

# Unit 02: ¿Cómo eres y cómo eras?

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

## Unit 2

<b>Unit Title:</b>	<b>¿Cómo eres y cómo eras?</b>
<b>Suggested Duration:</b>	<b>10 weeks</b>

## Interdisciplinary Connections

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

*Reinforces some of the knowledge the students acquired in their Health and Science classes.*

## Technology Integration

Technology Integration
<p>Northern supports the integration of the <a href="#">SAMR Model</a>: 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.</p>

- 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](https://www.youtube.com/channel/UCTyCyyV0eKfEoMWI_V11z6A)

## **Standard(s) Addressed**

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**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**

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<b>STAGE I Desired Results</b>
<b><i>Objective (Transfer)</i></b>
<b><i>Students will be able to independently use their learning to...</i></b> <ul style="list-style-type: none"><li>• Describe themselves and their family and friends in the present. (physically / mentally / age)</li><li>• Describe themselves and their family and friends in the past. (physically / mentally / age)</li><li>• Describe their likes and dislikes.</li></ul>

- Describe their childhood experiences.
- Express their personal reactions.
- Discuss family relationships.
- Compare and contrast cultures from Spanish-speaking countries with the US culture.
- Talk about activities in progress.

**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**

- How do your childhood experiences make you who you are?
- What are the differences and similarities between our family relationships and the family relationships in other places in the world?
- How do your parents' likes and dislikes affect your own likes and dislikes?
- How does peer pressure affect what you do?
- How is your appearance similar and or different to the appearance of teenagers in Spanish speaking countries?

**Acquisition**

**Students will know . . .**

**Actividades**

leer

**Students will be skilled at . . .**

- Describe themselves and their family and friends in the present. (physically / mentally / age)
- Describe themselves and their family and friends

una revista

una novela

el periódico

disfrutar con los amigos

cantar en el coro

estudiar las artes marciales

jugar al ajedrez

ver la televisión

tomar un curso de natación

ir de paseo

pasear

en el parque

en la ciudad

esquiar en la nieve

nadar

en el mar

en el río

pescar

en el mar

en el río

surfear / hacer el surf

hacer ejercicios

levantar pesas

in the past. (physically / mentally / age)

- Identify their body parts.
- Describe their childhood experiences.
- Express their personal reactions.
- Discuss family relationships.
- Compare and contrast cultures from Spanish-speaking countries with the US culture.
- Talk about activities in progress.

llevar

traer

construir

### **Adjetivos**

estúpido / tonto

lindo / bello

callado

travieso

consentido

malcriado

### **El cuerpo**

la boca

el brazo

la cabeza

las caderas

la cara

las cejas

el codo

el cuello

el cuerpo

los dedos

de las manos

de los pies

los dientes

el estómago

la espalda

la garganta

el hombro

los labios

la mano

la muñeca

los muslos

la nariz

el oído

los ojos

la oreja

el pelo / el cabello

las pestañas

el pie

la piel

la pierna

la rodilla

la sangre

el trasero

el tobillo

las uñas

la lengua

el pecho

el corazón

la cintura

**Familiares**

los cuñados / las cuñadas

la suegra / el suegro

la nuera

el yerno

**Gramática in context**

Regular Preterit

Preterit of -car, -gar & -zar

Preterit of ir, ser, hacer, dar & ver

Stem-changing verbs in the preterit

13 Irregulars in the preterit

Imperfect forms of:

-ar, -er, -ir verbs, Ser, Ir, Ver

Past Progressive

**STAGE II Assessment Evidence**

<b>STAGE II Assessment Evidence</b>	
<b>Common Summative Assessments</b>	<b>Common Formative Assessments</b>
<ul style="list-style-type: none"> <li>• Presentational Assessment “¿Cómo eres y cómo eras?” / “Antes y Ahora” (Presentational Mode)</li> <li>• Vocabulary Assessment (Interpretive Mode and Presentational Mode)</li> <li>• Interpersonal Assessment (Interpersonal Mode)</li> </ul>	<ul style="list-style-type: none"> <li>• Checking for Understanding (Interpersonal Mode)</li> <li>• Interpretive readings (Interpretative Mode)</li> <li>• Listening Activities (Interpretive Mode)</li> <li>• Writing Activities (Presentational Mode)</li> </ul>

Practices:

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

- Picture Prompt Activities (Presentational Mode)
- Students' conversations / Communicative Activities (Interpersonal 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 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.
- Utilizing teacher created digital activities for unit vocabulary practice
- Using individual whiteboards and educational digital sites to practice unit vocabulary
- Show and tell

**Week 2:** Introduction of new vocabulary.

- Utilizing Google Slides presentations and games (Jeopardy, Hollywood Squares, etc) of unit vocabulary
- Creating and using flashcards of unit vocabulary words using educational digital 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)
- Utilizing Comprehensible Input strategies such as One Word Images and context clues to aid students' understanding of the meaning of unfamiliar words.
- Utilizing teacher created digital activities for unit vocabulary practice
- Utilizing individual whiteboards and educational digital sites to practice unit vocabulary
- Listening and interpreting short comprehensible videos dealing with a variety of topics and answering 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
- Listening and interpreting songs in Spanish. (*Como los Olivos de Bebe*)

**Week 3:** Practice of new vocabulary.

- Utilizing Google Slides presentations of and games (Jeopardy, Hollywood Squares, etc) of unit targeted language structures.
- Playing games to practice unit targeted language structures (verb races, bingo, Tic-Tac-Toe)
- Utilizing teachers created digital activities for practicing unit's targeted language structures.
- Utilizing individual whiteboards and educational digital sites to practice unit's targeted language structures.
- Listening and interpreting short oral comprehensible segments dealing with a variety of topics and answering questions about what they heard.
- Answering direct response questions using previously acquired vocabulary and language structures.
- Group and paired interpersonal activities (Estudiante A / Estudiante B, Diálogos, Role Play)
- Listen and interpret songs in Spanish. (*Antes de Almorzar de Gaby, Fofo y Miliki*)

**Week 4:** Talking about the past applying regular preterit verbs in context.

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

**Week 5:** Talking about the past applying preterit of –car, -gar & -zar in context and complete Mid marking period Evaluation.

- Utilizing Google Slides presentations and games (Jeopardy, Hollywood Squares, etc) of the unit's targeted language structures.
- Playing games to practice unit's language structures (verb races, bingo, Tic-Tac-Toe)
- Utilizing teacher created digital activities for practicing unit's language structures.
- Utilizing individual whiteboards and educational digital sites to practice unit's language structures.
- Listen and interpret short oral comprehensible segments dealing with a variety of topics and answer questions about what they heard.
- Answering direct response questions using previously acquired vocabulary and language structures.
- Group and paired interpersonal activities (Estudiante A / Estudiante B, Diálogos, Role play)
- Picture Prompt

**Week 6:** Talking about the past applying preterit of ir, ser, hacer, dar & ver in context.

- Utilizing Google Slides presentations and games (Jeopardy, Hollywood Squares, etc) of unit targeted language structures.
- Playing interactive games to practice unit's language structures (verb races, bingo, Tic-Tac-Toe)
- Utilizing teacher created digital activities for practicing unit's language structures.

- Utilizing individual whiteboards and educational digital sites to practice unit's language structures.
- Listen and interpret short comprehensible oral segments dealing with a variety of topics and answer questions about what they heard.
- Answering direct response questions using previously acquired vocabulary and language structures.
- Group and paired interpersonal activities (Estudiante A / Estudiante B, Diálogos, Role play)
- Picture Prompt

**Week 7:** Talking about the past applying stem-changing verbs in the preterit in context.

- Utilizing Google Slide presentations and games (Jeopardy, Hollywood Squares, etc) of unit targeted language expressions.
- Playing interactive games to practice unit's targeted language structures (verb races, bingo, Tic-Tac-Toe)
- Utilizing teacher created digital activities for practicing unit's language structures.
- Utilizing individual whiteboards and educational digital sites to practice unit's language structures.
- Listening and interpreting short comprehensible oral segments dealing with a variety of topics and answer questions about what they heard.
- Answering direct response questions using previously acquired vocabulary and language structures.
- Group and paired interpersonal activities (Estudiante A / Estudiante B, Diálogos, Role play)
- Picture Prompt

**Week 8:** Talking about the past applying 13 Irregulars in the preterit in context.

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

**Week 9:** Talking about the past applying imperfect forms of: -ar, -er, -ir verbs, ser, ir, ver / Past Progressive in context.

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

**Week 10:** Presentational assessment and Unit Evaluation.

- Presentations of PowerPoint / 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 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/>  
<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](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**

<a href="#">ClimateChange Education</a>	
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 <u><a href="#">Core Idea and Performance Expectation</a></u> from NJDOE link above.	