

Language		Course Level
Spanish		Level 1
Stage 1 Desired Results		
Standards (CA, Nat'l, CCSS ELA/Literacy Tech Subjects) and Skill Sets (21st Century, World Readiness)		
<p>Nat'l WL Standard(s): 1.1 Interpersonal Communication& 1.2 Interpretive Communication. CCSS: CC.ELA-LITERACY.CCRA.L.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context cues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. CA WL Standard(s): <u>Content</u> A.1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines. A.1.1 Students address discrete elements of daily life, including:</p> <ul style="list-style-type: none"> b. Family and friends g. Leisure, hobbies and activities, songs, toys and games, sports i. School, classroom, schedules, subjects, numbers, time, directions <p><u>Communication</u> B.1.1 Engage in oral, written, or signed (ASL) conversations. B.1.2 Interpret written, spoken, or signed (ASL) language. B.1.3 Present to an audience of listeners, readers, or ASL viewers.</p> <p><u>Functions</u> B.1.4 List, name, identify, and enumerate. B.1.5 Identify learned words, signs (ASL), and phrases in authentic texts. B.1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.</p>		
Theme	Topic	Essential Question
¡Nuevas clases, nuevos amigos!	Telling time, school subjects, describing people and things, and talking about what you like and explaining why.	¿A qué hora es tu clase favorita? ¿Cómo es tu maestro/a?
Knowledge: What students will know		Skills: What students will be able to do
<ul style="list-style-type: none"> • How to talk about classes and the sequence of events. • How to tell time in Spanish. • How to tell at what time something happens. • How to talk about being late or in a hurry. • How to describe people and things. • How to talk about things they like and explain why. 		<ul style="list-style-type: none"> • Talk about classes and the sequence of events: Primero, Segundo, Tercero, Cuarto, Quinto, y Sexto. • Tell time in Spanish: Distinguish between morning, afternoon, evening, night, midnight, and noon. Know when to use the “y” and “media”, “en punto”, and “menos”. • Tell at what time something happens: “A las...” as opposed to “Son las...” • Talk about being late or in a hurry: “Estoy atrasado” and/or “Estoy de prisa”.

- Describe people and things while using the correct subject pronouns and articles.
- Talk about things they like and explain why: “Porque...”

Stage 2 Assessment Evidence

IPA Overview

Interpretive Task

Foto del día

The teacher will upload a picture Monday through Thursday to the class’s Instagram account depicting a scene from “El Internado” (teen soap opera from Spain). Students will have the task of using the vocabulary in Chapter three to either:

- Write a sentence describing the scene in the picture, or...
- Write a sentence from the point of view of one of the characters in the picture, to describe what is happening in the scene.

Students must use at least one vocabulary word from the current chapter in each of their sentences.

Students will turn in their four sentences of the week on Friday’s when they first enter the class.

On the Monday of each week, students’ will be given a worksheet that will have the directions to the interpretive task, the pictures of the week, space for students’ to write their sentences, and the due date(s).

Interpersonal Task

¡Preguntas para tus compañeros!

- Students will be given the “¡Preguntas para tus compañeros!” assignment worksheet.
- The teacher will go over the objectives, purpose, goals, for the assignment.
- The teacher will select volunteers to read the directions (steps for parts A and B) for the assignment, aloud to the class.
- Students will be reminded that once all boxes have a classmate’s name, they are to answer the two questions under the chart, in Part B of the assignment.
- Students will be informed that the teacher will also be going around asking student’s questions, and writing in names in each of the boxes.
- Students will be given 12 minutes to complete the task for Part A, and three minutes to complete Part B.

The teacher will set the allotted minutes for the activity on the large in-class timer, and place the timer in a location where all students can see it and keep track of their time.

Presentational Task

Mi compañero/a es...

Directions:

- Students will be assigned partners which will be the topic of their class presentations.
- Students will ask their partners a series of questions (that will be given to them) pertaining to a typical day in their school life, and their likes and dislikes.
- Students will work on their presentations throughout 6 days in preparation for their presentation, and will be completed in the following steps:

Step 1: Brainstorming

With your assigned partner, brainstorm some ideas of typical school day activities that you know (or can easily learn) how to talk about in Spanish.

Step 2: Create a Visual

During the presentation you will not be permitted to use any notes of any kind. You will instead create a visual to help you stay on track during your presentation and to help your audience understand what you are talking about.

Your visual should contain at least 7 activities that your partner performs on a typical school day.

All pictures should clearly show the activity, and must be appropriate for school.

Step 3: Create Flashcards

We will be helping you learn and practice your presentation during class. You will need to create at least 10 flashcards (one for each of the activities you will be talking about) to participate in the practice activities. Each flashcard should have a picture representing an action on one side and how you would describe your partner doing that action/activity, in Spanish on the reverse side.

Step 4: Partner practice

With your assigned partner, you will practice going over each other's flashcards.

Step 5: Add details

Adding details to your presentation will help to keep your audience engaged and help me to understand how well you are able to communicate. Details can be any information that tells you more about where, when, or with whom the action was performed. The more detail, the more impact your presentation will have.

Example 1 (no detail): Almuerzo

Example 2 (where detail): Almuerzo en la cafetería.

Example 3 (when detail): Almuerzo a las once en punto.

Example 4 (who detail): Almuerzo con mis amigos.

Example 5 (multiple details): Almuerzo en la cafetería con mis amigos a las once en punto.

Step 6: More Partner Practice

Step 7: Presentation Day!

Presentations will be presented live! No notecards and/or flashcards may be used on presentation day. All language must come from you only!

Presentations will take place on two class period dates:

_____ and _____.

A random list of presentation order will be generated and shared on the day before presentation day. Students who would like to volunteer will be permitted to present first. We will return to the generated presentation list once there are no more volunteers.

If you are called on to present and you are not ready, points will be deducted from your grade (minus 5 points = 10%), regardless of the reason.

This presentation will be worth 50 points and will be graded using the ACTFL Presentational Speaking Rubric. You will also have an activity to complete during the presentations that will be worth additional points towards a separate assignment that will show your understanding of your peers' presentations.

Stage 3 Learning Plan

Toolbox (Section 3A)

Language Functions	Related Structures / Patterns	Anticipated Responses/Misconceptions	Vocabulary Expansion
Greet and respond to greetings about telling time	<i>¿Qué clase tienes hoy?</i>	<ul style="list-style-type: none"> Using “tener” when asking the question, as opposed to “tienes”. 	<p>Tier 1</p> <p>¿Qué hora es? ¿Qué clases tienes hoy? ¿Son las...? En punto, Y media, Y cuarto, Menos cuarto, Este semestre, Common class subjects: matemáticas, las ciencias, las ciencias sociales, el inglés, la educación física, el arte, el almuerzo.</p>
Engage in conversations to ask for the time, and about your class schedule and teachers.	<i>¿A qué hora es tu almuerzo?</i>	<ul style="list-style-type: none"> Having to use the “menos” formulaic language when telling a time past the 30th minute. 	<p>Tier 2:</p> <p>¿A qué hora es la clase? ¿A qué hora es el almuerzo? De la mañana, De la tarde, De la noche, Medianoche, Mediodía</p>
Express likes and dislikes about things you like and explaining why	<i>Me gusta la clase de inglés porque es fácil.</i>	<ul style="list-style-type: none"> Using the “menos” instead of “y media” to express a time at the half point of an hour. Example: “Tres menos treinta” instead of “dos y media”. 	<p>Tier 3:</p> <p>Estoy atrasado/a, Está atrasado/a, Tiene prisa, Tengo prisa, Lo siento, no tengo tiempo. ¿Cómo es tu... compañero/a, clase, profesor/a? No te preocupes, Describing words: antipático/a, bajo/a, bonito/a, bueno/a, cómico/a, difícil, divertido/a, fácil, grande, guapo/a, inteligente, interesante, malo/a, moreno/a, nuevo/a, pequeño/a, rubio/a, simpático/a.</p>
Obtain information about the time an event (class) will begin, and classmates' likes and dislikes.	<i>La clase es a las doce menos cuarto.</i>	<ul style="list-style-type: none"> Confusing “mañana” and “de la mañana”. 	
Understand some ideas and familiar details when telling the current time, telling at what time something happens	<i>Son las once y media de la mañana. La clase de matemáticas es a las once y media de la mañana.</i>	<ul style="list-style-type: none"> Confused on why “tarde” can be used to express afternoon and early evening hours. 	
Provide information about telling at what time something happens, and explaining why you like what you like	<i>Es mi clase favorita porque es divertida.</i>		

Key Learning Activities/Formative Assessments (Section 3B)

Activity/Formative Assessment (representative samples from beginning to end of unit)	How does this activity support the unit goals or performance tasks?	Mode of Communication	Interculturality Self Community World
Clock Graphic Organizer (filled-in graphic organizer)	It is simplifying the task of telling time in Spanish.	Interpretive	Community World
Telling time homework (google form)	Students will practice the formula of telling time in Spanish by answering multiple choice questions and writing responses.	Interpretive	Self
Hora Latina Homework	Students will understand the way people from Spanish-speaking countries may view time.	Interpretive	Self Community World
¿Cómo decir la hora? Presentation and guided notes .	Breaking down the way time is expressed in Spanish.	Interpretive	Self Community World
Interactive Notebook Activities	Helps to show and quiz students the way time is told in Spanish.	Interpretive	Self
Seek and Sign activity: ¡Preguntas para tus compañeros!	Students will be asking each other questions in the target language	Interpersonal	Self Community World
Presentational Task: ¡Mi compañero/a es...!	Students will present to an audience of listeners.	Presentational	Interculturality Self Community World

¡Preguntas para tus compañeros!

Directions:

Part A

1. The goal is to ONLY use ESPAÑOL!
2. Find classmates (*compañeros*) that can answer “Sí” to one of the questions in the chart below, and write their name in the corresponding box.
 - If you do not know their name, do you remember how to ask a person’s name in Spanish? It’s “¿Cómo te llamas?”
3. You will ask all the questions in ESPAÑOL.
4. A classmate’s (*compañeros*) name can only be on your chart, once. In other words, one of your classmate’s name cannot be in multiple boxes. Also, there must only be one name per box.
5. If a classmate answers “No” to a question, you may keep asking a question until they respond with a “Sí”.

¿Tú tienes un(a) amigo(a) antipático(a) ?	¿Tú tienes un(a) amigo(a) bajo(a) ?	¿Tú tienes una amiga bonita ?	¿Tú tienes una buena nota en la clase de matemáticas?	¿Tú tienes un(a) maestro(a) cómico(a) ?
¿Tu clase de inglés es difícil ?	¿Tú tienes una clase divertida ?	¿Tu quinto periodo es fácil ?	¿Tu actor favorito es feo ?	¿Tú tienes una mochila grande ?
¿Tú tienes un amigo guapo ?	¿Tú tienes un(a) amigo(a) inteligente ?	¿Tú tienes un(a) clase interesante ?	¿Tú tienes un(a) amigo(a) malo(a) ?	¿Tú tienes un(a) amigo(a) moreno(a) ?
¿Tú tienes un(a) amigo(a) nuevo(a) este año?	¿Tú tienes una pequeña calculadora?	¿Tú tienes un(a) profesor(a) rubio(a) ?	¿Tú tienes un(a) maestro(a) simpático ?	¿Tú tienes un(a) profesor(a) estricto(a) ?
¿Tu quinta clase del día es aburrida ?	¿Estas atrasado(a) en una clase?	¿Tú tienes prisa en las mañanas?	¿Tú nunca estas tarde?	¿Tú siempre estas tarde?

Part B

For each of the following sentences, please circle one of the words in the words in the parenthesis that best describes your experience completing this activity.

1. I could understand (**some** / **most** / **all**) of these different descriptions.
2. I used Spanish for (**a little bit** / **about half** / **most** / **all**) of this activity!