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| Planned Course: Spanish I | Course Number: AH 508 | Department: World Language | |
| Unit: Chapter 4 - Los pasatiempos | Grade Level: Grades 8-12 | | |
| Estimated Time: 9 weeks | Level/Track: Level 1 | Date Approved: June 2017 | |
| PA Academic Standards / ACTFL Standards | ▶ Core Concepts (in question format) • Skills/Knowledge | Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities) | Assessments (include types and topics) |

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| <p>PA Standards <i>12.1 A-F, 12.3 A, B, 12.5 A, C, D</i></p> <p>ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2 4.1, 4.2, 5.1, 5.2</p> | <p>AP Themes: Contemporary Life, Personal and Public Identities, Family and Community</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> ▶ How do I ask what people do in their free time? ▶ How do I describe what I like to do in my free time? ▶ How do sports and leisure activities reflect the culture of a community? ▶ What sports and leisure activities are popular in Spanish-speaking countries? ▶ How do I describe sports and leisure places in my community? ▶ How do I ask and respond to invitations? | <p><u>MODES:</u></p> <p>Interpretive (Audio, visual and audio visual) -Students analyze the results of a class survey asking about the interest in different sports & leisure activities and create graphics that represent the data. -Students interpret a description of someone's plans for the week in Spanish and label the planner with the appropriate place and time of the event in Spanish.</p> <p>Interpretive (Written Print) -Students analyze a person's monthly calendar to describe the lifestyle of the person. -Students interpret a graph about the popularity of different sports in Spanish-</p> | <p><u>MODES:</u></p> <p>Interpretive (Audio, visual and audio visual) -Students listen to a description of someone's plans for the month in Spanish and label the planner with the appropriate place and time of the event in English.</p> <p>Interpretive (Written Print) -Students make inferences about a person's personality, likes and dislikes based on the activities on their personal planner.</p> <p>Interpersonal (Spoken) -Students ask and answer 4 questions in Spanish in a timed, monitored peer interview regarding what is done & where they go in their free time.</p> |
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| | | <p>speaking countries and compare it to the United States.</p> <p>Interpersonal (Spoken) -Students listen and respond to voice-recorded invitations on Schoology -Students administer a class survey asking about the interest in different sports & leisure activities.</p> <p>Interpersonal (Written) -Students ask and answer 4 questions in Spanish in a timed, monitored peer interview via GoogleDocs regarding what is done & where they go in their free time. -Students have a discussion on Schoology about their favorite sports and activities. They must comment and ask</p> | <p>Interpersonal (Written) -Students create, read and respond to PenPal letters regarding what is done & where they go in their free time. -Students read and respond to written invitations on Schoology.</p> <p>Presentational (Spoken) -Students research and analyze the popularity and cultural impact of an assigned sport in a Spanish-Speaking world. Students individually present their findings in Spanish.</p> <p>Presentational (Written) -Students create their own personal planner that lists what their plans are for the week that must include leisure activities.</p> |
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| | | <p>questions to interact with classmates on the discussion board.</p> <p>Presentational (Spoken) -Students present the results of a class survey asking about the interest in different sports & leisure activities. -Students present leisure & sport activity options for a resort that they have created.</p> <p>Presentational (Written) -Students create survey questions asking about the interest in different sports & leisure activities. -Students watch a Spanish soccer game & write a description of what happens in Spanish.</p> | |
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