



Important Information:

- Unit Ended On November 14th Last Year
- October 16th is a half day- Board Games Day
- November 6th is a half day- Cuba Kahoot

Unit # 2 Essential Question: What does my routine say about my overall lifestyle?	Performance Indicator 1: I can have a conversation about the benefits of traveling abroad	Proficiency Target: Weak Intermediate Mid
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Performance Assessments: <ul style="list-style-type: none"> • Interpersonal Speaking Assessment (TALK)- Students will be in small groups and will discuss what they like/need in a vacation and why it's important to take a vacation.
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Authentic Resources: <ul style="list-style-type: none"> • Video discussing the benefits of taking a vacation • Article on why you should study abroad
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Targeted Structures And Approaches: <ul style="list-style-type: none"> • Double Verb Construction In Present Tense • Emphasis On Poder + infinitivo, Querer + infinitivo, Deber + infinitivo, Ir + a + infinitivo
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Learning Target 1	Check For Understanding	Language Chunks & Vocabulary
I can classify different kinds of vacations in categories (adventurous, relaxing, cultural etc) <i>Interpretive</i>	Students will view photos of different kinds of vacations and classify them as either adventurous, relaxing, cultural, family oriented, food vacation. Then they will discuss with their partner if they are interested in the vacation destination and why.	
Learning Target 2	Check For Understanding	Language Chunks & Vocabulary
I can list the benefits of taking a vacation <i>Interpretive</i>	Students will watch a short video explaining the benefits of taking a vacation. Students will listen with interpretive questions to answer. They will then receive different situations and recommend what the person should do and why.	
Learning Target 3	Check For Understanding	Language Chunks & Vocabulary



I can convince someone to take a vacation to improve their quality of life <i>Interpersonal</i>	Students will each receive a different role and personality (fan of vacations, stressed at work, doesn't have the money for it) and will have a discussion about the importance of taking a vacation. They will end that exchange by leaving each other a voicemail explaining their point of view one more time.	
Learning Target 4	Check For Understanding	Language Chunks & Vocabulary
I can summarize the advantages of studying abroad in high school <i>Interpretive</i>	Students will read a short article on the benefits of studying abroad while in high school or college and will summarize the main ideas in English. They will then use that information to discuss with a partner where they want to go and why.	
Learning Target 5	Check For Understanding	Language Chunks & Vocabulary
I can argue why students should be allowed to have a semester abroad in high school <i>Presentational</i>	Students will write a short letter to their guidance counselor explaining why they should be allowed to take a break from school and go on vacation or study abroad (this will be done during the TALK assessment)	

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Unit # 2 Essential Question: What does my routine say about my overall lifestyle?	Performance Indicator 2: I can list items that I need while on vacation or living abroad	Proficiency Target: Weak Intermediate Mid
Performance Assessments:		
<ul style="list-style-type: none"> Presentational Writing (Formative)- Students are asked to list their top 10 items they need for a study abroad trip and to justify their reasoning for their top 3. 		
Authentic Resources:		



- Information sheet on Cuba
- Video of daily life on the streets of Cuba
 - Article- Qué Ver En La Habana
 - Article- How to best pack your bag
- Infographic on how to best pack your bag

Targeted Structures and Approaches:

- Present Tense Verbs
- Continue working with querer, deber, poder, ir a + infinitive

Learning Target 1	Check For Understanding	Language Chunks & Vocabulary
I can list basic information about Cuba	Students will read a short information sheet on Cuba and fill out the most important facts. This will be done during the TALK assessment.	
Learning Target 2	Check For Understanding	Language Chunks & Vocabulary
I can answer true/false questions about daily life in Cuba <i>Interpretive</i>	Students will watch a short video on life in Cuba and answer true/false questions about the video. They will then discuss with their partner what they observe or see in Cuba that was interesting to them.	
Learning Target 3	Check For Understanding	Language Chunks & Vocabulary
I can compare and contrast life in Cuba to life in the United States <i>Presentational</i>	Students will complete a venn diagram comparing what they do in Cuba in comparison to what we do in the United States.	
Learning Target 4	Check For Understanding	Language Chunks & Vocabulary
I can select activities that I want to do while visiting Cuba <i>Interpretive</i>	Students will read the article <i>Qué Ver En La Habana</i> and select which activities interest them. They will then explain why they are interesting using evidence from the article.	
Learning Target 5	Check For Understanding	Language Chunks & Vocabulary
I can create an itinerary of what I want to do while in Habana <i>Presentational</i>	Students will write an itinerary explaining what they want to do while studying abroad in Cuba.	



	This will be a formative writing check (could be left as sub work while at MaFLA).	
Learning Target 6	Check For Understanding	Language Chunks & Vocabulary
I can summarize the main idea of an article on packing <i>Interpretive</i>	Students will read part of an article on how to best pack your bag. Each student will receive a different part of the article and will then report back to their group about their section of the article.	
Learning Target 7	Check For Understanding	Language Chunks & Vocabulary
I can give advice on how to best pack for a vacation <i>Interpersonal</i>	Students will use the new information gained from the jigsaw to write a response to someone who posted online looking on tips on how to pack more efficiently.	
Learning Target 8	Check For Understanding	Language Chunks & Vocabulary
I can list the steps to getting a passport <i>Interpretive</i>	Students will read an infographic on how to obtain a United States passport and will list the necessary steps. They will then explain which steps are easy and which steps are more difficult (could be left as sub work while at MaFLA).	
Learning Target 9	Check For Understanding	Language Chunks & Vocabulary
I can answer questions about myself for an application <i>Presentational</i>	Students will fill out a study abroad application form asking them for different information about their interests and desires while studying abroad (could be left as sub work while at MaFLA).	

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Unit # 2 Essential Question: What does my routine say about my overall lifestyle?	Performance Indicator 3: I can exchange information about what I do in the morning and at	Proficiency Target: Weak Intermediate Mid
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night

Performance Assessments:

- Interpersonal Speaking Assessment- Student A will be living with Student B in their home and need to plan out who will use the bathroom in the morning and at night. They will have a short conversation about their routines and plan out their morning and nightly routine.

Authentic Resources:

- PACE style reading on daily routine
- Videos of people’s daily routines
- Article 6 things not to do immediately when you wake up

Targeted Structures and Approaches:

- Reflexive Verbs with emphasis on yo/tú and some introduction of other forms
 - Structured Input Activities Needed
 - PACE Lesson used to introduce concept

Learning Target 1	Check For Understanding	Language Chunks & Vocabulary
I can indicate whether someone does something or not in their daily routine <i>Interpretive</i>	Students will read an email from their potential future host family and answer interpretive questions about what the family does in the morning/night. Then they will indicate which activities are similar or different for their routine.	
Learning Target 2	Check For Understanding	Language Chunks & Vocabulary
I can explain what I do every morning <i>Presentational</i>	Students will write a short schedule of what they do in the morning that they could send to their host family.	
Learning Target 3	Check For Understanding	Language Chunks & Vocabulary
I can have a conversation about what I do or don't do in the morning <i>Interpersonal</i>	Students will first view photos of different activities that could happen in the morning or at night. With their partner they will discuss whether the activity is normal for them or not. Then they will play ask ask switch where they will learn more about the routines of other people in the class.	
Learning Target 4	Check For Understanding	Language Chunks & Vocabulary



I can sequence what someone does during their morning routine <i>Interpretive</i>	Students will watch two videos of daily routines of teenagers and will sequence which events happened in what order. They will then summarize what the other people do in the videos using él/ella forms of verbs.	
Learning Target 5	Check For Understanding	Language Chunks & Vocabulary
I can compare someone else's routine with my own routine <i>Presentational</i>	Students will complete a venn diagram comparing their own routine with the routine of the people in the video.	
Learning Target 6	Check For Understanding	Language Chunks & Vocabulary
I can ask and answer questions about what I do in the morning and at night <i>Interpersonal</i>	Students will start by filling out a questionnaire about their own morning routines. Then they will ask questions to their partner to find out what they do or don't do. Finally they will complete a graphic organizer comparing and contrasting each others daily routines.	
Learning Target 7	Check For Understanding	Language Chunks & Vocabulary
I can indicate whether an activity is positive or negative for your health <i>Interpretive</i>	Students will read an article 6 Cosas Que No Debes Hacer Por La Mañana and answer interpretive questions asking about the impacts of these actions. Then they will receive a situational card and come up with a piece of advice for the person based on their situation.	
Learning Target 8	Check For Understanding	Language Chunks & Vocabulary
I can ask and answer questions about my daily life <i>Interpersonal</i>	Students will have a conversation with their partner about their morning and evening routines.	

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<p>Unit # 2 Essential Question: What does my routine say about my overall lifestyle?</p>	<p>Performance Indicator 4: I can describe what makes Cuba unique</p>	<p>Proficiency Target: Weak Intermediate Mid</p>
<p>Performance Assessments:</p> <ul style="list-style-type: none"> Learning Target #4 will also serve as a formative assessment 		
<p>Authentic Resources:</p> <ul style="list-style-type: none"> Photos of Santería Reading on what Santería is Mr. Don't Touch The Banana Song 		
<p>Learning Target 1</p>	<p>Check For Understanding</p>	<p>Language Chunks & Vocabulary</p>
<p>I can explain what I observe in a photo that represents Cuban culture <i>Presentational</i></p>	<p>Students will view several photos of Santería and predict what is happening and explain their observations.</p>	
<p>Learning Target 2</p>	<p>Check For Understanding</p>	<p>Language Chunks & Vocabulary</p>
<p>I can isolate facts about Santería based on a short reading <i>Interpretive</i></p>	<p>Students will read an article on Santería and isolate some of the facts mentioned about the religion. They will then summarize using elevator talk the main ideas of the religion.</p>	
<p>Learning Target 3</p>	<p>Check For Understanding</p>	<p>Language Chunks & Vocabulary</p>
<p>I can match lyrics of a song to photos describing what's happening <i>Interpretive</i></p>	<p>Students will listen to the song Mr. Don't Touch The Banana and follow along with the lyrics and highlight the elements that talk about Santería.</p>	
<p>Learning Target 4</p>	<p>Check For Understanding</p>	<p>Language Chunks & Vocabulary</p>
<p>I can have a conversation about what Santería is and why it's important <i>Interpersonal</i></p>	<p>Students will receive a role and a personality and will have a conversation about what they saw on the side of the road and why it's important.</p>	

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- Create Booklet for Unit
- Tiered Reading Task
- Tiered Writing Task
- Level Ups Created For Students
- Transition Words Decided
- Unit Template Complete
- Structured Input Activities Created
- Vocabulary Sheets Created
- Can Do Checks Created