

# Unit 4: ¡Mantente en forma!

Content Area: **Template**

Course(s):

Time Period:

Length:

Status: **Published**

## State Mandated Topics Addressed in this Unit

<u>State Mandated Topics Addressed in this Unit</u>	
N/A	N/A

## ¡Mantente en forma!

---

## Learning Objectives

---

- Ask follow-up questions
- Ask questions on information from other subjects
- Ask questions on practiced topics
- Combine language
- Combine learned language to express ideas about areas of interest when sharing presentations with a target language audience.
- Compare unique linguistic elements with English and the target language.
- Contrast unique linguistic elements with English and the target language.
- Copy/write words and phrases on familiar topics
- Create brief messages using vocabulary
- Describe details from texts from other subject areas.
- Describe details from texts from the target culture.
- Describe the main idea from texts from other subject areas.
- Describe the main idea from texts from the target culture.
- Engage in conversations about personal experiences and events.
- Engage in conversations about situations.
- Engage in conversations about topics in other content areas.
- Exchange basic information by recombining memorized words, phrases, and sentences on topics on self and targeted themes to express original ideas and information
- Exchange preferences, feelings, or opinions on topics
- Explain reasons using sentences.
- Explain the main idea and details on topics in sentences and texts

- Express and react to preferences
- Express viewpoints.
- Give advice on topics
- Give and follow oral and written commands
- Give and follow oral and written directions
- Give and follow oral and written directions, commands, and requests
- Give and follow oral and written requests
- Give reasons to support claims.
- Identify familiar people, places, and objects
- Identify familiar words
- Identify people, places, and objects based on descriptions
- Identify words, phrases, and sentences in cultural authentic materials
- Infer the meaning of ideas in new contexts
- Infer the meaning of words in new contexts
- Infer the meaning of words in new contexts
- Initiate, maintain, and end a conversation using expressions and sentences of the target language
- Participate in classroom and cultural activities
- Present brief messages using vocabulary
- Present cultural information
- Present personal information, interests and activities
- Present preferences on topics of interest.
- Provide information by answering questions using memorized words and phrases
- Provide information by asking and answering questions
- Provide information in conversations
- Provide information in writing
- React to instructions, activities, or situations through responses
- Recombine language
- Recombine learned language to express ideas about areas of interest when sharing presentations with a target language audience.
- Report on messages that they hear/view/read in predictable cultural authentic materials
- Request information by asking and answering questions
- Request information by asking questions using memorized words and phrases
- Request information in conversations
- Request information in writing
- Respond to questions on information from other topics
- Respond to questions on practiced topics
- Respond with actions and/or gestures to directions, commands, and requests
- Restate details from texts from other subject areas.
- Restate details from texts from the target culture
- Restate oral conversations and written information on topics

- Restate the main idea from texts from other subject areas.
- Restate the main idea from texts from the target culture.
- State needs, topics, words, phrases using formulaic sentences
- Talk about your yourself and your interests
- Talk about your yourself and your interests
- Tell or retell stories from age and level appropriate culturally authentic materials
- Use graphic organizers to compare information
- Use language to respond to prompts and situations
- Use memorized words and phrases
- Use sentences on targeted themes

## Essential Skills

---

- Complete Final Exam
- Conjugate reflexive verbs
- Conjugating and using stem-changing –ir verbs in the preterite in order to say what happened at a sporting event, competition, or activity.
- Conjugating and using the verb “decir” in the preterite followed by the word “que” to say what someone said.
- Conjugating and using the verb “ponerse” in the preterite tense in order to say how someone reacted to an event.
- Conjugating and using the verbs “ser” and “estar” in the preterite.
- Review vocabulary and grammar concepts for final exam
- Saying how they got hurt and give advice using remedies.
- Understand life of baseball players in the Dominican Republic
- Using expressions to say how a sporting event, competition, or activity turned out.
- Using past participles used as adjectives to describe a condition or an injury to a part of the body.
- Using the conjugated forms of the verb caer in the preterite.
- Using the expression darle ganas de to say what someone felt like doing at a specific point in the past.
- Using verbs with reflexive pronouns and direct objects to say how someone injured and cured themselves.

## Standards

---

FL.IM.7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
FL.IM.7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
FL.IM.7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
FL.IM.7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

FL.IM.7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
FL.IM.7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
FL.IM.7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
FL.IM.7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
FL.IM.7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.
WL.IL.7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
WL.IL.7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
WL.IL.7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
WL.IL.7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
WL.IL.7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
WL.IL.7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
WL.NH.7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
WL.NH.7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
WL.NH.7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
WL.NH.7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
WL.NH.7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized,

	formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

## **Instructional Tasks/Activities**

---

- "Ballplayer: Pelotero" movie and worksheet on movie and ser/estar
- Around the Room Activities on games/competitions
- Around the room activity on reflexive verbs
- Boleto de Salida (Exit Ticket) on games/competitions
- Boleto de Salida on ponerse/decir
- Boleto de Salida on reflexive verbs
- Boleto de Salida on ser/estar
- Chain activity on games/competitions
- Final Exam
- Final Exam Review packet
- Hagan Ahora (Do Now) on games/competitions
- Hagan Ahora on ponerse/decir
- Hagan Ahora on reflexive verbs
- Hagan Ahora on ser/estar
- Listening/Speaking activity on ponerse/decir
- Quiz on ponerse/decir
- Sentence Matching Activity on games/competitions
- Speaking/Listening Activities on games/competitions
- Speaking/listening activity on games/competitions
- Test on games/competitions
- Vocabulary/Grammar Google Slides Activity on games/competitions
- Watch the documentary "Ballplayer: pelotero"
- Whiteboard Activity on games/competitions
- Whiteboard Activity on ponerse/decir
- Worksheet on games/competitions
- Worksheet on ponerse/decir
- Worksheet on reflexive verbs
- Worksheet on ser/estar

## **Assessment Procedure**

---

- Classroom Total Participation Technique

- Classwork
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Kahoot
- Peer Review
- Problem Correction
- Project
- Quiz
- Rubric
- Speaking/Listening Activities
- Teacher Collected Data
- Test
- Worksheet

## **Recommended Technology Activities**

---

- Chromebook
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot

## **Accommodations & Modifications & Differentiation**

---

Special Education	Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.
----------------------	--

## **Gifted and Talented**

---

- Compare & Contrast

- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

---

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

---

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)

- other- please specify in plans
- provide desktop list/formula

## **Resources**

---

- ¡Exprésate! Textbook and Workbooks
- Google Classroom