

# Unit 1 Spanish 2, La Rutina Diaria

Content Area: **World Language**  
Course(s): **World Language: Spanish 2**  
Time Period: **SeptOct**  
Length: **25 Days, 9-12**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

Spanish 2A, 9-12

La Rutina Diaria

**Belleville Board of Education**

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**Belleville, NJ 07109**

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Board Approved:

## **Unit Overview**

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Unit 1 - La Rutina Diaria: Students will learn vocabulary and conjugate verbs in the reflexive tense.

- Cover indefinite and definite words

- Preterite of ser and ir

- Verbs like gustar

They will discuss personal hygiene

- Time expressions

- Vocabulary pertaining to personal hygiene

- Reading about "a typical day"

## **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.
- Communicating in at least one other language is essential to gaining knowledge of other cultures (traditions, products and perspectives).

## **Essential Questions**

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Students will keep considering:

- What language structures are important to accurately portray meaning?
- What English grammar can we learn through the study of another language?
- How can I express my routines and habits in target language?
- Why is it important to be able to suggest something to someone or tell someone what to do?

## **Exit Skills**

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- Students will be able to:
  - Describe what one does regularly and what one is doing now.
  - Demonstrate comprehension of a series of oral directions and commands.
  - Respond to requests through appropriate physical response in both a formal and familiar setting.
  - Conjugate all 3 types of regular verbs.

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

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|                      |  |
|----------------------|--|
| CS.9-12.IC           | Impacts of Computing   |
| WL.IH.7.1.IH.IPRET   | Interpretive Mode of Communication   |
| 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.  |
|                      | The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.  |
|                      | Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.  |

## **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.R5  | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.                               |
| LA.K-12.NJSLSA.R6  | Assess how point of view or purpose shapes the content and style of a text.  |
| LA.K-12.NJSLSA.R7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |
| LA.K-12.NJSLSA.R8  | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.   |
| 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.W2  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.                                       |
| 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.W8  | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  |
| LA.K-12.NJSLSA.W9  | Draw evidence from literary or informational texts to support analysis, reflection, and research.  |
| LA.K-12.NJSLSA.SL2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   |
| LA.K-12.NJSLSA.SL3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.   |
| LA.K-12.NJSLSA.SL5 | Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.   |
| LA.K-12.NJSLSA.SL6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  |
| LA.K-12.NJSLSA.L1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| 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.      |
| LA.K-12.NJSLSA.L5  | Demonstrate understanding of word relationships and nuances in word meanings.  |

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## 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
- **Compare & Contrast** travel & transportation of target language country with those of the US
- **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**

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Suggested Activities:

- - Written comprehension activities;
  - Reading comprehension activities;
  - Oral practice;
  - Interactive games;
  - Integrate technology
  - Quizzes

- Tests
- Projects
- 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
- 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
- "Do Now" activities
- Peer assessment
- Specific CFU examples for Unit 1: Modes of Transportation Flash Card Oral Recall
- Quizzes-formative
- Tests-summative

- 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 Text Books provided for each language.

## **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 on Edlio class website and in class assignments like Google Classroom, SeeSaw, Kahoot, etc.

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

Exemplar: Create a 10-15 question Kahoot game 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    | Career Awareness and Planning   |
| WRK.9.2.12.CAP.2  | Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.   |
| 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.12 | Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.   |
| WRK.9.2.12.CAP.13 | Analyze how the economic, social, and political conditions of a time period can affect the labor market.  |
| 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    | Creativity and Innovation   |
| 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.2  | Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).  |

Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).

There are strategies to improve one's professional value and marketability.

Different types of jobs require different knowledge and skills.

## **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: Pick 5 tourist attractions in a Spanish speaking city and identify/explain the best modes of transport to reach each destination).

-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
- 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)**

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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, SeeSaw activity 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: La Rutina Diaria

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: NJSLA.L3, NJSLA.L5, NJSLA.W4, NJSLA.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: Continue to work on grammar sections on page 12 in the new book, choral repetition.

Learning Activity:Teacher directed activities, student centered exercises. Translate everything in question. Do exercises 1-4 with all the students. Go over the vocabulary.

Student Assessment/CFU's: quizzes, tests, 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.

## **Unit Name: Climate Change**

Newsela Article: Humanity will find ways to adapt to climate change

By: The Economist

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.

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