



**Important Information:**

- Unit Ended On March 21st Last Year
- February 5th- Half Day- Barkcelona or Day Of Games

<b>Unit #4</b> <b>Essential Question:</b> What is the importance of celebrating life’s small moments?	<b>Performance Indicator 1:</b> I can summarize what happened at a birthday party	<b>Proficiency Target:</b> Weak Intermediate Mid
<b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>• Interpretive Reading Assessment- Students will read an article about what to give as a gift when going to a Quinceañera.</li> </ul>		
<b>Authentic Resources:</b> <ul style="list-style-type: none"> <li>• Indigenous Wedding Video                             <ul style="list-style-type: none"> <li>• Article on the Piñata</li> <li>• Barkcelona Video</li> </ul> </li> <li>• Cumpleaños De Rubí</li> <li>• Infographics on Quinceañeras</li> </ul>		
<b>Targeted Structures and Approaches:</b> <ul style="list-style-type: none"> <li>• Review of preterite in yo/tú forms</li> <li>• Emphasis now on él/ella and ellos/ellas forms of verbs</li> </ul>		
Learning Target 1	Check For Understanding	Language Chunks & Vocabulary
I can predict what happened in a video of a Latin American celebration <i>Presentational</i>	Students will watch a video of an indigenous wedding without knowing what it is. They will watch and answer questions asking about what they saw. They will then predict what the event was and discuss the cultural difference between that celebration and ours.	
Learning Target 2	Check For Understanding	Language Chunks & Vocabulary
I can describe what there was at a different celebration <i>Presentational</i>	Students will receive a picture of a different Latin American celebration and write about what they notice and what they wonder in each picture.	
Learning Target 3	Check For Understanding	Language Chunks & Vocabulary
I can summarize the origins and	Students will read an article on the	



purpose of a piñata <i>Interpretive</i>	origins and purpose of the Piñata with interpretive questions. They will then summarize that in L1.	
<b>Learning Target 4</b>	<b>Check For Understanding</b>	<b>Language Chunks &amp; Vocabulary</b>
I can explain to someone the purpose of a piñata <i>Presentational</i>	Students will do elevator talk to explain to each other what a piñata is and where it comes from. One person will speak for 30 seconds and the other person will listen then they will switch.	
<b>Learning Target 5</b>	<b>Check For Understanding</b>	<b>Language Chunks &amp; Vocabulary</b>
I can create a story explaining what happened at a birthday party <i>Presentational</i>	Students will receive a packet of photos to put in any order they want. They will then work with their partner to write a story about what happened at this birthday party.	
<b>Learning Target 6</b>	<b>Check For Understanding</b>	<b>Language Chunks &amp; Vocabulary</b>
I can list various elements needed to celebrate a birthday <i>Interpretive</i>	Students will watch the video on Barkcelona and list the various items that they have at the dog party that are needed and similar to human parties. They will then discuss whether this would be a good or bad idea in the United States.	
<b>Learning Target 7</b>	<b>Check For Understanding</b>	<b>Language Chunks &amp; Vocabulary</b>
I can express my opinion about celebrating a birthday at Barkcelona <i>Interpersonal</i>	Students will each receive a role and a personality and will discuss the possibility of having their next birthday at Barkcelona.	
<b>Learning Target 8</b>	<b>Check For Understanding</b>	<b>Language Chunks &amp; Vocabulary</b>
I can isolate important information for a quinceañera <i>Interpretive</i>	Students will read an infographic on Quinceañeras and isolate necessary information. They will then compare their last birthday party to the celebrations of a Quinceañera	
<b>Learning Target 9</b>	<b>Check For Understanding</b>	<b>Language Chunks &amp; Vocabulary</b>



I can summarize what happened at Rubí's quinceañera <i>Interpretive</i>	Students will watch a video talking about Rubí's quinceañera and summarize in L2 what happened during her celebration.	
<b>Learning Target 10</b>	<b>Check For Understanding</b>	<b>Language Chunks &amp; Vocabulary</b>
I can tell someone what happened when I went to a quinceañera <i>Presentational</i>	Students will watch a video of a girl's quinceañera and when the video stops they will write a sentence talking about what happened in that scene.	

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<b>Unit #4</b> <b>Essential Question:</b> What is the importance of celebrating life's small moments?	<b>Performance Indicator 2:</b> I can exchange information about what happened at a family event	<b>Proficiency Target:</b> Weak Intermediate Mid
<b>Performance Assessments:</b>		
<ul style="list-style-type: none"> <li>Interpersonal Speaking Assessment (TALK)- Students will discuss what happened at a family event that they went to in the past. They can choose any event such as a wedding, birthday party, graduation, holiday party etc.</li> </ul>		
<b>Authentic Resources:</b>		
<ul style="list-style-type: none"> <li>Article about what you need at a wedding</li> <li>Indigenous wedding vs Catholic wedding videos</li> <li>Article graduation celebrations in Spain</li> </ul>		
<b>Targeted Structures and Approaches:</b>		
<ul style="list-style-type: none"> <li>Continue working with preterite tense verbs in él/ella ellos/ellas forms all forms</li> <li>Introduce i-y e-i/o-u irregularities</li> </ul>		
<b>Learning Target 1</b>	<b>Check For Understanding</b>	<b>Language Chunks &amp; Vocabulary</b>
I can exchange information about what happened at an event I went to <i>Interpersonal</i>	Students will play Ask Ask Switch to learn more about the last family event that their classmates went to and what happened at it.	
<b>Learning Target 2</b>	<b>Check For Understanding</b>	<b>Language Chunks &amp; Vocabulary</b>



I can isolate items needed to have at a wedding <i>Interpretive</i>	Students will read an article on what to have at a wedding and isolate the items needed and explain their purpose using the article as evidence.	
<b>Learning Target 3</b>	<b>Check For Understanding</b>	<b>Language Chunks &amp; Vocabulary</b>
I can sequence what happened at a wedding I watched <i>Interpretive</i>	Students will be assigned to watch either an Indigenous wedding or a Catholic wedding ceremony. They will sequence the events that happened in L2 to then share with their partner in an interpretive interview.	
<b>Learning Target 4</b>	<b>Check For Understanding</b>	<b>Language Chunks &amp; Vocabulary</b>
I can compare a Catholic wedding to an Indigenous wedding <i>Interpersonal/Presentational</i>	Students will first share with their partner what happened during their wedding. They will then complete a Venn Diagram comparing and contrasting the two ceremonies.	
<b>Learning Target 5</b>	<b>Check For Understanding</b>	<b>Language Chunks &amp; Vocabulary</b>
I can explain what happened at a wedding <i>Presentational</i>	Students will complete a tiered writing task asking them to summarize what happened at one of the weddings they watched.	
<b>Learning Target 6</b>	<b>Check For Understanding</b>	<b>Language Chunks &amp; Vocabulary</b>
I can ask and answer questions about what happened at a family celebration <i>Interpersonal</i>	Students will practice different parts of their TALK assessment and discuss a family celebration that they attended in the past.	
<b>Learning Target 7</b>	<b>Check For Understanding</b>	<b>Language Chunks &amp; Vocabulary</b>
I can list information about graduation celebrations in Spain <i>Interpretive</i>	Students will read an article about graduations in Spain and list the necessary information. This will be during the TALK assessment	

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<b>Unit #4</b>	<b>Performance Indicator</b>	<b>Proficiency Target:</b>
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<p><b>Essential Question:</b> What is the importance of celebrating life’s small moments?</p>	<p><b>3:</b> I explain what happened at a celebration in another country</p>	<p>Weak Intermediate Mid</p>
<p align="center"><b>Performance Assessments:</b></p> <ul style="list-style-type: none"> <li>Presentational Writing- Students will watch a video of a Latin American celebration and write a paragraph summarizing what happened at the event.</li> </ul>		
<p align="center"><b>Authentic Resources:</b></p> <ul style="list-style-type: none"> <li>Video of Carnaval celebration</li> <li>Video of Día De Los Muertos</li> <li>Video of Graduation Ceremony</li> </ul>		
<p align="center"><b>Targeted Structures and Approaches:</b></p> <ul style="list-style-type: none"> <li>Continue working with preterite tense of él/ella ellos/ellas forms and all forms             <ul style="list-style-type: none"> <li>Work with era vs estaba vs había</li> </ul> </li> </ul>		
<p><b>Learning Target 1</b></p>	<p><b>Check For Understanding</b></p>	<p><b>Language Chunks &amp; Vocabulary</b></p>
<p>I can isolate elements of a Carnaval celebration that are important <i>Interpretive</i></p>	<p>Students will watch a short video on Carnaval and isolate the elements that are needed or important in the celebration.</p>	
<p><b>Learning Target 2</b></p>	<p><b>Check For Understanding</b></p>	<p><b>Language Chunks &amp; Vocabulary</b></p>
<p>I can explain what happened at a Carnaval celebration <i>Presentational</i></p>	<p>Students will do a quick write to explain what happened during the Carnaval celebration.</p>	
<p><b>Learning Target 3</b></p>	<p><b>Check For Understanding</b></p>	<p><b>Language Chunks &amp; Vocabulary</b></p>
<p>I can sequence events that happened during Día De Los Muertos <i>Interpretive</i></p>	<p>Students will watch a video on Día De Los Muertos and sequence events that happened during the celebration.</p>	
<p><b>Learning Target 4</b></p>	<p><b>Check For Understanding</b></p>	<p><b>Language Chunks &amp; Vocabulary</b></p>
<p>I can answer questions about what happened at La Fiesta Del Lagarto <i>Interpersonal</i></p>	<p>Students will respond to an email from a person asking how the Día De Los Muertos celebration was and what happened</p>	
<p><b>Learning Target 5</b></p>	<p><b>Check For Understanding</b></p>	<p><b>Language Chunks &amp; Vocabulary</b></p>
<p>I can list what happened at a</p>	<p>Students will watch a video of a</p>	



Spanish graduation ceremony <i>Interpretive</i>	graduation and list the different events that happen	
<b>Learning Target 6</b>	<b>Check For Understanding</b>	<b>Language Chunks &amp; Vocabulary</b>
I can summarize what happened at a graduation ceremony <i>Presentational</i>	Students will write a practice paragraph explaining what happened at the graduation ceremony.	
<b>Learning Target 7</b>	<b>Check For Understanding</b>	<b>Language Chunks &amp; Vocabulary</b>
I can summarize the events of a movie <i>Interpretive</i>	Students will watch the movie <i>Sin Instrucciones</i> and summarize in L1 what happened in the movie (this is if we are ahead of schedule and have time for the mental break)	

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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