

# Unit 3 (Tres) - The Past

Content Area: **World Language**  
Course(s): **World Language: Spanish 2**  
Time Period: **NovDec**  
Length: **30 Days, 9-12**  
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## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**Spanish 2A, 9-11**

**The Past-Preterite/Imperfect**

**Belleville Board of Education**

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Board Approved:

## **Unit Overview**

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### Unit 3 - The Preterite/ Imperfect Tense

#### The simple preterite tense

- Report or express completed actions or events which have happened in the past.

#### The Imperfect

Using the imperfect tense:

- describe how things used to be
- state what was happening over a period of time
- explain what was going on when something else happened
- explain how it is different from the preterite
- explain the "time frame" concept

-give them sufficient examples that they see the difference between the conjugations and their meanings

## **Enduring Understanding**

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Students will understand that:

- Communicating in at least one other language in order to obtain information, express feelings and exchange opinions is important.
- Comparing English with other languages is important to understanding the nature of language and their cultures.
- Interpreting spoken and written language is essential to good communication and building rapport.
- Participating in multilingual communities both within and beyond the school setting leads to personal enjoyment and enrichment.

## **Essential Questions**

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Students will keep considering:

- Why is it important to reflect on the past?
- Why is it important to be able to relate actions in the past with accuracy and precision?
- How can the past help the present & future?
- How can they tell the difference in meaning between the two types of past tenses?
- Can they explain why the conjugations are so different, and why it is important to know the difference?

## Exit Skills

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- Report or express completed actions or events which have happened in the past.
- Differentiate when to use the different past tenses.
- Describe how things used to be.
- State what was happening over a period time, and explain what was going on when something else happened.
- Inquire as to how long something has been occurring and state what one has been doing.

## New Jersey Student Learning Standards (NJSLS-S)

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|----------------------|--|
| CS.9-12.8.1.12.IC.3  | Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.  |
| 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.4 | Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) |
| WL.IH.7.1.IH.IPERS.5 | Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.  |
| 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.5 | Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.  |

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| WL.IH.7.1.IH.IPRET.8 | Collect, share, and analyze data related to global issues including climate change.  |
| 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.3 | Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.   |
| WL.IH.7.1.IH.PRSNT.4 | Use language creatively in writing for a variety of purposes.  |
| WL.IH.7.1.IH.PRSNT.5 | Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs. |

## Interdisciplinary Connections

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|--------------------|--|
| 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.R3  | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   |
| LA.K-12.NJSLSA.R6  | Assess how point of view or purpose shapes the content and style of a text.  |
| LA.K-12.NJSLSA.R9  | Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.   |
| 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.W7  | Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.                          |
| LA.K-12.NJSLSA.W10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                            |
| LA.K-12.NJSLSA.SL4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.                     |

## Learning Objectives

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**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
- **Compare & Contrast** past tenses of target language with English or other language spoken at home.
- **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.

| <b>Remember</b> | <b>Understand</b> | <b>Apply</b> | <b>Analyze</b> | <b>Evaluate</b> | <b>Create</b> |
|-----------------|-------------------|--------------|----------------|-----------------|---------------|
| Choose          | Classify          | Choose       | Categorize     | Appraise        | Combine       |
| Describe        | Defend            | Dramatize    | Classify       | Judge           | 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
- Exemplar: Work collaboratively in pairs or groups to create unique projects.
- use Screencastify, do projects about the unit topic
- Interview family members
- Create travel guides from past trips
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- Quizzes
- Tests
- 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.

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### **Assessment Evidence - Checking for Understanding (CFU)**

- Evaluation & Oral presentation rubrics
  - Group activities
  - Peer assessment
  - Unit tests- summative
  - Quizzes-formative
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- 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**

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District Textbooks provided for each language.

Virtual Textbooks, and workbooks.

## **Ancillary Resources**

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

## **Technology Infusion**

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

use: [elpais.com](http://elpais.com) and [vhlcentral.com](http://vhlcentral.com)

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

Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/IPadagogy-Wheel.001.jpg>  
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Wikipedia  
Skydrive  
Lync  
SkyMap  
Skype  
Office 365  
Puzzle Touch  
Easy QR  
Memorylage  
Life Moments  
Word Cloud Maker

Ted Talks  
Record Voice Pen



## Alignment to 21st Century Skills & Technology

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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.6  | Identify transferable skills in career choices and design alternative career plans based on those skills.   |
| WRK.9.2.12.CAP.9  | Locate information on working papers, what is required to obtain them, and who must sign them.  |
| WRK.9.2.12.CAP.10 | Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).   |
| WRK.9.2.12.CAP.18 | Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).   |
| WRK.9.2.12.CAP.19 | Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income. |
| WRK.9.2.12.CAP.21 | Explain low-cost and low-risk ways to start a business.   |
| WRK.9.2.12.CAP.22 | Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.   |
| 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.2  | Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).  |
| TECH.9.4.12.CT.3  | Enlist input from a variety of stakeholders (e.g., community members, experts in the field)   |

TECH.9.4.12.DC.1

to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

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).

With a growth mindset, failure is an important part of success.

## **21st Century Skills/Interdisciplinary Themes**

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

- Communication and Collaboration
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

- 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**

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Global Awareness

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

## **Differentiation**

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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 an essay describing your favorite activities from last summer using the necessary preterite tense conjugations).

-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

-Preferential seating

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
- multiple test sessions
- multi-sensory presentation
- 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)**

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Not applicable to 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**

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-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)**

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-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, or video)

- 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

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Unit Name: The Past

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:SWDAT list, examine, and distinguish all the grammar presented. They will be able to justify and explain their answers as well.

Anticipatory Set/Do Now: Build, reinforce, and expand their knowledge while using Spanish to develop critical thinking and to solve problems creatively.

Learning Activity:Teacher directed activities, student centered exercises. Translate everything. choral review, verb charts

Student Assessment/CFU's: quizzes, weekly checks, and homework is checked together, peer assessment

Materials:online books, Chromebooks, internet, vtext

## 21st Century Themes and Skills:

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.

Integration of Technology: attendance, 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.

Integration of Technology: Explore sources on the internet.

## **Unit Name: Climate Change**

Newsela Article: Climate change in the U.S. Northeast

By: U.S. EPA

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.