key Learning Events and Instruction	Progress Monitoring
(A)(T)	1.) Students will take a survey about what movies they have seen.	Quiz #1
(A) (T)	2.) Students will play a variety of games to practice the new vocabulary.	Quiz #2
(A)(T)	3.) Students will maintain an interactive notebook about all of the grammar topics covered.	Quiz #3
(A)(T)	4.) Students will be given a movie schedule and they will draft a letter, asking their parents if they can go to the movies this weekend with a friend.	
(A)(T)	5.) Students will be given a movie schedule, without movie times. They will have to call the movie theatre, listen to the “recording” of the movie times and copy them down. (3-5 different movie	

(A)(T)	theatres)	
(A)(T)	6.) Students will play four corners to practice using descriptive words to talk about movies.	
(A)(T)	7.) Students will watch cortometrajes (short films with no words) and write summaries and reviews.	
(A)(T)	8.) Students will share their reviews in small groups, and then to the entire class.	
(A)(T)	9.) Students will be given a movie review and be asked to respond to it (write an editorial to the paper) explaining why it did not deserve the review that it received.	
(A)(T)	10.) Students will be given a summary of a movie and they will have to interpret the summary and storyboard it.	
(A)(T)	Suggested Resources:	
(A)(T)	1.) Heads down-vocabulary up	
(A)(T)	2.) Cucharas	
(A)(T)	3.) Quizlet live	
(A)(T)	4.) Find your match	

Subject/Course: Conversational Spanish 2

Unit 5: Applying For A Job/Career

Grade: 8

Stage 1 Desired Results	
ESTABLISHED GOALS	<i>Transfer</i>
ACTFL Standard 1.1 - Communication Interpersonal Communication <ul style="list-style-type: none"> Learners interact and negotiate meaning in spoken, signed, or written conversations to share 	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> cite textual evidence that that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (R8.1) determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot;

<p>information, reactions, feelings, and opinions.</p> <p>ACTFL Standard 1.2 - Communication Interpretive Communication</p> <ul style="list-style-type: none"> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>ACTFL Standard 2.1 - Culture Relating Cultural Practices to Perspectives</p> <ul style="list-style-type: none"> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. 	<p>provide an objective summary of the text (R8.2)</p> <ul style="list-style-type: none"> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (W8.3) With guidance and support from peers and adults, develop and strengthen writing as needed, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (W8.5) Using technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (W8.6) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing their own clearly (SL8.1) Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest (SL 8.5) Use non-linguistic representation to make their messages comprehensible (CT Content Standard 2) 	
<p>ACTFL Standard 3.2 -Connections Acquiring Information and Diverse Perspectives</p> <ul style="list-style-type: none"> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>ACTFL Standard 4.2 - Comparisons Cultural Comparisons</p> <ul style="list-style-type: none"> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. 	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <i>"soft skills" are just as important as ability to do the job. You are almost never working by yourself</i> <i>actions speak louder than words on an application. if you are involved, that shows that you are motivated and potentially a hard worker.</i> <i>Laborers do not need to be literate, but they also have limited job security and no organizing power</i> 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What qualities are important when applying for a job? Why? How can being involved in extracurricular activities, volunteering, etc. help you when applying for your first job? How could literacy benefit the employee? What sort of jobs can you hold without being able to read and write?
<p>ACTFL Standard 5.2 - Communities Lifelong Learning</p> <ul style="list-style-type: none"> Learners set goals and reflect on 	Acquisition	
	<p><i>Students will know...</i></p> <p>NEW VERBS:</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <i>interpreting classified ads (in Spanish) advertising jobs</i>

<p>their progress in using languages for enjoyment, enrichment, and advancement.</p>	<p>OFRECER (to offer) CONTRIBUIR (to contribute) GANAR (to make (money))</p> <p>REPEAT VERBS: BUSCAR (to look for) NECESITAR (to need) SER (to be) TENER (to have) TRABAJAR (to work) QUERER (to want) HAY/NO HAY (there is/are (no))</p> <ul style="list-style-type: none"> • Professions (re-introduce from C. Spanish 1 and introduce different ones) • Descriptive words to talk about qualities for interview • Vocabulary from Job application • QUESTION WORDS: DÓNDE, CUÁNDO, 	<ul style="list-style-type: none"> • <i>translating classified ads into Spanish</i> • <i>answering questions about themselves during an interview</i> • <i>inquiring about a job opportunities (where to send job applications)</i>
--	---	--

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence

(A)(T)	Summative: <ul style="list-style-type: none"> • Pronunciation • Comprehensibility of spoken message • Accuracy of spoken message (syntax) • Comprehensibility of written (email) message • Accuracy of written (email) message • Accuracy of job application • Spelling • Neatness • Vocabulary use • Time management • Completeness 	PERFORMANCE TASK(S): G: Respond to a classified ad by filling out a job application in Spanish and answering interview questions. R: Yourself. A: Human Resources/Talent Agent. S: With three short years before you start driving, you have decided to get a summer job to pay for your first car. Find a job and write an email inquiring about the job opening. Then fill out a job application and prepare for generic interview questions. P: Email/Job Application/Interview S: Rubric.
(A)(T)	Formatives: QUIZ #1 <ul style="list-style-type: none"> • Reading Comprehension: Profession <u>vocabulary</u> in context (classified ads) 	OTHER EVIDENCE: <ul style="list-style-type: none"> • Dialogues • Quizzes • DO-NOWS • Class discussion • Writing prompts • Question of the day • Illustrating different pre-written scenarios • Listening Activities
(A)(T)	QUIZ #2 <ul style="list-style-type: none"> • Listening Comprehension: Descriptive words <u>vocabulary</u> (Listening to an interview) 	
(A)(T)	QUIZ #3	

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

(A)(T)	Illustrations: <ul style="list-style-type: none"> Accurate pictorial representations of written passages 	
(A)(T)	Listening activities: <ul style="list-style-type: none"> accurate responses to prompts 	

Stage 3 – Learning Plan		
Code	<i>Pre-Assessment</i>	
(A)(T)	<ul style="list-style-type: none"> Unit Based Reading assignment with comprehension questions 	
	Summary of Key Learning Events and Instruction	Progress Monitoring
(M)	1.) Students will interview family and friends (that are working) about how they found their job and what they did at the interview.	Quiz #1
(A)(T)	2.) Students will share out that information, and the class will maintain a PARA TRABAJAR, NECESITAS: poster with advice about how to find and keep a job.	Quiz #2
(A)(T)	3.) Students will play a variety of games to practice new vocabulary.	Quiz #3
(A)(T)	4.) Students will maintain an interactive notebook for all grammar topics being covered.	
(M)	5.) Students will be given classified ads to interpret.	
(M)(T)	6.) Students will be given a job application in Spanish and asked to reflect on what they are feeling by being asked to fill something out that they don't understand.	
(A)(T)	7.) Students will be asked to brainstorm jobs in which you do not need to know how to read and also think of ways in which people who cannot read would be at a disadvantage when applying for	

<p>(A) (T)</p> <p>(M) (A)</p> <p>(M)</p> <p>(A) (T)</p> <p>(A) (T)</p>	<p>a job. They will then think-pair-share, before sharing out to the entire group.</p> <p>8.) Students will read articles about “DO’s and DON’T’s” when looking for and applying for a job</p> <p>9.) Students will read dialogues about job hunting.</p> <p>10.) Students will listen to interviews and decide which candidate should be hired.</p> <p>11.) Students will use the information from the previous interviews and discuss (in a group) which applicant was the best and why.</p> <p>12.) Students will prepare resumes in English and Spanish.</p>	
<p>(A) (T)</p> <p>(A) (T)</p> <p>(A) (T)</p> <p>(A) (T)</p> <p>(A) (T)</p> <p>(A) (T)</p>	<p>Suggested Resources:</p> <p>1.) Que ves?</p> <p>2.) Bingo</p> <p>3.) Vocabulary races</p> <p>4.) Heads down-vocab up</p> <p>5.) Quizlet live</p> <p>6.) Find your match</p>	