

# 05-Daily Routine

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **10-15 days**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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The course provides students with the fundamental background to speak, to read, to write, and to understand the target language. A great deal of stress is placed on the development of audio-lingual skills including correct pronunciation, intonation, and accentuation. There will be a continued emphasis on the development of listening, speaking, reading and writing skills using the communicative approach. Additional material for development of the reading skills is provided for each student. The units on the culture and civilization of the target culture are expanded.

There will be a continued emphasis on the three modes of communication: interpretive, interpersonal, and presentational. Different opportunities will be provided to develop the listening, speaking, reading and writing skills using the communicative approach. Cultural aspects of the target language/culture will be expanded as well. Students are introduced to songs, movies and short literature selections throughout the year. The use of authentic materials will be provided to each student.

NJDOE Vision:

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will understand:

- daily routines (School and home).
- that grammar and vocabulary is essential to communicate.

- cultural perspectives about how to get ready for an event.

### **Diversity and Inclusion**

- Awareness of diversity & inclusion issues as relating to immigration, history, visual and performing arts, literature, climate, subject area content, population where appropriate in the content area.
- Awareness of political, economic, and social contributions, inclusive of all people, where appropriate to the content area.

### **Climate Change**

Awareness of climate change in the target language areas of the world, immigration effects on the target culture and the students’ own cultures, population trends in the target culture(s) and the students’ own cultures.

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## **CONTENT AREA STANDARDS**

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| 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.IPRET.1 | Identify familiar words and phrases in culturally authentic materials related to targeted themes.   |
| WL.NH.7.1.NH.IPRET.2 | Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. |
| WL.NH.7.1.NH.IPRET.3 | Respond and act on a series of oral and written instructions, directions, and commands.   |
| WL.NH.7.1.NH.IPRET.7 | Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.   |
| 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.3 | Describe orally and in writing people and things from the home and school environment.  |
| WL.NH.7.1.NH.PRSNT.5 | When speaking and writing, use simple sentences and try to connect them with a few transition words.  |

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### **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or

speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

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| LA.L.9-10.1.B | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| LA.W.9-10.4   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)                                     |
| WRK.K-12.P.4  | Demonstrate creativity and innovation.   |
| 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.   |
| TECH.K-12.P.4 | Demonstrate creativity and innovation.   |
| TECH.K-12.P.8 | Use technology to enhance productivity increase collaboration and communicate effectively.   |
| TECH.K-12.P.9 | Work productively in teams while using cultural/global competence.   |

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- different daily routines are different for many people. Why is it different? (School and special events).
- the use of grammar and vocabulary is essential to proper communication to describe personal grooming habits.
- special events have a different role for many when getting ready. (School events, birthdays and family events).
- vocabulary, reflexive verbs and reflexive pronouns are use to describe cultural routines and practices.
- daily routines in a typical day can be important for individuals when getting ready for the day.
- the differences between daily routines between one another can be different.
- people do things for themselves.
- grammar is essential to proper communication.

### **Procedural Knowledge**

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Students will be able to:

- describe getting ready for a special event.

- to use reflexive verbs, including stem-changing reflexive verbs in the present tense.
- describe personal grooming habits.
- converse about their daily routine. (AM and PM routines).
- tell about things they do for themselves.
- respond to questions about their routines.
- recombine basic information about daily routines.
- comprehend and discuss the read texts

## **EVIDENCE OF LEARNING**

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### **Benchmark Assessment**

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Pear/Edulastic Assessment

### **Alternate Assessment**

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- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences

### **Formative Assessments**

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Three modes of communication: Interpretive, Interpersonal and Presentational: To discuss about daily routines activities

Do now's/Exit tickets-Vocabulary, answering questions, and writing sentences about how to get ready for an event

Homework

Role-playing activities-Daily routines

Paired/group activities-Daily routines/special events-Listen and understand as teenagers talk about what they do on the weekend versus during the school week

Questions and answers by teacher/students related to daily routines

Interpretive-Listening activities-Vocabulary and reflexive verbs (AP activity)

Speaking activities-¿Cómo te preparas para un evento especial? ¿Cómo te preparas para la escuela? (AP activity)

Interpretive:Reading activities-El Camino de Santiago

Presentational: Writing activities-Write briefly about a special event that you look forward to each year (AP activity)

Presentational activities-Daily routine-¿Cómo te preparas? (Using reflexive verbs in the present tense)

Interpersonal-E-mail to a pen pal in a Spanish speaking country about how to get ready for a special event? (AP activity)

## **Summative Assessments**

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QUIZZES: Using the three modes of communication: Interpretive, Interpersonal, and Presentational (Application of vocabulary and grammatical functions)

- Vocabulary quizzes-daily routines
- Grammar quizzes: students use vocabulary and reflexive verbs about daily routine activities (vocabulary and reflexive forms)
- Oral Quizzes: students answer personal questions on topic using technology (Examples: handheld recorders/their phones)

Examples: Interpretive: Listening to audio/viewing videos

Interpersonal:speaking with a partner/E-mail

Presentational: Writing or speaking/Presentations (Short essays in paragraph format)

PROJECT-Un evento especial-Using laptops, create a presentation via Google Slides- You are an exchange student in Mexico. Your host family wants to know about special events in which you participate in your community.

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Buen viaje -Glencoe Spanish 1-(Chapter 12-Una gira)

Buen viaje 1-Glencoe-Practice workbook and audio/visual components

[Weblink](#)

Incorporating visuals within texts

Powerpoints/Google slides

Provide written and oral directions

Pairing students

Sample texts

Authentic documents

Internet sites

Graphic organizers

Quizlet

Kahoot

Edpuzzle

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## **INTERDISCIPLINARY CONNECTIONS**

Use technology to enhance productivity.

Language Aquisition.

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## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

### **Spanish 2 Honors:**

- Ask questions about each others daily routines.
- Describe in writing and orally about their routines. (AM and PM).
- Express about special events and how their routines would be.
- Present about their daily routines.

Differentiation/Accommodations/Modifications

Gifted and  
Talented

English Learners

Students with 504s

Students with Disabilities

Students at Risk of  
School Failure

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| <p><b>Differentiated Assignments:</b> Provide advanced or more complex assignments that delve deeper into the curriculum content and require critical thinking, analysis, and creativity.</p>   | <p><b>Language Support:</b> Provide bilingual dictionaries or translation tools to aid in understanding instructions or content. Offer translated materials or instructions in the student's native language when necessary.</p>                                | <p><b>Extended Time:</b> Allow additional time for assignments, tests, or classwork based on the student's needs.</p>  | <p><b>Accessible Instructional Materials:</b> Provide materials in accessible formats such as large print, audio, braille, or digital text to accommodate visual or print disabilities.</p> | <p><b>Small Group Instruction:</b> Provide small group settings for targeted instruction and support in areas where students struggle.</p>  |
| <p><b>Independent Projects:</b> Offer opportunities for independent research projects or self-directed learning related to students' interests or passions.</p>                                 | <p><b>Simplified Language:</b> Use simpler language, avoid idiomatic expressions, and break down complex sentences to aid comprehension.</p>  | <p><b>Modified Assignments:</b> Provide modified versions of assignments or tests that align with the student's abilities while covering the same educational content.</p>                                   | <p><b>Extended Time for Assignments/Assessments:</b> Allow additional time for completing assignments or assessments to accommodate processing difficulties or physical limitations.</p>    | <p><b>Additional Instructional Time:</b> Offer extended instructional time or after-school tutoring sessions to reinforce concepts and provide extra help.</p>  |
| <p><b>Enrichment Activities:</b> Introduce enrichment activities that extend beyond the standard curriculum, such as workshops, seminars, or competitions in specialized areas of interest.</p> | <p>Provide simplified versions of texts or materials without compromising content depth.</p> <p><b>Visual Aids and Graphics:</b> Incorporate visual aids, images, charts, or diagrams to support understanding of concepts, especially for visual learners.</p> | <p><b>Use of Technology:</b> Permit the use of assistive technology tools (text-to-speech software, speech recognition, calculators) to aid in completing assignments or accessing curriculum materials.</p> | <p><b>Assistive Technology:</b> Provide access to assistive technology tools (screen readers, speech-to-text software, communication devices) that support learning and communication.</p>  | <p><b>Individualized Learning Plans:</b> Develop individualized plans that address specific academic needs, learning styles, and areas of improvement.</p>  |
| <p><b>Flexible Pacing:</b> Allow students to progress through the curriculum at their own pace, enabling acceleration or access to higher-level materials if needed.</p>                        | <p><b>Contextualization and Real-Life Examples:</b> Relate lessons to real-life scenarios or the student's cultural experiences to enhance comprehension and engagement.</p>  | <p><b>Preferential Seating:</b> Allow the student to sit in a specific location in the classroom that supports their learning needs (e.g., closer to the teacher, away from distractions).</p>               | <p><b>Modified Assignments and Assessments:</b> Offer modified versions of assignments or assessments that align with the student's abilities while addressing their disabilities.</p>      | <p><b>Modified Assignments and Assessments:</b> Offer modified assignments or assessments to match the student's current level of proficiency while ensuring alignment with curriculum standards.</p> |
| <p><b>Mentorship and Expert Resources:</b> Provide access to mentors, experts in the field, or</p>  | <p><b>Extended Time and Flexible Assignments:</b> Allow</p>   | <p><b>Visual Aids:</b></p>   | <p><b>Use of Scribes or Readers:</b> Allow the use of scribes or readers for students with motor or visual impairments to assist in writing or accessing written material.</p>              | <p><b>Progress Monitoring and</b></p>   |

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| external resources to guide and support students in exploring their interests deeply.  | extended time for completing assignments or assessments to accommodate the additional time needed for language processing. Modify assignments or assessments to focus more on content understanding rather than language proficiency. | Provide visual aids such as charts, graphs, or diagrams to support comprehension of complex concepts.  | Preferential Seating and Physical Accommodations:  | Feedback: Implement regular progress monitoring and provide constructive feedback to track improvement and guide learning strategies.                                      |
| Complex Problem-Solving Tasks: Present challenging problems or real-world scenarios that require critical thinking, complex analysis, and innovative solutions.                    | Peer Support and Group Work: Encourage collaborative learning opportunities, group work, or pairings with proficient English speakers to facilitate language practice and interaction.  | Chunking Information: Break down tasks or information into smaller, manageable parts to aid in understanding and completion.                                     | Allow seating arrangements that accommodate physical needs, such as closer proximity to the teacher or flexible seating options.   | Use of Multi-Sensory Techniques: Utilize multi-sensory teaching methods to engage students through visual, auditory, and kinesthetic learning experiences.                 |
| Extension Activities: Offer specialized activities that cater to the unique interests and abilities of gifted students, allowing them to delve deeper into specific subjects.      | Pre-Teaching Vocabulary and Concepts: Introduce key vocabulary and concepts before a lesson to familiarize ELLs with the language they will encounter.  | Sensory Accommodations: Implement accommodations for students with sensory needs, such as noise-canceling headphones, a quiet space for breaks, or fidget tools. | Ensure physical accommodations like wheelchair accessibility, adaptive furniture, or sensory-friendly environments.  | Flexible Grouping Strategies: Employ flexible grouping strategies, such as peer tutoring, cooperative learning, or ability-based grouping, to support struggling students. |
| Cross-Grade Opportunities: Provide opportunities for collaboration or participation in higher-level classes or activities across grade levels to meet the advanced learning needs. | Language Scaffolding: Provide step-by-step guidance or support through the use of sentence starters, graphic organizers, or structured outlines.  | Note-Taking Support: Provide copies of class notes or allow the use of a note-taking device (tablet, laptop) to assist in recording information.                 | Visual and Auditory Supports: Use visual aids, graphic organizers, or auditory cues to reinforce learning and aid comprehension for students with learning disabilities or ADHD. | Positive Reinforcement and Encouragement: Offer positive reinforcement, encouragement, and recognition of effort to boost motivation and self-esteem.                      |
| Leadership Roles and Projects: Offer leadership roles within the classroom or school community, empowering gifted students to  | Clarification and Repetition: Encourage teachers to clarify   | Flexible Testing Environment: Offer a quiet room or alternative setting for exams, adjustments in lighting, or breaks  | Chunking Information and Simplified Language: Break down instructions or information into smaller, more manageable parts to aid understanding and processing.                    |  |
|  |   |  | Individualized Instructional Strategies:   |  |
|  |   |  | Implement instructional strategies tailored to the student's learning style, strengths, and needs.   |  |



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| take on responsibilities and initiatives.   | instructions, repeat key points, and check for understanding frequently throughout lessons.   | during tests.  | Behavioral Supports and Sensory Accommodations:  | Study Skills and Organizational Support:   |
| Personalized Learning Plans: Develop personalized learning plans that cater to each student's strengths, interests, and learning styles.                              | Cultural Sensitivity: Foster a culturally inclusive environment and acknowledge diverse perspectives within the curriculum content.                             | Instructional Modifications: Adjust instructional methods or materials to accommodate the student's learning style or preferences.   | Provide supports to address behavioral challenges, such as positive behavior reinforcement strategies. Accommodate sensory needs through noise reduction, sensory breaks, or sensory tools for students with sensory processing disorders. | Teach study skills, time management, and organizational strategies to help students become more independent learners.  |
| Field Trips and Experiential Learning: Organize field trips or experiential learning opportunities that go beyond the classroom to enrich their learning experiences. | Language Development Activities: Integrate language development activities within the curriculum, such as speaking, listening, reading, and writing in English. | Behavioral Supports: Implement behavior management strategies or supports to address any behavioral challenges that affect learning. | Alternative Communication Methods: Support alternative communication methods (sign language, augmentative and alternative communication devices) for students with communication disorders.  | Social-Emotional Support: Provide social-emotional learning opportunities and counseling support to address emotional barriers affecting academic performance.   |
|   | Assessment Modifications: Offer alternative forms of assessment (oral presentations, projects) to evaluate understanding beyond written exams.                  | Communication Support: Utilize communication tools or aids for students with speech or language impairments.                         | Collaboration and Support Services: Foster collaboration between teachers, support staff, and specialists (speech therapists, occupational therapists) to address the diverse needs of students.   | Curriculum Modifications: Modify curriculum content or pacing to ensure it meets the students' needs and facilitates understanding.                              |
|   |   | Ensure that the accommodations align with the goals outlined in the student's 504 plan.  | Ensure that the accommodations align with the goals outlined in the student's Individualized Education Plan (IEP).   | Parent and Community Involvement: Engage parents and the community in supporting student learning through workshops, information sessions, or family involvement |

activities.

Access to  
Resources and  
Interventions:  
Ensure access to  
specialized  
resources,  
interventions, or  
intervention  
specialists to  
address specific  
learning challenges.

Alternative  
Assessments:

Offer alternative  
forms of  
assessment that  
better align with  
students' strengths  
and provide a more  
accurate  
representation of  
their knowledge  
and skills.