SPANISH 7TH

UNIT 1- TRADITIONAL MEXICAN GAME (TOMA TODO)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	Communication:	Communication:	Communication:	Communication:	Communication:	Communication:
2 days	Interpretive, Interpersonal and Presentational	How do you play the Mexican game TOMA TODO? Why are "frijoles" (beans) a central part of this game?	Students know how to play the Mexican game TOMA TODO and have experienced playing it firsthand. Students comprehend why "beans" are a central part of this game as well as in the cultures (and diets) in Latin America.	Students apprise how to play the Mexican game TOMA TODO and demonstrate their knowledge of it by playing it firsthand. Students explain why "beans" are a central part of this game as well as in the cultures (and diets) in Latin America.	Students will be able to apprise how to play the traditional Mexican children's game TOMA TODO. Students will be able to obtain a different cultural perspective as to why "beans" are used in this game and the importance of beans in Latin America and throughout the world. Students will be able to comprehend and apprise the nutrional value of beans in one's diet. Students will be able	All vocabulary associated with the traditional Mexican children's game TOMA TODO (toma, pon, frijoles, todo, the Spanish numbers, centro, pirinola, etc.)	12.1.1.54. <i>A</i> 12.1.1.54. <i>B</i> 12.1.1.54. <i>C</i> 12.1.1.54. <i>D</i> 12.1.1.54. <i>E</i> 12.1.1.54. <i>F</i>
					Students will be able to experience		

				firsthand a traditional game from the Spanish-speaking world. Students will be able to compare and contrast the traditional games we play as children and the games played around the world. Resources: *A bag of real pinto/negro beans (uncooked) *Pirinolas (as many as necessary for the students all to play) *Teacher-created informational handout on the rules of the game.		
				on the rules of the		
<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
Relating cultural practices to perspectives and relating cultural	How do you play the Mexican game TOMA TODO? Why are "frijoles"	Students know how to play the Mexican game TOMA TODO and have experienced playing it firsthand.	Students apprise how to play the Mexican game TOMA TODO and demonstrate their knowledge of it by	Students will be able to apprise how to play the traditional Mexican children's game TOMA TODO.	All vocabulary associated with the traditional Mexican children's game	12.2.1.54.A 12.2.1.54.B 12.2.1.54.C

products to perspectives (beans) a central part of this game?	Students comprehend why "beans" are a central part of this game as well as in the cultures (and diets) in Latin America.	playing it firsthand. Students explain why "beans" are a central part of this game as well as in the cultures (and diets) in Latin America.	Students will be able to obtain a different cultural perspective as to why "beans" are used in this game and the importance of beans in Latin America and throughout the world. Students will be able to comprehend and apprise the nutrional value of beans in one's diet. Students will be able to experience firsthand a traditional game from the Spanish-speaking world. Students will be able to compare and contrast the traditional games we play as children and the games played around the world.	TOMA TODO (toma, pon, frijoles, todo, the Spanish numbers, centro, pirinola, etc.)	
<u>Connections:</u> <u>Connections:</u>	<u>Connections:</u>	Connections:	<u>Connections:</u>	<u>Connections:</u>	Connections:
Making How do you play the connections and Mexican game TOMA	Students know how to play the Mexican game	Students apprise how to play the Mexican game	Students will be able to apprise how to play	All vocabulary associated with	12.3.1.54. <i>A</i> 12.3.1.54.B
acquiring TODO?	TOMA TODO and have	TOMA TODO and	the traditional	the traditional	12.3.1.54. <i>C</i>
information and	experienced playing it	demonstrate their	Mexican children's	Mexican	12.3.1.54.D
diverse Why are "frijoles"	firsthand.	knowledge of it by	game TOMA TODO.	children's game	
perspectives (beans) a central part		playing it firsthand.	6. 1	TOMA TODO	
of this game and what	Students comprehend		Students will be able to obtain a different	(toma, pon,	

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	does this say about the	why "beans" are a	Students explain why	cultural perspective as	frijoles, todo,	
	cultural perspectives in	central part of this	"beans" are a central	to why "beans" are	the Spanish	
	México?	game as well as in the	part of this game as well	used in this game and	numbers,	
		cultures (and diets) in	as in the cultures (and	the importance of	centro, pirinola,	
		Latin America.	diets) in Latin America.	beans in Latin America	etc.)	
				and throughout the		
		Students know the	Students demonstrate	world.		
		cultural perspectives in	the ability to detail the			
		México in relation to	cultural perspectives in	Students will be able		
		this game.	relation to TOMA TODO	to comprehend and		
			in México and how they	apprise the nutrional		
			may be different from	value of beans in one's		
			our own because of	diet.		
			culture, social			
			opportunities and	Students will be able		
			geography.	to experience		
				firsthand a traditional		
				game from the		
				Spanish-speaking		
				world.		
				Students will be able		
				to compare and		
				contrast the		
				traditional games we		
				play as children and		
				the games played		
				around the world.		
Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:
Lamavisas	Compose or described	والنام وجلد منام معموما	Chudanta assussas and	Students will be able	All made designed	12 4 1 6 4 4
Language	Compare and contrast	Students have the skills	Students compare and		All vocabulary	12.4.1.54.A
comparisons and	the traditional games	to compare and	contrast the children's	to apprise how to play the traditional	associated with	12.4.1.54.B
Cultural	we play as children and	contrast the children's	games they play(ed) and	Mexican children's	the traditional	12.4.1.54.C
comparisons	the games played in	games they play(ed) and	those played in México		Mexican	
	México and the	those played in México	and other Spanish-	game TOMA TODO.	children's game	
	Spanish-speaking world.	and other Spanish-	speaking countries.	- ا المحمد الله المحمد	TOMA TODO	
		speaking countries.		Students will be able	(toma, pon,	
			Students apprise how to	to obtain a different	frijoles, todo,	
		Students know how to	play the Mexican game	cultural perspective as	the Spanish	
		play the Mexican game	TOMA TODO and	to why "beans" are	numbers,	
		TOMA TODO and have	demonstrate their	used in this game and	centro, pirinola,	

		experienced playing it firsthand. Students comprehend why "beans" are a central part of this game as well as in the cultures (and diets) in Latin America. Students know the cultural perspectives in México in relation to this game.	knowledge of it by playing it firsthand. Students explain why "beans" are a central part of this game as well as in the cultures (and diets) in Latin America. Students demonstrate the ability to detail the cultural perspectives in relation to TOMA TODO in México and how they may be different from our own because of culture, social opportunities and geography.	the importance of beans in Latin America and throughout the world. Students will be able to comprehend and apprise the nutrional value of beans in one's diet. Students will be able to experience firsthand a traditional game from the Spanish-speaking world. Students will be able to compare and contrast the traditional games we play as children and the games played around the world.	etc.)	
Communities	: Communities:	<u>Communities:</u>	Communities:	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>
School and global communities a Lifelong Learning	Would you like to learn other traditional games from the Spanish-speaking world? How will you view the children's games we play differently now that you know diverse perspectives on children's games in other countries?	Students know the enjoyment of playing a new game from a different culture. Students have the skills to compare and contrast the children's games they play(ed) and those played in México and other Spanish-speaking countries.	Students apprise their enjoyment of a culturally diverse game during their experience playing it firsthand. Students compare and contrast the children's games they play(ed) and those played in México and other Spanishspeaking countries.	Students will be able to apprise how to play the traditional Mexican children's game TOMA TODO. Students will be able to obtain a different cultural perspective as to why "beans" are used in this game and the importance of beans in Latin America	All vocabulary associated with the traditional Mexican children's game TOMA TODO (toma, pon, frijoles, todo, the Spanish numbers, centro, pirinola, etc.)	12.5.1.54.A 12.5.1.54.B 12.5.1.54.C 12.5.1.54.D

Students kno	
play the Mex	
experienced firstho	
Students con why "beans central par	mprehend value of beans in one's s' are a Students explain why diet.
game as well cultures (and Latin Am	d diets) in as in the cultures (and to experience diets) in Latin America. firsthand a traditional
Students k cultural persp México in re	pectives in the ability to detail the world. elation to cultural perspectives in
this ga	relation to TOMA TODO in México and how they may be different from our own because of culture, social opportunities and geography. Students will be able to compare and contrast the traditional games we play as children and the games played around the world.

ASSESSMENT UNIT 1

UNIT 2- THE SPANISH ALPHABET, PRONUNCIATION AND SPELLING (EL ALFABETO ESPAÑOL, PRONUNCIACIÓN Y ORTOGRAFÍA)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	Communication:	Communication:	<u>Communication:</u>	Communication:	Communication:	Communication:
5 days	Interpretive, Interpersonal and Presentational	Can you produce and recognize the Spanish alphabet? Can you spell words in Spanish when necessary (for others as well as the recognition of letters said to you)? Can you pronounce the Spanish words that you are exposed to with the correct native speaker pronunciation regardless of the dialect?	The students know the Spanish alphabet when pronounced to them as well as the ability to pronounce the letters to others. The students have the ability to connect the individual pronunciation of each letter to create words and thus sentences. The students know the sound that each letter in the Spanish alphabet makes and thus can use that knowledge to speak the language with the appropriate pronunciation.	Recognize the Spanish alphabet when pronounced to them as well as producing letters of the alphabet to others (i.e. spelling words.) The students have the ability to connect the individual pronunciation of each letter to create words and thus sentences. The students know the sound that each letter in the Spanish alphabet makes and thus can use that knowledge to speak the language with the appropriate pronunciation.	Students will be able produce and recognize the Spanish alphabet. Students will be able to spell words in Spanish when necessary (for others as well as the recognition of letters said to you). Students will be able to pronounce the Spanish words that they are exposed to with the correct native speaker pronunciation regardless of the dialect. Students will be able to compare and contrast the Spanish alphabet with our English alphabet. Students will be able to make connections between the Spanish alphabet and ours noting the same Latin roots.	All the letters of the Spanish alphabet.	12.1.1.54.A 12.1.1.54.B 12.1.1.54.D 12.1.1.54.E 12.1.1.54.F

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				Students will be able		
				to use their knowledge		
				of the Spanish		
				alphabet and its		
				pronunciation in their		
				lives outside of school		
				both personal and		
				professional.		
				Resources:		
				*Informational sheet		
				on the letters of the		
				Spanish alphabet		
<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
Relating cultural	From what language	The students know the	The students	Students will be able	All the letters	12.2.1.54.A
practices to	family does Spanish	language family that	demonstrate the	produce and recognize	of the Spanish	12.2.1.54.B
perspectives	derive and which other	Spanish stems from and	knowledge that Spanish	the Spanish alphabet.	alphabet.	12.2.1.54.C
and relating	languages come from	the other four	is an Indo-European	' '	'	
cultural	the same root?	languages from the	language and is one of	Students will be able		
products to		same tree.	the Romance languages	to spell words in		
perspectives	How does the Spanish		along with French,	Spanish when		
poropourivos	language pronunciation	The students know the	Romanian, Italian and	necessary (for others		
	relate to their	Spanish perspective of	Portuguese.	as well as the		
	perspectives on how	their language and the	i or ruguese.	recognition of letters		
	language should sound?	importance of the	The students apprise the	said to you).		
	language should sound?	pronunciation.	Spanish perspective of	Sala 10 you).		
		pronunciarion.	their language and the	Students will be able		
		The students know the	importance of the	to pronounce the		
		Spanish alphabet when	pronunciation.	Spanish words that		
		pronounced to them as	pronunciation.	they are exposed to		
			Decemine the Spenish	with the correct		
		well as the ability to	Recognize the Spanish			
		pronounce the letters	alphabet when	native speaker		
		to others.	pronounced to them as	pronunciation		
			well as producing letters	regardless of the		
		The students have the	of the alphabet to	dialect.		
		ability to connect the	others (i.e. spelling			
		individual pronunciation	words.)	Students will be able		
		of each letter to create		to compare and		
		words and thus	The students have the	contrast the Spanish		

			t ala:			i
		sentences.	ability to connect the	alphabet with our		
			individual pronunciation	English alphabet.		
		The students know the	of each letter to create	Students will be able		
		sound that each letter	words and thus	to make connections		
		in the Spanish alphabet	sentences.	between the Spanish		
		makes and thus can use		alphabet and ours		
		that knowledge to	The students know the	noting the same Latin		
		speak the language with	sound that each letter in	roots.		
		the appropriate	the Spanish alphabet			
		pronunciation.	makes and thus can use	Students will be able		
			that knowledge to speak	to use their knowledge		
			the language with the	of the Spanish		
			appropriate	alphabet and its		
			pronunciation.	pronunciation in their		
				lives outside of school		
				both personal and		
				professional.		
				•		
<u>Connections:</u>	<u>Connections:</u>	Connections:	Connections:	Connections:	<u>Connections:</u>	<u>Connections:</u>
	Add a second			Students will be able	AH -1 - 1	40.04.04.
Making	What connections do	The students know the	The students		All the letters	12.3.1.54.A
connections and	you see between the	language family that	demonstrate the	produce and recognize	of the Spanish	12.3.1.54.B
acquiring	Spanish alphabet and	Spanish stems from and	knowledge that Spanish	the Spanish alphabet.	alphabet.	12.3.1.54. <i>C</i>
information and	ours?	the other four	is an Indo-European	6. 1		12.3.1.54.D
diverse		languages from the	language and is one of	Students will be able		
perspectives		same tree.	the Romance languages	to spell words in		
perspectives			along with French,	Spanish when		
perspectives		The students know the	along with French, Romanian, Italian and	Spanish when necessary (for others		
perspectives		The students know the Spanish alphabet when	along with French,	Spanish when necessary (for others as well as the		
perspectives		The students know the Spanish alphabet when pronounced to them as	along with French, Romanian, Italian and Portuguese.	Spanish when necessary (for others as well as the recognition of letters		
perspectives		The students know the Spanish alphabet when pronounced to them as well as the ability to	along with French, Romanian, Italian and Portuguese. Recognize the Spanish	Spanish when necessary (for others as well as the		
perspectives		The students know the Spanish alphabet when pronounced to them as well as the ability to pronounce the letters	along with French, Romanian, Italian and Portuguese. Recognize the Spanish alphabet when	Spanish when necessary (for others as well as the recognition of letters said to you).		
perspectives		The students know the Spanish alphabet when pronounced to them as well as the ability to	along with French, Romanian, Italian and Portuguese. Recognize the Spanish alphabet when pronounced to them as	Spanish when necessary (for others as well as the recognition of letters said to you). Students will be able		
perspectives		The students know the Spanish alphabet when pronounced to them as well as the ability to pronounce the letters to others.	along with French, Romanian, Italian and Portuguese. Recognize the Spanish alphabet when pronounced to them as well as producing letters	Spanish when necessary (for others as well as the recognition of letters said to you). Students will be able to pronounce the		
perspectives		The students know the Spanish alphabet when pronounced to them as well as the ability to pronounce the letters to others. The students have the	along with French, Romanian, Italian and Portuguese. Recognize the Spanish alphabet when pronounced to them as well as producing letters of the alphabet to	Spanish when necessary (for others as well as the recognition of letters said to you). Students will be able to pronounce the Spanish words that		
perspectives		The students know the Spanish alphabet when pronounced to them as well as the ability to pronounce the letters to others. The students have the ability to connect the	along with French, Romanian, Italian and Portuguese. Recognize the Spanish alphabet when pronounced to them as well as producing letters of the alphabet to others (i.e. spelling	Spanish when necessary (for others as well as the recognition of letters said to you). Students will be able to pronounce the Spanish words that they are exposed to		
perspectives		The students know the Spanish alphabet when pronounced to them as well as the ability to pronounce the letters to others. The students have the ability to connect the individual pronunciation	along with French, Romanian, Italian and Portuguese. Recognize the Spanish alphabet when pronounced to them as well as producing letters of the alphabet to	Spanish when necessary (for others as well as the recognition of letters said to you). Students will be able to pronounce the Spanish words that they are exposed to with the correct		
perspectives		The students know the Spanish alphabet when pronounced to them as well as the ability to pronounce the letters to others. The students have the ability to connect the individual pronunciation of each letter to create	along with French, Romanian, Italian and Portuguese. Recognize the Spanish alphabet when pronounced to them as well as producing letters of the alphabet to others (i.e. spelling words.)	Spanish when necessary (for others as well as the recognition of letters said to you). Students will be able to pronounce the Spanish words that they are exposed to with the correct native speaker		
perspectives		The students know the Spanish alphabet when pronounced to them as well as the ability to pronounce the letters to others. The students have the ability to connect the individual pronunciation	along with French, Romanian, Italian and Portuguese. Recognize the Spanish alphabet when pronounced to them as well as producing letters of the alphabet to others (i.e. spelling	Spanish when necessary (for others as well as the recognition of letters said to you). Students will be able to pronounce the Spanish words that they are exposed to with the correct native speaker pronunciation		
perspectives		The students know the Spanish alphabet when pronounced to them as well as the ability to pronounce the letters to others. The students have the ability to connect the individual pronunciation of each letter to create	along with French, Romanian, Italian and Portuguese. Recognize the Spanish alphabet when pronounced to them as well as producing letters of the alphabet to others (i.e. spelling words.)	Spanish when necessary (for others as well as the recognition of letters said to you). Students will be able to pronounce the Spanish words that they are exposed to with the correct native speaker		

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			The students know the	of each letter to create			
			sound that each letter	words and thus	Students will be able		
			in the Spanish alphabet	sentences.	to compare and		
			makes and thus can use		contrast the Spanish		
			that knowledge to	The students know the	alphabet with our		
			speak the language with	sound that each letter in	English alphabet.		
			the appropriate	the Spanish alphabet			
			pronunciation.	makes and thus can use	Students will be able		
				that knowledge to speak	to make connections		
				the language with the	between the Spanish		
				appropriate	alphabet and ours		
				pronunciation.	noting the same Latin		
				promanerani	roots.		
					, 5515.		
					Students will be able		
					to use their knowledge		
					of the Spanish		
					alphabet and its		
					pronunciation in their		
					lives outside of school		
					both personal and		
					professional.		
	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:
	Language	Students will be able to	The students have the	The students compare	Students will be able	All the letters	12.4.1.54.A
	comparisons and	compare and contrast	skills to compare and	and contrast between	produce and recognize	of the Spanish	12.4.1.54.B
	Cultural	the Spanish alphabet	contrast between two	two or more different	the Spanish alphabet.	alphabet.	12.4.1.54.C
	comparisons	with our English	or more different	perspectives,	, ,		
	25	alphabet.	perspectives,	grammatical points,	Students will be able		
		aipilaboi.	grammatical points,	cultural practices, etc.	to spell words in		
			cultural practices, etc.	carrarar pracrices, erc.	Spanish when		
			carrarar practices, etc.	The students	necessary (for others		
			The students know the	demonstrate the	as well as the		
					recognition of letters		
			language family that	knowledge that Spanish	said to you).		
			Spanish stems from and	is an Indo-European	Sulu 10 you).		
			the other four	language and is one of	Students will be able		
			languages from the	the Romance languages			
			same tree.	along with French,	to pronounce the		
I	1	1	İ	Romanian, Italian and	Spanish words that		
					•		
			The students know the	Portuguese.	they are exposed to with the correct		

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		Spanish alphabet when pronounced to them as well as the ability to pronounce the letters to others. The students have the ability to connect the individual pronunciation of each letter to create words and thus sentences. The students know the sound that each letter in the Spanish alphabet makes and thus can use that knowledge to speak the language with the appropriate pronunciation.	Recognize the Spanish alphabet when pronounced to them as well as producing letters of the alphabet to others (i.e. spelling words.) The students have the ability to connect the individual pronunciation of each letter to create words and thus sentences. The students know the sound that each letter in the Spanish alphabet makes and thus can use that knowledge to speak the language with the appropriate pronunciation.	native speaker pronunciation regardless of the dialect. Students will be able to compare and contrast the Spanish alphabet with our English alphabet. Students will be able to make connections between the Spanish alphabet and ours noting the same Latin roots. Students will be able to use their knowledge of the Spanish alphabet and its pronunciation in their lives outside of school both personal and		
<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	professional. <u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>
School and global communities and Lifelong Learning	How will you utilize this knowledge in your life outside of school?	The students know how this information will play a part in their lives now and in the future. The students know the Spanish alphabet when pronounced to them as well as the ability to pronounce the letters to others. The students have the	The students apprise how this information will play a part in their lives now and in the future. Recognize the Spanish alphabet when pronounced to them as well as producing letters of the alphabet to others (i.e. spelling words.)	Students will be able produce and recognize the Spanish alphabet. Students will be able to spell words in Spanish when necessary (for others as well as the recognition of letters said to you).	All the letters of the Spanish alphabet.	12.5.1.54.A 12.5.1.54.B 12.5.1.54.C 12.5.1.54.D

	ability to connect the individual pronunciation of each letter to create words and thus sentences. The students know the sound that each letter in the Spanish alphabet makes and thus can use that knowledge to speak the language with the appropriate pronunciation.	The students have the ability to connect the individual pronunciation of each letter to create words and thus sentences. The students know the sound that each letter in the Spanish alphabet makes and thus can use that knowledge to speak the language with the appropriate pronunciation.	to pronounce the Spanish words that they are exposed to with the correct native speaker pronunciation regardless of the dialect. Students will be able to compare and contrast the Spanish alphabet with our English alphabet. Students will be able to make connections between the Spanish alphabet and ours noting the same Latin roots. Students will be able to use their knowledge of the Spanish alphabet and its pronunciation in their lives outside of school both personal and professional.			
REVIEW UNIT 2						

ASSESSMENT UNIT 2

UNIT 3- COMMANDS AND CLASSROOM PHRASES (MANDATOS Y FRASES DE LA CLASE DE ESPAÑOL)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	Communication:	Communication:	<u>Communication:</u>	Communication:	Communication:	Communication:
6 days	Interpretive, Interpersonal and Presentational	Can you produce and recognize the Spanish classroom commands? Can you follow commands? Produce and recognize the basic classroom phrases in Spanish. Can you effectively communicate your needs using normal classroom requests in the target language?	Students know how to produce and recognize the classroom commands and phrases in Spanish. Students know how to give and follow commands as necessary in the target language. Students know how to use the commands and classroom phrases in realistic communication in Spanish.	Students produce and recognize the classroom commands and phrases in Spanish. Students give and follow commands as necessary in the target language. Students use the commands and classroom phrases in realistic communication in Spanish.	Students will be able to produce and recognize the basic classroom commands in Spanish. Students will be able to successfully follow the necessary Spanish classroom commands and will be able to give commands in Spanish in return. Students will be able to correctly follow Spanish commands while playing the game "Señor/Señora dice." Students will be able to produce and recognize normal Spanish classroom phrases (May I use the restroom, May I go to the nurse, May I take a drink of water,	All vocabulary relating to the classroom commands in Spanish and normal Spanish classroom phrases. (habla, escucha, mira, escribe, lee, abre el libro, cierra la puerta, trabaja en grupos de dos, ¿Puedo ir al baño?, ¿Puedo ir a la enfermera?, ¿Puedo tener un lápiz?, etc.)	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D 12.1.1.54.F

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					etc.)		
					Students will be able		
					to meet their needs		
					by communicating in		
					the target language		
					using these basic		
					Spanish phrases in the		
					classroom on a daily		
					basis.		
					Resources:		
					*Visuals of commands		
					and classroom phrases		
					·		
					*Teacher-created		
					vocabulary list with all		
					information covered in		
					this unit.		
					+T00 /T + 101 .: 1		
					*TPR (Total Physical		
					Response) to assist in authentic learning.		
					durnenne learning.		
	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
			6. 1 . 6 . 11		6. 1	A11	40.04.54.
	lating cultural	How are the cultural	Students are familiar	Students apprise the	Students will be able	All vocabulary	12.2.1.54.A
	practices to	practices in the	with the cultural	cultural perspectives reflected in the	to produce and	relating to the	12.2.1.54.B 12.2.1.54.C
	perspectives and relating	Spanish-speaking world reflective in the	perspectives reflected in the language.		recognize the basic classroom commands	classroom commands in	14.4.1.34.6
"	cultural	creation of "commands"	in the language.	language.	in Spanish.	Spanish and	
,	products to	in the target language?	Students know how to	Students produce and	тт эрапізт.	normal Spanish	
I '	products to perspectives	m me rarger language?	produce and recognize	recognize the classroom		classroom	
	oci specitives		the classroom	commands and phrases in	Students will be able	phrases. (habla,	
			commands and phrases	Spanish.	to successfully follow	escucha, mira,	
			in Spanish.		the necessary Spanish	escribe, lee,	
			1	Students give and follow	classroom commands	abre el libro,	
			Students know how to	commands as necessary	and will be able to give	cierra la puerta,	

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classroom commands? in Spanish. the necessary Spanish escribe, lee,				•	to successfully follow	•	
			·	- r ····	•		
I STUDENTS DIVE UND TOTAL SOME SOME SOME SOME SOME SOME SOME SOME				Students give and follow	classroom commands	abre el libro,	
			·	·	the necessary Spanish	escribe, lee,	

		1		I		
	Can you follow	Students know how to	commands as necessary	and will be able to give	cierra la puerta,	
	commands in Spanish	give and follow	in the target language.	commands in Spanish	trabaja en	
	and give commands?	commands as necessary		in return.	grupos de dos,	
		in the target language.	Students use the	Students will be able	¿Puedo ir al	
	Produce and recognize		commands and classroom	to correctly follow	baño?, ¿Puedo ir	
	the basic classroom	Students know how to	phrases in realistic	Spanish commands	a la enfermera?,	
	phrases in Spanish.	use the commands and	communication in	while playing the game	¿Puedo tener un	
	·	classroom phrases in	Spanish.	"Señor/Señora dice."	lápiz?, etc.)	
	Can you effectively	realistic communication	'		' ' '	
	communicate your needs	in Spanish.		Students will be able		
	using normal classroom	m Spanism.		to produce and		
	requests in the target			recognize normal		
	language?			Spanish classroom		
	languages			phrases (May I use		
				the restroom, May I		
				go to the nurse, May I		
				have a pencil, May I		
				take a drink of water,		
				etc.)		
				Students will be able		
				to meet their needs		
				by communicating in		
				the target language		
				using these basic		
				Spanish phrases in the		
				classroom on a daily		
				basis.		
<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>
Language	Compare and	Students have the skills	Students compare and	Students will be able	All vocabulary	12.4.1.54.A
comparisons and	differentiate giving and	to compare and	differentiate giving and	to produce and	relating to the	12.4.1.54.B
Cultural	receiving commands to	differentiate between	receiving commands in	recognize the basic	classroom	12.4.1.54.C
	adults and friends in		English and Spanish when	classroom commands	commands in	12,7,1,37,0
comparisons	•	topics.		in Spanish.		
	Spanish and in English.		addressing adults and	in Spanish.	Spanish and	
			their friends.		normal Spanish	
				والماء عما النبير معمومات	classroom	
	How are the cultural	Students are familiar	Students demonstrate	Students will be able	phrases. (habla,	
	practices in the	with the cultural	how to give commands	to successfully follow	escucha, mira,	
	Spanish-speaking world	perspectives reflected	when showing respect to	the necessary Spanish	escribe, lee,	
				classroom commands		

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	reflective in the	in the language.	an adult and giving	and will be able to give	abre el libro,	
	creation of "commands"		commands being more	commands in Spanish	cierra la puerta,	
	in the target language?	Students know how to	informal with a friend.	in return.	trabaja en	
		produce and recognize		Students will be able	grupos de dos,	
		the classroom	Students apprise the	to correctly follow	¿Puedo ir al	
		commands and phrases	cultural perspectives	Spanish commands	baño?, ¿Puedo ir	
		in Spanish.	reflected in the	while playing the game	a la enfermera?,	
		•	language.	"Señor/Señora dice."	¿Puedo tener un	
		Students know how to	3 3		lápiz?, etc.)	
		give and follow	Students produce and	Students will be able	, , ,	
		commands as necessary	recognize the classroom	to produce and		
		in the target language.	commands and phrases in	recognize normal		
		iii iiie rai ger language.	Spanish.	Spanish classroom		
		Students know how to	Spanish.	phrases (May I use		
		use the commands and	Students give and follow	the restroom, May I		
		classroom phrases in	commands as necessary	go to the nurse, May I		
		realistic communication		-		
			in the target language.	have a pencil, May I		
		in Spanish.	G. J	take a drink of water,		
			Students use the	etc.)		
			commands and classroom			
			phrases in realistic	Students will be able		
			communication in	to meet their needs		
			Spanish.	by communicating in		
				the target language		
				using these basic		
				Spanish phrases in the		
				classroom on a daily		
				basis.		
Communities:	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	Communities:	Communities:	<u>Communities:</u>
School and	What have you taken	Students have the skills	Students compare and	Students will be able	All vocabulary	12.5.1.S4.A
global	away with you from this	to compare and	differentiate giving and	to produce and	relating to the	12.5.1.S4.B
communities and	unit on commands in	differentiate between	receiving commands in	recognize the basic	classroom	12.5.1.54.C
Lifelong	Spanish?	topics.	English and Spanish when	classroom commands	commands in	12.5.1.54.D
Learning	'	•	addressing adults and	in Spanish.	Spanish and	
			their friends.	•	normal Spanish	
			,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		classroom	
		Students are familiar	Students demonstrate	Students will be able	phrases. (habla,	
		with the cultural	how to give commands	to successfully follow	escucha, mira,	
		perspectives reflected	when showing respect to	the necessary Spanish	escucha, mira, escribe, lee,	
		perspectives reflected	when showing respect to	classroom commands	escribe, lee,	
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ASSESSMENT UNIT 3

UNIT 4- MEETING A NEW FRIEND- GREETINGS AND BASIC CONVERSATION) (CONOCIENDO UN AMIGO NUEVO- SALUDOS Y CONVERSACIÓN NORMAL)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	Communication:	Communication:	Communication:	Communication:	Communication:	Communication:
15 days	Interpretive, Interpersonal and Presentational	How do you meet a new friend for the first time in the target language? Can you effectively greet someone in the appropriate manner, ask someone their name, share your name, ask how someone is, share how you are, ask someone where they are from, share where you are from, say a farewell and say it's nice to meet you?	Students know how to produce and recognize all vocabulary related to meeting someone for the first time in the target language (greeting someone in the appropriate manner, asking someone their name, sharing your name, asking how someone is, sharing how you are, asking someone where they are from, sharing where you are from, saying a farewell and saying it's nice to meet you.)	Students can produce and recognize all vocabulary related to meeting someone for the first time in the target language (greeting someone in the appropriate manner, asking someone their name, sharing your name, asking how someone is, sharing how you are, asking someone where they are from, sharing where you are from, saying a farewell and saying it's nice to meet you.)	Students will be able to produce and recognize all vocabulary related to meeting someone for the first time in the target language (greeting someone in the appropriate manner, asking someone their name, sharing your name, asking how someone is, sharing how you are, asking someone where they are from, sharing where you are from, saying a farewell and saying it's nice to meet you.) Students will be able to meet a new friend in the target language without difficulty. Students will be able to communicate basic greetings and	All vocabulary related to meeting a new friend in the target language (greeting someone in the appropriate manner, asking someone their name, sharing your name, asking how someone is, sharing how you are, asking someone where they are from, sharing where you are from, saying a farewell and saying it's nice to meet you.)	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D 12.1.1.54.E 12.1.1.54.F

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	pleasantries in the	
	target language.	
	Students will be able	
	to apprise the cultural	
	differences when	
	meeting a new friend	
	in the United States	
	and in Latin America.	
	Students will be able	
	to apprise the	
	different	
	perspectives on	
	proximity and physical	
	boundaries between	
	the target culture and	
	our own.	
	Sur Swii.	
	Students will be able	
	to make connections	
	between meeting	
	someone for the first	
	time from Latin	
	America and from the	
	United States.	
	Students will be able	
	to utilize this	
	knowledge in their	
	lives outside of school.	
	Resources:	
	*Teacher-created	
	vocabulary lists for	
	meeting a new friend	
	for the first time.	
	*Line activity	
<u> </u>		

				*Fly swatters		
<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
Relating cultural practices to perspectives and relating cultural products to perspectives	How do you greet someone from Latin America? How is this similar and yet different from greeting a new friend in the United States?	Students know the customs in Latin America in relation to greeting someone. The students can differentiate between greeting someone (known or unknown) in Latin America and the United States. Students know how to produce and recognize all vocabulary related to meeting someone for the first time in the target language (greeting someone in the appropriate manner, asking someone their name, sharing your name, asking how someone is, sharing how you are, asking someone where they are from, sharing where you are from, saying a farewell and saying it's nice to meet you.)	Students can explain the customs in Latin America in relation to greeting someone. The students differentiate between greeting someone (known or unknown) in Latin America and the United States. Students can produce and recognize all vocabulary related to meeting someone for the first time in the target language (greeting someone in the appropriate manner, asking someone their name, sharing your name, asking how someone is, sharing how you are, asking someone where they are from, sharing where you are from, saying a farewell and saying it's nice to meet you.)	Students will be able to produce and recognize all vocabulary related to meeting someone for the first time in the target language (greeting someone in the appropriate manner, asking someone their name, sharing your name, asking how someone is, sharing how you are, asking someone where they are from, sharing where you are from, saying a farewell and saying it's nice to meet you.) Students will be able to meet a new friend in the target language without difficulty. Students will be able to communicate basic greetings and pleasantries in the target language. Students will be able to apprise the cultural differences when meeting a new friend	All vocabulary related to meeting a new friend in the target language (greeting someone in the appropriate manner, asking someone their name, sharing your name, asking how someone is, sharing how you are, asking someone where they are from, sharing where you are from, saying a farewell and saying it's nice to meet you.)	12.2.1.54. <i>A</i> 12.2.1.54. <i>B</i> 12.2.1.54. <i>C</i>

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			in the United States		
			and in Latin America.		
			Students will be able		
			to apprise the		
			different		
			perspectives on		
			proximity and physical		
			boundaries between		
			the target culture and		
			our own.		
			our own.		
			Students will be able		
			to make connections		
			between meeting		
			someone for the first		
			time from Latin		
			America and from the		
			United States.		
			United States.		
			Students will be able		
			to utilize this		
			knowledge in their		
			lives outside of school.		
Connections: Connections	: Connections:	Connections:	Connections:	Connections:	Connections
Connections: Connections	<u>connections.</u>	Connections:	<u>connections.</u>	<u>connections.</u>	<u>Connections:</u>
Making How is greet	ng Students know the	Students can explain the	Students will be able	All vocabulary	12.3.1.54.A
	3	·	to produce and	related to	12.3.1.54.B
		customs in Latin America	recognize all		
acquiring different in L		in relation to greeting	_	meeting a new	12.3.1.54. <i>C</i>
information and America from gr		someone (and the time	vocabulary related to	friend in the	12.3.1.54.D
diverse a new friend in	, ,	of day.)	meeting someone for	target language	
perspectives United State			the first time in the	(greeting	
	The students can	The students	target language	someone in the	
Can you explain		differentiate between	(greeting someone in	appropriate	
"time of day" ar		greeting someone (known	the appropriate	manner, asking	
appropriate gre		or unknown) in Latin	manner, asking	someone their	
related to that t	rom a Latin America and the	America and the United	someone their name,	name, sharing	
cultural perspec	tive? United States.	States.	sharing your name,	your name,	
			asking how someone is,	asking how	
	Students know how to	Students can produce	sharing how you are,	someone is,	
			1		
	produce and recognize	and recognize all	asking someone where	sharing how you	

all vocabulary related	vocabulary related to	where you are from,	are, asking	
to meeting someone for	meeting someone for the	saying a farewell and	someone where	
the first time in the	first time in the target	saying it's nice to	they are from,	
target language	language (greeting	meet you.)	sharing where	
(greeting someone in	someone in the		you are from,	
the appropriate manner,	appropriate manner,	Students will be able	saying a farewell	
asking someone their	asking someone their	to meet a new friend	and saying it's	
name, sharing your	name, sharing your name,	in the target language	nice to meet	
name, asking how	asking how someone is,	without difficulty.	you.)	
someone is, sharing how	sharing how you are,			
you are, asking someone	asking someone where	Students will be able		
where they are from,	they are from, sharing	to communicate basic		
sharing where you are	where you are from,	greetings and		
from, saying a farewell	saying a farewell and	pleasantries in the		
and saying it's nice to	saying it's nice to meet	target language.		
meet you.)	you.)			
·		Students will be able		
		to apprise the cultural		
		differences when		
		meeting a new friend		
		in the United States		
		and in Latin America.		
		Students will be able		
		to apprise the		
		different		
		perspectives on		
		proximity and physical		
		boundaries between		
		the target culture and		
		our own.		
		Students will be able		
		to make connections		
		between meeting		
		someone for the first		
		time from Latin		
		America and from the		
		United States.		
		Students will be able		

Comparisons: Language comparisons and Cultural comparisons	Can you compare and contrast greeting someone in Latin America and the United States?	Comparisons: Students know the customs in Latin America in relation to	Comparisons: Students can explain the customs in Latin America	to utilize this knowledge in their lives outside of school. Comparisons: Students will be able	Comparisons: All vocabulary	Comparisons:
Language comparisons and Cultural	Can you compare and contrast greeting someone in Latin America and the United	Students know the customs in Latin America in relation to	Students can explain the	lives outside of school. Comparisons: Students will be able		•
Language comparisons and Cultural	Can you compare and contrast greeting someone in Latin America and the United	Students know the customs in Latin America in relation to	Students can explain the	<u>Comparisons:</u> Students will be able		•
Language comparisons and Cultural	Can you compare and contrast greeting someone in Latin America and the United	Students know the customs in Latin America in relation to	Students can explain the	Students will be able		•
comparisons and Cultural	contrast greeting someone in Latin America and the United	customs in Latin America in relation to	•		All vocabulary	
Cultural	someone in Latin America and the United	America in relation to	customs in Latin America	#		12.4.1.54.A
Cultural	someone in Latin America and the United			to produce and	related to	12.4.1.54.B
comparisons			in relation to greeting	recognize all	meeting a new	12.4.1.54.C
	States?	greeting someone (and	someone (and the time	vocabulary related to	friend in the	
		the time of day.)	of day.)	meeting someone for	target language	
		•	·	the first time in the	(greeting	
	How is the "time of	The students can	The students	target language	someone in the	
	day" and the	differentiate between	differentiate between	(greeting someone in	appropriate	
	appropriate greetings	greeting someone	greeting someone (known	the appropriate	manner, asking	
	cultural different?	(known or unknown) in	or unknown) in Latin	manner, asking	someone their	
		Latin America and the	America and the United	someone their name,	name, sharing	
		United States.	States.	sharing your name,	your name,	
				asking how someone is,	asking how	
		Students know how to	Students can produce	sharing how you are,	someone is,	
		produce and recognize	and recognize all	asking someone where	sharing how you	
		all vocabulary related	vocabulary related to	they are from, sharing	are, asking	
		to meeting someone for	meeting someone for the	where you are from,	someone where	
		the first time in the	first time in the target	saying a farewell and	they are from,	
		target language	language (greeting	saying it's nice to	sharing where	
		(greeting someone in	someone in the	meet you.)	you are from,	
		the appropriate manner,	appropriate manner,		saying a farewell	
		_	_			
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		_	_		you.)	
			,	without difficulty.		
			_	Carriera cuill le calale		
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				•		
		meet you.)	you.)	rarger language.		
				Students will be able		
				to apprise the cultural		
				differences when		
l						
				•		
		meet you.)	you.)	target language. Students will be able to apprise the cultural differences when		
			asking someone their name, sharing your name, asking how someone is, sharing how you are, asking someone where they are from, sharing where you are from, saying a farewell and saying it's nice to	asking someone their name, sharing your name, asking how someone is, sharing how you are, asking someone where they are from, sharing where you are from, saying a farewell and saying it's nice to asking someone their name, sharing your name, asking how someone is, sharing how you are, asking someone their name, sharing your name, asking someone their name, sharing your name, sharing how someone is, sharing how you are, asking someone their name, sharing your name, sharing your name, asking someone their name, sharing your name, sharing how someone is, sharing how you are, asking someone their name, sharing your name, asking how someone is, sharing how you are, asking someone their name, sharing your name, asking how someone is, sharing how you are, asking someone their name, sharing your name, sharing how you are, asking someone their name, sharing your name, asking how someone is, sharing how you are, asking someone their	asking someone their name, sharing your name, asking how someone is, sharing how you are, asking someone where they are from, sharing where you are from, saying a farewell and saying it's nice to meet you.) asking someone their name, sharing your name, asking how someone is, sharing how you are, asking someone where they are from, sharing where you are from, saying a farewell and saying it's nice to meet you.) Students will be able to meet a new friend in the target language without difficulty. Students will be able to communicate basic greetings and pleasantries in the target language. Students will be able to apprise the cultural differences when meeting a new friend	asking someone their name, sharing your name, asking how someone is, sharing how you are, asking someone where they are from, sharing where you are from, saying a farewell and saying it's nice to meet you.) asking someone their name, sharing your name, asking how someone is, sharing how you are, asking someone where they are from, sharing where you are from, saying a farewell and saying it's nice to meet you.) Students will be able to meet a new friend in the target language without difficulty. Students will be able to meet a new friend in the target language without difficulty. Students will be able to meet a new friend in the target language without difficulty. Students will be able to meet a new friend in the target language without difficulty. Students will be able to apprise the cultural differences when

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					and in Latin America.		
					Students will be able		
					to apprise the		
					different		
					perspectives on		
					proximity and physical		
					boundaries between		
					the target culture and		
					our own.		
					Students will be able		
					to make connections		
					between meeting		
					someone for the first		
					time from Latin		
					America and from the		
					United States.		
					Students will be able		
					to utilize this		
					knowledge in their		
					lives outside of school.		
	Communities:	Communities:	Communities:	Communities:	Communities:	Communities:	Communities:
	School and	Can you successfully	Students know the	Students can explain the	Students will be able	All vocabulary	12.5.1.54.A
	global	meet a new friend in	customs in Latin	customs in Latin America	to produce and	related to	12.5.1.54.B
	communities and	the target language	A		recognize all		12.5.1.54.C
		The farael landuage	America in relation to	i in relation to areeting	recognize un	i meetina a new i	12.3.1.34.0
i			America in relation to areeting someone.	in relation to greeting someone.	_	meeting a new friend in the	
	Lifelong	inside and outside of	greeting someone.	someone.	vocabulary related to	friend in the	12.5.1.54.D
					_	friend in the target language	
	Lifelong	inside and outside of	greeting someone.	someone.	vocabulary related to meeting someone for	friend in the	
	Lifelong	inside and outside of	greeting someone. The students can differentiate between	someone. The students differentiate between	vocabulary related to meeting someone for the first time in the	friend in the target language (greeting someone in the	
	Lifelong	inside and outside of	greeting someone. The students can differentiate between greeting someone	someone. The students differentiate between greeting someone (known	vocabulary related to meeting someone for the first time in the target language	friend in the target language (greeting someone in the appropriate	
	Lifelong	inside and outside of	greeting someone. The students can differentiate between greeting someone (known or unknown) in	someone. The students differentiate between greeting someone (known or unknown) in Latin	vocabulary related to meeting someone for the first time in the target language (greeting someone in	friend in the target language (greeting someone in the appropriate manner, asking	
	Lifelong	inside and outside of	greeting someone. The students can differentiate between greeting someone (known or unknown) in Latin America and the	someone. The students differentiate between greeting someone (known or unknown) in Latin America and the United	vocabulary related to meeting someone for the first time in the target language (greeting someone in the appropriate	friend in the target language (greeting someone in the appropriate manner, asking someone their	
	Lifelong	inside and outside of	greeting someone. The students can differentiate between greeting someone (known or unknown) in	someone. The students differentiate between greeting someone (known or unknown) in Latin	vocabulary related to meeting someone for the first time in the target language (greeting someone in the appropriate manner, asking someone their name,	friend in the target language (greeting someone in the appropriate manner, asking someone their name, sharing	
	Lifelong	inside and outside of	greeting someone. The students can differentiate between greeting someone (known or unknown) in Latin America and the United States.	someone. The students differentiate between greeting someone (known or unknown) in Latin America and the United States.	vocabulary related to meeting someone for the first time in the target language (greeting someone in the appropriate manner, asking someone their name, sharing your name,	friend in the target language (greeting someone in the appropriate manner, asking someone their name, sharing your name,	
	Lifelong	inside and outside of	greeting someone. The students can differentiate between greeting someone (known or unknown) in Latin America and the United States. Students know how to	someone. The students differentiate between greeting someone (known or unknown) in Latin America and the United States. Students can produce	vocabulary related to meeting someone for the first time in the target language (greeting someone in the appropriate manner, asking someone their name, sharing your name, asking how someone is,	friend in the target language (greeting someone in the appropriate manner, asking someone their name, sharing your name, asking how	
	Lifelong	inside and outside of	greeting someone. The students can differentiate between greeting someone (known or unknown) in Latin America and the United States. Students know how to produce and recognize	someone. The students differentiate between greeting someone (known or unknown) in Latin America and the United States. Students can produce and recognize all	vocabulary related to meeting someone for the first time in the target language (greeting someone in the appropriate manner, asking someone their name, sharing your name, asking how someone is, sharing how you are,	friend in the target language (greeting someone in the appropriate manner, asking someone their name, sharing your name, asking how someone is,	
	Lifelong	inside and outside of	greeting someone. The students can differentiate between greeting someone (known or unknown) in Latin America and the United States. Students know how to produce and recognize all vocabulary related	someone. The students differentiate between greeting someone (known or unknown) in Latin America and the United States. Students can produce and recognize all vocabulary related to	vocabulary related to meeting someone for the first time in the target language (greeting someone in the appropriate manner, asking someone their name, sharing your name, asking how someone is, sharing how you are, asking someone where	friend in the target language (greeting someone in the appropriate manner, asking someone their name, sharing your name, asking how someone is, sharing how you	
	Lifelong	inside and outside of	greeting someone. The students can differentiate between greeting someone (known or unknown) in Latin America and the United States. Students know how to produce and recognize	someone. The students differentiate between greeting someone (known or unknown) in Latin America and the United States. Students can produce and recognize all	vocabulary related to meeting someone for the first time in the target language (greeting someone in the appropriate manner, asking someone their name, sharing your name, asking how someone is, sharing how you are,	friend in the target language (greeting someone in the appropriate manner, asking someone their name, sharing your name, asking how someone is,	

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the first time in the	first time in the target	saying a farewell and	someone where	
target language	language (greeting	saying it's nice to	they are from,	
(greeting someone in	someone in the	meet you.)	sharing where	
the appropriate manner,	appropriate manner,		you are from,	
asking someone their	asking someone their	Students will be able	saying a farewell	
name, sharing your	name, sharing your name,	to meet a new friend	and saying it's	
name, asking how	asking how someone is,	in the target language	nice to meet	
someone is, sharing how	sharing how you are,	without difficulty.	you.)	
you are, asking someone	asking someone where			
where they are from,	they are from, sharing	Students will be able		
sharing where you are	where you are from,	to communicate basic		
from, saying a farewell	saying a farewell and	greetings and		
and saying it's nice to	saying it's nice to meet	pleasantries in the		
meet you.)	you.)	target language.		
	, .			
		Students will be able		
		to apprise the cultural		
		differences when		
		meeting a new friend		
		in the United States		
		and in Latin America.		
		Students will be able		
		to apprise the		
		different		
		perspectives on		
		proximity and physical		
		boundaries between		
		the target culture and		
		our own.		
		Students will be able		
		to make connections		
		between meeting		
		someone for the first		
		time from Latin		
		America and from the		
		United States.		
		Students will be able		
		to utilize this		

		knowledge in their	
		lives outside of school.	

ASSESSMENT UNIT 4

UNIT 5- COLORS (COLORES)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	<u>Communication:</u>	Communication:	<u>Communication:</u>	<u>Communication:</u>	Communication:	<u>Communication:</u>
2 days	Interpretive, Interpersonal and Presentational	Can you produce and recognize all of the colors of the rainbow in Spanish?	Students know the colors of the rainbow and additional colors in Spanish.	Students produce and recognize the colors of the rainbow and additional colors in Spanish through student centered activities around the classroom.	Students will be able to produce and recognize all of the colors in Spanish. Students will be able to identify the Spanish colors around the classroom. Students will be able to compare and contrast the colors in Spanish with the colors in English. Students will be able to connect the	All vocabulary relating to the colors of the rainbow and other colors as well as command vocabulary. (gris, rosa, morado, rojo, blanco, azul, verde, toque, etc.)	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D 12.1.1.54.E 12.1.1.54.F

				Spanish colors with the English colors. Students will be able to apprise how this knowledge will be utilized and beneficial in other disciplines and outside of school. Resources: *Teacher-created vocabulary list for all of the colors in Spanish. *The classroom ad classroom objects (to practice all of the colors)		
<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
Relating cultural practices to perspectives and relating cultural products to perspectives	Can you name the colors of the Mexican, Spanish and Guatemalan flags in Spanish?	The students know what the flags of México, Spain and Guatemala look like. Students know the colors of the rainbow and additional colors in Spanish.	The students produce and recognize the colors of the flags of México, Spain and Guatemala look in the target language. Students produce and recognize the colors of the rainbow and additional colors in Spanish through student centered activities around the classroom.	Students will be able to produce and recognize all of the colors in Spanish. Students will be able to identify the Spanish colors around the classroom. Students will be able to compare and contrast the colors in Spanish with the colors in English.	All vocabulary relating to the colors of the rainbow and other colors as well as command vocabulary. (gris, rosa, morado, rojo, blanco, azul, verde, toque, etc.)	12.2.1.54. <i>A</i> 12.2.1.54. <i>B</i> 12.2.1.54. <i>C</i>

				Students will be able to connect the Spanish colors with the English colors. Students will be able to apprise how this knowledge will be utilized and beneficial in other disciplines and outside of school.		
Connections: Making connections and acquiring information and diverse perspectives	Connections: Can you name the colors of the Mexican, Spanish and Guatemalan flags in Spanish? Are there any connections you can make between the names of the colors in Spanish and in English?	Connections: Students have the skills to make connections linguistically between their L1 (native language) and the target language. The students know what the flags of México, Spain and Guatemala look like. Students know the colors of the rainbow and additional colors in Spanish.	Students make connections linguistically between their L1 (native language) and the target language. The students produce and recognize the colors of the flags of México, Spain and Guatemala look in the target language. Students produce and recognize the colors of the rainbow and additional colors in Spanish through student centered activities around the classroom.	Connections: Students will be able to produce and recognize all of the colors in Spanish. Students will be able to identify the Spanish colors around the classroom. Students will be able to compare and contrast the colors in Spanish with the colors in English. Students will be able to connect the Spanish colors with the English colors. Students will be able to apprise how this knowledge will be utilized and beneficial in other disciplines	Connections: All vocabulary relating to the colors of the rainbow and other colors as well as command vocabulary. (gris, rosa, morado, rojo, blanco, azul, verde, toque, etc.)	2.3.1.54.A 12.3.1.54.B 12.3.1.54.C 12.3.1.54.D

<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	Comparisons:	<u>Comparisons:</u>	<u>Comparisons:</u>	Comparisons:
Language comparisons and Cultural comparisons	Can you name the colors of the Mexican, Spanish and Guatemalan flags in Spanish? Are there any language and cultural comparisons you can make between the names of the colors in Spanish and in English?	Students have the skills to make language and cultural comparisons between their L1 (native language) and the target language. Students have the skills to make connections linguistically between their L1 (native language) and the target language. The students know what the flags of México, Spain and Guatemala look like. Students know the colors of the rainbow and additional colors in Spanish.	Students make language and cultural comparisons between their L1 (native language) and the target language. Students make connections linguistically between their L1 (native language) and the target language. The students produce and recognize the colors of the flags of México, Spain and Guatemala look in the target language. Students produce and recognize the colors of the rainbow and additional colors in Spanish through student centered activities around the classroom.	Students will be able to produce and recognize all of the colors in Spanish. Students will be able to identify the Spanish colors around the classroom. Students will be able to compare and contrast the colors in Spanish with the colors in English. Students will be able to connect the Spanish colors with the English colors. Students will be able to apprise how this knowledge will be utilized and beneficial in other disciplines and outside of school.	All vocabulary relating to the colors of the rainbow and other colors as well as command vocabulary. (gris, rosa, morado, rojo, blanco, azul, verde, toque, etc.)	12.4.1.54.A 12.4.1.54.B 12.4.1.54.C
<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	Communities:	Communities:
School and global communities and Lifelong Learning	How can you use the names of the colors in Spanish to assist you in other disciplines (Art, English, Music, Science, Social Studies, etc.)?	Students know how their knowledge of colors in Spanish can be of use to them in other subject areas. Students have the skills	Students apprise how knowing the colors in Spanish can assist them in other disciplines (i.e. word etymology, etc.)	Students will be able to produce and recognize all of the colors in Spanish. Students will be able to identify the	All vocabulary relating to the colors of the rainbow and other colors as well as command	12.5.1.54. <i>A</i> 12.5.1.54. <i>B</i> 12.5.1.54. <i>C</i> 12.5.1.54. <i>D</i>
	Can you name the colors of the Mexican, Spanish	to make language and cultural comparisons	Students make language and cultural comparisons between their L1 (native	Spanish colors around the classroom.	vocabulary. (gris, rosa, morado, rojo,	

and Guatemalan flags in	between their L1	language) and the target		blanco, azul,	
Spanish?	(native language) and	language.	Students will be able	verde, toque,	
	the target language.		to compare and	etc.)	
		Students make	contrast the colors in		
	Students have the skills	connections linguistically	Spanish with the		
	to make connections	between their L1 (native	colors in English.		
	linguistically between	language) and the target	_		
	their L1 (native	language.	Students will be able		
	language) and the		to connect the		
	target language.	The students produce	Spanish colors with		
		and recognize the colors	the English colors.		
	The students know	of the flags of México,	J		
	what the flags of	Spain and Guatemala look	Students will be able		
	México, Spain and	in the target language.	to apprise how this		
	Guatemala look like.	3 3 3	knowledge will be		
		Students produce and	utilized and beneficial		
	Students know the	recognize the colors of	in other disciplines		
	colors of the rainbow	the rainbow and	and outside of school.		
	and additional colors in	additional colors in			
	Spanish.	Spanish through student			
		centered activities			
		around the classroom.			
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ASSESSMENT UNIT 5

UNIT 6- NUMBERS, DAYS OF THE WEEK, MONTHS OF THE YEAR (LOS NÚMEROS, DÍAS DE LA SEMANA Y MESES DEL AÑO)

Estimated	Big Ideas	Essential Questions	Concepts	Competencies	Lessons/ Suggested	Vocabulary	Standards/	l
Unit Time		,	(Know)	(Do)	Resources	•	Eligible Content	l
Frames								

<u> </u>	Т		T	Ι		
				to connect learning		
				numbers as high as		
				five hundred based on		
				their knowledge of		
				numbers one through		
				30.		
				Resources:		
				*Teacher-created		
				vocabulary lists for		
				the numbers, days of		
				the week, months of		
				the year		
				*Spanish calendar		
				*Handouts of math		
				problems in the target		
				language		
				*Fly swatters		
				*Manipulatives		
				*Dice		
				*"Templo" boards		
Cultures:	Cultures:	Cultures:	<u>Cultures</u> :	Cultures:	Cultures:	Cultures:
<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>		
Relating cultural	How are Spanish	The students know the	The students know the	The students will be	Vocabulary for	12.2.1.54.A
practices to	calendars and calendars	cultural perspectives	cultural perspectives	able to produce and	all of the	12.2.1.54.B
perspectives	in the United States	between the United	between the United	recognize all numbers	following:	12.2.1.54. <i>C</i>
and relating	the same and yet	States, Latin America	States, Latin America	between zero and five	All numbers in	2=1=1:0
cultural	different?	and Spain.	and Spain.	hundred.	Spanish from	
products to	3.770101117	ana opam.	and opain.	Tianai ca.	zero to five	
perspectives	Why does this cultural	The students are well	The students	The students will be	hundred.	
porspectives	perspective exist	versed in the calendars	demonstrate how the	able to produce and	Hariot Ca.	
	between our nations?	and how they are	calendars appear and are	recognize the days of	All seven days	
	Derween our numbris?	expressed between our	expressed between our	the week.	of the week.	
	How is the Aztec	nations.	nations (On what day the	THE WEEK.	of the week.	
	calendar different from	nanons.	Spanish calendar begins	The students will be	All 12 months of	
		The students know	, .			
	calendars today? Which	about the Aztec	and on what day our	able to produce and	the year.	
	is more accurate?		calendar begins.)	recognize the months		
		calendar, its appearance		of the year.		

					T	
		and a basic knowledge	The students can apprise			
		of how days are	the Aztec calendar, its	Students will be able		
		recorded.	appearance and a basic	to complete		
			knowledge of how days	mathematics problems		
		Students know how to	are recorded.	in the target language.		
		produce and recognize				
		the numbers from zero	Produce and recognize	Students will be able		
		to five hundred, the	the numbers from zero	to write the date		
		days of the week and	to five hundred, the	correctly in the target		
		the months of the year	days of the week and the	language.		
		in Spanish.	months of the year in			
		•	Spanish.	Students will be able		
		The students know how		to communicate their		
		to express the date and	The students express	birthday (in proper		
		share when their	the date and share when	grammatical form) in		
		birthday is in the	their birthday is in the	the target language.		
		target language.	target language.			
				Students will be able		
		The students know how	Solve basic mathematics	to apprise cultural		
		to solve basic	and can connect that	perspectives in		
		mathematics and can	knowledge with their	relation to calendars		
		connect that knowledge	knowledge of the	in Spanish.		
		with their knowledge of	numbers in Spanish to	,		
		the numbers in Spanish.	accomplish the task.	Students will be able		
		·	·	to connect learning		
				numbers as high as		
				five hundred based on		
				their knowledge of		
				numbers one through		
				30.		
Connections:	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:
	_					
Making	Can you see connections	The students know the	The students know the	The students will be	Vocabulary for	12.3.1.54.A
connections and	that allow you to learn	cultural perspectives	cultural perspectives	able to produce and	all of the	12.3.1.54.B
acquiring	numbers as high as five	between the United	between the United	recognize all numbers	following:	12.3.1.54. <i>C</i>
information and	hundred more easily	States, Latin America	States, Latin America	between zero and five	All numbers in	12.3.1.54.D
diverse	based on your	and Spain.	and Spain.	hundred.	Spanish from	
perspectives	knowledge of numbers				zero to five	
	one through 30?	The students are well	The students	The students will be	hundred.	
		versed in the calendars	demonstrate how the	able to produce and		
				recognize the days of		

	How are Spanish	and how they are	calendars appear and are	the week.	All seven days	
	calendars and calendars	expressed between our	expressed between our	THE WEEK.	of the week.	
	in the United States	nations.	nations (On what day the	The students will be	of the week.	
	the same and yet	nariono.	Spanish calendar begins	able to produce and	All 12 months of	
	different?	The students know	and on what day our	recognize the months	the year.	
	3,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	about the Aztec	calendar begins.)	of the year.	7.00	
	Why does this cultural	calendar, its appearance		o,		
	perspective in relation	and a basic knowledge	The students can apprise	Students will be able		
	to calendars exist	of how days are	the Aztec calendar, its	to complete		
	between our nations?	recorded.	appearance and a basic	mathematics problems		
			knowledge of how days	in the target language.		
	How is the Aztec	Students know how to	are recorded.	··· ··· · · · · · · · · · · · · · · ·		
	calendar different from	produce and recognize		Students will be able		
	calendars today? Which	the numbers from zero	Produce and recognize	to write the date		
	is more accurate?	to five hundred, the	the numbers from zero	correctly in the target		
		days of the week and	to five hundred, the	language.		
		the months of the year	days of the week and the			
		in Spanish.	months of the year in	Students will be able		
		'	Spanish.	to communicate their		
		The students know how	·	birthday (in proper		
		to express the date and	The students express	grammatical form) in		
		share when their	the date and share when	the target language.		
		birthday is in the	their birthday is in the			
		target language.	target language.	Students will be able		
				to apprise cultural		
		The students know how	Solve basic mathematics	perspectives in		
		to solve basic	and can connect that	relation to calendars		
		mathematics and can	knowledge with their	in Spanish.		
		connect that knowledge	knowledge of the			
		with their knowledge of	numbers in Spanish to	Students will be able		
		the numbers in Spanish.	accomplish the task.	to connect learning		
				numbers as high as		
				five hundred based on		
				their knowledge of		
				numbers one through		
				30.		
Comparisons:	Comparisons:	Comparisons:	Comparisons:	<u>Comparisons:</u>	<u>Comparisons:</u>	Comparisons:
				The about a will to	,, , , ,	40.44.=4.
Language	How are numbers in	The students know the	The students know the	The students will be	Vocabulary for	12.4.1.54.A
comparisons and	Spanish similar and yet	cultural perspectives	cultural perspectives	able to produce and	all of the	12.4.1.54.B
Cultural	different from how we	between the United	between the United	recognize all numbers	following:	12.4.1.54. <i>C</i>

COI	omparisons	communicate numbers in English?	States, Latin America and Spain.	States, Latin America and Spain.	between zero and five hundred.	All numbers in Spanish from zero to five	
		What linguistic	The students are well	The students	The students will be	hundred.	
		structures do you see?	versed in the calendars	demonstrate how the	able to produce and	AU	
		Haw and Enguish	and how they are	calendars appear and are	recognize the days of the week.	All seven days of the week.	
		How are Spanish calendars	expressed between our nations.	expressed between our nations (On what day the	THE WEEK.	of the week.	
		in the United States	nations.	Spanish calendar begins	The students will be	All 12 months of	
		the same and yet	The students know	and on what day our	able to produce and	the year.	
		different?	about the Aztec	calendar begins.)	recognize the months	me yeur.	
		diff of one	calendar, its appearance	caronaar begins.)	of the year.		
		Why does this cultural	and a basic knowledge	The students can apprise	0, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		
		perspective in relation	of how days are	the Aztec calendar, its	Students will be able		
		to calendars exist	recorded.	appearance and a basic	to complete		
		between our nations?		knowledge of how days	mathematics problems		
			Students know how to	are recorded.	in the target language.		
		How is the Aztec	produce and recognize				
		calendar different from	the numbers from zero	Produce and recognize	Students will be able		
		calendars today? Which	to five hundred, the	the numbers from zero	to write the date		
		is more accurate?	days of the week and	to five hundred, the	correctly in the target		
			the months of the year	days of the week and the	language.		
			in Spanish.	months of the year in			
				Spanish.	Students will be able		
			The students know how to express the date and	The students express	to communicate their		
			share when their	the date and share when	birthday (in proper grammatical form) in		
			birthday is in the	their birthday is in the	the target language.		
			target language.	target language.	The farger language.		
			rai ger language.	rarger ranguage.	Students will be able		
			The students know how	Solve basic mathematics	to apprise cultural		
			to solve basic	and can connect that	perspectives in		
			mathematics and can	knowledge with their	relation to calendars		
			connect that knowledge	knowledge of the	in Spanish.		
			with their knowledge of	numbers in Spanish to			
			the numbers in Spanish.	accomplish the task.	Students will be able		
					to connect learning		
					numbers as high as		
					five hundred based on		
					their knowledge of		
					numbers one through		

				30.		
<u>Communitie</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>
School and global communities Lifelong Learning	Do you feel that you can successfully	The students know the cultural perspectives between the United States, Latin America and Spain. The students are well versed in the calendars and how they are expressed between our nations. The students know about the Aztec calendar, its appearance and a basic knowledge of how days are recorded. Students know how to produce and recognize the numbers from zero to five hundred, the days of the week and the months of the year in Spanish. The students know how to express the date and share when their birthday is in the target language. The students know how to solve basic mathematics and can connect that knowledge	The students know the cultural perspectives between the United States, Latin America and Spain. The students demonstrate how the calendars appear and are expressed between our nations (On what day the Spanish calendar begins and on what day our calendar begins.) The students can apprise the Aztec calendar, its appearance and a basic knowledge of how days are recorded. Produce and recognize the numbers from zero to five hundred, the days of the week and the months of the year in Spanish. The students express the date and share when their birthday is in the target language. Solve basic mathematics and can connect that knowledge with their	The students will be able to produce and recognize all numbers between zero and five hundred. The students will be able to produce and recognize the days of the week. The students will be able to produce and recognize the months of the year. Students will be able to complete mathematics problems in the target language. Students will be able to write the date correctly in the target language. Students will be able to communicate their birthday (in proper grammatical form) in the target language. Students will be able to apprise cultural perspectives in relation to calendars in Spanish.	Vocabulary for all of the following: All numbers in Spanish from zero to five hundred. All seven days of the week. All 12 months of the year.	12.5.1.54.A 12.5.1.54.B 12.5.1.54.C 12.5.1.54.D
		with their knowledge of	knowledge of the numbers in Spanish to	'		

	the numbers in Spanish.	accomplish the task.	Students will be able	
			to connect learning	
			numbers as high as	
			five hundred based on	
			their knowledge of	
			numbers one through	
			30.	

ASSESSMENT UNIT 6

UNIT 7- THE BODY (EL CUERPO)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	Communication:	Communication:	<u>Communication:</u>	Communication:	Communication:	Communication:
2 days	Interpretive, Interpersonal and Presentational	Can you produce and recognize the parts of the body in Spanish? Can you identify some parts of your body in the target language?	Students know the parts of the body in Spanish.	Students demonstrate production and recognition of the parts of the body in Spanish through student centered activities in the classroom and at home.	Students will be able to produce and recognize the parts of the body in Spanish. Students will be able to identify various parts of their body. Students will be able to learn the parts of the body through our	All vocabulary relating to the parts of the body in Spanish as well as commands during instruction. (cabeza, brazo, nariz, ojos, orejas, dientes, boca, lengua,	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D 12.1.1.54.E 12.1.1.54.F

				guest speaker Señor	bigote, saque,	
				PapaCabeza (Mr.	pon, etc.)	
				Potatohead).		
				Students will be able		
				to compare and		
				contrast the parts of		
				the body in Spanish		
				and in English.		
				Students will be able		
				to make connections		
				between the names of		
				the parts of the body		
				in English and in		
				Spanish.		
				Students will be able		
				to apprise how this		
				knowledge will be		
				utilized and beneficial		
				in other disciplines		
				and outside of school.		
				Resources:		
				*Teacher-created		
				vocabulary list for the		
				parts of the body		
				*Señor PapaCabeza		
				(Mr. Potatohead to		
				assist with		
				instruction)		
<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
Relating cultural	How do people in	Students know the	Students apprise how	Students will be able	All vocabulary	12.2.1.54.A
practices to	Spanish-speaking	cultural differences in	people in Latin America	to produce and	relating to the	12.2.1.54.B
perspectives	countries greet one	greeting people in Latin	kiss on the cheeks when	recognize the parts of	parts of the	12.2.1.54.C

and relating cultural products to perspectives	another that may be different from how we do in the United States?	America and the United States. Students know the parts of the body in Spanish.	greeting friends, etc. Students demonstrate production and recognition of the parts of the body in Spanish through student centered activities in the classroom and at home.	the body in Spanish. Students will be able to identify various parts of their body. Students will be able to learn the parts of the body through our guest speaker Señor PapaCabeza (Mr. Potatohead). Students will be able to compare and contrast the parts of the body in Spanish and in English. Students will be able to make connections between the names of the parts of the body in English and in Spanish. Students will be able to apprise how this knowledge will be utilized and beneficial in other disciplines and outside of school.	body in Spanish as well as commands during instruction. (cabeza, brazo, nariz, ojos, orejas, dientes, boca, lengua, bigote, saque, pon, etc.)	Compostions
Connections:	<u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>	Connections:	<u>Connections:</u>
Making	Are there any	Students have the skills	Students make	Students will be able	All vocabulary	12.3.1.54.A
connections and	connections you can	to make connections	connections linguistically	to produce and	relating to the	12.3.1.54.B
acquiring	make between the	linguistically between	between their L1 (native	recognize the parts of	parts of the	12.3.1.54. <i>C</i>
information and	names of the body	their L1 (native	language) and the target	the body in Spanish.	body in Spanish	12.3.1.54.D
diverse	parts in Spanish and in	language) and the	language.	Candona mill bo -bl-	as well as	
perspectives	English?	target language.		Students will be able	commands	

		Students know the parts of the body in Spanish.	Students produce and recognize the parts of the body in Spanish through student centered activities around the classroom.	to identify various parts of their body. Students will be able to learn the parts of the body through our guest speaker Señor PapaCabeza (Mr. Potatohead). Students will be able to compare and contrast the parts of the body in Spanish and in English. Students will be able to make connections between the names of the parts of the body in English and in Spanish. Students will be able to apprise how this knowledge will be utilized and beneficial in other disciplines and outside of school.	during instruction. (cabeza, brazo, nariz, ojos, orejas, dientes, boca, lengua, bigote, saque, pon, etc.)	
<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>
Language .	Compare and contrast	Students have the skills	Students make	Students will be able	All vocabulary	12.4.1.54.A
comparisons and	the names of the parts	to make connections	connections linguistically	to produce and	relating to the	12.4.1.54.B
Cultural	of the body in English	linguistically between	between their L1 (native	recognize the parts of the body in Spanish.	parts of the	12.4.1.54. <i>C</i>
comparisons	and in Spanish.	their L1 (native	language) and the target	The body in Spanish.	body in Spanish as well as	
	Compare and contrast	language) and the target language.	language.	Students will be able	commands	
	how latinos greet one	Students know the	Students produce and	to identify various	during	
	another with how we	parts of the body in	recognize the parts of	parts of their body.	instruction.	
	might greet someone	Spanish.	the body in Spanish		(cabeza, brazo,	
	here in the United	- Famer	through student	Students will be able	nariz, ojos,	

	61.1.2	C. I. I. I.	1 1 1 11 11			
	States?	Students know the	centered activities	to learn the parts of	orejas, dientes,	
		cultural differences in	around the classroom.	the body through our	boca, lengua,	
		greeting people in Latin	6	guest speaker Señor	bigote, saque,	
		America and the United	Students apprise how	PapaCabeza (Mr.	pon, etc.)	
		States.	people in Latin America	Potatohead).		
			kiss on the cheeks when			
		Students know the	greeting friends, etc.	Students will be able		
		parts of the body in		to compare and		
		Spanish.	Students demonstrate	contrast the parts of		
			production and	the body in Spanish		
			recognition of the parts	and in English.		
			of the body in Spanish			
			through student	Students will be able		
			centered activities in	to make connections		
			the classroom and at	between the names of		
			home.	the parts of the body		
				in English and in		
				Spanish.		
				Students will be able		
				to apprise how this		
				knowledge will be		
				utilized and beneficial		
				in other disciplines		
				and outside of school.		
<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	Communities:	<u>Communities:</u>
				-		
School and	How can you use the	Students know how	Students apprise how	Students will be able	All vocabulary	12.5.1.S4.A
global	names of the parts of	their knowledge of body	knowing the parts of the	to produce and	relating to the	12.5.1.54.B
communities and	the body in Spanish to	parts in Spanish can be	body in Spanish can	recognize the parts of	parts of the	12.5.1.54. <i>C</i>
Lifelong	assist you in other	of use to them in other	assist them in other	the body in Spanish.	body in Spanish	12.5.1.54.D
Learning	disciplines (Art, English,	subject areas.	disciplines (i.e. word		as well as	
	Music, Science, Social		etymology, etc.)	Students will be able	commands	
	Studies, etc.)?			to identify various	during	
		Students have the skills	Students make	parts of their body.	instruction.	
		to make connections	connections linguistically		(cabeza, brazo,	
		linguistically between	between their L1 (native	Students will be able	nariz, ojos,	
		their L1 (native	language) and the target	to learn the parts of	orejas, dientes,	
		language) and the	language.	the body through our	boca, lengua,	
		target language.		guest speaker Señor	bigote, saque,	
		Students know the	Students produce and	PapaCabeza (Mr.	pon, etc.)	

parts of the body i Spanish. Students know the cultural differences greeting people in La America and the Unit States. Students know the parts of the body i Spanish.	the body in Spanish through student centered activities n around the classroom. in ed Students apprise how people in Latin America kiss on the cheeks when greeting friends, etc.	Potatohead). Students will be able to compare and contrast the parts of the body in Spanish and in English. Students will be able to make connections between the names of the parts of the body in English and in Spanish. Students will be able to apprise how this knowledge will be utilized and beneficial in other disciplines and outside of school.		
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ASSESSMENT UNIT 7