

# Unit 1 (Uno) - Past Tense Comparisons

Content Area: **World Language**  
Course(s): **World Language: Spanish 3H**  
Time Period: **SeptOct**  
Length: **40 Days, 10-12**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

## **Spanish IIIH, 10-12**

## **Past Tense Comparisons**

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by:** Spanish Teacher, Wendy Del Vecchio

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

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

Ms. Nicole Shanklin, Director of Elementary Education K-8, ESL Coordinator K-12

Mr. George Droste, Director of Secondary Education

Board Approved: September 23, 2019

## **Unit Overview**

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Unit 1 - Past Tense Comparisons: Students will differentiate between the different past tenses and use them with greater accuracy:.

The students will:

- speak and write about past travel and other experiences
- speak and write about history of target language country

## **Enduring Understanding**

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Enduring understandings:

- Language learning involves acquiring strategies to fill communication gaps
- Successful communication is knowing how, when, and why to convey a message to different audiences
- Rules and conventions of language help learners understand what is being communicated

### **Essential Questions**

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- How do I develop communicative competence?
- What strategies do I need to communicate in linguistically and culturally appropriate ways?
- When does accuracy matter?
- 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?

### **Exit Skills**

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Students will demonstrate ability to:

- Conjugate verbs in the preterite
- Conjugate verbs in the imperfect
- Utilize the two past tenses with greater accuracy
- Recount an event that took place in the past

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

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|                   |  |
|-------------------|--|
| WL.7.1.IL.A.2     | Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.  |
| WL.7.1.IL.A.4     | Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions   |
| WL.7.1.IL.A.5     | Demonstrate comprehension of conversations and written information on a variety of topics.   |
| WL.7.1.IL.B.1     | Use digital tools to participate in short conversations and to exchange information related to targeted themes.  |
| WL.7.1.IL.B.2     | Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities.              |
| WL.7.1.IL.B.4     | Ask and respond to factual and interpretive questions of a personal nature or on school - related topics.  |
| WL.7.1.IL.B.5     | Engage in short conversations about personal experiences or events and/or topics studied in other content areas.   |
| WL.7.1.IL.B.L.1.a | Ask and answer questions related to everyday life.   |
| WL.7.1.IL.C.1     | Use knowledge about cultural products and cultural practices to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience. |
| WL.7.1.IL.C.3     | Use language creatively to respond in writing to a variety of oral or visual prompts.  |

## **Interdisciplinary Connections**

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|--------------|---|
| LA.W.11-12.6 | Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or |
|--------------|---|

information.

LA.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

LA.L.11-12.2.B

Spell correctly.

LA.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## Learning Objectives

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- Read, comprehend, analyze, and critique everyday texts
- Understand and apply written and oral conventions to everyday interactions
- Become active readers, good listeners, and critical thinkers in everyday situations
- Become global communicators who are willing and able to bridge language gaps with the communication tools they already have

**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    | 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 (e.g. Kahoot!, Escape Rooms, Seesaw, etc.)
  - Review past tense conjugations;
  - Read aloud several selections written in the past tense;

- Practice choosing the correct past tense conjugation in context of a story, dialogue, or song;
- Complete the lyrics to a popular song using the correct past tense conjugation of the given verbs;
- Write a short story about a past event using both past tenses;
- Integrates problem- or project-based learning.

Exemplar: Work collaboratively in pairs or groups to create, revise and present script on student choice unit topic in Seesaw video project.

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

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- Evaluation & Oral presentation rubrics
- Group activities
- "Do Now" activities
- Peer assessment
- Specific CFU examples for Unit 1: Conjugate AR/ER/IR verbs in the preterite and imperfect tenses during oral recall

- 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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World Language Textbook Series

## **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.

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.



## **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.

|                   |   |
|-------------------|---|
| CRP.K-12.CRP2     | Apply appropriate academic and technical skills.  |
| CRP.K-12.CRP4     | Communicate clearly and effectively and with reason.  |
| CRP.K-12.CRP6     | Demonstrate creativity and innovation.  |
| CRP.K-12.CRP11    | Use technology to enhance productivity.   |
| CAEP.9.2.12.C.5   | Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively.   |
| TECH.8.1.12.C.CS3 | Develop cultural understanding and global awareness by engaging with learners of other cultures.                              |
| TECH.8.1.12.C.CS4 | Contribute to project teams to produce original works or solve problems.  |

## **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: Compare and contrast past tense conjugations in Google Slides presentation).

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

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-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
- 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, 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: Past Tense Comparisons

NJSLS:WL.7.1.IM.A.1, 7.1.IM.A.2, WL.7.1.IM.A.4, WL.7.1.IM.A.5, 7.1.IM.A.L.1.a, .7.1.IM.A.L.1.b, 7.1.IM.B.L.1.a. 7.1.IM.B.L.1.b

Interdisciplinary Connection: CAEP.9.2.12.C.5, LA.9-10.L.9-10.2.C, LA.9-10.L.9-10.3, LA.9-10.L.9-10.3.A, LA.9-10.L.9-10.4.A, LA.9-10.L.9-10.4.C

Statement of Objective: SWDAT differentiate between using the simple past and the imperfect through writing, repeating and a group or class activity in order to expand upon the sentence-making function in *Spanish*.

Anticipatory Set/Do Now: Spanish Quotation of the day & Culture Capsule TBD based on daily website

Learning Activity: 1) Review grammar rule 2) Choral repetition 3) Group Activity: Magic Square

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

Materials: Notebooks; Magic Square packets

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: Explore sources on my Edlio class website.