

Unit 4 (Cuatro)- Hypothetically Speaking

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Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Spanish 2A, 9-11

Unit 4-Hypothetically Speaking

Belleville Board of Education

56 Ralph Street

Belleville, NJ 07109

Prepared by: Spanish Teacher, Ms. Mónica Filgueiras

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Mr. Joseph Lepo, Director of Secondary Education

Board Approved:

Unit Overview

Unit 4 - Hypothetically Speaking: Future & Conditional

The Future Tense

- Conjugate verbs in the future tense.
- Speak about the future and describe future plans.

The Conditional Mood

- Conjugate verbs in the conditional mood.
- State what one “would” do in a given situation

Enduring Understanding

Students will understand that:

- Communicating in at least one other language is essential to gaining knowledge of other cultures (traditions, products and perspectives).
- Comparing English with others languages is important to understanding the nature of language and their cultures.
- Appreciating and understanding the variety of cultures that exist in a society enriches that society.
- Speaking more than one language bridges gaps in society.
- Speaking more than one language and being culturally aware, makes you more marketable in the work field.

Essential Questions

Students will keep considering:

- How do I develop communicative competence?
- How do I know that I am getting better in using language in real-world situations?
- What strategies do I need to communicate in linguistically and culturally appropriate ways?
- Why can one not translate directly from English to Target Language/ Target Language to English?

Exit Skills

Students will be able to:

- Speak about the future and describe future plans.
- State what one “would” do in a given situation.

- Understand the difference between the conditional tone vs. the future tone.
- Understand when to use either tense in the proper context.
- Write proper sentences utilizing the proper verb conjugations.

New Jersey Student Learning Standards (NJSL-S)

CS.9-12.8.1.12.CS.1	Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.
WL.IH.7.1.IH.IPERS.1	Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
WL.IH.7.1.IH.IPERS.2	Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
WL.IH.7.1.IH.IPERS.3	Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
WL.IH.7.1.IH.IPERS.6	Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
WL.IH.7.1.IH.IPRET.1	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
WL.IH.7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
WL.IH.7.1.IH.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
WL.IH.7.1.IH.IPRET.4	Summarize information from oral and written discourse dealing with a variety of topics.
WL.IH.7.1.IH.IPRET.5	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
WL.IH.7.1.IH.PRSNT.1	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
WL.IH.7.1.IH.PRSNT.2	Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
WL.IH.7.1.IH.PRSNT.4	Use language creatively in writing for a variety of purposes.

Interdisciplinary Connections

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.K-12.NJSLSA.SL3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
LA.K-12.NJSLSA.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.K-12.NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Learning Objectives

After completing this unit, students will be able to:

- **Read, Comprehend, Analyze, and Critique** written text and oral Languages
- **Understand and Apply** written and oral conventions to everyday interactions
- **Evaluate** careers using the target language
- **Recognize and express** feelings / opinions

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose Describe	Classify Defend	Choose Dramatize	Categorize Classify	Appraise Judge	Combine Compose

Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

Suggested Activities:

- Written comprehension activities;
- Reading comprehension activities;
- Oral practice;
- Interactive games;
- Integrate technology (e.g. vtext options);
- Exemplar: Work collaboratively in pairs or groups to create, revise and present script on student

choice unit topic.

- use Screencastify, do projects about the unit topic

Assessment Evidence - Checking for Understanding (CFU)

- Evaluation & Oral presentation rubrics
- Group activities
- tests-summative
- quizzes-formative
- observations
- Peer assessment
- - Written comprehension activities;
 - Reading comprehension activities;
 - Oral practice;
 - Interactive games;
 - Integrate technology
 - Projects
- Exemplar: Work collaboratively in pairs or groups to create, revise and present script on student choice unit topic.
- Connections to LGBTQ, Amistad, Holocaust and Asian American/Pacific Islander when appropriate.

LGBTQ and Disabilities Law

N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of New Jersey Student Learning Standards.

Holocaust Law

N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Amistad Law

N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

- Admit Tickets

- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

District Text Books provided for each language.

Ancillary Resources

- Current event articles
- Internet / Video clips
- Teacher-generated materials

Technology Infusion

World language websites & resources are provided in the vtext, and in class assignments like Google Classroom.

use- elpais.com and vhlcentral.com

Exemplar: Create a 10-15 question Google form using the vocabulary and grammar structures of their choice from the current unit to present to their peers during assessment reviews.

Alignment to 21st Century Skills & Technology

Mastery and infusion of 21st Century Skills & Technology and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

WRK.9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
WRK.9.2.12.CAP.15	Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.
WRK.9.2.12.CAP.16	Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
TECH.9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
TECH.9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
	Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.

21st Century Skills/Interdisciplinary Themes

21st Century/Interdisciplinary Themes that will be incorporated into this unit:

- Communication and Collaboration
 - Media Literacy
 - ICT (Information, Communications and Technology) Literacy
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- Communication and Collaboration
 - Creativity and Innovation
 - Critical thinking and Problem Solving
 - ICT (Information, Communications and Technology) Literacy
 - Information Literacy
 - Life and Career Skills
 - Media Literacy

21st Century Skills

Global Awareness

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

General Differentiations:

- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Study guides
- Multisensory approaches
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations

- Small group setting

Hi-Prep Differentiations:

- Games and tournaments
- Group investigations
- Guided Reading
- Leveled rubrics
- Multiple intelligence options
- Project-based learning
- Stations/centers
- Tiered activities/assignments

Lo-Prep Differentiations

- Choice of activities
- Flexible grouping
- Goal setting with students
- Jigsaw
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied supplemental materials

Exemplar: Students engage in student choice project based learning to help explore and present understanding of current vocabulary and grammar skills in accordance with their own levels of knowledge. (EX: Create a list of 10 future goals using the future tense.)

Special Education Learning (IEP's & 504's)

-Provide modifications as dictated in the student's IEP/504 plan

-Additional time for skill mastery

-Student working with an assignment partner

-Check work frequently for understanding

-Extended time on tests/quizzes

-Multisensory presentation

Exemplar: Provide word bank on fill in the blank/recall assessments.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation

- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Not applicable for World Language.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

-Using videos, illustrations, pictures, and drawings to explain or clarify

-Tutoring by peers

-Having peers take notes or providing a copy of the teacher's notes

-Allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

Exemplar: Encourage attendance at before school/after school tutoring program to allow for added one on one review and instruction time.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

-Create a plan to solve an issue presented in the class or in a text

-Cluster grouping

-Allow students to work at a faster pace

Exemplar: Allow students to create a lesson and teach the class using the medium of their choice as a teaching aid (Google slides, speech)

- Above grade level placement option for qualified students
- Advanced problem-solving

- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Hypothetically Speaking

NJSLS: WL.IH.7.1.IH.IPERS.1, WL.IH.7.1.IH.IPERS.2, WL.IH.7.1.IH.IPERS.5, WL.IH.7.1.IH. IPRET.2, WL.IH.7.1.IH. IPRET.3, WL.IH.7.1.IH. PRSNT. 2, WL.IH.7.1.IH. PRSNT.3, WL.IH.7.1.IH. PRSNT.4

Interdisciplinary Connection: NJSLSA.L3, NJSLSA.L5, NJSLSA.W4, NJSLSA.W5, 9.2.12.C.5

Statement of Objective: Students will begin to learn the process of putting verbs into the future tense in order to expand the sentence-making function in Spanish.

Anticipatory Set/Do Now: Google form on the future tense

Learning Activity: 1) Introduce new grammar rule 2) Choral Repetition

Student Assessment/CFU's: Teacher observation -Aural/Oral discrimination - Peer assessment, homework

Materials: Notebooks; scrap paper, vtext

21st Century Themes and Skills: Global Awareness, Civic Literacy

Differentiation: 1) Multisensory presentation format; 2) Lectures/drills coupled with graphic organizers and/or handouts

Integration of Technology: Vtext, online resources, internet

Unit Name: Climate Change

Newsela Article: Cyclones and climate change: Connecting the Dots

By: Marlowe Hood, Agence France-Presse

NJSLS: 7.1.NH.IPRET.8, 7.1.IL.IPRET.6, 7.1.IH.IPRET.8, 7.1.IL.IPERS.6, 7.1.IH.IPERS.6, 7.1.AL.PRSNT.6

WL.IH.7.1.IH.IPERS.1, WL.IH.7.1.IH.IPERS.2, WL.IH.7.1.IH.IPERS.5, WL.IH.7.1.IH. IPRET.2, WL.IH.7.1.IH. IPRET.3, WL.IH.7.1.IH. PRSNT. 2, WL.IH.7.1.IH. PRSNT.3, WL.IH.7.1.IH. PRSNT.4

Interdisciplinary Connection: NJSLSA.L3, NJSLSA.L5, NJSLSA.W4, NJSLSA.W5, 9.2.12.C.5

Statement of Objective: SWDAT list, examine, and distinguish all the new information provided. They will be able to justify and explain their answers as well after reading the article.

Anticipatory Set/Do Now: Read the article in class as a class, or individually.

Learning Activity: Teacher directed activities, student centered exercises. Translate everything in question for anyone that needs it. Answer the questions after the reading. Go over the vocabulary.

Student Assessment/CFU's: quizzes, weekly check-ins, teacher observation

Materials: online books, Chromebooks, internet

21st Century Themes and Skills: Global Awareness, Civic Literacy, 9.1.12.D.1: Interpret spoken and written communication within the appropriate cultural context

Differentiation: Based on the fact that I have mixed levels, I need to move according to the IEP's and the 504's. I will need to adjust the amount of work expected of certain students, and meet them at each individual ability. I may have to modify quizzes, tests, and class work throughout the year. Multisensory presentation format.

Integration of Technology: attendance, vtext, internet use for any topic that arises, they can take their notes on Chromebooks as well. Google classrooms have been set up and will be utilized as a gateway for extra credit assignments, and for sharing pertinent information.

