

Unit 03: La Rutina Diaria

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 3

Unit Title:	La Rutina Diaria
Suggested Duration:	8 weeks

Interdisciplinary Connections

Interdisciplinary Connections
Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12
Math Practices: https://www.nj.gov/education/standards/math/Index.shtml
Science Practices: https://www.nj.gov/education/standards/science/Index.shtml
Find and paste appropriate <u>Companion Standards or Practices</u> here.

Reinforces some of the knowledge the students acquired in their Health class.

Technology Integration

Technology Integration
Northern supports the integration of the SAMR Model : a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.

- Use of interactive board
- Use of ChromeBooks in the classroom

- Educational digital sites

<https://www.yabla.com/>

<https://quizlet.com>

<https://edpuzzle.com>

<http://www.spanish4all.com/>

<http://www.spaleon.com/conj.php>

<http://www.abcteach.com/directory/languages/spanish/>

<http://www.learnspanish.com/>

<http://spanish.about.com/>

<http://spanishfood.about.com/>

<http://www.elmundo.es/>

<http://www.onlinenewspapers.com/>

<http://www.univision.com/portal.jhtml>

<http://www.youtube.com/>

<http://www.colby.edu/~bknelson/SLC/index.php>

<http://www.laits.utexas.edu/spe/index.html>

<http://www.ver-taal.com/index.htm>

<http://www.senorjordan.com/los-videos/>

<https://spanish-resources.com/>

<https://llevatilde.es/>

<https://aprenderespanol.org/>

<https://cvc.cervantes.es/>

<http://www.rutaele.es/a2/>

<https://www.madrid.es/portal/site/munimadrid>

<https://www.songsforteaching.com/spanishsongs.htm>

<https://es.islcollective.com/>

<https://www.profe-de-espanol.de/>

<https://www.audio-lingua.eu/?lang=es>

https://www.youtube.com/channel/UCTyCyyV0eKfEoMWI_V11z6A

Standard(s) Addressed

The design of this unit adheres to the revised New Jersey Student World Language Learning Standards.

FL.IM.7.1.IM.IPERS	Interpersonal Mode of Communication
FL.IM.7.1.IM.IPRET	Interpretive Mode of Communication
FL.IM.7.1.IM.PRSNT	Presentational Mode of Communication
WL.IH.7.1.IH.IPERS	Interpersonal Mode of Communication
WL.IH.7.1.IH.IPRET	Interpretive Mode of Communication
WL.IH.7.1.IH.PRSNT	Presentational Mode of Communication
WL.IL.7.1.IL.IPERS	Interpersonal Mode of Communication
WL.IL.7.1.IL.IPRET	Interpretive Mode of Communication
WL.IL.7.1.IL.PRSNT	Presentational Mode of Communication
WL.NH.7.1.NH.IPERS	Interpersonal Mode of Communication
WL.NH.7.1.NH.IPRET	Interpretive Mode of Communication
WL.NH.7.1.NH.PRSNT	Presentational Mode of Communication
WL.NM.7.1.NM.IPERS	Interpersonal Mode of Communication
WL.NM.7.1.NM.IPRET	Interpretive Mode of Communication
WL.NM.7.1.NM.PRSNT	Presentational Mode of Communication

STAGE I Desired Results

STAGE I Desired Results
<i>Objective (Transfer)</i>
<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none">• Tell about their daily routine.• Tell in what location of the house or school each of their daily activities take place.• Ask and give information about themselves.• Compare and contrast their routines with different people of their own culture and other cultures

- Explain their choices about their routine and personal care
- Discuss ways to stay fit and healthy

Mastery

Big Ideas/Understanding

Students will understand that...

- Communication is the ability to understand and be understood in real world contexts.
- Language and culture are mutually independent.
- Learning languages provides connections to additional bodies of knowledge.
- Learning languages allows students to realize there are multiple ways of viewing the world.
- Language students have the ability to participate in multilingual communities.

Essential Questions

- Why is important to have a healthy routine?
- How do your preferences and habits make you who you are?
- How can learning about other people who share a language, a way of life and traditions help to understand your own culture?

Acquisition

Students will know . . .

Daily Routine (los reflexivos)

acostarse (o-ue)
 afeitarse
 arreglarse
 bañarse

Students will be skilled at . . .

- Tell about their daily routine.
- Tell in what location of the house or school each of their daily activities take place.
- Ask and give information about themselves.

cansarse

cepillarse el pelo / los dientes

despertarse (e-ie)

desvestirse (e-i) / quitarse la ropa

dormirse (o-ue)

ducharse

enamorarse

lavarse las manos

lavarse los dientes / la cara

levantarse

maquillarse

peinarse

pintarse las uñas

ponerse la ropa / vestirse (e-i)

portarse bien

portarse mal

relajarse

secarse

quitarse la ropa

llevarse bien/mal

llamarse

sentirse bien/mal

sentarse

divertirse

frecuentemente

generalmente

finalmente

- Compare and contrast their routines with different people of their own culture and other cultures.
- Explain their choices about their routine and personal care
- Discuss ways to stay fit and healthy.

mientras

luego

entonces

primero

antes de + infinitive

después de + infinitive

para

Cuidado Personal

el acondicionador

la afeitadora / la máquina de afeitar

el cepillo

el cepillo de dientes

el champú

el creyón / la pintura de labios

el desodorante

el jabón

el maquillaje / los cosméticos

la pasta de dientes

el peine

el perfume

la colonia

el secador de pelo

la toalla

Gramática in context

Reflexive verbs (present, preterit, imperfect)

Antes de / Después de + Reflexives verbs	
Reflexives used as non-reflexives	
-ar / -er / -ir verbs	

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Common Summative Assessments	Common Formative Assessments
<p>Evaluations:</p> <ul style="list-style-type: none"> • Mid marking period Evaluation (Interpretive Mode Interpersonal Mode and Presentational Mode) • Unit Evaluation (Interpretive Mode Interpersonal Mode and Presentational Mode) <p>Assessments:</p> <ul style="list-style-type: none"> • Presentational Assessment – “Mi Rutina Cuando Era Niño(a)” (Presentational Mode) <p>Students will give a presentation describing their daily routine when they were younger. Create a Google Slide, Powerpoint or an Imovie.</p> <p>The presentation must include at least 15 different activities (at least 8 reflexive verbs).</p> <p>It must include things that are done in the morning, during the day, and in the evening.</p> <p>Use appropriate pictures of yourself when you were little, and/or pictures from the internet or clipart.</p>	<ul style="list-style-type: none"> • Checking for Understanding (Interpersonal Mode) • Interpretative readings (Interpretive Mode) • Listening Activities (Interpretive Mode) • Writing Activities (Presentational Mode) • Picture Prompt Activities (Presentational Mode) • Students’ conversations / Communicative Activities (Interpersonal Mode)

- Vocabulary Assessment (Interpretive Mode and Presentational Mode)
- Interpersonal Assessment (Interpersonal Mode)

Practices:

- Internet Activities (Interpretive Mode Interpersonal Mode and Presentational Mode)
- Homework (Interpretive Mode and Presentational Mode)

Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)

STAGE III Learning Plan

STAGE III Learning Plan

Organize plan by weeks

Week 1: Introductions and review of what the students should already know about the unit.

- Utilizing Google Slides presentations and games (Jeopardy, Hollywood Squares, etc) of unit vocabulary
- Creating and implementing flashcards of unit vocabulary words using educational digital sites such as Quizlet.
- Playing games to practice unit vocabulary (síguelo ahí, agárralo, bingo, Tic-Tac-Toe)
- Utilizing Comprehensible Input strategies such as One Word Images and context clues to aid students' understanding of the meaning of unfamiliar words.
- Using teacher created digital activities for unit vocabulary practice
- Using individual whiteboards to practice unit vocabulary
- Show and tell

Week 2: Introduction of new vocabulary.

- Using Google presentations of unit vocabulary and games (Jeopardy, Hollywood Squares, etc)
- Creating and using digital flashcards of unit vocabulary words utilizing educational sites such as Quizlet
- Answering direct response questions using previously acquired vocabulary.
- Playing games to practice unit vocabulary (síguelo ahí, agárralo, bingo, Tic-Tac-Toe)
- Using context clues to guess the meaning of unfamiliar words.
- Using teacher created digital activities for unit vocabulary practice
- Using individual whiteboards to practice unit vocabulary
- Listening and interpreting to short comprehensible videos dealing with a variety of topics and

answer questions about what they heard. (Sr. Jordan)

- Written activities to help them learn to express their ideas using simple words and sentences
- Show and tell

Week 3: Reflexive verbs in the Present in context.

- Using Google slides presentations and games (Jeopardy, Hollywood Squares, etc) of the unit's language expressions
- Playing games to practice the unit's targeted language structures (verb races, bingo, Tic-Tac-Toe)
- Using teacher created digital activities for unit targeted language structures practice
- Using individual whiteboards to practice unit targeted language structures.
- Listening to and interpreting short comprehensible oral segments dealing with a variety of topics.
- Answering direct response questions using previously acquired vocabulary and targeted language structures
- Group and paired activities (Estudiante A / Estudiante B, Diálogos)
- Listening to songs in Spanish. (*Un Día en Nueva York de Los Hermanos Rosario*)

Week 4: Antes de / Después de + Reflexives verbs in context and Mid marking period Evaluation.

- Using Google presentations and games (Jeopardy, Hollywood Squares, etc) of unit targeted language structures
- Playing games to practice unit's targeted language structures (verb races, bingo, Tic-Tac-Toe)
- Using teacher created digital activities for unit's targeted language structures
- Using individual whiteboards and educational digital sites to practice unit's targeted language structures..
- Listening to and interpreting short oral segments dealing with a variety of topics.
- Answering direct response questions using previously acquired vocabulary and language structures.
- Group and paired activities (Estudiante A / Estudiante B, Diálogos)

Week 5: Reflexive verbs in the Preterit in context.

- Using Google presentations and games (Jeopardy, Hollywood Squares, etc) of unit's targeted language structures
- Playing games to practice unit's targeted language structures (verb races, bingo, Tic-Tac-Toe)
- Using teacher created digital activities for unit's targeted language structure practice.
- Using individual whiteboards and digital educational sites to practice unit's targeted language structures.
- Listening to and interpreting short oral comprehensible segments dealing with a variety of topics.
- Answering direct response questions using previously acquired vocabulary and targeted language structures.
- Group and paired activities (Estudiante A / Estudiante B, Diálogos)

Week 6: Reflexive verbs in the Imperfect in context.

- Using Google slides presentations and games (Jeopardy, Hollywood Squares, etc) of unit's targeted language structures.
- Playing games to practice unit's targeted language structures (verb races, bingo, Tic-Tac-Toe)
- Using teacher created digital activities for practicing unit's targeted language structures.
- Using individual whiteboards and educational digital sites to practice unit targeted language structures.
- Listening to and interpreting short oral segments dealing with a variety of topics

- Answering direct response questions using previously acquired vocabulary and language structures
- Group and paired activities (Estudiante A / Estudiante B, Diálogos)

Week 7: Reflexive verbs use as non Reflexives in context.

- Using Google slides presentations and games (Jeopardy, Hollywood Squares, etc) to practice targeted language structures
- Playing games to practice unit’s targeted language structures (verb races, bingo, Tic-Tac-Toe)
- Using teacher created digital activities for unit’s targeted language structures
- Using individual whiteboards and educational digital sites to practice unit targeted language structures.
- Listening to and interpret short oral segments dealing with a variety of topics
- Answering direct response questions using previously acquired vocabulary and targeted language structures.
- Group and paired activities (Estudiante A / Estudiante B, Diálogos)
- Picture Prompt.

Week 8: Presentational assessment and Unit Evaluation.

- Presentations of Google slides / Movie.
- Class discussions.

Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

Specific Resources for Unit

Specific Resources for Unit

Attached Affirmative Action Compliance Checklist

- Powerful Strategies for Differentiating Instruction in your Foreign Language Classroom by Alice Kosnik.
- Breaking the Spanish Barrier by John Conner.
- Exercises in Spanish Grammar by Hayes School Publishing.
- Spanish English Dictionary.
- 501 Spanish verbs
- Maps, Props and Realia.
- Teacher created digital worksheets and information
- Spanish cookbooks

- Educational digital sites

<https://www.yabla.com/>

<https://quizlet.com>

<https://edpuzzle.com>

<http://www.spanish4all.com/>

<http://www.spaleon.com/conj.php>

<http://www.abcteach.com/directory/languages/spanish/>

<http://www.learnspanish.com/>

<http://spanish.about.com/>

<http://spanishfood.about.com/>

<http://www.elmundo.es/>

<http://www.onlinenewspapers.com/>

<http://www.univision.com/portal.jhtml>

<http://www.youtube.com/>

<http://www.colby.edu/~bknelson/SLC/index.php>

<http://www.laits.utexas.edu/spe/index.html>

<http://www.ver-taal.com/index.htm>

<http://www.senorjordan.com/los-videos/>

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<https://aprenderespanol.org/>

<https://cvc.cervantes.es/>

<http://www.rutaele.es/a2/>

<https://www.madrid.es/portal/site/munimadrid>

<https://www.songsforteaching.com/spanishsongs.htm>

<https://es.islcollective.com/>

<https://www.profe-de-espanol.de/>

<https://www.audio-lingua.eu/?lang=es>

https://www.youtube.com/channel/UCTyCyyV0eKfEoMWI_V11z6A

Diversity, Equity, & Inclusion

Diversity, Equity & Inclusion

NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication.

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Climate Change Education

ClimateChange Education

Enduring Understandings/Core Ideas

Performance Expectations

Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the Core Idea and Performance Expectation from NJDOE link above.

