

# 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
2 days	<p><b>Communication:</b></p> <p>Interpretive, Interpersonal and Presentational</p>	<p><b>Communication:</b></p> <p>How do you play the Mexican game TOMA TODO?</p> <p>Why are "frijoles" (beans) a central part of this game?</p>	<p><b>Communication:</b></p> <p>Students know how to play the Mexican game TOMA TODO and have experienced playing it firsthand.</p> <p>Students comprehend why "beans" are a central part of this game as well as in the cultures (and diets) in Latin America.</p>	<p><b>Communication:</b></p> <p>Students apprise how to play the Mexican game TOMA TODO and demonstrate their knowledge of it by playing it firsthand.</p> <p>Students explain why "beans" are a central part of this game as well as in the cultures (and diets) in Latin America.</p>	<p><b>Communication:</b></p> <p>Students will be able to apprise how to play the traditional Mexican children's game TOMA TODO.</p> <p>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.</p> <p>Students will be able to comprehend and apprise the nutritional value of beans in one's diet.</p> <p>Students will be able to experience</p>	<p><b>Communication:</b></p> <p>All vocabulary associated with the traditional Mexican children's game TOMA TODO (toma, pon, frijoles, todo, the Spanish numbers, centro, pirinola, etc.)</p>	<p><b>Communication:</b></p> <p>12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F</p>

					<p>firsthand a traditional game from the Spanish-speaking world.</p> <p>Students will be able to compare and contrast the traditional games we play as children and the games played around the world.</p> <p><b><u>Resources:</u></b></p> <p>*A bag of real pinto/negro beans (uncooked)</p> <p>*Pirinolas (as many as necessary for the students all to play)</p> <p>*Teacher-created informational handout on the rules of the game.</p> <p>*TPR (Total Physical Response) instructing how the game is played using only the target language.</p>		
	<p><b><u>Cultures:</u></b></p> <p>Relating cultural practices to perspectives and relating cultural</p>	<p><b><u>Cultures:</u></b></p> <p>How do you play the Mexican game TOMA TODO?</p> <p>Why are "frijoles"</p>	<p><b><u>Cultures:</u></b></p> <p>Students know how to play the Mexican game TOMA TODO and have experienced playing it firsthand.</p>	<p><b><u>Cultures:</u></b></p> <p>Students apprise how to play the Mexican game TOMA TODO and demonstrate their knowledge of it by</p>	<p><b><u>Cultures:</u></b></p> <p>Students will be able to apprise how to play the traditional Mexican children's game TOMA TODO.</p>	<p><b><u>Cultures:</u></b></p> <p>All vocabulary associated with the traditional Mexican children's game</p>	<p><b><u>Cultures:</u></b></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

	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 nutritional 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.)	
	<b><u>Connections:</u></b>  Making connections and acquiring information and diverse perspectives	<b><u>Connections:</u></b>  How do you play the Mexican game TOMA TODO?  Why are "frijoles" (beans) a central part of this game and what	<b><u>Connections:</u></b>  Students know how to play the Mexican game TOMA TODO and have experienced playing it firsthand.  Students comprehend	<b><u>Connections:</u></b>  Students apprise how to play the Mexican game TOMA TODO and demonstrate their knowledge of it by playing it firsthand.	<b><u>Connections:</u></b>  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	<b><u>Connections:</u></b>  All vocabulary associated with the traditional Mexican children's game TOMA TODO (toma, pon,	<b><u>Connections:</u></b>  12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D

		does this say about the cultural perspectives in México?	<p>why "beans" are a central part of this game as well as in the cultures (and diets) in Latin America.</p> <p>Students know the cultural perspectives in México in relation to this game.</p>	<p>Students explain why "beans" are a central part of this game as well as in the cultures (and diets) in Latin America.</p> <p>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.</p>	<p>cultural perspective as to why "beans" are used in this game and the importance of beans in Latin America and throughout the world.</p> <p>Students will be able to comprehend and apprise the nutritional value of beans in one's diet.</p> <p>Students will be able to experience firsthand a traditional game from the Spanish-speaking world.</p> <p>Students will be able to compare and contrast the traditional games we play as children and the games played around the world.</p>	frijoles, todo, the Spanish numbers, centro, pirinola, etc.)	
	<b><u>Comparisons:</u></b>  Language comparisons and Cultural comparisons	<b><u>Comparisons:</u></b>  Compare and contrast the traditional games we play as children and the games played in México and the Spanish-speaking world.	<b><u>Comparisons:</u></b>  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 know how to play the Mexican game TOMA TODO and have	<b><u>Comparisons:</u></b>  Students compare and contrast the children's games they play(ed) and those played in México and other Spanish-speaking countries.  Students apprise how to play the Mexican game TOMA TODO and demonstrate their	<b><u>Comparisons:</u></b>  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	<b><u>Comparisons:</u></b>  All vocabulary associated with the traditional Mexican children's game TOMA TODO (toma, pon, frijoles, todo, the Spanish numbers, centro, pirinola,	<b><u>Comparisons:</u></b>  12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C

			<p>experienced playing it firsthand.</p> <p>Students comprehend why "beans" are a central part of this game as well as in the cultures (and diets) in Latin America.</p> <p>Students know the cultural perspectives in México in relation to this game.</p>	<p>knowledge of it by playing it firsthand.</p> <p>Students explain why "beans" are a central part of this game as well as in the cultures (and diets) in Latin America.</p> <p>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.</p>	<p>the importance of beans in Latin America and throughout the world.</p> <p>Students will be able to comprehend and apprise the nutritional value of beans in one's diet.</p> <p>Students will be able to experience firsthand a traditional game from the Spanish-speaking world.</p> <p>Students will be able to compare and contrast the traditional games we play as children and the games played around the world.</p>	etc.)	
	<p><b><u>Communities:</u></b></p> <p>School and global communities and Lifelong Learning</p>	<p><b><u>Communities:</u></b></p> <p>Would you like to learn other traditional games from the Spanish-speaking world?</p> <p>How will you view the children's games we play differently now that you know diverse perspectives on children's games in other countries?</p>	<p><b><u>Communities:</u></b></p> <p>Students know the enjoyment of playing a new game from a different culture.</p> <p>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.</p>	<p><b><u>Communities:</u></b></p> <p>Students apprise their enjoyment of a culturally diverse game during their experience playing it firsthand.</p> <p>Students compare and contrast the children's games they play(ed) and those played in México and other Spanish-speaking countries.</p>	<p><b><u>Communities:</u></b></p> <p>Students will be able to apprise how to play the traditional Mexican children's game TOMA TODO.</p> <p>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</p>	<p><b><u>Communities:</u></b></p> <p>All vocabulary associated with the traditional Mexican children's game TOMA TODO (toma, pon, frijoles, todo, the Spanish numbers, centro, pirinola, etc.)</p>	<p><b><u>Communities:</u></b></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>

			<p>Students know how to play the Mexican game TOMA TODO and have experienced playing it firsthand.</p> <p>Students comprehend why "beans" are a central part of this game as well as in the cultures (and diets) in Latin America.</p> <p>Students know the cultural perspectives in México in relation to this game.</p>	<p>Students apprise how to play the Mexican game TOMA TODO and demonstrate their knowledge of it by playing it firsthand.</p> <p>Students explain why "beans" are a central part of this game as well as in the cultures (and diets) in Latin America.</p> <p>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.</p>	<p>and throughout the world.</p> <p>Students will be able to comprehend and apprise the nutritional value of beans in one's diet.</p> <p>Students will be able to experience firsthand a traditional game from the Spanish-speaking world.</p> <p>Students will be able to compare and contrast the traditional games we play as children and the games played around the world.</p>		
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## REVIEW UNIT 1

## 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
5 days	<p><u>Communication:</u></p> <p>Interpretive, Interpersonal and Presentational</p>	<p><u>Communication:</u></p> <p>Can you produce and recognize the Spanish alphabet?</p> <p>Can you spell words in Spanish when necessary (for others as well as the recognition of letters said to you)?</p> <p>Can you pronounce the Spanish words that you are exposed to with the correct native speaker pronunciation regardless of the dialect?</p>	<p><u>Communication:</u></p> <p>The students know the Spanish alphabet when pronounced to them as well as the ability to pronounce the letters to others.</p> <p>The students have the ability to connect the individual pronunciation of each letter to create words and thus sentences.</p> <p>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.</p>	<p><u>Communication:</u></p> <p>Recognize the Spanish alphabet when pronounced to them as well as producing letters of the alphabet to others (i.e. spelling words.)</p> <p>The students have the ability to connect the individual pronunciation of each letter to create words and thus sentences.</p> <p>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.</p>	<p><u>Communication:</u></p> <p>Students will be able produce and recognize the Spanish alphabet.</p> <p>Students will be able to spell words in Spanish when necessary (for others as well as the recognition of letters said to you).</p> <p>Students will be able to pronounce the Spanish words that they are exposed to with the correct native speaker pronunciation regardless of the dialect.</p> <p>Students will be able to compare and contrast the Spanish alphabet with our English alphabet.</p> <p>Students will be able to make connections between the Spanish alphabet and ours noting the same Latin roots.</p>	<p><u>Communication:</u></p> <p>All the letters of the Spanish alphabet.</p>	<p><u>Communication:</u></p> <p>12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F</p>

					<p>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.</p> <p><b><u>Resources:</u></b></p> <p>*Informational sheet on the letters of the Spanish alphabet</p>		
	<p><b><u>Cultures:</u></b></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><b><u>Cultures:</u></b></p> <p>From what language family does Spanish derive and which other languages come from the same root?</p> <p>How does the Spanish language pronunciation relate to their perspectives on how language should sound?</p>	<p><b><u>Cultures:</u></b></p> <p>The students know the language family that Spanish stems from and the other four languages from the same tree.</p> <p>The students know the Spanish perspective of their language and the importance of the pronunciation.</p> <p>The students know the Spanish alphabet when pronounced to them as well as the ability to pronounce the letters to others.</p> <p>The students have the ability to connect the individual pronunciation of each letter to create words and thus</p>	<p><b><u>Cultures:</u></b></p> <p>The students demonstrate the knowledge that Spanish is an Indo-European language and is one of the Romance languages along with French, Romanian, Italian and Portuguese.</p> <p>The students apprise the Spanish perspective of their language and the importance of the pronunciation.</p> <p>Recognize the Spanish alphabet when pronounced to them as well as producing letters of the alphabet to others (i.e. spelling words.)</p> <p>The students have the</p>	<p><b><u>Cultures:</u></b></p> <p>Students will be able to produce and recognize the Spanish alphabet.</p> <p>Students will be able to spell words in Spanish when necessary (for others as well as the recognition of letters said to you).</p> <p>Students will be able to pronounce the Spanish words that they are exposed to with the correct native speaker pronunciation regardless of the dialect.</p> <p>Students will be able to compare and contrast the Spanish</p>	<p><b><u>Cultures:</u></b></p> <p>All the letters of the Spanish alphabet.</p>	<p><b><u>Cultures:</u></b></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>



			<p>sentences.</p> <p>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.</p>	<p>ability to connect the individual pronunciation of each letter to create words and thus sentences.</p> <p>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.</p>	<p>alphabet with our English alphabet. Students will be able to make connections between the Spanish alphabet and ours noting the same Latin roots.</p> <p>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.</p>		
	<p><b><u>Connections:</u></b></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><b><u>Connections:</u></b></p> <p>What connections do you see between the Spanish alphabet and ours?</p>	<p><b><u>Connections:</u></b></p> <p>The students know the language family that Spanish stems from and the other four languages from the same tree.</p> <p>The students know the Spanish alphabet when pronounced to them as well as the ability to pronounce the letters to others.</p> <p>The students have the ability to connect the individual pronunciation of each letter to create words and thus sentences.</p>	<p><b><u>Connections:</u></b></p> <p>The students demonstrate the knowledge that Spanish is an Indo-European language and is one of the Romance languages along with French, Romanian, Italian and Portuguese.</p> <p>Recognize the Spanish alphabet when pronounced to them as well as producing letters of the alphabet to others (i.e. spelling words.)</p> <p>The students have the ability to connect the individual pronunciation</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to produce and recognize the Spanish alphabet.</p> <p>Students will be able to spell words in Spanish when necessary (for others as well as the recognition of letters said to you).</p> <p>Students will be able to pronounce the Spanish words that they are exposed to with the correct native speaker pronunciation regardless of the dialect.</p>	<p><b><u>Connections:</u></b></p> <p>All the letters of the Spanish alphabet.</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

			<p>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.</p>	<p>of each letter to create words and thus sentences.</p> <p>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.</p>	<p>Students will be able to compare and contrast the Spanish alphabet with our English alphabet.</p> <p>Students will be able to make connections between the Spanish alphabet and ours noting the same Latin roots.</p> <p>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.</p>		
	<p><b><u>Comparisons:</u></b></p> <p>Language comparisons and Cultural comparisons</p>	<p><b><u>Comparisons:</u></b></p> <p>Students will be able to compare and contrast the Spanish alphabet with our English alphabet.</p>	<p><b><u>Comparisons:</u></b></p> <p>The students have the skills to compare and contrast between two or more different perspectives, grammatical points, cultural practices, etc.</p> <p>The students know the language family that Spanish stems from and the other four languages from the same tree.</p> <p>The students know the</p>	<p><b><u>Comparisons:</u></b></p> <p>The students compare and contrast between two or more different perspectives, grammatical points, cultural practices, etc.</p> <p>The students demonstrate the knowledge that Spanish is an Indo-European language and is one of the Romance languages along with French, Romanian, Italian and Portuguese.</p>	<p><b><u>Comparisons:</u></b></p> <p>Students will be able to produce and recognize the Spanish alphabet.</p> <p>Students will be able to spell words in Spanish when necessary (for others as well as the recognition of letters said to you).</p> <p>Students will be able to pronounce the Spanish words that they are exposed to with the correct</p>	<p><b><u>Comparisons:</u></b></p> <p>All the letters of the Spanish alphabet.</p>	<p><b><u>Comparisons:</u></b></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

			<p>Spanish alphabet when pronounced to them as well as the ability to pronounce the letters to others.</p> <p>The students have the ability to connect the individual pronunciation of each letter to create words and thus sentences.</p> <p>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.</p>	<p>Recognize the Spanish alphabet when pronounced to them as well as producing letters of the alphabet to others (i.e. spelling words.)</p> <p>The students have the ability to connect the individual pronunciation of each letter to create words and thus sentences.</p> <p>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.</p>	<p>native speaker pronunciation regardless of the dialect.</p> <p>Students will be able to compare and contrast the Spanish alphabet with our English alphabet.</p> <p>Students will be able to make connections between the Spanish alphabet and ours noting the same Latin roots.</p> <p>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.</p>		
	<p><b><u>Communities:</u></b></p> <p>School and global communities and Lifelong Learning</p>	<p><b><u>Communities:</u></b></p> <p>How will you utilize this knowledge in your life outside of school?</p>	<p><b><u>Communities:</u></b></p> <p>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.</p> <p>The students have the</p>	<p><b><u>Communities:</u></b></p> <p>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.)</p>	<p><b><u>Communities:</u></b></p> <p>Students will be able produce and recognize the Spanish alphabet.</p> <p>Students will be able to spell words in Spanish when necessary (for others as well as the recognition of letters said to you).</p> <p>Students will be able</p>	<p><b><u>Communities:</u></b></p> <p>All the letters of the Spanish alphabet.</p>	<p><b><u>Communities:</u></b></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>

			<p>ability to connect the individual pronunciation of each letter to create words and thus sentences.</p> <p>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.</p>	<p>The students have the ability to connect the individual pronunciation of each letter to create words and thus sentences.</p> <p>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.</p>	<p>to pronounce the Spanish words that they are exposed to with the correct native speaker pronunciation regardless of the dialect.</p> <p>Students will be able to compare and contrast the Spanish alphabet with our English alphabet.</p> <p>Students will be able to make connections between the Spanish alphabet and ours noting the same Latin roots.</p> <p>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.</p>		
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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
6 days	<p><u>Communication:</u></p> <p>Interpretive, Interpersonal and Presentational</p>	<p><u>Communication:</u></p> <p>Can you produce and recognize the Spanish classroom commands?</p> <p>Can you follow commands in Spanish and give commands?</p> <p>Produce and recognize the basic classroom phrases in Spanish.</p> <p>Can you effectively communicate your needs using normal classroom requests in the target language?</p>	<p><u>Communication:</u></p> <p>Students know how to produce and recognize the classroom commands and phrases in Spanish.</p> <p>Students know how to give and follow commands as necessary in the target language.</p> <p>Students know how to use the commands and classroom phrases in realistic communication in Spanish.</p>	<p><u>Communication:</u></p> <p>Students produce and recognize the classroom commands and phrases in Spanish.</p> <p>Students give and follow commands as necessary in the target language.</p> <p>Students use the commands and classroom phrases in realistic communication in Spanish.</p>	<p><u>Communication:</u></p> <p>Students will be able to produce and recognize the basic classroom commands in Spanish.</p> <p>Students will be able to successfully follow the necessary Spanish classroom commands and will be able to give commands in Spanish in return.</p> <p>Students will be able to correctly follow Spanish commands while playing the game "Señor/Señora dice."</p> <p>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 have a pencil, May I take a drink of water,</p>	<p><u>Communication:</u></p> <p>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.)</p>	<p><u>Communication:</u></p> <p>12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F</p>

					<p>etc.)</p> <p>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.</p> <p><b><u>Resources:</u></b></p> <p>*Visuals of commands and classroom phrases</p> <p>*Teacher-created vocabulary list with all information covered in this unit.</p> <p>*TPR (Total Physical Response) to assist in authentic learning.</p>		
	<p><b><u>Cultures:</u></b></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><b><u>Cultures:</u></b></p> <p>How are the cultural practices in the Spanish-speaking world reflective in the creation of "commands" in the target language?</p>	<p><b><u>Cultures:</u></b></p> <p>Students are familiar with the cultural perspectives reflected in the language.</p> <p>Students know how to produce and recognize the classroom commands and phrases in Spanish.</p> <p>Students know how to</p>	<p><b><u>Cultures:</u></b></p> <p>Students apprise the cultural perspectives reflected in the language.</p> <p>Students produce and recognize the classroom commands and phrases in Spanish.</p> <p>Students give and follow commands as necessary</p>	<p><b><u>Cultures:</u></b></p> <p>Students will be able to produce and recognize the basic classroom commands in Spanish.</p> <p>Students will be able to successfully follow the necessary Spanish classroom commands and will be able to give</p>	<p><b><u>Cultures:</u></b></p> <p>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,</p>	<p><b><u>Cultures:</u></b></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

			<p>give and follow commands as necessary in the target language.</p> <p>Students know how to use the commands and classroom phrases in realistic communication in Spanish.</p>	<p>in the target language.</p> <p>Students use the commands and classroom phrases in realistic communication in Spanish.</p>	<p>commands in Spanish in return.</p> <p>Students will be able to correctly follow Spanish commands while playing the game "Señor/Señora dice."</p> <p>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 have a pencil, May I take a drink of water, etc.)</p> <p>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.</p>	<p>trabaja en grupos de dos, ¿Puedo ir al baño?, ¿Puedo ir a la enfermera?, ¿Puedo tener un lápiz?, etc.)</p>	
	<p><b><u>Connections:</u></b></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><b><u>Connections:</u></b></p> <p>How are the cultural practices in the Spanish-speaking world reflective in the creation of "commands" in the target language?</p> <p>Can you produce and recognize the Spanish classroom commands?</p>	<p><b><u>Connections:</u></b></p> <p>Students are familiar with the cultural perspectives reflected in the language.</p> <p>Students know how to produce and recognize the classroom commands and phrases in Spanish.</p>	<p><b><u>Connections:</u></b></p> <p>Students apprise the cultural perspectives reflected in the language.</p> <p>Students produce and recognize the classroom commands and phrases in Spanish.</p> <p>Students give and follow</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to produce and recognize the basic classroom commands in Spanish.</p> <p>Students will be able to successfully follow the necessary Spanish classroom commands</p>	<p><b><u>Connections:</u></b></p> <p>All vocabulary relating to the classroom commands in Spanish and normal Spanish classroom phrases. (habla, escucha, mira, escribe, lee, abre el libro,</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

		<p>Can you follow commands in Spanish and give commands?</p> <p>Produce and recognize the basic classroom phrases in Spanish.</p> <p>Can you effectively communicate your needs using normal classroom requests in the target language?</p>	<p>Students know how to give and follow commands as necessary in the target language.</p> <p>Students know how to use the commands and classroom phrases in realistic communication in Spanish.</p>	<p>commands as necessary in the target language.</p> <p>Students use the commands and classroom phrases in realistic communication in Spanish.</p>	<p>and will be able to give commands in Spanish in return.</p> <p>Students will be able to correctly follow Spanish commands while playing the game "Señor/Señora dice."</p> <p>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 have a pencil, May I take a drink of water, etc.)</p> <p>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.</p>	<p>cierra la puerta, trabaja en grupos de dos, ¿Puedo ir al baño?, ¿Puedo ir a la enfermera?, ¿Puedo tener un lápiz?, etc.)</p>	
	<p><b><u>Comparisons:</u></b></p> <p>Language comparisons and Cultural comparisons</p>	<p><b><u>Comparisons:</u></b></p> <p>Compare and differentiate giving and receiving commands to adults and friends in Spanish and in English.</p> <p>How are the cultural practices in the Spanish-speaking world</p>	<p><b><u>Comparisons:</u></b></p> <p>Students have the skills to compare and differentiate between topics.</p> <p>Students are familiar with the cultural perspectives reflected</p>	<p><b><u>Comparisons:</u></b></p> <p>Students compare and differentiate giving and receiving commands in English and Spanish when addressing adults and their friends.</p> <p>Students demonstrate how to give commands when showing respect to</p>	<p><b><u>Comparisons:</u></b></p> <p>Students will be able to produce and recognize the basic classroom commands in Spanish.</p> <p>Students will be able to successfully follow the necessary Spanish classroom commands</p>	<p><b><u>Comparisons:</u></b></p> <p>All vocabulary relating to the classroom commands in Spanish and normal Spanish classroom phrases. (habla, escucha, mira, escribe, lee,</p>	<p><b><u>Comparisons:</u></b></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>



		reflective in the creation of "commands" in the target language?	<p>in the language.</p> <p>Students know how to produce and recognize the classroom commands and phrases in Spanish.</p> <p>Students know how to give and follow commands as necessary in the target language.</p> <p>Students know how to use the commands and classroom phrases in realistic communication in Spanish.</p>	<p>an adult and giving commands being more informal with a friend.</p> <p>Students apprise the cultural perspectives reflected in the language.</p> <p>Students produce and recognize the classroom commands and phrases in Spanish.</p> <p>Students give and follow commands as necessary in the target language.</p> <p>Students use the commands and classroom phrases in realistic communication in Spanish.</p>	<p>and will be able to give commands in Spanish in return.</p> <p>Students will be able to correctly follow Spanish commands while playing the game "Señor/Señora dice."</p> <p>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 have a pencil, May I take a drink of water, etc.)</p> <p>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.</p>	<p>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.)</p>	
	<b><u>Communities:</u></b>  School and global communities and Lifelong Learning	<b><u>Communities:</u></b>  What have you taken away with you from this unit on commands in Spanish?	<p><b><u>Communities:</u></b></p> <p>Students have the skills to compare and differentiate between topics.</p> <p>Students are familiar with the cultural perspectives reflected</p>	<p><b><u>Communities:</u></b></p> <p>Students compare and differentiate giving and receiving commands in English and Spanish when addressing adults and their friends.</p> <p>Students demonstrate how to give commands when showing respect to</p>	<p><b><u>Communities:</u></b></p> <p>Students will be able to produce and recognize the basic classroom commands in Spanish.</p> <p>Students will be able to successfully follow the necessary Spanish classroom commands</p>	<p><b><u>Communities:</u></b></p> <p>All vocabulary relating to the classroom commands in Spanish and normal Spanish classroom phrases. (habla, escucha, mira, escribe, lee,</p>	<p><b><u>Communities:</u></b></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>

			<p>in the language.</p> <p>Students know how to produce and recognize the classroom commands and phrases in Spanish.</p> <p>Students know how to give and follow commands as necessary in the target language.</p> <p>Students know how to use the commands and classroom phrases in realistic communication in Spanish.</p>	<p>an adult and giving commands being more informal with a friend.</p> <p>Students apprise the cultural perspectives reflected in the language.</p> <p>Students produce and recognize the classroom commands and phrases in Spanish.</p> <p>Students give and follow commands as necessary in the target language.</p> <p>Students use the commands and classroom phrases in realistic communication in Spanish.</p>	<p>and will be able to give commands in Spanish in return.</p> <p>Students will be able to correctly follow Spanish commands while playing the game "Señor/Señora dice."</p> <p>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 have a pencil, May I take a drink of water, etc.)</p> <p>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.</p>	<p>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.)</p>	
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### REVIEW UNIT 3

### 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
15 days	<u>Communication:</u>  Interpretive, Interpersonal and Presentational	<u>Communication:</u>  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?	<u>Communication:</u>  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.)	<u>Communication:</u>  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.)	<u>Communication:</u>  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	<u>Communication:</u>  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.)	<u>Communication:</u>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F

					<p>pleasantries in the target language.</p> <p>Students will be able to apprise the cultural differences when meeting a new friend in the United States and in Latin America.</p> <p>Students will be able to apprise the different perspectives on proximity and physical boundaries between the target culture and our own.</p> <p>Students will be able to make connections between meeting someone for the first time from Latin America and from the United States.</p> <p>Students will be able to utilize this knowledge in their lives outside of school.</p> <p><b><u>Resources:</u></b></p> <p>*Teacher-created vocabulary lists for meeting a new friend for the first time.</p> <p>*Line activity</p>		
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					*Fly swatters		
	<p><b><u>Cultures:</u></b></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><b><u>Cultures:</u></b></p> <p>How do you greet someone from Latin America?</p> <p>How is this similar and yet different from greeting a new friend in the United States?</p>	<p><b><u>Cultures:</u></b></p> <p>Students know the customs in Latin America in relation to greeting someone.</p> <p>The students can differentiate between greeting someone (known or unknown) in Latin America and the United States.</p> <p>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.)</p>	<p><b><u>Cultures:</u></b></p> <p>Students can explain the customs in Latin America in relation to greeting someone.</p> <p>The students differentiate between greeting someone (known or unknown) in Latin America and the United States.</p> <p>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.)</p>	<p><b><u>Cultures:</u></b></p> <p>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.)</p> <p>Students will be able to meet a new friend in the target language without difficulty.</p> <p>Students will be able to communicate basic greetings and pleasantries in the target language.</p> <p>Students will be able to apprise the cultural differences when meeting a new friend</p>	<p><b><u>Cultures:</u></b></p> <p>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.)</p>	<p><b><u>Cultures:</u></b></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

					<p>in the United States and in Latin America.</p> <p>Students will be able to apprise the different perspectives on proximity and physical boundaries between the target culture and our own.</p> <p>Students will be able to make connections between meeting someone for the first time from Latin America and from the United States.</p> <p>Students will be able to utilize this knowledge in their lives outside of school.</p>		
	<p><b><u>Connections:</u></b></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><b><u>Connections:</u></b></p> <p>How is greeting someone similar and yet different in Latin America from greeting a new friend in the United States?</p> <p>Can you explain the "time of day" and the appropriate greetings related to that from a cultural perspective?</p>	<p><b><u>Connections:</u></b></p> <p>Students know the customs in Latin America in relation to greeting someone (and the time of day.)</p> <p>The students can differentiate between greeting someone (known or unknown) in Latin America and the United States.</p> <p>Students know how to produce and recognize</p>	<p><b><u>Connections:</u></b></p> <p>Students can explain the customs in Latin America in relation to greeting someone (and the time of day.)</p> <p>The students differentiate between greeting someone (known or unknown) in Latin America and the United States.</p> <p>Students can produce and recognize all</p>	<p><b><u>Connections:</u></b></p> <p>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</p>	<p><b><u>Connections:</u></b></p> <p>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</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

			<p>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.)</p>	<p>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.)</p>	<p>where you are from, saying a farewell and saying it's nice to meet you.)</p> <p>Students will be able to meet a new friend in the target language without difficulty.</p> <p>Students will be able to communicate basic greetings and pleasantries in the target language.</p> <p>Students will be able to apprise the cultural differences when meeting a new friend in the United States and in Latin America.</p> <p>Students will be able to apprise the different perspectives on proximity and physical boundaries between the target culture and our own.</p> <p>Students will be able to make connections between meeting someone for the first time from Latin America and from the United States.</p> <p>Students will be able</p>	<p>are, asking someone where they are from, sharing where you are from, saying a farewell and saying it's nice to meet you.)</p>	
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					to utilize this knowledge in their lives outside of school.		
	<p><b><u>Comparisons:</u></b></p> <p>Language comparisons and Cultural comparisons</p>	<p><b><u>Comparisons:</u></b></p> <p>Can you compare and contrast greeting someone in Latin America and the United States?</p> <p>How is the "time of day" and the appropriate greetings cultural different?</p>	<p><b><u>Comparisons:</u></b></p> <p>Students know the customs in Latin America in relation to greeting someone (and the time of day.)</p> <p>The students can differentiate between greeting someone (known or unknown) in Latin America and the United States.</p> <p>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.)</p>	<p><b><u>Comparisons:</u></b></p> <p>Students can explain the customs in Latin America in relation to greeting someone (and the time of day.)</p> <p>The students differentiate between greeting someone (known or unknown) in Latin America and the United States.</p> <p>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.)</p>	<p><b><u>Comparisons:</u></b></p> <p>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.)</p> <p>Students will be able to meet a new friend in the target language without difficulty.</p> <p>Students will be able to communicate basic greetings and pleasantries in the target language.</p> <p>Students will be able to apprise the cultural differences when meeting a new friend in the United States</p>	<p><b><u>Comparisons:</u></b></p> <p>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.)</p>	<p><b><u>Comparisons:</u></b></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>



					<p>and in Latin America.</p> <p>Students will be able to apprise the different perspectives on proximity and physical boundaries between the target culture and our own.</p> <p>Students will be able to make connections between meeting someone for the first time from Latin America and from the United States.</p> <p>Students will be able to utilize this knowledge in their lives outside of school.</p>		
	<p><b><u>Communities:</u></b></p> <p>School and global communities and Lifelong Learning</p>	<p><b><u>Communities:</u></b></p> <p>Can you successfully meet a new friend in the target language inside and outside of school?</p>	<p><b><u>Communities:</u></b></p> <p>Students know the customs in Latin America in relation to greeting someone.</p> <p>The students can differentiate between greeting someone (known or unknown) in Latin America and the United States.</p> <p>Students know how to produce and recognize all vocabulary related to meeting someone for</p>	<p><b><u>Communities:</u></b></p> <p>Students can explain the customs in Latin America in relation to greeting someone.</p> <p>The students differentiate between greeting someone (known or unknown) in Latin America and the United States.</p> <p>Students can produce and recognize all vocabulary related to meeting someone for the</p>	<p><b><u>Communities:</u></b></p> <p>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,</p>	<p><b><u>Communities:</u></b></p> <p>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</p>	<p><b><u>Communities:</u></b></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>

			<p>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.)</p>	<p>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.)</p>	<p>saying a farewell and saying it's nice to meet you.)</p> <p>Students will be able to meet a new friend in the target language without difficulty.</p> <p>Students will be able to communicate basic greetings and pleasantries in the target language.</p> <p>Students will be able to apprise the cultural differences when meeting a new friend in the United States and in Latin America.</p> <p>Students will be able to apprise the different perspectives on proximity and physical boundaries between the target culture and our own.</p> <p>Students will be able to make connections between meeting someone for the first time from Latin America and from the United States.</p> <p>Students will be able to utilize this</p>	<p>someone where they are from, sharing where you are from, saying a farewell and saying it's nice to meet you.)</p>	
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					knowledge in their lives outside of school.		
<b>REVIEW UNIT 4</b>							
<b>ASSESSMENT UNIT 4</b>							
<b>UNIT 5- COLORS (COLORES)</b>							
<b>Estimated Unit Time Frames</b>	<b>Big Ideas</b>	<b>Essential Questions</b>	<b>Concepts (Know)</b>	<b>Competencies (Do)</b>	<b>Lessons/ Suggested Resources</b>	<b>Vocabulary</b>	<b>Standards/ Eligible Content</b>
<b>2 days</b>	<u>Communication:</u>  Interpretive, Interpersonal and Presentational	<u>Communication:</u>  Can you produce and recognize all of the colors of the rainbow in Spanish?	<u>Communication:</u>  Students know the colors of the rainbow and additional colors in Spanish.	<u>Communication:</u>  Students produce and recognize the colors of the rainbow and additional colors in Spanish through student centered activities around the classroom.	<u>Communication:</u>  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	<u>Communication:</u>  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.)	<u>Communication:</u>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F

					<p>Spanish colors with the English colors.</p> <p>Students will be able to apprise how this knowledge will be utilized and beneficial in other disciplines and outside of school.</p> <p><b><u>Resources:</u></b></p> <p>*Teacher-created vocabulary list for all of the colors in Spanish.</p> <p>*The classroom and classroom objects (to practice all of the colors)</p>		
	<p><b><u>Cultures:</u></b></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><b><u>Cultures:</u></b></p> <p>Can you name the colors of the Mexican, Spanish and Guatemalan flags in Spanish?</p>	<p><b><u>Cultures:</u></b></p> <p>The students know what the flags of México, Spain and Guatemala look like.</p> <p>Students know the colors of the rainbow and additional colors in Spanish.</p>	<p><b><u>Cultures:</u></b></p> <p>The students produce and recognize the colors of the flags of México, Spain and Guatemala look in the target language.</p> <p>Students produce and recognize the colors of the rainbow and additional colors in Spanish through student centered activities around the classroom.</p>	<p><b><u>Cultures:</u></b></p> <p>Students will be able to produce and recognize all of the colors in Spanish.</p> <p>Students will be able to identify the Spanish colors around the classroom.</p> <p>Students will be able to compare and contrast the colors in Spanish with the colors in English.</p>	<p><b><u>Cultures:</u></b></p> <p>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.)</p>	<p><b><u>Cultures:</u></b></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

					<p>Students will be able to connect the Spanish colors with the English colors.</p> <p>Students will be able to apprise how this knowledge will be utilized and beneficial in other disciplines and outside of school.</p>		
	<p><b><u>Connections:</u></b></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><b><u>Connections:</u></b></p> <p>Can you name the colors of the Mexican, Spanish and Guatemalan flags in Spanish?</p> <p>Are there any connections you can make between the names of the colors in Spanish and in English?</p>	<p><b><u>Connections:</u></b></p> <p>Students have the skills to make connections linguistically between their L1 (native language) and the target language.</p> <p>The students know what the flags of México, Spain and Guatemala look like.</p> <p>Students know the colors of the rainbow and additional colors in Spanish.</p>	<p><b><u>Connections:</u></b></p> <p>Students make connections linguistically between their L1 (native language) and the target language.</p> <p>The students produce and recognize the colors of the flags of México, Spain and Guatemala look in the target language.</p> <p>Students produce and recognize the colors of the rainbow and additional colors in Spanish through student centered activities around the classroom.</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to produce and recognize all of the colors in Spanish.</p> <p>Students will be able to identify the Spanish colors around the classroom.</p> <p>Students will be able to compare and contrast the colors in Spanish with the colors in English.</p> <p>Students will be able to connect the Spanish colors with the English colors.</p> <p>Students will be able to apprise how this knowledge will be utilized and beneficial in other disciplines and outside of school.</p>	<p><b><u>Connections:</u></b></p> <p>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.)</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

	<b><u>Comparisons:</u></b>	<b><u>Comparisons:</u></b>	<b><u>Comparisons:</u></b>	<b><u>Comparisons:</u></b>	<b><u>Comparisons:</u></b>	<b><u>Comparisons:</u></b>	<b><u>Comparisons:</u></b>
	Language comparisons and Cultural comparisons	<p>Can you name the colors of the Mexican, Spanish and Guatemalan flags in Spanish?</p> <p>Are there any language and cultural comparisons you can make between the names of the colors in Spanish and in English?</p>	<p>Students have the skills to make language and cultural comparisons between their L1 (native language) and the target language.</p> <p>Students have the skills to make connections linguistically between their L1 (native language) and the target language.</p> <p>The students know what the flags of México, Spain and Guatemala look like.</p> <p>Students know the colors of the rainbow and additional colors in Spanish.</p>	<p>Students make language and cultural comparisons between their L1 (native language) and the target language.</p> <p>Students make connections linguistically between their L1 (native language) and the target language.</p> <p>The students produce and recognize the colors of the flags of México, Spain and Guatemala look in the target language.</p> <p>Students produce and recognize the colors of the rainbow and additional colors in Spanish through student centered activities around the classroom.</p>	<p>Students will be able to produce and recognize all of the colors in Spanish.</p> <p>Students will be able to identify the Spanish colors around the classroom.</p> <p>Students will be able to compare and contrast the colors in Spanish with the colors in English.</p> <p>Students will be able to connect the Spanish colors with the English colors.</p> <p>Students will be able to apprise how this knowledge will be utilized and beneficial in other disciplines and outside of school.</p>	<p>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.)</p>	<p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>
	<b><u>Communities:</u></b>	<b><u>Communities:</u></b>	<b><u>Communities:</u></b>	<b><u>Communities:</u></b>	<b><u>Communities:</u></b>	<b><u>Communities:</u></b>	<b><u>Communities:</u></b>
	School and global communities and Lifelong Learning	<p>How can you use the names of the colors in Spanish to assist you in other disciplines (Art, English, Music, Science, Social Studies, etc.)?</p> <p>Can you name the colors of the Mexican, Spanish</p>	<p>Students know how their knowledge of colors in Spanish can be of use to them in other subject areas.</p> <p>Students have the skills to make language and cultural comparisons</p>	<p>Students apprise how knowing the colors in Spanish can assist them in other disciplines (i.e. word etymology, etc.)</p> <p>Students make language and cultural comparisons between their L1 (native</p>	<p>Students will be able to produce and recognize all of the colors in Spanish.</p> <p>Students will be able to identify the Spanish colors around the classroom.</p>	<p>All vocabulary relating to the colors of the rainbow and other colors as well as command vocabulary. (gris, rosa, morado, rojo,</p>	<p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>

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

## 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 Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
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	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>
<b>15 days</b>	Interpretive, Interpersonal and Presentational	<p>Can you produce and recognize the numbers from zero to five hundred in Spanish?</p> <p>Can you produce and recognize the days of the week in the target language?</p> <p>Can you produce and recognize the months of the year in Spanish?</p> <p>How do you write the date and express your birthday in Spanish?</p> <p>Can you successfully answer math problems in the target language?</p>	<p>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.</p> <p>The students know how to express the date and share when their birthday is in the target language.</p> <p>The students know how to solve basic mathematics and can connect that knowledge with their knowledge of the numbers in Spanish.</p>	<p>Produce and recognize the numbers from zero to five hundred, the days of the week and the months of the year in Spanish.</p> <p>The students express the date and share when their birthday is in the target language.</p> <p>Solve basic mathematics and can connect that knowledge with their knowledge of the numbers in Spanish to accomplish the task.</p>	<p>The students will be able to produce and recognize all numbers between zero and five hundred.</p> <p>The students will be able to produce and recognize the days of the week.</p> <p>The students will be able to produce and recognize the months of the year.</p> <p>Students will be able to complete mathematics problems in the target language.</p> <p>Students will be able to write the date correctly in the target language.</p> <p>Students will be able to communicate their birthday (in proper grammatical form) in the target language.</p> <p>Students will be able to apprise cultural perspectives in relation to calendars in Spanish.</p> <p>Students will be able</p>	<p>Vocabulary for all of the following: All numbers in Spanish from zero to five hundred.</p> <p>All seven days of the week.</p> <p>All 12 months of the year.</p>	<p>12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F</p>



					<p>to connect learning numbers as high as five hundred based on their knowledge of numbers one through 30.</p> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>*Teacher-created vocabulary lists for the numbers, days of the week, months of the year</li> <li>*Spanish calendar</li> <li>*Handouts of math problems in the target language</li> <li>*Fly swatters</li> <li>*Manipulatives</li> <li>*Dice</li> <li>*"Templo" boards</li> </ul>		
	<p><b><u>Cultures:</u></b></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><b><u>Cultures:</u></b></p> <p>How are Spanish calendars and calendars in the United States the same and yet different?</p> <p>Why does this cultural perspective exist between our nations?</p> <p>How is the Aztec calendar different from calendars today? Which is more accurate?</p>	<p><b><u>Cultures:</u></b></p> <p>The students know the cultural perspectives between the United States, Latin America and Spain.</p> <p>The students are well versed in the calendars and how they are expressed between our nations.</p> <p>The students know about the Aztec calendar, its appearance</p>	<p><b><u>Cultures:</u></b></p> <p>The students know the cultural perspectives between the United States, Latin America and Spain.</p> <p>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.)</p>	<p><b><u>Cultures:</u></b></p> <p>The students will be able to produce and recognize all numbers between zero and five hundred.</p> <p>The students will be able to produce and recognize the days of the week.</p> <p>The students will be able to produce and recognize the months of the year.</p>	<p><b><u>Cultures:</u></b></p> <p>Vocabulary for all of the following: All numbers in Spanish from zero to five hundred.</p> <p>All seven days of the week.</p> <p>All 12 months of the year.</p>	<p><b><u>Cultures:</u></b></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

			<p>and a basic knowledge of how days are recorded.</p> <p>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.</p> <p>The students know how to express the date and share when their birthday is in the target language.</p> <p>The students know how to solve basic mathematics and can connect that knowledge with their knowledge of the numbers in Spanish.</p>	<p>The students can apprise the Aztec calendar, its appearance and a basic knowledge of how days are recorded.</p> <p>Produce and recognize the numbers from zero to five hundred, the days of the week and the months of the year in Spanish.</p> <p>The students express the date and share when their birthday is in the target language.</p> <p>Solve basic mathematics and can connect that knowledge with their knowledge of the numbers in Spanish to accomplish the task.</p>	<p>Students will be able to complete mathematics problems in the target language.</p> <p>Students will be able to write the date correctly in the target language.</p> <p>Students will be able to communicate their birthday (in proper grammatical form) in the target language.</p> <p>Students will be able to apprise cultural perspectives in relation to calendars in Spanish.</p> <p>Students will be able to connect learning numbers as high as five hundred based on their knowledge of numbers one through 30.</p>		
	<p><b><u>Connections:</u></b></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><b><u>Connections:</u></b></p> <p>Can you see connections that allow you to learn numbers as high as five hundred more easily based on your knowledge of numbers one through 30?</p>	<p><b><u>Connections:</u></b></p> <p>The students know the cultural perspectives between the United States, Latin America and Spain.</p> <p>The students are well versed in the calendars</p>	<p><b><u>Connections:</u></b></p> <p>The students know the cultural perspectives between the United States, Latin America and Spain.</p> <p>The students demonstrate how the</p>	<p><b><u>Connections:</u></b></p> <p>The students will be able to produce and recognize all numbers between zero and five hundred.</p> <p>The students will be able to produce and recognize the days of</p>	<p><b><u>Connections:</u></b></p> <p>Vocabulary for all of the following: All numbers in Spanish from zero to five hundred.</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

		<p>How are Spanish calendars and calendars in the United States the same and yet different?</p> <p>Why does this cultural perspective in relation to calendars exist between our nations?</p> <p>How is the Aztec calendar different from calendars today? Which is more accurate?</p>	<p>and how they are expressed between our nations.</p> <p>The students know about the Aztec calendar, its appearance and a basic knowledge of how days are recorded.</p> <p>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.</p> <p>The students know how to express the date and share when their birthday is in the target language.</p> <p>The students know how to solve basic mathematics and can connect that knowledge with their knowledge of the numbers in Spanish.</p>	<p>calendars appear and are expressed between our nations (On what day the Spanish calendar begins and on what day our calendar begins.)</p> <p>The students can apprise the Aztec calendar, its appearance and a basic knowledge of how days are recorded.</p> <p>Produce and recognize the numbers from zero to five hundred, the days of the week and the months of the year in Spanish.</p> <p>The students express the date and share when their birthday is in the target language.</p> <p>Solve basic mathematics and can connect that knowledge with their knowledge of the numbers in Spanish to accomplish the task.</p>	<p>the week.</p> <p>The students will be able to produce and recognize the months of the year.</p> <p>Students will be able to complete mathematics problems in the target language.</p> <p>Students will be able to write the date correctly in the target language.</p> <p>Students will be able to communicate their birthday (in proper grammatical form) in the target language.</p> <p>Students will be able to apprise cultural perspectives in relation to calendars in Spanish.</p> <p>Students will be able to connect learning numbers as high as five hundred based on their knowledge of numbers one through 30.</p>	<p>All seven days of the week.</p> <p>All 12 months of the year.</p>	
	<b><u>Comparisons:</u></b>	<b><u>Comparisons:</u></b>	<b><u>Comparisons:</u></b>	<b><u>Comparisons:</u></b>	<b><u>Comparisons:</u></b>	<b><u>Comparisons:</u></b>	<b><u>Comparisons:</u></b>
	Language comparisons and Cultural	How are numbers in Spanish similar and yet different from how we	The students know the cultural perspectives between the United	The students know the cultural perspectives between the United	The students will be able to produce and recognize all numbers	Vocabulary for all of the following:	12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C

	comparisons	<p>communicate numbers in English?</p> <p>What linguistic structures do you see?</p> <p>How are Spanish calendars and calendars in the United States the same and yet different?</p> <p>Why does this cultural perspective in relation to calendars exist between our nations?</p> <p>How is the Aztec calendar different from calendars today? Which is more accurate?</p>	<p>States, Latin America and Spain.</p> <p>The students are well versed in the calendars and how they are expressed between our nations.</p> <p>The students know about the Aztec calendar, its appearance and a basic knowledge of how days are recorded.</p> <p>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.</p> <p>The students know how to express the date and share when their birthday is in the target language.</p> <p>The students know how to solve basic mathematics and can connect that knowledge with their knowledge of the numbers in Spanish.</p>	<p>States, Latin America and Spain.</p> <p>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.)</p> <p>The students can apprise the Aztec calendar, its appearance and a basic knowledge of how days are recorded.</p> <p>Produce and recognize the numbers from zero to five hundred, the days of the week and the months of the year in Spanish.</p> <p>The students express the date and share when their birthday is in the target language.</p> <p>Solve basic mathematics and can connect that knowledge with their knowledge of the numbers in Spanish to accomplish the task.</p>	<p>between zero and five hundred.</p> <p>The students will be able to produce and recognize the days of the week.</p> <p>The students will be able to produce and recognize the months of the year.</p> <p>Students will be able to complete mathematics problems in the target language.</p> <p>Students will be able to write the date correctly in the target language.</p> <p>Students will be able to communicate their birthday (in proper grammatical form) in the target language.</p> <p>Students will be able to apprise cultural perspectives in relation to calendars in Spanish.</p> <p>Students will be able to connect learning numbers as high as five hundred based on their knowledge of numbers one through</p>	<p>All numbers in Spanish from zero to five hundred.</p> <p>All seven days of the week.</p> <p>All 12 months of the year.</p>	
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					30.		
	<b><u>Communities:</u></b>  School and global communities and Lifelong Learning	<b><u>Communities:</u></b>  Do you feel that you can successfully communicate any task that relates to numbers in the target language (shopping, counting, dealing with money, time, date, etc.)?  Can you effectively use your knowledge of the days of the week and the months of the year as a lifelong learner?	<b><u>Communities:</u></b>  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 with their knowledge of	<b><u>Communities:</u></b>  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 knowledge of the numbers in Spanish to	<b><u>Communities:</u></b>  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.	<b><u>Communities:</u></b>  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.	<b><u>Communities:</u></b>  12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D

			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.		
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## REVIEW UNIT 6

## 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
<b>2 days</b>	<u>Communication:</u>  Interpretive, Interpersonal and Presentational	<u>Communication:</u>  Can you produce and recognize the parts of the body in Spanish?  Can you identify some parts of your body in the target language?	<u>Communication:</u>  Students know the parts of the body in Spanish.	<u>Communication:</u>  Students demonstrate production and recognition of the parts of the body in Spanish through student centered activities in the classroom and at home.	<u>Communication:</u>  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	<u>Communication:</u>  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,	<u>Communication:</u>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F

					<p>guest speaker Señor PapaCabeza (Mr. Potatohead).</p> <p>Students will be able to compare and contrast the parts of the body in Spanish and in English.</p> <p>Students will be able to make connections between the names of the parts of the body in English and in Spanish.</p> <p>Students will be able to apprise how this knowledge will be utilized and beneficial in other disciplines and outside of school.</p> <p><b><u>Resources:</u></b></p> <p>*Teacher-created vocabulary list for the parts of the body</p> <p>*Señor PapaCabeza (Mr. Potatohead to assist with instruction)</p>	bigote, saque, pon, etc.)	
	<p><b><u>Cultures:</u></b></p> <p>Relating cultural practices to perspectives</p>	<p><b><u>Cultures:</u></b></p> <p>How do people in Spanish-speaking countries greet one</p>	<p><b><u>Cultures:</u></b></p> <p>Students know the cultural differences in greeting people in Latin</p>	<p><b><u>Cultures:</u></b></p> <p>Students apprise how people in Latin America kiss on the cheeks when</p>	<p><b><u>Cultures:</u></b></p> <p>Students will be able to produce and recognize the parts of</p>	<p><b><u>Cultures:</u></b></p> <p>All vocabulary relating to the parts of the</p>	<p><b><u>Cultures:</u></b></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

	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.)	
	<b><u>Connections:</u></b>  Making connections and acquiring information and diverse perspectives	<b><u>Connections:</u></b>  Are there any connections you can make between the names of the body parts in Spanish and in English?	<b><u>Connections:</u></b>  Students have the skills to make connections linguistically between their L1 (native language) and the target language.	<b><u>Connections:</u></b>  Students make connections linguistically between their L1 (native language) and the target language.	<b><u>Connections:</u></b>  Students will be able to produce and recognize the parts of the body in Spanish.  Students will be able	<b><u>Connections:</u></b>  All vocabulary relating to the parts of the body in Spanish as well as commands	<b><u>Connections:</u></b>  12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D



			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.	<p>to identify various parts of their body.</p> <p>Students will be able to learn the parts of the body through our guest speaker Señor PapaCabeza (Mr. Potatohead).</p> <p>Students will be able to compare and contrast the parts of the body in Spanish and in English.</p> <p>Students will be able to make connections between the names of the parts of the body in English and in Spanish.</p> <p>Students will be able to apprise how this knowledge will be utilized and beneficial in other disciplines and outside of school.</p>	during instruction. (cabeza, brazo, nariz, ojos, orejas, dientes, boca, lengua, bigote, saque, pon, etc.)	
	<u>Comparisons:</u>  Language comparisons and Cultural comparisons	<u>Comparisons:</u>  Compare and contrast the names of the parts of the body in English and in Spanish.  Compare and contrast how latinos greet one another with how we might greet someone here in the United	<u>Comparisons:</u>  Students have the skills to make connections linguistically between their L1 (native language) and the target language. Students know the parts of the body in Spanish.	<u>Comparisons:</u>  Students make connections linguistically between their L1 (native language) and the target language.  Students produce and recognize the parts of the body in Spanish through student	<u>Comparisons:</u>  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	<u>Comparisons:</u>  All vocabulary relating to the parts of the body in Spanish as well as commands during instruction. (cabeza, brazo, nariz, ojos,	<u>Comparisons:</u>  12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C

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

			<p>parts of the body in Spanish.</p> <p>Students know the cultural differences in greeting people in Latin America and the United States.</p> <p>Students know the parts of the body in Spanish.</p>	<p>recognize the parts of the body in Spanish through student centered activities around the classroom.</p> <p>Students apprise how people in Latin America kiss on the cheeks when greeting friends, etc.</p> <p>Students demonstrate production and recognition of the parts of the body in Spanish through student centered activities in the classroom and at home.</p>	<p>Potatohead).</p> <p>Students will be able to compare and contrast the parts of the body in Spanish and in English.</p> <p>Students will be able to make connections between the names of the parts of the body in English and in Spanish.</p> <p>Students will be able to apprise how this knowledge will be utilized and beneficial in other disciplines and outside of school.</p>		
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## REVIEW UNIT 7

## ASSESSMENT UNIT 7