

World Language Department – Cambridge Public Schools

Language: Spanish

Name of Unit/Level: Las montañas y las playas

Unit - Summative Performance Tasks

Interpretive

In this unit, students will have the opportunity to read short stories and articles about children in different Spanish speaking countries and how they spend their time at the beach and the mountains. Also, students will look at various pictures of children in Latin America, and indicate if they are at the beach or mountains, and describe what type of clothing they are wearing.

Presentational

Students will stand up in class and express if they like to go to the beach or mountains. After, they will indicate what they wear based upon where they like to do. In addition to this, they have to talk about what they like to do at the beach and/or the mountains.

Interpersonal

In class, students will have authentic discussions with their classmates about what they like to do at the beach and the mountains. Also, this will give the students the chance to talk about what type of clothing they like to wear at the different places.

Unit - Can Do Statements

Interpretive

I can read about different children in Latin America, and understand where they like to spend their time and what clothing they like to wear.

Presentational

I can express whether I like the beach or the mountain.
I can express what type of clothing I like to wear.

Interpersonal

I can ask others if they like the beach or the mountains.
I can ask others what they like to wear when they go to the beach and/or mountains.

Summary

Transfer

Mass. World Language Standards

Students will be able to independently use their learning to express what they like to do during their free time when

Learning standard—Communication-- Students of modern languages will converse in a language other

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Stage 1 Desired Results		
	<p>they spend time at the beach or the mountains. Based on this, they are able to effectively communicate the things that they like and/or don't like to wear when they go to the beach.</p>	<p>than English to provide and obtain information, express feelings and emotions, and exchange opinions. Students of classical languages will engage in simple oral exchanges and will develop reading skills with discussions of texts conducted in English.</p> <p>LEARNING STANDARD –Culture-- Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied, including human commonalities as reflected in history, literature, and the visual and performing arts. In classical language study, discussion and writing will be in English.</p>
2 weeks	Meaning	
	<p>Students will understand that in Latin America, based upon the location, Spanish-speaking students like to either go to the mountains and/or they like to go to the beach. Also, based upon their location, Spanish-speaking students like to wear all different types of clothing.</p>	<ol style="list-style-type: none"> 1. In what ways is learning another language beneficial? 2. What skills, strategies, and resources will help me learn another language? 3. How can the study of language make me a culturally curious learner?
Santillana textbook	Acquisition	
	<ol style="list-style-type: none"> 1. Students will know how to formulate questions in Spanish asking students where they like to go, and what do they like to wear. Also, students will know that given the cultural differences in Latin America, there are kids like prefer the beach and/or the mountains. 	<p>Students will be skilled at...</p> <ol style="list-style-type: none"> 1. Introducing themselves and others in both formal and informal situations. 2. Responding to an introduction in both formal and informal settings. 3. Asking someone where he or she likes to go. 4. Asking someone what he or she likes to wear.

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
Written formal assessments Informal checking for understanding End of chapter IPA's	Daily completion of "do now" & "exit ticket" Informal oral assessments. Group work Daily participation Daily participation in "word of the day" Daily participation in "question of the day"

Stage 3 – Learning Plan

Day 1: Review clothing vocabulary with student using magazine photos and pictures found on the internet. Point to a clothing item and will have students say what it is in Spanish. Also, students will be asked to identify the color of each of the items.

Teacher will draw and display images of two read T-shirts and images of a yellow and a red T-shirt. Then, will write this question on the board: Como indicas la relación entre las camisas?

Teacher will have students look at the T-shirts again to elicit comparar y contrastar (compare and contrast). Then, ask students to compare and contrast the T-shirts.

Students will listen to an audio recording hearing what people like to wear. Teacher will tell students to point to the picture that represents the place where they are most likely to wear those items. Please audio CD track 10 or read the script. Students will answer the following questions:

1. Llevo un pantalón corto, una camisa y zapatos deportivos.
2. Llevo un suéter, pantalón y zapatos.
3. Llevo un traje de baño y unas sandalias.

Day 2: Have students turn to page 51. Read the directions and have the students read along. Then have the students listen to the dialogues, repeat them, and then practice them with a friend.

Read the dialogues and have students repeat the texts after the teacher. Teacher has the students pair up with a classmate to practice the dialogues. Then, teacher asks a volunteer to present the dialogues to the class.

Day:3 Teacher walks around room and eavesdrop on conversations model the actions , as necessary, but do not correct mistakes. Evaluate students' performance.