# SPANISH III DUAL ENROLLMENT

# UNIT 1- BULLFIGHTING (CORRIDAS DE TOROS)

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:
The							
summer	Interpretive,	Can you teach someone	Strategies to keep a	Students will debate if	Students will be able to	Α	12.1.1.54.A
prior to	Interpersonal	about bullfighting in	conversation going	bullfighting is just or not	teach someone about	comprehensive	12.1.1.54.B
the new	and	Spain detailing its	beyond simple	in the target language	bullfighting in Spain	amount of over	12.1.1.54.C
school	Presentational	history, traditions,	question/answer	sharing their opinions,	detailing its history,	400 vocabulary	12.1.1.54.D
year and		practices, products,		trying to persuade their	traditions, practices,	in the target	12.1.1.54.E
20 days		diverse perspectives	Negotiation strategies	peers through evidence	products, diverse	language on a	12.1.1.54.F
of school		and each facet of the	when not understood or	supporting their stance.	perspectives and each	wide variety of	
		"tercios" (thirds)?	not understanding		facet of the "tercios"	topics relating	
				Students can effectively	(thirds)?	to the book as	
		Can you debate your	Circumlocution	comprehend the story		well as all	
		stance on bullfighting?	strategies by using	VIVA EL TORO by Lisa	Students will be able to	vocabulary	
		Are you in support of	known vocabulary to	Ray Turner and Blaine	debate their stance on	associated with	
		this tradition or are you	define or explain the	Ray.	bullfighting? Are you in	bullfighting	
		against it?	unknown		support of this	(corrida de	
				Teach someone about	tradition or are you	toros, plaza de	
			Language used for the	bullfighting in Spain	against it?	toros, tercio,	
			purposes of informing	detailing its history,		vara, estofa,	
			and persuading in the	traditions, practices,	Resources:	capote, muleta,	
			target language	products, diverse		picador,	
			compared to one's own.	perspectives and each	*VIVA EL TORO book	banderillero,	
				facet of the "tercios"	by Luis María Carrero	matador, hora	
				(thirds)?		de la verdad, la	
					*Visuals of each	faena, etc.	
				Students can exchange	"tercio" of a bullfight,		
				opinions and thoughts in	the tools, clothes, etc.		

Cultures:  Relating cultural practices to perspectives and relating cultural products to perspectives  Connections:	Cultures:  How does the cultural practice of bullfighting in Spain relate to the perspectives of the society on the art form, on the theme of man vs. beast, life and death?  Connections:	Cultures:  The students know every aspect of bullfighting as well as the cultural perspective of the Spanish traditionally on the topic and why it is practiced.  Connections:	the target language about bullfighting.  Students can apprise in great detail the history, the traditions, beliefs, products and practices of bullfighting.  Cultures:  Apprise every aspect of bullfighting as well as the cultural perspective of the Spanish traditionally on the topic and why it is practiced.  Students can detail how there is shift beginning in Spain and its societal views on the art form.  Students can effectively comprehend the story VIVA EL TORO by Lisa Ray Turner and Blaine Ray.	* DVD Biography EL MATADOR on the life of "El Fandi" (a premier bullfighter in Spain)  *Supplemental articles, magazines on bullfighting  Cultures:  Students will be able to teach someone about bullfighting in Spain detailing its history, traditions, practices, products, diverse perspectives and each facet of the "tercios" (thirds)?  Students will be able to debate their stance on bullfighting? Are you in support of this tradition or are you against it?	Cultures:  A comprehensive amount of over 400 vocabulary in the target language on a wide variety of topics relating to the book as well as all vocabulary associated with bullfighting (corrida de toros, plaza de toros, plaza de toros, tercio, vara, estofa, capote, muleta, picador, banderillero, matador, hora de la verdad, la faena, etc. Connections:	Cultures:  12.2.1.54.A 12.2.1.54.B 12.2.1.54.C
Connections	Connections:	<u>connections:</u>	<u>connections:</u>	Connections:	connections:	Connections:
Making connections and acquiring information and diverse perspectives	Are you able to understand the controversy revolving around a centuries old tradition such as bullfighting and acquire	Strategies to keep a conversation going beyond simple question/answer	Students will debate if bullfighting is just or not in the target language sharing their opinions, trying to persuade their peers through evidence	Students will be able to teach someone about bullfighting in Spain detailing its history, traditions, practices, products, diverse	A comprehensive amount of over 400 vocabulary in the target language on a	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C 12.3.1.54.D

Г		Τ		T		
	the diverse	when not understood or	supporting their stance.	perspectives and each	wide variety of	
	perspectives from all	not understanding		facet of the "tercios"	topics relating	
	sides on the subject of		Students can effectively	(thirds)?	to the book as	
	its legitimacy?	Circumlocution	comprehend the story		well as all	
		strategies by using	VIVA EL TORO by Lisa	Students will be able to	vocabulary	
		known vocabulary to	Ray Turner and Blaine	debate their stance on	associated with	
		define or explain the	Ray.	bullfighting? Are you in	bullfighting	
		unknown		support of this	(corrida de	
			Teach someone about	tradition or are you	toros, plaza de	
		Language used for the	bullfighting in Spain	against it?	toros, tercio,	
		purposes of informing	detailing its history,		vara, estofa,	
		and persuading in the	traditions, practices,		capote, muleta,	
		target language	products, diverse		picador,	
		compared to one's own.	perspectives and each		banderillero,	
			facet of the "tercios"		matador, hora	
		Know, in great detail,	(thirds)?		de la verdad, la	
		the history, the			faena, etc.	
		traditions, beliefs,	Students can exchange			
		products and practices	opinions and thoughts in			
		of bullfighting.	the target language			
			about bullfighting.			
			Students can apprise in			
			great detail the history,			
			the traditions, beliefs,			
			products and practices			
			of bullfighting.			
<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	Comparisons:	<u>Comparisons:</u>	Comparisons:	Comparisons:
Language	Can you compare and	To view other cultures	Students will debate if	Students will be able to	Α	12.4.1.54.A
comparisons ar		and traditions with	bullfighting is just or not	teach someone about	comprehensive	12.4.1.54.B
Cultural	old tradition and	respect, open-	in the target language	bullfighting in Spain	amount of over	12.4.1.54. <i>C</i>
comparisons	acquire the diverse	mindedness and	sharing their opinions,	detailing its history,	400 vocabulary	
	perspectives from all	curiosity	trying to persuade their	traditions, practices,	in the target	
	sides on the subject of		peers through evidence	products, diverse	language on a	
	its legitimacy?	Strategies to keep a	supporting their stance.	perspectives and each	wide variety of	
		conversation going		facet of the "tercios"	topics relating	
	How does the	beyond simple	Students can effectively	(thirds)?	to the book as	
	appreciation of cultural	question/answer	comprehend the story		well as all	
	diversity enhance		VIVA EL TORO by Lisa	Students will be able to	vocabulary	
	cross-cultural	Negotiation strategies	Ray Turner and Blaine	debate their stance on	associated with	

	undanatandina	when not understood or	Day	hullfighting? Ang you in	bullfighting	
	understanding?		Ray.	bullfighting? Are you in		
		not understanding	Teach someone about	support of this	(corrida de	
		Cia a mala a matica		tradition or are you	toros, plaza de	
		Circumlocution	bullfighting in Spain	against it?	toros, tercio,	
		strategies by using	detailing its history,		vara, estofa,	
		known vocabulary to	traditions, practices,		capote, muleta,	
		define or explain the	products, diverse		picador,	
		unknown	perspectives and each		banderillero,	
			facet of the "tercios"		matador, hora	
		Language used for the	(thirds)?		de la verdad, la	
		purposes of informing			faena, etc.	
		and persuading in the	Students can exchange			
		target language	opinions and thoughts in			
		compared to one's own.	the target language			
			about bullfighting.			
		Know, in great detail,				
		the history, the	Students can apprise in			
		traditions, beliefs,	great detail the history,			
		products and practices	the traditions, beliefs,			
		of bullfighting.	products and practices			
			of bullfighting.			
Communities:	Communities:	Communities:	Communities:	Communities:	Communities:	Communities:
School and	How can communication	Knowledge of the event	Students will debate if	Students will be able to	Α	12.5.1.54.A
global	with our native speaker	in history and the skills	bullfighting is just or not	teach someone about	comprehensive	12.5.1.S4.B
communities and	e-pals on this topic	to communicate it	in the target language	bullfighting in Spain	amount of over	12.5.1.54.C
Lifelong	enhance your	effectively in the	sharing their opinions,	detailing its history,	400 vocabulary	12.5.1.54.D
Learning	understanding of this	target language.	trying to persuade their	traditions, practices,	in the target	
	tradition?		peers through evidence	products, diverse	language on a	
		The critical importance	supporting their stance.	perspectives and each	wide variety of	
	Can you discuss this	of knowledge of		facet of the "tercios"	topics relating	
	topic demonstrating	another language and	Students can effectively	(thirds)?	to the book as	
	your depth of	culture.	comprehend the story	, ,	well as all	
	knowledge on the topic		VIVA EL TORO by Lisa	Students will be able to	vocabulary	
	with a native speaker or	Strategies to keep a	Ray Turner and Blaine	debate their stance on	associated with	
	anyone else outside of	conversation going	Ray.	bullfighting? Are you in	bullfighting	
	the school setting	beyond simple		support of this	(corrida de	
	detailing your stance	question/answer	Teach someone about	tradition or are you	toros, plaza de	
	one way or the other?	945511511741157761	bullfighting in Spain	against it?	toros, tercio,	
	one way or the others	Negotiation strategies	detailing its history,	agamorns	vara, estofa,	
1		1 1 1040 11411011 311 4164163	actumny ito motory,	ı	vai a, 65101a,	
		when not understood or	traditions, practices,		capote, muleta,	

not understanding	products, diverse	picador,
	perspectives and each	banderillero,
Circumlocution	facet of the "tercios"	matador, hora
strategies by using	(thirds)?	de la verdad, la
known vocabulary to		faena, etc.
define or explain the	Students can exchange	
unknown	opinions and thoughts in	
	the target language	
Language used for the	about bullfighting.	
purposes of informing		
and persuading in the	Students can apprise in	
target language	great detail the history,	
compared to one's own.	the traditions, beliefs,	
	products and practices	
Know, in great detail,	of bullfighting.	
the history, the		
traditions, beliefs,	Knowledge of the event	
products and practices	in history and the skills	
of bullfighting.	to communicate it	
	effectively in the target	
	language.	
	Demonstrate in their	
	lives the importance of	
	knowledge of another	
	language and culture	
	through its use applied	
	outside of the classroom.	

# ASSESSMENT UNIT 1

# UNIT 2- THE PRETERIT TENSE, THE IMPERFECT TENSE AND THE IMPERFECT VS. THE PRETERIT (EL PRETÉRITO, EL IMPERFECTO Y EL IMPERFECTO CONTRA EL PRETÉRITO)

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:
23 days							
	Interpretive,	How can we express and	Knows the pretérito and	In realistic interactions	Students will be able	All regular and	12.1.1.54.A
	Interpersonal	comprehend	imperfecto	the students can	to produce and	irregular verbs	12.1.1.54.B
	and	information about	conjugations and, most	communicate in all forms	recognize authentic	in Spanish	12.1.1.54.C
	Presentational	events that happened in	importantly, can apply	(interpersonal,	communication in all	(infinite)	12.1.1.54.D
		the past and are	this knowledge through	interpretive and	forms using the		12.1.1.54.E
		complete with another	self-created written	presentational) about	pretérito and the	What the	12.1.1.54.F
		person or a group of	and oral communication	events that are	imperfecto tenses in	pretérito and	
		people?	in a wide variety of	completed and done	Spanish.	imperfecto	
		_	ways.	repeatedly in the past.		tenses look like	
		Can we express and			Students will be able	in English	
		comprehend		Students can tell a whole	to tell a whole range		
		information about		range of stories from	of stories from their	(Reinforcement	
		events that happened in		their past utilizing the	past utilizing the	from previous	
		the past REPEATEDLY		pretérito and the	pretérito and the	years) Many	
		with another person or		imperfect appropriately.	imperfecto	"past"	
		a group of people?			appropriately.	vocabulary words	
		Can you tell a story and			Resources:		
		comprehend a story			*In- class teacher-		
		told to you including the			created handouts on		
		pretérito and the			the pretérito and the		
		imperfect tenses in			imperfecto tenses and		
		Spanish?			in-class notes.		
					*Song lyrics and audio		
	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
	Relating cultural	How can activities vary	Knows the pretérito and	In realistic interactions	Students will be able	All regular and	12.2.1.54.A
	practices to	depending on the	imperfecto	the students can	to produce and	irregular verbs	12.2.1.54.B

perspectives	culture and country in	conjugations and, most	communicate in all forms	recognize authentic	in Spanish	12.2.1.54.C
and relating	which one is raised?	importantly, can apply	(interpersonal,	communication in all	(infinite)	12.2.1.54.0
cultural	which one is raised?	this knowledge through	interpretive and	forms using the	(minite)	
products to		self-created written	presentational) about	pretérito and the	What the	
perspectives		and oral communication	events that are	imperfecto tenses in	pretérito and	
perspectives		in a wide variety of	completed and done	Spanish.	imperfecto	
		•	repeatedly in the past.	Spanish.	tenses look like	
		ways.	repeatedly in the past.	Students will be able	in English	
		The student knows	Students can tell a whole	to tell a whole range	in English	
		activities in various	range of stories from	of stories from their	(Reinforcement	
		countries and how they	their past utilizing the	past utilizing the	from previous	
		are similar and are	pretérito and the	pretérito and the	years) Many	
		different depending on	imperfect appropriately.	imperfecto	"past"	
		where one is raised.	imper reer appropriatery.	appropriately.	vocabulary	
		Who o one is ruised.	The student can explain	appropriatory.	words	
			activities in various		Words	
			countries and how and			
			why they are similar and			
			are different depending			
			on where one is raised.			
Connections:	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:
						COMMECTIONS:
<u>comice nons.</u>	<u>connections.</u>	<u>connections.</u>	<u>connections.</u>	<u>connections:</u>	<u>connections:</u>	<u>connections.</u>
Making		Knows the pretérito and	In realistic interactions	Students will be able		12.3.1.54.A
	What grammatical connections can you				All regular and irregular verbs	
Making	What grammatical	Knows the pretérito and	In realistic interactions	Students will be able	All regular and	12.3.1.54.A
Making connections and	What grammatical connections can you	Knows the pretérito and imperfecto	In realistic interactions the students can	Students will be able to produce and	All regular and irregular verbs	12.3.1.54. <i>A</i> 12.3.1.54.B
Making connections and acquiring	What grammatical connections can you make between the	Knows the pretérito and imperfecto conjugations and, most	In realistic interactions the students can communicate in all forms	Students will be able to produce and recognize authentic	All regular and irregular verbs in Spanish	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C
Making connections and acquiring information and	What grammatical connections can you make between the pretérito and the	Knows the pretérito and imperfecto conjugations and, most importantly, can apply	In realistic interactions the students can communicate in all forms (interpersonal,	Students will be able to produce and recognize authentic communication in all	All regular and irregular verbs in Spanish	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C
Making connections and acquiring information and diverse	What grammatical connections can you make between the pretérito and the imperfecto tenses in	Knows the pretérito and imperfecto conjugations and, most importantly, can apply this knowledge through	In realistic interactions the students can communicate in all forms (interpersonal, interpretive and	Students will be able to produce and recognize authentic communication in all forms using the	All regular and irregular verbs in Spanish (infinite)	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C
Making connections and acquiring information and diverse	What grammatical connections can you make between the pretérito and the imperfecto tenses in	Knows the pretérito and imperfecto conjugations and, most importantly, can apply this knowledge through self-created written	In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about	Students will be able to produce and recognize authentic communication in all forms using the pretérito and the	All regular and irregular verbs in Spanish (infinite)	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C
Making connections and acquiring information and diverse	What grammatical connections can you make between the pretérito and the imperfecto tenses in	Knows the pretérito and imperfecto conjugations and, most importantly, can apply this knowledge through self-created written and oral communication	In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about events that are	Students will be able to produce and recognize authentic communication in all forms using the pretérito and the imperfecto tenses in	All regular and irregular verbs in Spanish (infinite)  What the pretérito and	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C
Making connections and acquiring information and diverse	What grammatical connections can you make between the pretérito and the imperfecto tenses in	Knows the pretérito and imperfecto conjugations and, most importantly, can apply this knowledge through self-created written and oral communication in a wide variety of	In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about events that are completed and done	Students will be able to produce and recognize authentic communication in all forms using the pretérito and the imperfecto tenses in	All regular and irregular verbs in Spanish (infinite)  What the pretérito and imperfecto	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C
Making connections and acquiring information and diverse	What grammatical connections can you make between the pretérito and the imperfecto tenses in	Knows the pretérito and imperfecto conjugations and, most importantly, can apply this knowledge through self-created written and oral communication in a wide variety of	In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about events that are completed and done	Students will be able to produce and recognize authentic communication in all forms using the pretérito and the imperfecto tenses in Spanish.	All regular and irregular verbs in Spanish (infinite)  What the pretérito and imperfecto tenses look like in English	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C
Making connections and acquiring information and diverse	What grammatical connections can you make between the pretérito and the imperfecto tenses in	Knows the pretérito and imperfecto conjugations and, most importantly, can apply this knowledge through self-created written and oral communication in a wide variety of ways.	In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about events that are completed and done repeatedly in the past.	Students will be able to produce and recognize authentic communication in all forms using the pretérito and the imperfecto tenses in Spanish.  Students will be able to tell a whole range of stories from their	All regular and irregular verbs in Spanish (infinite)  What the pretérito and imperfecto tenses look like	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C
Making connections and acquiring information and diverse	What grammatical connections can you make between the pretérito and the imperfecto tenses in	Knows the pretérito and imperfecto conjugations and, most importantly, can apply this knowledge through self-created written and oral communication in a wide variety of ways.  Knows the pretérito and	In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about events that are completed and done repeatedly in the past.  Students can tell a whole range of stories from their past utilizing the	Students will be able to produce and recognize authentic communication in all forms using the pretérito and the imperfecto tenses in Spanish.  Students will be able to tell a whole range	All regular and irregular verbs in Spanish (infinite)  What the pretérito and imperfecto tenses look like in English	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C
Making connections and acquiring information and diverse	What grammatical connections can you make between the pretérito and the imperfecto tenses in	Knows the pretérito and imperfecto conjugations and, most importantly, can apply this knowledge through self-created written and oral communication in a wide variety of ways.  Knows the pretérito and el imperfect	In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about events that are completed and done repeatedly in the past.  Students can tell a whole range of stories from	Students will be able to produce and recognize authentic communication in all forms using the pretérito and the imperfecto tenses in Spanish.  Students will be able to tell a whole range of stories from their	All regular and irregular verbs in Spanish (infinite)  What the pretérito and imperfecto tenses look like in English  (Reinforcement	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C
Making connections and acquiring information and diverse	What grammatical connections can you make between the pretérito and the imperfecto tenses in	Knows the pretérito and imperfecto conjugations and, most importantly, can apply this knowledge through self-created written and oral communication in a wide variety of ways.  Knows the pretérito and el imperfect conjugations and, most importantly, can apply this knowledge through	In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about events that are completed and done repeatedly in the past.  Students can tell a whole range of stories from their past utilizing the	Students will be able to produce and recognize authentic communication in all forms using the pretérito and the imperfecto tenses in Spanish.  Students will be able to tell a whole range of stories from their past utilizing the	All regular and irregular verbs in Spanish (infinite)  What the pretérito and imperfecto tenses look like in English  (Reinforcement from previous	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C
Making connections and acquiring information and diverse	What grammatical connections can you make between the pretérito and the imperfecto tenses in	Knows the pretérito and imperfecto conjugations and, most importantly, can apply this knowledge through self-created written and oral communication in a wide variety of ways.  Knows the pretérito and el imperfect conjugations and, most importantly, can apply this knowledge through self-created written	In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about events that are completed and done repeatedly in the past.  Students can tell a whole range of stories from their past utilizing the pretérito and the	Students will be able to produce and recognize authentic communication in all forms using the pretérito and the imperfecto tenses in Spanish.  Students will be able to tell a whole range of stories from their past utilizing the pretérito and the imperfecto appropriately.	All regular and irregular verbs in Spanish (infinite)  What the pretérito and imperfecto tenses look like in English  (Reinforcement from previous years) Many	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C
Making connections and acquiring information and diverse	What grammatical connections can you make between the pretérito and the imperfecto tenses in	Knows the pretérito and imperfecto conjugations and, most importantly, can apply this knowledge through self-created written and oral communication in a wide variety of ways.  Knows the pretérito and el imperfect conjugations and, most importantly, can apply this knowledge through	In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about events that are completed and done repeatedly in the past.  Students can tell a whole range of stories from their past utilizing the pretérito and the	Students will be able to produce and recognize authentic communication in all forms using the pretérito and the imperfecto tenses in Spanish.  Students will be able to tell a whole range of stories from their past utilizing the pretérito and the imperfecto appropriately. The students will	All regular and irregular verbs in Spanish (infinite)  What the pretérito and imperfecto tenses look like in English  (Reinforcement from previous years) Many "past"	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C
Making connections and acquiring information and diverse	What grammatical connections can you make between the pretérito and the imperfecto tenses in	Knows the pretérito and imperfecto conjugations and, most importantly, can apply this knowledge through self-created written and oral communication in a wide variety of ways.  Knows the pretérito and el imperfect conjugations and, most importantly, can apply this knowledge through self-created written	In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about events that are completed and done repeatedly in the past.  Students can tell a whole range of stories from their past utilizing the pretérito and the	Students will be able to produce and recognize authentic communication in all forms using the pretérito and the imperfecto tenses in Spanish.  Students will be able to tell a whole range of stories from their past utilizing the pretérito and the imperfecto appropriately.	All regular and irregular verbs in Spanish (infinite)  What the pretérito and imperfecto tenses look like in English  (Reinforcement from previous years) Many "past" vocabulary	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C

Comparisons:  Language comparisons and Cultural comparisons	Comparisons:  What comparisons can you make between the USE of the pretérito and the imperfecto tenses in Spanish and in English?	Comparisons:  Knows the pretérito and imperfecto conjugations and, most importantly, can apply this knowledge through self-created written and oral communication in a wide variety of ways.  Knows the pretérito and the imperfecto conjugations and, most importantly, can apply this knowledge through self-created written	Comparisons:  In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about events that are completed and done repeatedly in the past.  Students can tell a whole range of stories from their past utilizing the pretérito and the imperfect appropriately.	English language in the el pretérito and el imperfect tenses and make pathways between the two languages to enhance comprehension and application.  Comparisons:  Students will be able to produce and recognize authentic communication in all forms using the pretérito and the imperfecto tenses in Spanish.  Students will be able to tell a whole range of stories from their past utilizing the pretérito and the imperfecto appropriately.	Comparisons:  All regular and irregular verbs in Spanish (infinite)  What the pretérito and imperfecto tenses look like in English  (Reinforcement from previous years) Many "past" vocabulary	Comparisons:  12.4.1.54.A 12.4.1.54.B 12.4.1.54.C
Communities:	<u>Communities:</u>	and oral communication.  Communities:	Communities:	Communities:	words Communities:	Communities:
communities.			communities.	Communities.		
School and global communities and Lifelong Learning	Can you effectively communicate with a native speaker using the pretérito and the imperfecto tenses appropriately?	Knows the pretérito and imperfecto conjugations and, most importantly, can apply this knowledge through self-created written and oral communication	In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about events that are	Students will be able to produce and recognize authentic communication in all forms using the pretérito and the imperfecto tenses in	All regular and irregular verbs in Spanish (infinite)  What the pretérito and	12.5.1.54.A 12.5.1.54.B 12.5.1.54.C 12.5.1.54.D
		in a wide variety of ways. Knows the el pretérito and el imperfect	completed and done repeatedly in the past. Students can tell a whole range of stories from	Spanish. Students will be able to tell a whole range of stories from their	imperfecto tenses look like in English (Reinforcement	

	conjugations and, most	their past utilizing the	past utilizing the	from previous	
	importantly, can apply	pretérito and the	pretérito and the	years) Many	
	this knowledge through	imperfecto	imperfecto	"past"	
	self-created written	appropriately.	appropriately.	vocabulary	
	and oral communication.		•	words	

#### **ASSESSMENT UNIT 2**

# UNIT 3- DAY OF THE DEAD (EL DÍA DE LOS MUERTOS)

Estimated Unit Time Frames	Big Ideas  Communication:	Essential Questions  Communication:	Concepts (Know) Communication:	Competencies (Do)  Communication:	Lessons/ Suggested Resources  Communication:	Vocabulary  Communication:	Standards/ Eligible Content Communication:
7 days	Interpretive, Interpersonal and Presentational	What are your thoughts on the Day of the Dead celebrations? Why do you feel the way you do?	A depth of knowledge of the Day of the Dead celebration in Mexico and Guatemala.	Apprise the celebration, history, traditions, perspectives, products and cultural implications and significance.	Students will be able to effectively and thoroughly demonstrate knowledge of the Day of the Dead celebration in all facets and exchange opinions and ideas on this holiday comparing and differentiating it with our cultural perspective on death.  Resources: *Teacher created handouts, articles on	All vocabulary related to the Day of the Dead celebration (copal, ofrenda, pan de muerto, papel picado, mole, plantas de arena, tomba, 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

Cultures  Relating cultures  practices perspective and relative cultural products perspective	What is the process and purpose of making es CALAVERITAS (sugar skulls) to celebrate the Day of the Dead?	Cultures:  The purpose of CALAVERITAS as a cultural product and the cultural practice of creating them during this holiday	Cultures:  Create their very own calaveritas for the Day of the Dead celebration and explain the process and purpose of this cultural product.	the Day of the Dead celebration, materials needed to make the various cultural artifacts (ofrenda, calaveritas, etc.)  Cultures:  Students will be able to effectively and thoroughly demonstrate knowledge of the Day of the Dead celebration in all facets and exchange opinions	Cultures:  All vocabulary related to the Day of the Dead celebration (copal, ofrenda, pan de muerto, papel picado,	<u>Cultures</u> : 12.2.1.54.A 12.2.1.54.B 12.2.1.54.C
				and ideas on this holiday comparing and differentiating it with our cultural perspective on death as well as creating CALAVERITAS (sugar skulls) as a cultural practice.	mole, plantas de arena, tomba, etc.)	
Connection	<u>S:</u> <u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>	Connections:	<u>Connections:</u>	Connections:
Making connections acquiring information diverse perspectiv	of the Dead and the and Mexican perspective on life and death and how	A depth of knowledge of the Day of the Dead celebration in Mexico and Guatemala.	Apprise the celebration, history, traditions, perspectives, products, cultural implications and significance.  Demonstrate the ability to express their opinions on the celebration and connect it with our cultural perspectives and practices.	Students will be able to effectively and thoroughly demonstrate knowledge of the Day of the Dead celebration in all facets and exchange opinions and ideas on this holiday comparing and differentiating it with our cultural perspective on death.	All vocabulary related to the Day of the Dead celebration (copal, ofrenda, pan de muerto, papel picado, mole, plantas de arena, tomba, etc.)	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C 12.3.1.54.D
<u>Comparison</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>
Language	What is your opinion on	A depth of knowledge	Apprise the celebration,	Students will be able to	All vocabulary	12.4.1.S4.A

comparisons and Cultural comparisons	the purpose of the Day of the Dead and the Mexican perspective on life and death and how that may be similar and/or different from the perspective we have in the United States?	of the Day of the Dead celebration in Mexico and Guatemala.	history, traditions, perspectives, products and cultural implications and significance.  Demonstrate the ability to express their opinions on the celebration and compare and differentiate it with our cultural perspectives and practices.	effectively and thoroughly demonstrate knowledge of the Day of the Dead celebration in all facets and exchange opinions and ideas on this holiday comparing and differentiating it with our cultural perspective on death.	related to the Day of the Dead celebration (copal, ofrenda, pan de muerto, papel picado, mole, plantas de arena, tomba, etc.)	12.4.1.54.B 12.4.1.54.C
Communities:	<u>Communities:</u>	Communities:	Communities:	Communities:	<u>Communities:</u>	Communities:
School and global communities and Lifelong Learning	Have you/will you incorporate the Mexican perspective on death and life in your personal life? Why or why not?	A depth of knowledge of the Day of the Dead celebration in Mexico and Guatemala and their own personal perspective on the topic.	Apprise the celebration, history, traditions, perspectives, products and cultural implications and significance.  Demonstrate the ability to express their opinions on the celebration and analyze any aspects that they can take away from it for their lives outside of school.	Students will be able to effectively and thoroughly demonstrate knowledge of the Day of the Dead celebration in all facets and exchange opinions and ideas on this holiday comparing and differentiating it with our cultural perspective on death.	All vocabulary related to the Day of the Dead celebration (copal, ofrenda, pan de muerto, papel picado, mole, plantas de arena, tomba, etc.)	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>

#### **ASSESSMENT UNIT 3**

UNIT 4- CHRISTMAS AND NEW YEARS IN THE SPANISH-SPEAKING WORLD (LA NAVIDAD Y EL AÑO NUEVO)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	Communication:	Communication:
5 days	Interpretive, Interpersonal and Presentational	Why is Christmas and New Year's Eve celebrated in different ways and with sometimes different practices and products throughout the world when these holidays can be found in many countries?	The skills to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  The knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	Communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  Demonstrate higher level thinking when apprising their knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	Students will be able to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  Students will be able to demonstrate higher level thinking when apprising their knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.  Resources:  *Information on Christmas and New Year's in the Spanish-speaking world *12 grapes each student (Spanish New	All regular and irregular verbs and all tenses as well as necessary vocabulary related to Christmas and New Year's (uvas, Navidad, Año Nuevo, arbol, el reloj, 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
	Cultures:	Cultures:	Cultures:	Cultures:	Year's tradition)  Cultures:	Cultures:	<u>Cultures</u> :
		<u></u>	<u> </u>	<u></u>	<u> </u>	<u></u>	<u></u>
	Relating cultural practices to perspectives and relating	Why is Christmas and New Year's Eve celebrated in different ways and with	The skills to communicate effectively in an authentic manner using	Communicate effectively in an authentic manner using all tenses and appropriate vocabulary in	Students will be able to communicate effectively in an authentic manner using	All regular and irregular verbs and all tenses as well as	12.2.1.54.A 12.2.1.54.B 12.2.1.54.C

cultural products to perspectives	sometimes different practices and products throughout the world when these holidays can be found in many countries?	all tenses and appropriate vocabulary in the target language.  The cultural knowledge of the Christmas and New Year's holidays in our country and in various Spanishspeaking countries throughout the world.	the target language.  Demonstrate higher level thinking when apprising their cultural knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	all tenses and appropriate vocabulary in the target language.  Students will be able to demonstrate higher level thinking when apprising their knowledge of the Christmas and New Year's holidays in our	necessary vocabulary related to Christmas and New Year's (uvas, Navidad, Año Nuevo, arbol, el reloj, etc.)	
Connections:	Connections:	Connections:	Connections:	country and in various Spanish-speaking countries throughout the world.  Connections:	Connections:	Connections:
Making connections and acquiring information and diverse perspectives	What connections can you make in relation to Christmas and New Year's Eve in the Spanish-speaking world and our world? How do their perspectives and practices differ or are similar to ours?	The skills to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  The knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	Communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  Demonstrate higher level thinking when apprising their knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	Students will be able to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  Students will be able to demonstrate higher level thinking when apprising their knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	All regular and irregular verbs and all tenses as well as necessary vocabulary related to Christmas and New Year's (uvas, Navidad, Año Nuevo, arbol, el reloj, etc.)	12.3.1.54. <i>A</i> 12.3.1.54. <i>B</i> 12.3.1.54. <i>C</i> 12.3.1.54. <i>D</i>
<u>Comparisons:</u> Language  comparisons and  Cultural	Comparisons:  Compare and differentiate between Christmas and New	<u>Comparisons:</u> The skills to  communicate  effectively in an	Comparisons:  Communicate effectively in an authentic manner using all tenses and	Students will be able to communicate effectively in an	Comparisons:  All regular and irregular verbs and all tenses as	Comparisons: 12.4.1.54.A 12.4.1.54.B 12.4.1.54.C

comparisons	Year's in the Spanish- speaking world and in the United States?	authentic manner using all tenses and appropriate vocabulary in the target language.  The knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	appropriate vocabulary in the target language.  Demonstrate higher level thinking when apprising their knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	authentic manner using all tenses and appropriate vocabulary in the target language.  Students will be able to demonstrate higher level thinking when apprising their knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	well as necessary vocabulary related to Christmas and New Year's (uvas, Navidad, Año Nuevo, arbol, el reloj, etc.)	
Communities:	Communities:	Communities:	<u>Communities:</u>	<u>Communities:</u>	Communities:	Communities:
School and global communities and Lifelong Learning	Can you communicate with a native speaker of Spanish to understand how these holidays are celebrated where they live and share how they are celebrated here?	The skills to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  The knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	Communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  Demonstrate higher level thinking when apprising their knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	Students will be able to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  Students will be able to demonstrate higher level thinking when apprising their knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	All regular and irregular verbs and all tenses as well as necessary vocabulary related to Christmas and New Year's (uvas, Navidad, Año Nuevo, arbol, el reloj, etc.)	12.5.1.54.A 12.5.1.54.B 12.5.1.54.C 12.5.1.54.D

#### **ASSESSMENT UNIT 4**

# UNIT 5- DIRECT AND INDIRECT OBJECT PRONOUNS (OBJETOS PRONOMBRES DIRECTOS E INDIRECTOS)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	<u>Communication:</u>	<u>Communication:</u>	Communication:	<u>Communication:</u>	Communication:	Communication:
10 days	Interpretive, Interpersonal and Presentational	Can we express and comprehend direct and indirect object pronouns through realistic communication?	Knows direct and indirect object pronouns and, most importantly, can apply this knowledge through self-created written and oral communication.	In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) by utilizing the direct and indirect object pronouns in the target language.	Students will be able to produce and recognize authentic communication in all forms using the direct and indirect object pronouns in Spanish.  Resources:	The direct and indirect object pronouns. (Reinforcement from previous years) Many vocabulary words appropriate for the topic.	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
					*In- class teacher- created handouts on the direct and indirect object pronouns and in- class notes.  *Song lyrics and audio		
	<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	How do the Latino cultural practices and perspectives influence the formation and use	Knows direct and indirect object pronouns and, most importantly, can apply	In realistic interactions the students can communicate in all forms (interpersonal,	Students will be able to produce and recognize authentic communication in all	The direct and indirect object pronouns. (Reinforcement	12.2.1.54.A 12.2.1.54.B 12.2.1.54.C
	cultural products to	of the direct and indirect object	this knowledge through self-created written	interpretive and presentational) by	forms using the direct and indirect object	from previous years) Many	

	-	T	I			1
perspectives	pronouns?	and oral communication.	utilizing the direct and	pronouns in Spanish.	vocabulary	
			indirect object pronouns		words	
		The student knows the	in the target language.		appropriate for	
		cultural perspectives			the topic.	
		and practices in various	The student can explain			
		countries and how they	the cultural perspectives			
		are similar and are	and practices in various			
		different and its	countries and how they			
		relation to addressing	are similar and are			
		others in	different and its			
		communication.	relation to addressing			
			others in communication.			
Connections:	Connections:	<u>Connections:</u>	Connections:	Connections:	Connections:	Connections:
AA -1-*	Miller & comment of the comment	Married III	To acclinate to the	Charles and the state of	The die t	12 2 1 6 4 4
Making	What connections can	Knows direct and	In realistic interactions	Students will be able to	The direct and	12.3.1.54.A
connections and	you make between the	indirect object	the students can	produce and recognize	indirect object	12.3.1.54.B
acquiring	direct and indirect	pronouns and, most	communicate in all forms	authentic	pronouns.	12.3.1.54. <i>C</i>
information and	object pronouns in	importantly, can apply	(interpersonal,	communication in all	(Reinforcement	12.3.1.54.D
diverse	Spanish with those in	this knowledge through	interpretive and	forms using the direct	from previous	
perspectives	English?	self-created written	presentational) by	and indirect object	years) Many	
		and oral communication.	utilizing the direct and	pronouns in Spanish.	vocabulary	
			indirect object pronouns		words	
			in the target language.		appropriate for	
				The students will detail	the topic.	
				the grammatical		
				structure of the		
				English language in the		
				mandato (command)		
				tense and make		
				pathways between the		
				two languages to		
				enhance comprehension		
				and application.		
<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>
Language	What comparisons can	Knows direct and	In realistic interactions	Students will be able to	The direct and	12.4.1.54.A
comparisons and	you make between the	indirect object	the students can	produce and recognize	indirect object	12.4.1.54.B
Cultural	direct and indirect	pronouns and, most	communicate in all forms	authentic	pronouns.	12.4.1.54.C
comparisons	object pronouns in	importantly, can apply	(interpersonal,	communication in all	(Reinforcement	
	Spanish and their use in	this knowledge through	interpretive and	forms using the direct	from previous	
	English?	self-created written	presentational) by	and indirect object	years) Many	
	Chynans	Jon Croared Williem	pi cocinational) by	and man cer object	7 Car 3 / Warry	

		and oral communication.	utilizing the direct and indirect object pronouns in the target language.	pronouns in Spanish.	vocabulary words appropriate for the topic.	
<u>Communities:</u>	Communities:	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	Communities:	Communities:
School and global communities and Lifelong Learning	Can you effectively communicate with a native speaker using the direct and indirect object pronouns appropriately?	Knows direct and indirect object pronouns and, most importantly, can apply this knowledge through self-created written and oral communication.	In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) by utilizing the direct and indirect object pronouns in the target language.	Students will be able to sustain realistic interactions in all forms (interpersonal, interpretive and presentational) using the direct and indirect object pronouns with a native speaker in the target language.	The direct and indirect object pronouns. (Reinforcement from previous years) Many vocabulary words appropriate for the topic.	12.5.1.54.A 12.5.1.54.B 12.5.1.54.C 12.5.1.54.D

### ASSESSMENT UNIT 5

# UNIT 6- INTERNATIONAL TRAVEL (VIAJES INTERNACIONALES)

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:
16 days	Interpretive, Interpersonal and Presentational	Can you explain the processes involved in planning, organizing and creating your very own	The knowledge of the processes in planning and organizing an international trip.	Communicate effectively in an authentic manner using all tenses and appropriate vocabulary in	Students will be able to produce and recognize all vocabulary learned related to international	All necessary vocabulary related to travel international as	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D
		two-week international		the target language.	and domestic travel.	well as domestic	12.1.1.54.E

		trip?	The skills to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.	Demonstrate higher level thinking when apprising the processes involved in coordinating an international trip.	Students will be able to apprise a wealth of information about a Spanish-speaking country of their choice including history, culture, customs, traditions, perspectives, foods, etc.  Students will be able to plan, organize and create their own two-week international trip to a Spanish-speaking country.  Resources:  *Travel vocabulary visuals  *Project guidelines and rubric  * Computer (for research purposes)  *Poster board	(avión, autobus, tarjeta de embarque, puerta, horario, hotel, habitación doble, etc.)	12.1.1.54.F
<u>Cult</u>	tures:	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
pract persp and r cul produ	g cultural rices to ectives relating tural sucts to ectives	Can you explain in detail the culture, cuisine, customs, traditions, geography, topography, celebrations, religions, etc. of the country you are "traveling to?"	The skills to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  The cultural knowledge of the Spanish-speaking country researched.	Communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  Demonstrate higher level thinking when apprising the country you are "traveling to."	Students will be able to produce and recognize all vocabulary learned related to international and domestic travel.  Students will be able to apprise a wealth of information about a Spanish-speaking country of their choice	All necessary vocabulary related to travel international as well as domestic (avión, autobus, tarjeta de embarque, puerta, horario, hotel, habitación doble, etc.)	12.2.1.54.A 12.2.1.54.B 12.2.1.54.C

perspectives, foods, etc.  Students will be able to plan, organize and create their own two- week international trip to a Spanish-speaking country.  Comparisons:
Comparisons Comparisons Comparisons Comparisons Comparisons
Language Compare and The skills to Communicate effectively Students will be able to All necessary 12.4.1.54.7 comparisons and differentiate between communicate in an authentic manner produce and recognize vocabulary 12.4.1.54.8

						40.44.54.5
Cultural	the Spanish-speaking	effectively in an	using all tenses and	all vocabulary learned	related to travel	12.4.1.54. <i>C</i>
comparisons	country you are	authentic manner using	appropriate vocabulary in	related to international	international as	
	"traveling to" and the	all tenses and	the target language.	and domestic travel.	well as domestic	
	United States?	appropriate vocabulary			(avión, autobus,	
		in the target language.	Demonstrate higher level	Students will be able to	tarjeta de	
			thinking when comparing	apprise a wealth of	embarque,	
		The cultural knowledge	and differentiating	information about a	puerta, horario,	
		of the Spanish-speaking	between the Spanish-	Spanish-speaking	hotel, habitación	
		country researched and	speaking country and the	country of their choice	doble, etc.)	
		the United States.	United States.	including history,		
				culture, customs,		
		The skills to analyze,		traditions,		
		compare and		perspectives, foods,		
		differentiate between		etc.		
		the two cultures.				
				Students will be able to		
				plan, organize and		
				create their own two-		
				week international trip		
				to a Spanish-speaking		
				country.		
<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>
School and	How will you apply this	The ability to plan and	Explain how this unit will	Students will be able to	All necessary	12.5.1.54. <i>A</i>
global	knowledge in your life	carry out an	be applied to their life	produce and recognize	vocabulary	12.5.1.54.B
communities and	now and in the future?	international trip	outside of school.	all vocabulary learned	related to travel	12.5.1.54.C
Lifelong		anywhere in the world.		related to international	international as	12.5.1.54.D
Learning		,,	Communicate effectively	and domestic travel.	well as domestic	
		Their knowledge of how	in an authentic manner		(avión, autobus,	
		this may apply to their	using all tenses and	Students will be able to	tarjeta de	
		life outside of school.	appropriate vocabulary in	apprise a wealth of	embarque,	
			the target language.	information about a	puerta, horario,	
		The skills to		Spanish-speaking	hotel, habitación	
		communicate	Demonstrate higher level	country of their choice	doble, etc.)	
		effectively in an	thinking when apprising	including history,		
		authentic manner using	the processes involved in	culture, customs,		
		all tenses and	coordinating an	traditions,		
1						
		appropriate vocabulary	international trip.	perspectives, toods,		
		appropriate vocabulary in the target language.	international trip.	perspectives, foods, etc.		
			international trip.	' '		

of the Spanish-speaking	plan, organize and	
country researched and	create their own two-	
the United States.	week international trip	
	to a Spanish-speaking	
	country.	

#### **ASSESSMENT UNIT 6**

# UNIT 7- SPANISH FOOD (COMIDA ESPAÑOLA)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	Communication:	<u>Communication:</u>	<u>Communication:</u>	Communication:	Communication:	Communication:
15 days	Interpretive, Interpersonal and Presentational	Can you order from an authentic Spanish restaurant with native speakers in the target language communicating specifically what you would like?	Know the many different foods in Spanish cuisine.  Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.	Demonstrate knowledge of the many different foods in Spanish cuisine.  Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary and negotiating meaning when necessary.	Students will be able to go on a field trip to an authentic Spanish restaurant (Mallorca in the South Side) and order completely in the target language communicating all needs.  Resources:  *Visuals of the many different foods in the Spanish cuisine	Vocabulary of ordering from a restaurant and all necessary elements needed when eating, etc.  Also Spanish and South American food names and what they are.	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

<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	Why are certain foods eaten in different cultures while those same foods may not be eaten at all in another?  Is there different etiquette and traditions in relation to food and eating food between Spain and the United States?  Can you order from an authentic Spanish restaurant with native speakers in the target language communicating specifically what you would like?	Know the many different foods in Spanish cuisine.  Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.	Demonstrate knowledge of the many different foods in Spanish cuisine.  Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.	Students will be able to connect the foods eaten in one more with the foods eaten in another as well as any etiquette or traditions in relation to food and eating food that exist in the culture.  Students will be able to compare and differentiate between the foods eaten in one more with the foods eaten in another.  Students will be able to partake and experience firsthand the authentic foods of the countries we have learned about in a real life setting outside of the school on a field trip.	Vocabulary of ordering from a restaurant and all necessary elements needed when eating, etc.  Also Spanish and South American food names and what they are.	12.2.1.54.A 12.2.1.54.B 12.2.1.54.C
<u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>
Making connections and acquiring information and diverse perspectives	Why are certain foods eaten in different cultures while those same foods may not be eaten at all in another?  Is there different etiquette and traditions in relation to food and eating food between Spain and the United States?	Know the many different foods in Spanish cuisine.  Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.	Demonstrate knowledge of the many different foods in Spanish cuisine.  Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.	Students will be able to connect the foods eaten in one more with the foods eaten in another as well as any etiquette or traditions in relation to food and eating food that exist in the culture.	Vocabulary of ordering from a restaurant and all necessary elements needed when eating, etc.  Also Spanish food names and what they are.	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C 12.3.1.54.D

<u>Comparisons:</u>	<u>Comparisons:</u>	Comparisons:	<u>Comparisons:</u>	<u>Comparisons:</u>	Comparisons:	Comparisons:
Language comparisons and Cultural comparisons	Can we compare and differentiate between certain foods eaten in one culture not eaten at all in another?  Can we compare and differentiate between the etiquette and traditions in relation to food and eating food between Spain and the United States?	Know the many different foods in Spanish cuisine.  Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.  They know how to synthesize, analyze and extrapolate information to be used appropriately to accomplish the task at hand.	Demonstrate knowledge of the many different foods in Spanish cuisine.  Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.  Synthesize, analyze and extrapolate information to be used appropriately to accomplish the task at hand.	Students will be able to compare and differentiate between the foods eaten in one more with the foods eaten in another.	Vocabulary of ordering from a restaurant and all necessary elements needed when eating, etc.  Also Spanish and South American food names and what they are.	12.4.1.54.A 12.4.1.54.B 12.4.1.54.C
Communities:  School and global communities and Lifelong Learning	Can you order from an authentic Spanish restaurant with native speakers in the target language communicating specifically what you would like?	Communities:  Know the many different foods in Spanish cuisine.  Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.	Communities:  Demonstrate knowledge of the many different foods in Spanish cuisine.  Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.	Communities:  Students will be able to go on a field trip to an authentic Spanish restaurant (Mallorca in the South Side) and order completely in the target language communicating all needs.	Communities:  Vocabulary of ordering from a restaurant and all necessary elements needed when eating, etc.  Also Spanish food names and what they are.	12.5.1.54.A 12.5.1.54.B 12.5.1.54.C 12.5.1.54.D

### ASSESSMENT UNIT 7

# UNIT 8- CHESS IN SPANISH (AJEDREZ EN 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:
15 days	Interpretive, Interpersonal and Presentational	Can you effectively explain the piece names and vocabulary related to playing chess in Spanish?  Can you teach someone how to play chess?	Know all the vocabulary related to chess in the target language.  Skills to play chess correctly and effectively.	They can set up a chess board in the correct way.  They can produce the vocabulary for each of the pieces and strategic moves in the target language.  They can play a real game of chess in its entirety and compete in a class tournament.	Students will be able to set up a chess board in the correct way and produce the vocabulary for each of the pieces and strategic moves in the target language.  Students will be able to play a real game of chess in its entirety and compete in a class tournament.  Students will be able to apprise the cultural importance of chess in Spain and throughout the world and compare and contrast its role between those countries and our own.  Resources:	All appropriate vocabulary related to the game of chess (ajedrez, rey, reina, tablero de ajedrez, jaque mate, alfil, peon, caballo, torre, espacio, diagonal, vertical, horizontal, enfrente, 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
					*Teacher created		

Cultures:  Relating cultural practices to perspectives and relating cultural products to perspectives	Can you apprise the cultural importance of chess in Spain and throughout the world?	Cultures:  Know the cultural relevance of chess in Spain and the world.	Cultures:  Students can demonstrate a depth of knowledge of chess' impact in Spain and throughout the world.	vocabulary list of the pieces and strategic moves in the target language.  *Visuals of the pieces and strategic moves.  *At least 15 chess boards.  Cultures:  Students will be able to set up a chess board in the correct way and produce the vocabulary for each of the pieces and strategic moves in the target language.  Students will be able to play a real game of chess in its entirety and compete in a class tournament.  Students will be able to apprise the cultural importance of chess in Spain and throughout the world and compare and contrast its role between those countries and our own.  Connections:	Cultures:  All appropriate vocabulary related to the game of chess (ajedrez, rey, reina, tablero de ajedrez, jaque jaque mate, alfil, peon, caballo, torre, espacio, diagonal, vertical, horizontal, enfrente, etc.)	Cultures:  12.2.1.54.A 12.2.1.54.B 12.2.1.54.C
Connections:	<u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>	Connections:	<u>Connections:</u>	Connections:
Making connections and acquiring information and diverse	What have you taken away from this unit in relation to the cultural perspectives that other countries (namely	The students know the cultural perspectives of chess in other countries and can synthesize that information to	The students can demonstrate knowledge of the cultural perspectives of chess in other countries and can	Students will be able to set up a chess board in the correct way and produce the vocabulary for each of the pieces	All appropriate vocabulary related to the game of chess (ajedrez, rey,	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C 12.3.1.54.D

<u> </u>		T	T .	T .		
perspectives	Spain) has with the	incorporate it in their	synthesize that	and strategic moves in	reina, tablero de	
	game of chess?	own lives.	information to	the target language.	ajedrez, jaque	
			incorporate it in their		jaque mate,	
			own lives.	Students will be able to	alfil, peon,	
				play a real game of	caballo, torre,	
				chess in its entirety	espacio,	
				and compete in a class	diagonal,	
				tournament.	vertical,	
					horizontal,	
				Students will be able to	enfrente, etc.)	
				apprise the cultural		
				importance of chess in		
				Spain and throughout		
				the world and compare		
				and contrast its role		
				between those		
				countries and our own.		
Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:
- Companions	- Companionio	- Companionio	- Companionis	<u></u>	<u></u>	ounpar rooms.
Language	Can you compare and	The students know the	The students can apprise	Students will be able to	All appropriate	12.4.1.54.A
comparisons and	contrast the role of	cultural perspectives of	the cultural perspectives	set up a chess board in	vocabulary	12.4.1.54.B
Cultural	chess in Spain/Europe	chess in other countries	of chess in other	the correct way and	related to the	12.4.1.54.C
comparisons	and in the United	and can synthesize that	countries and can	produce the vocabulary	game of chess	
	States?	information to compare	synthesize that	for each of the pieces	(ajedrez, rey,	
		and contrast it with our	information to compare	and strategic moves in	reina, tablero de	
		own culture.	and contrast it with our	the target language.	ajedrez, jaque	
			own culture.		jaque mate,	
				Students will be able to	alfil, peon,	
				play a real game of	caballo, torre,	
				chess in its entirety	espacio,	
				and compete in a class	diagonal,	
				tournament.	vertical,	
					horizontal,	
				Students will be able to	enfrente, etc.)	
				apprise the cultural	3,. 33, 3.3.)	
				importance of chess in		
				Spain and throughout		
				the world and compare		
				and contrast its role		
				between those		
				countries and our own.		

<u>Communities:</u>	Communities:	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	Communities:	Communities:
School and global communities and Lifelong Learning	How will you incorporate chess in your life outside of school? Will you teach someone who doesn't know how to play chess?	Know all the vocabulary related to chess in the target language.  Skills to play chess correctly and effectively.  They know the feeling of accomplishment in being able to learn how to play chess and teach it as well.	The students will teach a classmate NOT in the Spanish class how to play chess.	Students will be able to set up a chess board in the correct way and produce the vocabulary for each of the pieces and strategic moves in the target language.  Students will be able to play a real game of chess in its entirety and compete in a class tournament.  Students will be able to apprise the cultural importance of chess in Spain and throughout the world and compare and contrast its role between those countries and our own.	All appropriate vocabulary related to the game of chess (ajedrez, rey, reina, tablero de ajedrez, jaque jaque mate, alfil, peon, caballo, torre, espacio, diagonal, vertical, horizontal, enfrente, etc.)	12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D

#### **ASSESSMENT UNIT 8**

UNIT 9- SPANISH AND HISPANIC ART (EL ARTE ESPAÑOL E HISPANO)

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	Communication:  Interpretive, Interpersonal and Presentational	Can you sustain a conversation on the famous artists Diego Velasquez and Pablo Picasso?	Communication:  The students know the biographies of the famous artists Diego Velasquez and Pablo Picasso.  Have the skills and vocabulary to sustain a conversation on an involved topic such as art.	Communication:  The students can apprise the biographies and live stories of the famous artists Diego Velasquez and Pablo Picasso and ca demonstrate the ability to sustain a high level conversation on such a topic.	Communication:  Students will be able to apprise the biographies of the famous artists Diego Velasquez and Pablo Picasso.  Students will be able to attend a tour of a real art museum on a field trip and demonstrate an ability to compare and contrast the various works of art learned as part of that tour (whether Spanish, Impressionist, etc.) with the art that we learned about in class.  Students will be able to complete a scavenger hunt throughout the museum that consists of ALL areas of the museum (art as well as natural history) exposing the students to areas and works of art that they may not otherwise have explored.  Resources:	Communication:  All vocabulary in English and in Spanish related to art (Surrealism, abstract, realism, Cubism, etc.) as well as all vocabulary needed to explain, question and discuss works of art across time.	
					*Visuals of all artists,		

				museum discussed and artwork introduced. *Biographies on all of the artists *Classroom notes and handouts explaining various works of art *Carnegie Museum of Art/Cleveland Museum of Art, Mattress Factory, Warhol Museum, etc. field trip *A&E Biographies on Pablo Picasso and other artists.		
Relating cultural practices to perspectives and relating cultural products to perspectives	Cultures:  How do the different cultures of the artists affect their art?	Cultures:  The students know the artists' work and are familiar with the countries and cultures of the artists learned about in this unit.	Cultures:  Students can apprise the works by the artists studied and can demonstrate how their countries and cultures may have affected their work/influence.	Cultures:  Students will be able to apprise the biographies of the famous artists Diego Velasquez and Pablo Picasso.  Students will be able to attend a tour of a real art museum on a field trip and demonstrate an ability to compare and contrast the various works of art learned as part of that tour (whether Spanish, Impressionist, etc.) with the art that we learned about in class.  Students will be able to complete a scavenger hunt throughout the museum that consists of ALL areas of the	Cultures:  All vocabulary in English and in Spanish related to art (Surrealism, abstract, realism, Cubism, etc.) as well as all vocabulary needed to explain, question and discuss works of art across time.	<u>Cultures</u> : 12.2.1.54.A 12.2.1.54.B 12.2.1.54.C

<u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>	museum (art as well as natural history) exposing the students to areas and works of art that they may not otherwise have explored.  Connections:	<u>Connections:</u>	<u>Connections:</u>
Making connections an acquiring information an diverse perspectives	Hispanic and Spanish	The students know the artists' work and are familiar with the countries and cultures of the artists and the effects certain people, events and their culture had on them.	Students can apprise the works by the artists studied and can demonstrate how their countries, cultures, people in their lives and historical events may have affected their work.	Students will be able to apprise the biographies of the famous artists Diego Velasquez and Pablo Picasso.  Students will be able to attend a tour of a real art museum on a field trip and demonstrate an ability to compare and contrast the various works of art learned as part of that tour (whether Spanish, Impressionist, etc.) with the art that we learned about in class.  Students will be able to complete a scavenger hunt throughout the museum that consists of ALL areas of the museum (art as well as natural history) exposing the students to areas and works of art that they may not otherwise have explored.	All vocabulary in English and in Spanish related to art (Surrealism, abstract, realism, Cubism, etc.) as well as all vocabulary needed to explain, question and discuss works of art across time.	12.3.1.54. <i>A</i> 12.3.1.54. <i>B</i> 12.3.1.54. <i>C</i> 12.3.1.54. <i>D</i>

Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:
Language comparisons and Cultural comparisons	What comparisons and differences do you see between the Hispanic and Spanish artists we have learned about in this unit?	The students know the artists' work and are familiar with the countries and cultures of the artists and the effects certain people, events and their culture had on them.	Students can apprise the works by the artists studied and can demonstrate an ability to analyze how their countries, cultures, people in their lives and historical events may have affected their work.	Students will be able to apprise the biographies of the famous artists Diego Velasquez and Pablo Picasso. Students will be able to attend a tour of a real art museum on a field trip and demonstrate an ability to compare and contrast the various works of art learned as part of that tour (whether Spanish, Impressionist, etc.) with the art that we learned about in class.  Students will be able to complete a scavenger hunt throughout the museum that consists of ALL areas of the museum (art as well as natural history) exposing the students to areas and works of art that they may not otherwise have explored.	All vocabulary in English and in Spanish related to art (Surrealism, abstract, realism, Cubism, etc.) as well as all vocabulary needed to explain, question and discuss works of art across time.	12.4.1.54. <i>A</i> 12.4.1.54. <i>B</i> 12.4.1.54. <i>C</i>
Communities:	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	Communities:	Communities:
School and global communities and Lifelong Learning	Can you, with an educated eye, analyze and evaluate various works of art at a real museum whether related to Spanish/	Students know how to analyze and evaluate art and understand that there is more happening in works of art than one might initially think.	Students will analyze and evaluate art and demonstrate understanding that there is more happening in works of art than one	Students will be able to apprise the biographies of the famous artists Diego Velasquez and Pablo Picasso.	All vocabulary in English and in Spanish related to art (Surrealism, abstract,	12.5.1.54.A 12.5.1.54.B 12.5.1.54.C 12.5.1.54.D

Hispanic art or another genre?  Can you navigate yourself around a real museum finding various works of art as part of a scavenger hunt?	Students know how to navigate themselves around a real museum and have the tools to overcome any obstacles that they may initially face.	might initially think.  Students can navigate themselves around a real museum and have the tools to overcome any obstacles that they may initially face while accomplishing a scavenger hunt with a partner.	Students will be able to attend a tour of a real art museum on a field trip and demonstrate an ability to compare and contrast the various works of art learned as part of that tour (whether Spanish, Impressionist, etc.) with the art that we learned about in class.  Students will be able to complete a scavenger hunt throughout the museum that consists of ALL areas of the museum (art as well as natural history) exposing the students	realism, Cubism, etc.) as well as all vocabulary needed to explain, question and discuss works of art across time.	
			natural history)		

#### **ASSESSMENT UNIT 9**

UNIT 10- THE NOVEL THE PHOTOGRAPHER'S SHADOW BY ROSANA ACQUARONI (LA SOMBRA DE UN FOTÓGRAFO)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	<u>Communication:</u>	<u>Communication:</u>	Communication:	<b>Communication:</b>	Communication:	Communication:
20 days	Interpretive, Interpersonal and Presentational	Can you read and comprehend authentic novels in the target language?	Strategies to keep a conversation going beyond simple question/answer  Negotiation strategies when not understood or not understanding  Circumlocution strategies by using known vocabulary to define or explain the	Students can effectively read, comprehend and apprise the story LA SOMBRA DE UN FOTÓGRAFO by Rosana Acquaroni	Students can effectively read, comprehend and apprise the story LA SOMBRA DE UN FOTÓGRAFO by Rosana Acquaroni  Resources:  *The novel LA SOMBRA DE UN FOTÓGRAFO by	A comprehensive amount of over thousands of vocabulary in the target language on a wide variety of topics.	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
	Cultures:	Cultures:	unknown <u>Cultures</u> :	Cultures:	Rosana Acquaroni  Cultures:	Cultures:	Cultures:
	Relating cultural practices to perspectives and relating cultural products to perspectives	How does the writers cultural perspectives manifest in the novels?	Strategies to keep a conversation going beyond simple question/answer  Negotiation strategies when not understood or not understanding  Circumlocution strategies by using known vocabulary to define or explain the unknown.	Students can effectively read, comprehend and apprise the story LA SOMBRA DE UN FOTÓGRAFO by Rosana Acquaroni  and connect, compare and contrast it to their cultural perspectives and that of our own	Students can effectively read, comprehend and apprise the LA SOMBRA DE UN FOTÓGRAFO by Rosana Acquaroni	A comprehensive amount of over thousands of vocabulary in the target language on a wide variety of topics.	12.2.1.54.A 12.2.1.54.B 12.2.1.54.C
	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:	<u>Connections:</u>
	Making connections and acquiring	Can you connect some aspect(s) of your childhood with those of	Strategies to keep a conversation going beyond simple	Students can effectively read, comprehend and apprise the story LA	Students can effectively read, comprehend and	A comprehensive amount of over	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C

information and	the main characters in	question/answer	SOMBRA DE UN	apprise the LA	thousands of	12.3.1.54.D
diverse	these three novels?		FOTÓGRAFO by	SOMBRA DE UN	vocabulary in	
perspectives		Negotiation strategies		FOTÓGRAFO by	the target	
		when not understood or	and connect, compare and contrast it to their	Rosana Acquaroni	language on a wide variety of	
		not understanding	cultural perspectives and		,	
		Circumlocution	that of our own		topics.	
		strategies by using	mar or our own			
		known vocabulary to				
		define or explain the				
		unknown				
<u>Comparisons:</u>	<u>Comparisons:</u>	Comparisons:	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>
Language	How does reading a	Strategies to keep a	Students can effectively	Students can	Α	12.4.1.54.A
comparisons and	book in Spanish	conversation going	read, comprehend and	effectively read,	comprehensive	12.4.1.54.B
Cultural	compare and	beyond simple	apprise the story LA	comprehend and	amount of over	12.4.1.54.C
comparisons	differentiate between	question/answer	SOMBRA DE UN	apprise the LA	thousands of	
	reading a book in your		FOTÓGRAFO by Rosana	SOMBRA DE UN	vocabulary in	
	native language (L1)?	Negotiation strategies	Acquaroni	FOTÓGRAFO by	the target	
		when not understood or		Rosana Acquaroni	language on a	
		not understanding			wide variety of	
		Circumlocution	and connect, compare and contrast it to their		topics.	
		strategies by using	cultural perspectives and			
		known vocabulary to	that of our own			
		define or explain the				
		unknown				
<u>Communities:</u>	Communities:	Communities:	<u>Communities:</u>	Communities:	Communities:	Communities:
School and	Can you read and	Strategies to keep a	Students can effectively	Students can	A	12.5.1.54.A
global	comprehend authentic	conversation going	read, comprehend and	effectively read,	comprehensive	12.5.1.54.B
communities and	novels in the target	beyond simple	apprise the LA	comprehend and	amount of over	12.5.1.54.C
Lifelong	language?	question/answer	SOMBRA DE UN	apprise the story LA	thousands of	12.5.1.54.D
Learning			FOTÓGRAFO by	SOMBRA DE UN	vocabulary in	
		Negotiation strategies	Rosana Acquaroni	FOTÓGRAFO by	the target	
		when not understood or		Rosana Acquaroni	language on a	
		not understanding			wide variety of	
		Circumlocution		Dogo: mage:	topics.	
		strategies by using		Resources:		
		known vocabulary to		*The novel LA		

define or explain the	SOMBRA DE UN	
unknown	FOTOGRAFO by	
	Rosana Acquaroni	

#### **ASSESSMENT UNIT 10**

# UNIT 11- MEXICAN INDEPENDENCE DAY (LA INDEPENDENCIA DE MÉXICO)

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:
<b>3</b> days	Interpretive, Interpersonal and Presentational	Apprise Mexican Independence in great detail (the date, the history behind it, the major players, the political, the social and economic situation in Mexico at the time, etc.)	Students know about Mexican Independence in great detail (the date, the history behind it, the major players, the political, the social and economic situation in Mexico at the time, etc.)	Students apprise Mexican Independence in great detail (the date, the history behind it, the major players, the political, the social and economic situation in Mexico at the time, etc.) through in class activities with their classmates and teacher.	Students will be able to apprise Mexican Independence in great detail (the date, the history behind it, the major players, the political, the social and economic situation in Mexico at the time, etc.)  Students will be able to describe the cultural practices customarily done for Mexican Independence Day.	All vocabulary related to Mexican Independence Day and all main participants (grito de dolores, guerra, independencia, 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

					· · · · · · · · · · · · · · · · · · ·	
		1		Students will be able to		
		1		be exposed to diverse		
		1		perspectives when it		
		1		comes to celebrations		
		1		in other countries.		
		1				
		1		Students will be able to		
		1		compare and		
		1		differentiate between		
		1		Mexican Independence		
		1		Day and American		
		1		Independence Day.		
		1				
		1		Students will be able to		
				utilize this knowledge		
				in their other classes		
		1		and in their lives		
		1		outside of school.		
		1		ourside of school.		
		1				
		1		Resources:		
		1		Resources.		
		1		* Teacher-generated		
		1		informational handout		
		1		on Mexican		
		1		Independence Day.		
		1		Independence Day.		
		1		*Visuals		
		1		Visuais		
		1		*Authentic video clips		
		1		of Mexican		
				Independence Day		
				being celebrated and		
٠داری	C. da	Cultura	Cultura	honored.	College	C
Culture	<u>s:</u> <u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
Dolotino	Itural Describe the cultural	Students know how to	Students describe the	Students will be able to	All ve cebulers	12.2.1.54.A
Relating cu					All vocabulary related to	12.2.1.54.A 12.2.1.54.B
practice	1 .		cultural practices	apprise Mexican		
perspect			customary for Mexican	Independence in great	Mexican	12.2.1.54 <i>.</i> C
and rela cultur	•	Mexican Independence Day.	Independence Day.	detail (the date, the history behind it, the	Independence Day and all main	
ı cultur						

				. , .,	,	1
products to				major players, the	participants	
perspectives		Students know about	Students apprise	political, the social and	(grito de	
		Mexican Independence	Mexican Independence in	economic situation in	dolores, guerra,	
		in great detail (the	great detail (the date,	Mexico at the time,	independencia,	
		date, the history	the history behind it,	etc.)	etc.)	
		behind it, the major	the major players, the			
		players, the political,	political, the social and	Students will be able to		
		the social and economic	economic situation in	describe the cultural		
		situation in Mexico at	Mexico at the time, etc.)	practices customarily		
		the time, etc.)	through in class	done for Mexican		
		, ,	activities with their	Independence Day.		
			classmates and teacher.	, ,		
				Students will be able to		
				be exposed to diverse		
				perspectives when it		
				comes to celebrations		
				in other countries.		
				moment countries.		
				Students will be able to		
				compare and		
				differentiate between		
				Mexican Independence		
				Day and American		
				Independence Day.		
				Independence Day.		
				Students will be able to		
				utilize this knowledge		
				in their other classes		
				and in their lives		
				outside of school.		
<u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>
	C	Carrian and the coll	Canalana and the O	Canalana milli	All control	12 2 1 6 4 4
Making	Can you explain the	Students know the	Students apprise the	Students will be able to	All vocabulary	12.3.1.54.A
connections and	diverse perspectives	diverse perspectives	diverse perspectives	apprise Mexican	related to	12.3.1.54.B
acquiring	presented in the	presented in the	presented in the	Independence in great	Mexican	12.3.1.54. <i>C</i>
information and	Mexican Independence	Mexican Independence	Mexican Independence	detail (the date, the	Independence	12.3.1.54.D
diverse	celebrations?	celebrations.	celebrations through in	history behind it, the	Day and all main	
perspectives			class activities with	major players, the	participants	
		Students know how to	classmates and the	political, the social and	(grito de	
		describe the cultural	teacher.	economic situation in	dolores, guerra,	
		practices customary for		Mexico at the time,	independencia,	

			Ţ		1
	Mexican Independence	Students describe the	etc.)	etc.)	
	Day.	cultural practices			
		customary for Mexican	Students will be able to		
	Students know about	Independence Day.	describe the cultural		
	Mexican Independence		practices customary		
	in great detail (the		done for Mexican		
	date, the history	Students apprise	Independence Day.		
	behind it, the major	Mexican Independence in			
	players, the political,	great detail (the date,	Students will be able to		
	the social and economic	the history behind it,	be exposed to diverse		
	situation in Mexico at	the major players, the	perspectives when it		
	the time, etc.)	political, the social and	comes to celebrations		
		economic situation in	in other countries.		
		Mexico at the time, etc.)			
		through in class	Students will be able to		
		activities with their	compare and		
		classmates and teacher.	differentiate between		
			Mexican Independence		
			Day and American		
			Independence Day.		
			Students will be able to		
			utilize this knowledge		
			in their other classes		
			and in their lives		
			outside of school.		
Comparisons: Comparis	ons: Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:
Language Compare	and Students know how to	Students compare and	Students will be able to	All vocabulary	12.4.1.54.A
comparisons and differentiate	· ·	differentiate Mexican	apprise Mexican	related to	12.4.1.54.B
Cultural Mexican Inde	pendence differentiate.	Independence Day and	Independence in great	Mexican	12.4.1.54. <i>C</i>
comparisons Day and An	nerican	American Independence	detail (the date, the	Independence	
Independen	ce Day.	Day.	history behind it, the	Day and all main	
			major players, the	participants	
	Students know about	Students apprise the	political, the social and	(grito de	
	Mexican Independence	diverse perspectives	economic situation in	dolores, guerra,	
	Day and American	presented in the	Mexico at the time,	independencia,	
	Independence Day.	Mexican Independence	etc.)	etc.)	
	·	celebrations through in			
	Students know the	class activities with	Students will be able to		
	diverse perspectives	classmates and the	describe the cultural		

		presented in the	teacher.	practices customary		
		Mexican Independence		done for Mexican		
		celebrations.		Independence Day.		
		Students know how to	Students describe the	Students will be able to		
		describe the cultural	cultural practices	be exposed to diverse		
		practices customary for	customary for Mexican	perspectives when it		
		Mexican Independence	Independence Day.	comes to celebrations		
		Day.		in other countries.		
		547.	Students apprise			
		Students know about	Mexican Independence in	Students will be able to		
		Mexican Independence	great detail (the date,	compare and		
		•		differentiate between		
		in great detail (the	the history behind it,			
		date, the history	the major players, the	Mexican Independence		
		behind it, the major	political, the social and	Day and American		
		players, the political,	economic situation in	Independence Day.		
		the social and economic	Mexico at the time, etc.)			
		situation in Mexico at	through in class	Students will be able to		
		the time, etc.)	activities with their	utilize this knowledge		
			classmates and teacher.	in their other classes		
				and in their lives		
				outside of school.		
Communities:	Communities:	Communities:	Communities:	Communities:	Communities:	Communities:
School and	Utilize this knowledge	Students know how	Students utilize this	Students will be able to	All vocabulary	12.5.1.S4.A
School and global				Students will be able to apprise Mexican	All vocabulary related to	12.5.1.54. <i>A</i> 12.5.1.54.B
global	in your other classes	they can utilize this	knowledge in your other	apprise Mexican	related to	12.5.1.54.B
global communities and	in your other classes and in your lives outside	they can utilize this knowledge in their	knowledge in your other classes and in your lives	apprise Mexican Independence in great	related to Mexican	12.5.1.54.B 12.5.1.54. <i>C</i>
global communities and Lifelong	in your other classes	they can utilize this knowledge in their other classes and in	knowledge in your other	apprise Mexican Independence in great detail (the date, the	related to Mexican Independence	12.5.1.54.B
global communities and	in your other classes and in your lives outside	they can utilize this knowledge in their other classes and in their lives outside of	knowledge in your other classes and in your lives	apprise Mexican Independence in great detail (the date, the history behind it, the	related to Mexican Independence Day and all main	12.5.1.54.B 12.5.1.54. <i>C</i>
global communities and Lifelong	in your other classes and in your lives outside	they can utilize this knowledge in their other classes and in	knowledge in your other classes and in your lives	apprise Mexican Independence in great detail (the date, the history behind it, the major players, the	related to Mexican Independence Day and all main participants	12.5.1.54.B 12.5.1.54. <i>C</i>
global communities and Lifelong	in your other classes and in your lives outside	they can utilize this knowledge in their other classes and in their lives outside of school.	knowledge in your other classes and in your lives outside of school.	apprise Mexican Independence in great detail (the date, the history behind it, the major players, the political, the social and	related to Mexican Independence Day and all main participants (grito de	12.5.1.54.B 12.5.1.54. <i>C</i>
global communities and Lifelong	in your other classes and in your lives outside	they can utilize this knowledge in their other classes and in their lives outside of school. Students know how to	knowledge in your other classes and in your lives outside of school.  Students compare and	apprise Mexican Independence in great detail (the date, the history behind it, the major players, the political, the social and economic situation in	related to Mexican Independence Day and all main participants (grito de dolores, guerra,	12.5.1.54.B 12.5.1.54. <i>C</i>
global communities and Lifelong	in your other classes and in your lives outside	they can utilize this knowledge in their other classes and in their lives outside of school.  Students know how to compare and	knowledge in your other classes and in your lives outside of school.  Students compare and differentiate Mexican	apprise Mexican Independence in great detail (the date, the history behind it, the major players, the political, the social and economic situation in Mexico at the time,	related to Mexican Independence Day and all main participants (grito de dolores, guerra, independencia,	12.5.1.54.B 12.5.1.54. <i>C</i>
global communities and Lifelong	in your other classes and in your lives outside	they can utilize this knowledge in their other classes and in their lives outside of school. Students know how to	knowledge in your other classes and in your lives outside of school.  Students compare and differentiate Mexican Independence Day and	apprise Mexican Independence in great detail (the date, the history behind it, the major players, the political, the social and economic situation in	related to Mexican Independence Day and all main participants (grito de dolores, guerra,	12.5.1.54.B 12.5.1.54. <i>C</i>
global communities and Lifelong	in your other classes and in your lives outside	they can utilize this knowledge in their other classes and in their lives outside of school.  Students know how to compare and	knowledge in your other classes and in your lives outside of school.  Students compare and differentiate Mexican Independence Day and American Independence	apprise Mexican Independence in great detail (the date, the history behind it, the major players, the political, the social and economic situation in Mexico at the time, etc.)	related to Mexican Independence Day and all main participants (grito de dolores, guerra, independencia,	12.5.1.54.B 12.5.1.54. <i>C</i>
global communities and Lifelong	in your other classes and in your lives outside	they can utilize this knowledge in their other classes and in their lives outside of school.  Students know how to compare and	knowledge in your other classes and in your lives outside of school.  Students compare and differentiate Mexican Independence Day and	apprise Mexican Independence in great detail (the date, the history behind it, the major players, the political, the social and economic situation in Mexico at the time, etc.) Students will be able to	related to Mexican Independence Day and all main participants (grito de dolores, guerra, independencia,	12.5.1.54.B 12.5.1.54. <i>C</i>
global communities and Lifelong	in your other classes and in your lives outside	they can utilize this knowledge in their other classes and in their lives outside of school.  Students know how to compare and differentiate.	knowledge in your other classes and in your lives outside of school.  Students compare and differentiate Mexican Independence Day and American Independence Day.	apprise Mexican Independence in great detail (the date, the history behind it, the major players, the political, the social and economic situation in Mexico at the time, etc.) Students will be able to describe the cultural	related to Mexican Independence Day and all main participants (grito de dolores, guerra, independencia,	12.5.1.54.B 12.5.1.54. <i>C</i>
global communities and Lifelong	in your other classes and in your lives outside	they can utilize this knowledge in their other classes and in their lives outside of school.  Students know how to compare and differentiate.	knowledge in your other classes and in your lives outside of school.  Students compare and differentiate Mexican Independence Day and American Independence Day.  Students apprise the	apprise Mexican Independence in great detail (the date, the history behind it, the major players, the political, the social and economic situation in Mexico at the time, etc.) Students will be able to describe the cultural practices customary	related to Mexican Independence Day and all main participants (grito de dolores, guerra, independencia,	12.5.1.54.B 12.5.1.54. <i>C</i>
global communities and Lifelong	in your other classes and in your lives outside	they can utilize this knowledge in their other classes and in their lives outside of school.  Students know how to compare and differentiate.	knowledge in your other classes and in your lives outside of school.  Students compare and differentiate Mexican Independence Day and American Independence Day.	apprise Mexican Independence in great detail (the date, the history behind it, the major players, the political, the social and economic situation in Mexico at the time, etc.) Students will be able to describe the cultural	related to Mexican Independence Day and all main participants (grito de dolores, guerra, independencia,	12.5.1.54.B 12.5.1.54. <i>C</i>

situation in Mexico at through in class the time, etc.) activities with their classmates and teacher.
---

### **ASSESSMENT UNIT 11**

## UNIT 12- THE SPANISH CIVIL WAR (LA GUERRA CIVIL ESPAÑOLA)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	Communication:	Communication:	Communication:	<u>Communication:</u>	Communication:	Communication:
10 days	Interpretive, Interpersonal and Presentational	Students will be able to describe the Spanish Civil War, the history of it and major occurrences, the years in which it took place, the major parties and people involved and the	Students know about the Spanish Civil War, the history of it and major occurrences, the years in which it took place, the major parties and people involved and the impact on the	Students apprise the Spanish Civil War, the history of it and major occurrences, the years in which it took place, the major parties and people involved and the impact on the country for	Students will be able to describe the Spanish Civil War, the history of it and major occurrences, the years in which it took place, the major parties and people involved and the	All vocabulary related to the Spanish Civil War (guerra civil, republicanos, nacionalistas, generalissimo,	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
		impact on the country for decades after.	country for decades after.	decades after through an in class project.	impact on the country for decades after.  Students will be able to comprehend the cultural impact on the country of Spain during the Civil War.	rey, república, etc.)	
					Students will be able to connect the Spanish Civil War and the cultural perspectives in Spain at the time with the cultural perspectives in the United States Civil		
					War.  Students will be able to compare and contrast the Spanish Civil War with the American Civil War.  Students will be able to utilize this knowledge		

			<u> </u>				
					in their other classes		
					and their lives outside		
					of school.		
					Resources:		
					* Informational		
					handouts related to the		
					Spanish Civil War		
					*The book Cuentos de		
					Posguerra		
					*La Lengua de las		
					Mariposas DVD movie		
					on the Spanish Civil		
					War		
					vvai*		
					*Visuals and		
					manipulatives		
					*Magazines and		
					newspaper articles		
	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
	Relating cultural	Can you demonstrate	Students know how to	Students demonstrate	Students will be able to	All vocabulary	12.2.1.54.A
	practices to	comprehension of the	demonstrate	comprehension of the	describe the Spanish	related to the	12.2.1.54.B
	perspectives	cultural impact on the	comprehension of the	cultural impact on the	Civil War, the history	Spanish Civil	12.2.1.54.C
	and relating	country of Spain during	cultural impact on the	country of Spain during	of it and major	War (guerra	
	cultural	the Civil War?	country of Spain during	the Civil War.	occurrences, the years	civil,	
	products to		the Civil War.		in which it took place,	republicanos,	
	perspectives			Students apprise the	the major parties and	nacionalistas,	
			Students know about	Spanish Civil War, the	people involved and the	generalissimo,	
			the Spanish Civil War,	history of it and major	impact on the country	rey, república,	
			the history of it and	occurrences, the years in	for decades after.	etc.)	
			major occurrences, the	which it took place, the		- · · · · · ·	
			years in which it took	major parties and people	Students will be able to		
			place, the major parties	involved and the impact	comprehend the		
			and people involved and	on the country for	cultural impact on the		
			the impact on the	decades after through	country of Spain during		
			•	_			
1	1		country for decades	an in class project.	the Civil War.		

		af+				
		after.		6		
				Students will be able to		
				connect the Spanish		
				Civil War and the		
				cultural perspectives in		
				Spain at the time with		
				the cultural		
				perspectives in the		
				United States Civil		
				War.		
				Students will be able to		
				compare and contrast		
				the Spanish Civil War		
				with the American Civil		
				War.		
				Students will be able to		
				utilize this knowledge		
				in their other classes		
				and their lives outside		
				of school.		
Connections:	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:
Making	Can you connect the	Students know how to	Students make	Students will be able to	All vocabulary	12.3.1.54.A
connections and	Spanish Civil War and	make connections	connections between	describe the Spanish	related to the	12.3.1.54.B
acquiring	the cultural	between diverse topics.	the cultural	Civil War, the history	Spanish Civil	12.3.1.54.C
information and	perspectives in Spain at		perspectives in Spain at	of it and major	War (guerra	12.3.1.54.D
diverse	the time with the	Students know	the time of the Civil War	occurrences, the years	civil,	
perspectives	cultural perspectives of	the cultural	with the cultural	in which it took place,	republicanos,	
	the American Civil	perspectives in Spain at	perspectives of the	the major parties and	nacionalistas,	
	War?	the time of the Civil	American Civil War.	people involved and the	generalissimo,	
		War with the cultural		impact on the country	rey, república,	
		perspectives of the	Students demonstrate	for decades after.	etc.)	
		American Civil War	comprehension of the			
			cultural impact on the	Students will be able to		
		Students know how to	country of Spain during	comprehend the		
		demonstrate	the Civil War.	cultural impact on the		
		comprehension of the		country of Spain during		
		cultural impact on the	Students apprise the	the Civil War.		
		•	• •			
		country of Spain during	Spanish Civil War, the			

		the Civil War.  Students know about the Spanish Civil War, the history of it and major occurrences, the years in which it took place, the major parties and people involved and the impact on the country for decades after.	history of it and major occurrences, the years in which it took place, the major parties and people involved and the impact on the country for decades after through an in class project.	Students will be able to connect the Spanish Civil War and the cultural perspectives in Spain at the time with the cultural perspectives in the United States Civil War.  Students will be able to compare and contrast the Spanish Civil War with the American Civil War.  Students will be able to utilize this knowledge in their other classes and their lives outside of school.		
Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:
Language comparisons and Cultural comparisons	Compare and contrast the Spanish Civil War with the American Civil War.	Students know how to compare and contrast the Spanish Civil War with the American Civil War.  Students know how to make connections between diverse topics.  Students know the cultural perspectives in Spain at the time of the Civil War with the cultural perspectives of the American Civil War	Students compare and contrast the Spanish Civil War with the American Civil War.  Students make connections between the cultural perspectives in Spain at the time of the Civil War with the cultural perspectives of the American Civil War.  Students demonstrate comprehension of the cultural impact on the country of Spain during	Students will be able to describe the Spanish Civil War, the history of it and major occurrences, the years in which it took place, the major parties and people involved and the impact on the country for decades after.  Students will be able to comprehend the cultural impact on the country of Spain during the Civil War.	All vocabulary related to the Spanish Civil War (guerra civil, republicanos, nacionalistas, generalissimo, rey, república, etc.)	12.4.1.54.A 12.4.1.54.B 12.4.1.54.C

		Students know how to	the Civil War.	connect the Spanish		
		demonstrate		Civil War and the		
		comprehension of the	Students apprise the	cultural perspectives in		
		cultural impact on the	Spanish Civil War, the	Spain at the time with		
		country of Spain during	history of it and major	the cultural		
		the Civil War.	occurrences, the years in	perspectives in the		
			which it took place, the	United States Civil		
		Students know about	major parties and people	War.		
		the Spanish Civil War,	involved and the impact			
		the history of it and	on the country for	Students will be able to		
		major occurrences, the	decades after through	compare and contrast		
		years in which it took	an in class project.	the Spanish Civil War		
		place, the major parties	, ,	with the American Civil		
		and people involved and		War.		
		the impact on the				
		country for decades		Students will be able to		
		after.		utilize this knowledge		
				in their other classes		
				and their lives outside		
				of school.		
<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>
School and	Can you utilize this	Students know how to	Students utilize this	Students will be able to	All vocabulary	12.5.1.S4.A
global	knowledge in your other	utilize this knowledge in	knowledge in their other	describe the Spanish	related to the	12.5.1.54.B
communities and	classes and your lives	their other classes and	classes and their lives	Civil War, the history	Spanish Civil	12.5.1.54.C
Lifelong	outside of school?	their lives outside of	outside of school.	of it and major	War (guerra	12.5.1.54.D
Learning		school.		occurrences, the years	civil,	
-			Students compare and	in which it took place,	republicanos,	
		Students know how to	contrast the Spanish	the major parties and	nacionalistas,	
		compare and contrast	Civil War with the	people involved and the	generalissimo,	
		the Spanish Civil War	American Civil War.	impact on the country	rey, república,	
		with the American Civil		for decades after.	etc.)	
		War.				
		Students know how to	Students make	Students will be able to		
			l			
		make connections	connections between the	comprehend the		
		make connections between diverse topics.		•		
			cultural perspectives in  Spain at the time of the	cultural impact on the		
			cultural perspectives in	•		
		between diverse topics.	cultural perspectives in Spain at the time of the	cultural impact on the country of Spain during		

			the time of the Civil		connect the Spanish			
			War with the cultural	Students demonstrate	Civil War and the			
			perspectives of the	comprehension of the	cultural perspectives in			
			American Civil War	cultural impact on the	Spain at the time with			
				country of Spain during	the cultural			
			Students know how to	the Civil War.	perspectives in the			
			demonstrate		United States Civil			
			comprehension of the	Students apprise the	War.			
			cultural impact on the	Spanish Civil War, the				
			country of Spain during	history of it and major	Students will be able to			
			the Civil War.	occurrences, the years in	compare and contrast			
				which it took place, the	the Spanish Civil War			
			Students know about	major parties and people	with the American Civil			
			the Spanish Civil War,	involved and the impact	War.			
			the history of it and	on the country for				
			major occurrences, the	decades after through	Students will be able to			
			years in which it took	an in class project.	utilize this knowledge			
			place, the major parties		in their other classes and their lives outside			
			and people involved and					
			the impact on the country for decades		of school.			
			after.					
			REVIEV	V UNIT 12				
			ASSESSM	ENT UNIT 12				
UNIT 13- THE PAPANTLA FLYERS (LOS VOLADORES PAPANTLA)								
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content	

2 days		<b>Communication:</b>	Communication:	Communication:	Communication:	Communication:	Communication:
	Interpretive, Interpersonal and Presentational	Can you apprise the Papantla Flyers and their traditions in great detail (the time of year, the history behind it, the major players) in Mexico?	Students know about the Papantla Flyers and their traditions in great detail (the time of year, the history behind it, the major players) in Mexico	Students apprise the Papantla Flyers and their traditions in great detail (the time of year, the history behind it, the major players) in Mexico through in class activities with their classmates and teacher.	Students will be able to apprise the Papantla Flyers and their traditions in great detail (the time of year, the history behind it, the major players) in Mexico.  Students will be able to describe the cultural practices customarily done by the Papantla Flyers.  Students will be able to comprehend the diverse perspectives when it comes to traditions in other countries.  Students will be able to compare and differentiate between the Papantla Flyers and some aspect of our culture.  Students will be able to utilize this knowledge in their other classes and in their lives outside of school.	All vocabulary related to the Papantla Flyers and all main participants (aire, fuego, agua, viento, voladores, etc.)	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.E 12.1.1.54.F
					Resources:  * Teacher-generated		

<u>Cultures:</u>	Cultures:	<i>C</i> ultures:	<u>C</u> ultures:	informational handout on the Papantla Flyers.  *Visuals of the Papantla Flyers  *Photos of the Papntla Flyers performing their traditions.  *Authentic video clips of the Papantla Flyers.  Cultures:	<u>C</u> ultures:	<i>C</i> ultures:
Relating cultur practices to perspectives and relating cultural products to perspectives	al Describe the cultural practices customarily done by the Papantla Flyers.	Students know the cultural practices customarily done by the Papantla Flyers.  Students know about the Papantla Flyers and their traditions in great detail (the time of year, the history behind it, the major players) in Mexico	Students describe the cultural practices customarily done by the Papantla Flyers.  Students apprise the Papantla Flyers and their traditions in great detail (the time of year, the history behind it, the major players) in Mexico through in class activities with their classmates and teacher.	Students will be able to apprise the Papantla Flyers and their traditions in great detail (the time of year, the history behind it, the major players) in Mexico.  Students will be able to describe the cultural practices customarily done by the Papantla Flyers.  Students will be able to comprehend the diverse perspectives when it comes to traditions in other countries.  Students will be able to compare and differentiate between the Papantla Flyers and some aspect of our	All vocabulary related to the Papantla Flyers and all main participants (aire, fuego, agua, viento, voladores, etc.)	12.2.1.54.A 12.2.1.54.B 12.2.1.54.C

				culture.		
				Students will be able to		
				utilize this knowledge		
				in their other classes		
				and in their lives		
				outside of school.		
Connections:	Connections:	<u>Connections:</u>	Connections:	Connections:	Connections:	Connections:
Making	Demonstrate	Student comprehend	Demonstrate	Students will be able to	All vocabulary	12.3.1.54.A
connections and	comprehension of the	the diverse	comprehension of the	apprise the Papantla	related to the	12.3.1.54.B
acquiring	diverse perspectives	perspectives when it	diverse perspectives	Flyers and their	Papantla Flyers	12.3.1.54. <i>C</i>
information and	when it comes to	comes to traditions in	when it comes to	traditions in great	and all main	12.3.1.54.D
diverse	traditions in other countries.	other countries.	traditions in other countries.	detail (the time of	participants	
perspectives	countries.		countries.	year, the history behind it, the major	(aire, fuego, agua, viento,	
				players) in Mexico.	voladores, etc.)	
				players) in Mexico.	voiddor es, e re.)	
		Students know the	Students describe the	Students will be able to		
		cultural practices	cultural practices	describe the cultural		
		customarily done by the	customarily done by the	practices customarily		
		Papantla Flyers.	Papantla Flyers.	done by the Papantla		
				Flyers.		
		Students know about	Students apprise the	Students will be able to		
		the Papantla Flyers and	Papantla Flyers and their	comprehend the		
		their traditions in great	traditions in great detail	diverse perspectives		
		detail (the time of year,	(the time of year, the	when it comes to		
		the history behind it,	history behind it, the	traditions in other		
		the major players) in	major players) in Mexico	countries.		
		Mexico	through in class			
			activities with their	Students will be able to		
			classmates and teacher.	compare and		
				differentiate between		
				the Papantla Flyers and		
				some aspect of our		
				culture.		
				Students will be able to		
				utilize this knowledge		
				in their other classes		

				and in their lives		
				outside of school.		
<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>
Language comparisons and Cultural comparisons	Compare and differentiate between the Papantla Flyers and some aspect of our culture.	Students know how to compare and differentiate between the Papantla Flyers and some aspect of our culture.	Compare and differentiate between the Papantla Flyers and some aspect of our culture through in class discussions and activities with classmates and teacher.	Students will be able to apprise the Papantla Flyers and their traditions in great detail (the time of year, the history behind it, the major players) in Mexico.	All vocabulary related to the Papantla Flyers and all main participants (aire, fuego, agua, viento, voladores, etc.)	12.4.1.54. <i>A</i> 12.4.1.54. <i>B</i> 12.4.1.54. <i>C</i>
		Student comprehend the diverse perspectives when it comes to traditions in other countries.  Students know the cultural practices customarily done by the Papantla Flyers.	Demonstrate comprehension of the diverse perspectives when it comes to traditions in other countries.  Students describe the cultural practices customarily done by the Papantla Flyers.	Students will be able to describe the cultural practices customarily done by the Papantla Flyers.  Students will be able to comprehend the diverse perspectives when it comes to traditions in other countries.		
		Students know about the Papantla Flyers and their traditions in great detail (the time of year, the history behind it, the major players) in Mexico	Students apprise the Papantla Flyers and their traditions in great detail (the time of year, the history behind it, the major players) in Mexico through in class activities with their classmates and teacher.	Students will be able to compare and differentiate between the Papantla Flyers and some aspect of our culture.		
				Students will be able to utilize this knowledge in their other classes and in their lives outside of school.		

<u> </u>	Communities:	Communities:	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	Communities:	Communities:
co	School and global ommunities and Lifelong Learning	Utilize this knowledge in your other classes and in your lives outside of school.	Students know how to utilize this knowledge in their other classes and in their lives outside of school.	Students utilize this knowledge in their other classes and in their lives outside of school.	Students will be able to apprise the Papantla Flyers and their traditions in great detail (the time of year, the history behind it, the major players) in Mexico.	All vocabulary related to the Papantla Flyers and all main participants (aire, fuego, agua, viento, voladores, etc.)	12.5.1.S4. <i>A</i> 12.5.1.S4. <i>B</i> 12.5.1.S4. <i>C</i> 12.5.1.S4. <i>D</i>
			Students know how to compare and differentiate between the Papantla Flyers and some aspect of our culture.  Student comprehend the diverse perspectives when it comes to traditions in other countries.	Compare and differentiate between the Papantla Flyers and some aspect of our culture through in class discussions and activities with classmates and teacher.  Demonstrate comprehension of the diverse perspectives when it comes to traditions in other countries.	Students will be able to describe the cultural practices customarily done by the Papantla Flyers.  Students will be able to comprehend the diverse perspectives when it comes to traditions in other countries.		
			Students know the cultural practices customarily done by the Papantla Flyers.	Students describe the cultural practices customarily done by the Papantla Flyers.	Students will be able to compare and differentiate between the Papantla Flyers and some aspect of our culture.		
			Students know about the Papantla Flyers and their traditions in great detail (the time of year, the history behind it, the major players) in	Students apprise the Papantla Flyers and their traditions in great detail (the time of year, the history behind it, and	Students will be able to utilize this knowledge in their other classes and in their lives outside of school.		

Mexico	the major players) in		
	Mexico through in class		
	activities with their		
	classmates and teacher.		

### **ASSESSMENT UNIT 13**

## UNIT 14- SPANISH AND HISPANIC POETRY (LA POESÍA ESPAÑOLA E HISPANA)

Estimated Unit Time Frames	Big Ideas  Communication:	Essential Questions  Communication:	Concepts (Know) Communication:	Competencies (Do)  Communication:	Lessons/ Suggested Resources  Communication:	Vocabulary  Communication:	Standards/ Eligible Content Communication:
	communication.	<u>communication:</u>	communication.	<u>communication:</u>	<u>communication.</u>	<u>communication.</u>	communication.
10 days	Interpretive, Interpersonal and Presentational	Students will be able to apprise the biographies of the famous Hispanic and Spanish poets José Martí, Federico García Lorca and Joaquin Zihuatanejo.	Students know the biographies of the famous Hispanic and Spanish poets José Martí, Federico García Lorca and Joaquin Zihuatanejo.	Students apprise the biographies of the famous Hispanic and Spanish poets José Martí, Federico García Lorca and Joaquin Zihuatanejo.	Students will be able to apprise the biographies of the famous Hispanic and Spanish poets José Martí, Federico García Lorca and Joaquin Zihuatanejo.	A comprehensive amount of vocabulary on a wide variety of topics found in Spanish and Hispanic poetry.	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
		Students will be able to detail the poems Dos Patrias by José Martí and Speaking in Tongues by Joaquin Zihuatanejo as well as other poems by these poets.	Students comprehend the poems Dos Patrias by José Martí and Speaking in Tongues by Joaquin Zihuatanejo as well as other poems by these poets.	Students describe the poems Dos Patrias by José Martí and Speaking in Tongues by Joaquin Zihuatanejo as well as other poems by these poets through in class discussions and	Students will be able to detail the poems Dos Patrias by José Martí and Speaking in Tongues by Joaquin Zihuatanejo as well as other poems by these poets.		

		,		
		activities.		
			Students will be able to	
			comprehend the	
			cultural practices and	
			cultural products	
			represented in the	
			poems by these	
			Hispanic and Spanish	
			poets.	
			Students will be able to	
			make connections	
			related to the diverse	
			perspectives found in	
			the target culture	
			portrayed in the	
			authentic poems.	
			Students will be able to	
			compare and	
			differentiate between	
			one of these famous	
			poets and one of their	
			poems with a poet and	
			poem they have	
			previously learned	
			whether in Spanish or	
			another class.	
			Students will be able to	
			incorporate this	
			knowledge in their	
			other classes and their	
			lives outside of school.	
			Resources:	
			* Several authentic	
			poems by José Martí,	
			Federico García Lorca	
			and Joaquin	
 1				<u> </u>

				Zihuatanejo.		
				*Visuals		
				*Videos clips of Joaquin Zihuatanejo performing his slam		
				poem "Speaking in Tongues."		
<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
Relating cultural	C	Students know the	Students describe the	Students will be able to	A	12.2.1.54.A
practices to	Can you discern the	cultural practices and	cultural practices and	apprise the biographies of the famous Hispanic	comprehensive amount of	12.2.1.54.B 12.2.1.54. <i>C</i>
perspectives and relating	cultural practices and cultural products	cultural products represented in the	cultural products represented in the	and Spanish poets José	vocabulary on a	12.2.1.54.0
cultural	represented in the	poems by these	poems by these Hispanic	Martí, Federico García	wide variety of	
products to	poems by these	Hispanic and Spanish	and Spanish poets	Lorca and Joaquin	topics found in	
perspectives	Hispanic and Spanish	poets.	through in class group	Zihuatanejo.	Spanish and	
	poets?	'	discussions and	•	Hispanic poetry.	
	·	Students know the	activities.	Students will be able to		
		biographies of the		detail the poems Dos		
		famous Hispanic and		Patrias by José Martí		
		Spanish poets José	Students apprise the	and Speaking in		
		Martí, Federico García	biographies of the	Tongues by Joaquin		
		Lorca and Joaquin	famous Hispanic and	Zihuatanejo as well as		
		Zihuatanejo.	Spanish poets José	other poems by these		
			Martí, Federico García	poets.		
		Students comprehend	Lorca and Joaquin			
		the poems Dos Patrias	Zihuatanejo.	Students will be able to		
		by José Martí and	Students describe the	comprehend the		
		Speaking in Tongues by Joaquin Zihuatanejo as	poems Dos Patrias by	cultural practices and cultural products		
		well as other poems by	José Martí and Speaking	represented in the		
		these poets.	in Tongues by Joaquin	poems by these		
		111030 poets.	Zihuatanejo as well as	Hispanic and Spanish		
			other poems by these	poets.		
			poets through in class	F - 2 - 2 -		
			discussions and	Students will be able to		
			activities.	make connections		
				related to the diverse		
				perspectives found in		

Connections:  Making connections and acquiring information and diverse perspectives	Connections:  Can you make connections related to the diverse perspectives found in the target culture portrayed in the authentic poems?	Connections:  Students know how to make connections related to the diverse perspectives found in the target culture portrayed in the authentic poems.	Connections:  Students make connections related to the diverse perspectives found in the target culture portrayed in the authentic poems through a class assigned project.	the target culture portrayed in the authentic poems.  Students will be able to compare and differentiate between one of these famous poets and one of their poems with a poet and poem they have previously learned whether in Spanish or another class.  Students will be able to incorporate this knowledge in their other classes and their lives outside of school.  Connections:  Students will be able to apprise the biographies of the famous Hispanic and Spanish poets José Martí, Federico García Lorca and Joaquin Zihuatanejo.	Connections:  A comprehensive amount of vocabulary on a wide variety of topics found in Spanish and Hispanic poetry.	Connections:  12.3.1.54.A 12.3.1.54.B 12.3.1.54.C 12.3.1.54.D
		Students know the cultural practices and cultural products represented in the poems by these Hispanic and Spanish poets. Students know the	Students describe the cultural practices and cultural products represented in the poems by these Hispanic and Spanish poets through in class group discussions and activities.	Students will be able to detail the poems Dos Patrias by José Martí and Speaking in Tongues by Joaquin Zihuatanejo as well as other poems by these poets.		

			biographies of the famous Hispanic and Spanish poets José Martí, Federico García Lorca and Joaquin Zihuatanejo.  Students comprehend the poems Dos Patrias by José Martí and Speaking in Tongues by Joaquin Zihuatanejo as well as other poems by these poets.	Students apprise the biographies of the famous Hispanic and Spanish poets José Martí, Federico García Lorca and Joaquin Zihuatanejo.  Students describe the poems Dos Patrias by José Martí and Speaking in Tongues by Joaquin Zihuatanejo as well as other poems by these poets through in class discussions and activities.	Students will be able to comprehend the cultural practices and cultural products represented in the poems by these Hispanic and Spanish poets.  Students will be able to make connections related to the diverse perspectives found in the target culture portrayed in the authentic poems.  Students will be able to compare and differentiate between one of these famous poets and one of their poems with a poet and poem they have previously learned whether in Spanish or another class.  Students will be able to incorporate this knowledge in their other classes and their lives outside of school.		
	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>
	Language	Compare and differentiate between	Students know how to	Compare and differentiate between	Students will be able to	A	12.4.1.54.A
	comparisons and	5 5	compare and		apprise the biographies	comprehensive	12.4.1.54.B
	Cultural	one of these famous	differentiate between	one of these famous	of the famous Hispanic	amount of	12.4.1.54. <i>C</i>
	comparisons	poets and one of their	diverse topics.	poets and one of their	and Spanish poets José	vocabulary on a	
		poems with a poet and		poems with a poet and	Martí, Federico García	wide variety of	
		poem they have	Students comprehend	poem they have	Lorca and Joaquin	topics found in	

previously learned	these famous poems	previously learned	Zihuatanejo.	Spanish and	
hether in Spanish or	and they know poems	whether in Spanish or	<b>J</b>	Hispanic poetry.	
another class.	previously learned	another class.		,	
	whether in Spanish or				
	another class.				
	Students know how to	Students make	Students will be able to		
	make connections	connections related to	detail the poems Dos		
	related to the diverse	the diverse perspectives	Patrias by José Martí		
	perspectives found in	found in the target	and Speaking in		
	the target culture	culture portrayed in the	Tongues by Joaquin		
	portrayed in the	authentic poems through	Zihuatanejo as well as		
	authentic poems.	a class assigned project.	other poems by these		
	•	- · ·	poets.		
			•		
			Students will be able to		
	Students know the	Students describe the	comprehend the		
	cultural practices and	cultural practices and	cultural practices and		
	cultural products	cultural products	cultural products		
	represented in the	represented in the	represented in the		
	poems by these	poems by these Hispanic	poems by these		
	Hispanic and Spanish	and Spanish poets	Hispanic and Spanish		
	poets.	through in class group	poets.		
		discussions and			
	Students know the	activities.	Students will be able to		
	biographies of the		make connections		
	famous Hispanic and		related to the diverse		
	Spanish poets José	Students apprise the	perspectives found in		
	Martí, Federico García	biographies of the	the target culture		
	Lorca and Joaquin	famous Hispanic and	portrayed in the		
	Zihuatanejo.	Spanish poets José	authentic poems.		
		Martí, Federico García			
	Students comprehend	Lorca and Joaquin	Students will be able to		
	the poems Dos Patrias	Zihuatanejo.	compare and		
	by José Martí and		differentiate between		
	Speaking in Tongues by	Students describe the	one of these famous		
	Joaquin Zihuatanejo as	poems Dos Patrias by	poets and one of their		
	well as other poems by	José Martí and Speaking	poems with a poet and		
	these poets.	in Tongues by Joaquin	poem they have		
		Zihuatanejo as well as	previously learned		
		other poems by these	whether in Spanish or		

<u> </u>				T		
			poets through in class	another class.		
			discussions and			
			activities.	Students will be able to		
				incorporate this		
				knowledge in their		
				other classes and their		
				lives outside of school.		
<u>Communities:</u>	Communities:	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>
School and	Can you incorporate	Students know how to	Students incorporate	Students will be able to	Α	12.5.1.54.A
global	this knowledge in your	incorporate this	this knowledge in their	apprise the biographies	comprehensive	12.5.1.54.B
communities and	other classes and your	knowledge in their	other classes and their	of the famous Hispanic	amount of	12.5.1.S4.C
Lifelong	life outside of school?	other classes and their	lives outside of school	and Spanish poets José	vocabulary on a	12.5.1.54.D
Learning		lives outside of school		Martí, Federico García	wide variety of	
				Lorca and Joaquin	topics found in	
				Zihuatanejo.	Spanish and	
					Hispanic poetry.	
		Students know how to	Students know how to	Students will be able to		
		compare and	compare and	detail the poems Dos		
		differentiate between	differentiate between	Patrias by José Martí		
		diverse topics.	diverse topics.	and Speaking in		
				Tongues by Joaquin		
				Zihuatanejo as well as		
				other poems by these		
				poets.		
			Compare and			
		Students comprehend	differentiate between	Students will be able to		
		these famous poems	one of these famous	comprehend the		
		and they know poems	poets and one of their	cultural practices and		
		previously learned	poems with a poet and	cultural products		
		whether in Spanish or	poem they have	represented in the		
		another class.	previously learned	poems by these		
			whether in Spanish or	Hispanic and Spanish		
			another class.	poets.		
		Students know how to	Students make	Students will be able to		
		make connections	connections related to	make connections		
		related to the diverse	the diverse perspectives	related to the diverse		

perspectives found in the target culture portrayed in the authentic poems.  Students know the cultural practices and cultural products	found in the target culture portrayed in the authentic poems through a class assigned project.  Students describe the cultural practices and cultural products	perspectives found in the target culture portrayed in the authentic poems.  Students will be able to compare and differentiate between one of these famous	
represented in the poems by these Hispanic and Spanish poets.	represented in the poems by these Hispanic and Spanish poets through in class group discussions and activities.	poets and one of their poems with a poet and poem they have previously learned whether in Spanish or another class.  Students will be able to	
Students know the biographies of the famous Hispanic and Spanish poets José Martí, Federico García Lorca and Joaquin Zihuatanejo.	Students apprise the biographies of the famous Hispanic and Spanish poets José Martí, Federico García Lorca and Joaquin Zihuatanejo.	incorporate this knowledge in their other classes and their lives outside of school.	
Students comprehend the poems Dos Patrias by José Martí and Speaking in Tongues by Joaquin Zihuatanejo as well as other poems by these poets.	Students describe the poems Dos Patrias by José Martí and Speaking in Tongues by Joaquin Zihuatanejo as well as other poems by these poets through in class discussions and activities.		

### ASSESSMENT UNIT 14

# UNIT 15- NEGATIVES AND AFFIRMATIVES (NEGATIVAS E AFIRMATIVAS)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	Communication:	Communication:
2 days	Interpretive, Interpersonal and Presentational	Students will be able to produce and recognize the negatives and affirmatives in Spanish.  Students will be able to use the negatives and affirmatives in authentic, realistic communication with classmates, the teacher and native speakers.	Students know the negatives and affirmatives in Spanish.  Students know how to communicate in realistic conversation in all major timeframes about a wide range of topics with native speakers, classmates, etc.	Students produce and recognize the negatives and affirmatives in Spanish.  Students communicate in realistic conversation in all major timeframes about a wide range of topics with native speakers, classmates, etc.	Students will be able to produce and recognize the negatives and affirmatives in Spanish.  Students will be able to use the negatives and affirmatives in authentic, realistic communication with classmates, the teacher and native speakers.  Students will be able to comprehend various cultural practices in relation to creating the affirmatives and negatives in the target language.  Students will be able to	All vocabulary related to negatives and affirmatives in Spanish (nadie, alguien, algo, ninguno, alguno, nada, algún, ningún, tampoco, 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
					make connections		

					between the		
					affirmatives and		
					negatives in Spanish		
					and those in English.		
					Students will be able to		
					make language		
					comparisons between		
					the target language and		
					their L1 (native		
					language) in relation to		
					the negatives and		
					affirmatives.		
					Resources:		
					* Teacher-created		
					vocabulary list for the		
					negatives and		
					affirmatives in Spanish.		
					*Manipulatives, etc.		
	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
	Relating cultural	Students will be able to	Students know the	Students demonstrate	Students will be able to	All vocabulary	12.2.1.54.A
	practices to	comprehend various	various cultural	comprehension of the	produce and recognize	related to	12.2.1.54.B
	perspectives	cultural practices in	practices in relation to	various cultural practices	the negatives and	negatives and	12.2.1.54.C
	and relating	relation to creating the	creating the	in relation to creating	affirmatives in Spanish.	affirmatives in	
	cultural	affirmatives and	affirmatives and	the affirmatives and		Spanish (nadie,	
	products to	negatives in the target	negatives in the target	negatives in the target		alguien, algo,	
	perspectives	language.	language.	language through in class		ninguno, alguno,	
				activities, oral		nada, algún,	
				communication and		ningún, tampoco,	
				projects.		etc.)	
			Students know the	Students produce and	Students will be able to		
			negatives and	recognize the negatives	use the negatives and		
			affirmatives in Spanish.	and affirmatives in	affirmatives in		
				Spanish.	authentic, realistic		
1	1		I	1	communication with		
					classmates, the		

 			I		1	
				teacher and native		
				speakers.		
		Students know how to	Students communicate in			
		communicate in realistic	realistic conversation in	Students will be able to		
		conversation in all	all major timeframes	comprehend various		
		major timeframes	about a wide range of	cultural practices in		
		about a wide range of	topics with native	relation to creating the		
		topics with native	speakers, classmates,	affirmatives and		
		speakers, classmates,	etc.	negatives in the target		
		etc.	616.	language.		
		erc.		language.		
				Students will be able to		
				make connections		
				between the		
				affirmatives and		
				negatives in Spanish		
				and those in English.		
				Students will be able to		
				make language		
				comparisons between		
				the target language and		
				their L1 (native		
				language) in relation to		
				the negatives and		
				affirmatives.		
Connections:	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:
	<u> </u>	<u> </u>	<u> </u>			
Making	Students will be able to	Students know how to	Students make	Students will be able to	All vocabulary	12.3.1.54.A
connections and	make connections	make connections	connections between the	produce and recognize	related to	12.3.1.54.B
acquiring	between the	between the	affirmatives and	the negatives and	negatives and	12.3.1.54. <i>C</i>
information and	affirmatives and	affirmatives and	negatives in Spanish and	affirmatives in Spanish.	affirmatives in	12.3.1.54.D
diverse	negatives in Spanish	negatives in Spanish	those in English.	arrinianives in Spanish.	Spanish (nadie,	12.5.1.57.0
	•		mose in English.			
perspectives	and those in English.	and those in English.			alguien, algo,	
					ninguno, alguno,	
					nada, algún,	
		Students know the	Students demonstrate	Students will be able to	ningún, tampoco,	
		various cultural	comprehension of the	use the negatives and	etc.)	
		practices in relation to	various cultural practices	affirmatives in		
		creating the	in relation to creating	authentic, realistic		
		affirmatives and	the affirmatives and	communication with		

		I	I	I		
		negatives in the target	negatives in the target	classmates, the		
		language.	language through in class	teacher and native		
			activities, oral	speakers.		
			communication and			
			projects.	Students will be able to		
				comprehend various		
		Students know the	Students produce and	cultural practices in		
		negatives and	recognize the negatives	relation to creating the		
		affirmatives in Spanish.	and affirmatives in	affirmatives and		
		a, manves in opanism.	Spanish.	negatives in the target		
			Spanish.	language.		
				language.		
				Students will be able to		
				make connections		
		Students know how to	Students communicate in	between the		
		communicate in realistic	realistic conversation in	affirmatives and		
		conversation in all	all major timeframes	negatives in Spanish		
		major timeframes	about a wide range of	and those in English.		
		about a wide range of	topics with native			
		topics with native	speakers, classmates,	Students will be able to		
		speakers, classmates,	etc.	make language		
		etc.		comparisons between		
				the target language and		
				their L1 (native		
				language) in relation to		
				the negatives and		
				affirmatives.		
Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:
<u>comparisons.</u>	<u> </u>	Sompar Isons.	<u> </u>	<u>comparisons.</u>	oomparisons:	<u>comparisons.</u>
Language	Students will be able to	Students know how to	Students make language	Students will be able to	All vocabulary	12.4.1.54.A
comparisons and	make language	make language	comparisons between the	produce and recognize	related to	12.4.1.54.B
Cultural	comparisons between	comparisons between	target language and	the negatives and	negatives and	12.4.1.54.C
comparisons	the target language and	the target language and	their L1 (native language)	affirmatives in Spanish.	affirmatives in	12. 1.1.07.0
comparisons	their L1 (native	their L1 (native	in relation to the	arrii marives in Spanish.		
	•	-			Spanish (nadie,	
	language) in relation to	language) in relation to	negatives and		alguien, algo,	
	the negatives and	the negatives and	affirmatives.		ninguno, alguno,	
	affirmatives.	affirmatives.			nada, algún,	
					ningún, tampoco,	
		Students know how to	Students make	Students will be able to	etc.)	
		make connections	connections between the	use the negatives and		
		between the	affirmatives and	affirmatives in		

						1	
			affirmatives and	negatives in Spanish and	authentic, realistic		
			negatives in Spanish	those in English.	communication with		
			and those in English.		classmates, the		
			_		teacher and native		
					speakers.		
			Students know the	Students demonstrate	•		
			various cultural	comprehension of the	Students will be able to		
			practices in relation to	various cultural practices	comprehend various		
			creating the	in relation to creating	cultural practices in		
			affirmatives and	the affirmatives and	relation to creating the		
					l — — — — — — — — — — — — — — — — — — —		
			negatives in the target	negatives in the target	affirmatives and		
			language.	language through in class	negatives in the target		
				activities, oral	language.		
				communication and			
				projects.			
			Students know the	Students produce and	Students will be able to		
			negatives and	recognize the negatives	make connections		
			affirmatives in Spanish.	and affirmatives in	between the		
			·	Spanish.	affirmatives and		
				'	negatives in Spanish		
					and those in English.		
					and mess in English.		
			Students know how to	Students communicate in	Students will be able to		
			communicate in realistic	realistic conversation in	make language		
			conversation in all	all major timeframes	comparisons between		
			major timeframes	about a wide range of	the target language and		
			about a wide range of	topics with native	their L1 (native		
			topics with native	speakers, classmates,	language) in relation to		
			speakers, classmates,	etc.	the negatives and		
			etc.		affirmatives.		
$\Box$	Communities:	<u>Communities:</u>	<u>Communities:</u>	Communities:	Communities:	Communities:	Communities:
	School and	Students will be able to	Students know how to	Students communicate in	Students will be able to	All vocabulary	12.5.1.54.A
	global	use the negatives and	communicate in realistic	realistic conversation in	produce and recognize	related to	12.5.1.54.B
	communities and	affirmatives in	conversation in all	all major timeframes	the negatives and	negatives and	12.5.1.54.C
	Lifelong	authentic, realistic	major timeframes	about a wide range of	affirmatives in Spanish.	affirmatives in	12.5.1.54.D
	Learning	communication with	about a wide range of	topics with native	'	Spanish (nadie,	
	<b>,</b> ,	classmates, the teacher	topics with native	speakers, classmates,		alguien, algo,	
		and native speakers.	speakers, classmates,	etc.		ninguno, alguno,	
		and narrive speakers.	speakers, classifiares,	510.	<u> </u>	imigano, aiguno,	

etc.  Students know how to make language comparisons between the target language and their L1 (native language) in relation to the negatives and affirmatives.  Students know how to make connections between the affirmatives and negatives in Spanish	Students make language comparisons between the target language and their L1 (native language) in relation to the negatives and affirmatives.  Students make connections between the affirmatives and negatives in Spanish and those in English.	Students will be able to use the negatives and affirmatives in authentic, realistic communication with classmates, the teacher and native speakers.  Students will be able to comprehend various cultural practices in relation to creating the affirmatives and	nada, algún, ningún, tampoco, etc.)	
and those in English.  Students know the various cultural practices in relation to creating the affirmatives and negatives in the target language.	Students demonstrate comprehension of the various cultural practices in relation to creating the affirmatives and negatives in the target language through in class activities, oral	negatives in the target language.  Students will be able to make connections between the affirmatives and negatives in Spanish and those in English.  Students will be able to		
Students know the negatives and affirmatives in Spanish.	communication and projects.  Students produce and recognize the negatives and affirmatives in Spanish.	make language comparisons between the target language and their L1 (native language) in relation to the negatives and affirmatives.		

## ASSESSMENT UNIT 15

# UNIT 16- COMPARATIVES (COMPARATIVAS)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	Communication:	
2 days	Interpretive, Interpersonal and Presentational	Students will be able to produce and recognize the comparatives in Spanish.	Students know the comparatives in Spanish.	Students produce and recognize the comparatives in Spanish.	Students will be able to produce and recognize the comparatives in Spanish.	All vocabulary related to comparatives in Spanish (más que, menos que, tanto como,	2 days
		Students will be able to use the comparatives in authentic, realistic communication with classmates, the teacher and native speakers.	Students know how to communicate in realistic conversation in all major timeframes about a wide range of topics with native speakers, classmates, etc.	Students communicate in realistic conversation in all major timeframes about a wide range of topics with native speakers, classmates, etc.	Students will be able to use the comparatives in authentic, realistic communication with classmates, the teacher and native speakers.	tanque, más que, etc.)	
					Students will be able to comprehend various cultural practices in relation to creating the comparatives in the target language.		
					Students will be able to make connections between the comparatives in Spanish		

Cultures: Culture  Relating cultural practices to perspectives and relating cultural products to perspectives  products to perspectives  Cultures: Culture comprehend cultural practices to the comprehend cultural products to perspectives	oe able to various tices in eating the s in the  Students know the various cultural practices in relation to creating the comparatives in the	Cultures:  Students demonstrate comprehension of the various cultural practices in relation to creating the comparatives in the target language through in class activities, oral communication and projects.  Students produce and recognize the comparatives in Spanish.  Students communicate in realistic conversation in	and those in English.  Students will be able to make language comparisons between the target language and their L1 (native language) in relation to the comparatives.  Resources:  * Teacher-created vocabulary list for the comparatives in Spanish.  *Manipulatives, etc.  Cultures:  Students will be able to produce and recognize the comparatives in Spanish.  Students will be able to use the comparatives in authentic, realistic communication with classmates, the teacher and native speakers.  Students will be able to comprehend various cultural practices in relation to creating the comparatives in the target language.  Students will be able to	Cultures:  All vocabulary related to comparatives in Spanish (más que, menos que, tanto como, tanque, másque, etc.)	
--	---	---	---	---	--

		T			Γ		
			conversation in all	all major timeframes	make connections		
			major timeframes	about a wide range of	between the		
			about a wide range of	topics with native	comparatives in Spanish		
			topics with native	speakers, classmates,	and those in English.		
			speakers, classmates,	etc.			
			etc.		Students will be able to		
					make language		
					comparisons between		
					the target language and		
					their L1 (native		
					language) in relation to		
					the comparatives.	4 11	
	<u>Connections:</u>	<u>Connections:</u>	Connections:	Connections:	<u>Connections:</u>	Connections:	
	Making	Students will be able to	Students know how to	Students make	Students will be able to	All vocabulary	
	connections and	make connections	make connections	connections between the	produce and recognize	related to	
	acquiring	between the	between the	comparatives in Spanish	the comparatives in	comparatives in	
	information and	comparatives in Spanish	comparatives in Spanish	and those in English.	Spanish.	Spanish (más	
	diverse	· · · · · · · · · · · · · · · · · · ·	'	and mose in English.	Spanish.		
		and those in English.	and those in English.			que, menos que,	
	perspectives					tanto como,	
						tanque, más	
				Students demonstrate	Students will be able to	que, etc.)	
			Students know the	comprehension of the	use the comparatives in		
			various cultural	various cultural practices	authentic, realistic		
			practices in relation to	in relation to creating	communication with		
			creating the	the comparatives in the	classmates, the		
			comparatives in the	target language through	teacher and native		
			target language.	in class activities, oral	speakers.		
				communication and	- F		
				projects.			
				p. 0,0013.			
				Students produce and	Students will be able to		
			Students know the	recognize the	comprehend various		
			comparatives in	comparatives in Spanish.	cultural practices in		
			·	Comparatives in Spanish.	relation to creating the		
			Spanish.				
					comparatives in the		
					target language.		
				Students communicate in	Students will be able to		
			Students know how to	realistic conversation in	make connections		
<u> </u>			STUGETTS KNOW NOW TO	1 Sans he conversation in	make connections		

		communicate in realistic	all major timeframes	between the		
		conversation in all	about a wide range of	comparatives in Spanish		
		major timeframes	topics with native	and those in English.		
		about a wide range of	speakers, classmates,			
		topics with native	etc.	Students will be able to		
		speakers, classmates,		make language		
		etc.		comparisons between		
				the target language and		
				their L1 (native		
				language) in relation to		
				the comparatives.		
Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	
Comparisons:	<u>comparisons.</u>	<u>comparisons.</u>	<u>comparisons.</u>	<u>comparisons.</u>	Comparisons:	
Language	Students will be able to	Students know how to	Students make language	Students will be able to	All vocabulary	
Language			comparisons between the	produce and recognize	related to	
comparisons and	make language	make language	l •			
Cultural	comparisons between	comparisons between	target language and	the comparatives in	comparatives in	
comparisons	the target language and	the target language and	their L1 (native language)	Spanish.	Spanish (más	
	their L1 (native	their L1 (native	in relation to the		que, menos que,	
	language) in relation to	language) in relation to	comparatives.	Students will be able to	tanto como,	
	the comparatives.	the comparatives.		use the comparatives in	tanque, más	
				authentic, realistic	que, etc.)	
				communication with		
		Students know how to	Students make	classmates, the		
		make connections	connections between the	teacher and native		
		between the	comparatives in Spanish	speakers.		
		comparatives in Spanish	and those in English.			
		and those in English.		Students will be able to		
				comprehend various		
				cultural practices in		
		Students know the	Students demonstrate	relation to creating the		
		various cultural	comprehension of the	comparatives in the		
		practices in relation to	various cultural practices	target language.		
		creating the	in relation to creating	rai ger language.		
		comparatives in the	the comparatives in the			
		·	'			
		target language.	target language through	Canadanaa millin adala 1		
			in class activities, oral	Students will be able to		
			communication and	make connections		
			projects.	between the		
				comparatives in Spanish		
		Students know the	Students produce and	and those in English.		
		comparatives in	recognize the			

		Spanish.  Students know how to communicate in realistic conversation in all major timeframes about a wide range of topics with native speakers, classmates, etc.	comparatives in Spanish.  Students communicate in realistic conversation in all major timeframes about a wide range of topics with native speakers, classmates, etc.	Students will be able to make language comparisons between the target language and their L1 (native language) in relation to the comparatives.		
<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	
School and global communities and Lifelong Learning	Students will be able to use the comparatives in authentic, realistic communication with classmates, the teacher and native speakers.	Students know how to communicate in realistic conversation in all major timeframes about a wide range of topics with native speakers, classmates, etc.	Students communicate in realistic conversation in all major timeframes about a wide range of topics with native speakers, classmates, etc.	Students will be able to produce and recognize the comparatives in Spanish.	All vocabulary related to comparatives in Spanish (más que, menos que, tanto como, tanque, másque, etc.)	
		Students know how to make language comparisons between the target language and their L1 (native language) in relation to the comparatives.	Students make language comparisons between the target language and their L1 (native language) in relation to the comparatives.	Students will be able to use the comparatives in authentic, realistic communication with classmates, the teacher and native speakers.		
		Students know how to make connections between the comparatives in Spanish and those in English.	Students make connections between the comparatives in Spanish and those in English.	Students will be able to comprehend various cultural practices in relation to creating the comparatives in the target language.		
		Students know the various cultural practices in relation to creating the	Students demonstrate comprehension of the various cultural practices in relation to creating	Students will be able to make connections between the comparatives in Spanish		

comparatives in the	the comparatives in the	and those in English.	
target language.	target language through		
	in class activities, oral	Students will be able to	
	communication and	make language	
	projects.	comparisons between	
Students know the		the target language and	
comparatives in	Students produce and	their L1 (native	
Spanish.	recognize the	language) in relation to	
	comparatives in Spanish.	the comparatives.	

#### **ASSESSMENT UNIT 16**

# UNIT 17- LONG LIVE THE CAUSE- CESAR CHAVEZ (VIVA LA CAUSA- CESAR CHAVEZ)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	<u>Communication:</u>	Communication:	Communication:	<u>Communication:</u>	Communication:	Communication:
<b>5</b> days	Interpretive, Interpersonal and Presentational	Apprise the plight of farmworkers in the United States in the 1960's.  Can you explain the Delano grape strike and the struggle that Cesar Chavez and the others endured?	Students know about the plight of farmworkers in the United States in the 1960's.  Students know about the Delano grape strike and the struggle that Cesar Chavez and the others endured?	Students apprise the plight of farmworkers in the United States in the 1960's.  Students explain the Delano grape strike and the struggle that Cesar Chavez and the others endured?	Students will be able to apprise the plight of farmworkers in the United States in the 1960's.  Students will be able to detail the Delano grape strike and the struggle that Cesar Chavez and the others endured.	All vocabulary related to the Delano, California grape strike and Viva la Causa.	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

T T	
	Students will be able to describe the cultural practices related to Viva la Causa that helped make them successful.
	Students will be able to comprehend the different perspectives presented in this unit.
	Students will be able to make cultural comparisons between the Viva la Causa plight and the struggle for improved working conditions for a
	different group of people they have learned about in Spanish or another class.
	Students will be able to utilize this knowledge in their other classes and their lives outside of school.
	Resources:  * Viva la Causa documentary DVD  *Articles and
	magazines  *Visuals and

<u>es</u> : <u>Cultures</u> :
ulary 12.2.1.54.A
o the 12.2.1.54.B
-
grape
d Viva
sa.
abo to ano ia no

				and the struggle for improved working conditions for a different group of people they have learned about in Spanish or another class.  Students will be able to utilize this knowledge in their other classes and their lives outside of school.		
Connections:	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:
Making connections and acquiring information and diverse perspectives	Demonstrate comprehension of the different perspectives presented in this unit.	Students know the different perspectives presented in this unit.	Students demonstrate comprehension of the different perspectives presented in this unit through in class group discussions.	Students will be able to apprise the plight of farmworkers in the United States in the 1960's.	All vocabulary related to the Delano, California grape strike and Viva la Causa.	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C 12.3.1.54.D
		Students know the cultural practices related to Viva la Causa that helped make them successful.  Students know about the plight of farmworkers in the United States in the 1960's.  Students know about	Students describe the cultural practices related to Viva la Causa that helped make them successful.  Students apprise the plight of farmworkers in the United States in the 1960's.	Students will be able to detail the Delano grape strike and the struggle that Cesar Chavez and the others endured.  Students will be able to describe the cultural practices related to Viva la Causa that helped make them successful.  Students will be able to		
		the Delano grape strike and the struggle that Cesar Chavez and the others endured?	Students explain the Delano grape strike and the struggle that Cesar Chavez and the others	comprehend the different perspectives presented in this unit.		

				endured?	Students will be able to		
					make cultural		
					comparisons between		
					the Viva la Causa plight		
					and the struggle for		
					improved working		
					conditions for a		
					different group of		
					people they have		
					learned about in		
					Spanish or another		
					class.		
					Students will be able to		
					utilize this knowledge		
					in their other classes		
					and their lives outside		
					of school.		
	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>
	1	Marke college	Charles to leave the	Charlenta male and barrel	Students will be able to	All consists of some	12.41.64.4
	Language	Make cultural	Students know the	Students make cultural		All vocabulary	12.4.1.54.A
	comparisons and	comparisons between	cultural comparisons	comparisons between the	apprise the plight of	related to the	12.4.1.54.B
	Cultural	the Viva la Causa plight	between the Viva la	Viva la Causa plight and	farmworkers in the	Delano,	12.4.1.54. <i>C</i>
	comparisons	and the struggle for	Causa plight and the	the struggle for	United States in the	California grape	
		improved working	struggle for improved	improved working	1960's.	strike and Viva	
		conditions for a	working conditions for a	conditions for a	Charles will be able to	la Causa.	
		different group of	different group of	different group of	Students will be able to		
		people they have	people they have	people they have learned	detail the Delano grape		
		learned about in	learned about in	about in Spanish or	strike and the struggle		
		Spanish or another	Spanish or another	another class through in	that Cesar Chavez and		
		class.	class.	class activities and oral	the others endured.		
				communication.			
				Students demonstrate			
			Students know the	comprehension of the	Students will be able to		
			different perspectives	different perspectives	describe the cultural		
			presented in this unit.	presented in this unit	practices related to		
			F. 55511154 III 11115 UIII .	through in class group	Viva la Causa that		
				discussions.	helped make them		
				4.55455.01.6.	successful.		
					545555 ; di.		
<u> </u>			l	l			

 1						
		Students know the		Students will be able to		
		cultural practices	Students describe the	comprehend the		
		related to Viva la Causa	cultural practices	different perspectives		
		that helped make them	related to Viva la Causa	presented in this unit.		
		successful.	that helped make them			
			successful.	Students will be able to		
				make cultural		
		Students know about		comparisons between		
		the plight of	Students apprise the	the Viva la Causa plight		
		farmworkers in the	plight of farmworkers in	and the struggle for		
		United States in the	the United States in the	improved working		
		1960's.	1960's.	conditions for a		
				different group of		
		Students know about	Students explain the	people they have		
		the Delano grape strike	Delano grape strike and	learned about in		
		and the struggle that	the struggle that Cesar	Spanish or another		
		Cesar Chavez and the	Chavez and the others	class.		
		others endured?	endured?	ciass.		
		omers endured?	Cridar Cd;	Students will be able to		
				utilize this knowledge		
				in their other classes		
				and their lives outside		
				of school.		
Communities:	Communities:	Communities:	Communities:	Communities:	Communities:	Communities:
communities:	<u>communities.</u>	<u>communities.</u>	<u>communities.</u>	<u>communities.</u>	communities.	communities.
School and	Can you utilize this	Students know how this	Students utilize this	Students will be able to	All vocabulary	12.5.1.S4.A
global	knowledge in their	knowledge can be	knowledge in their other	apprise the plight of	related to the	12.5.1.54.B
communities and	other classes and their	utilized in their other	classes and their lives	farmworkers in the	Delano,	12.5.1.54.C
Lifelong	lives outside of school?	classes and their lives	outside of school.	United States in the	California grape	12.5.1.54.D
Learning		outside of school.		1960's.	strike and Viva	
2009					la Causa.	
		Students know the	Students make cultural	Students will be able to		
		cultural comparisons	comparisons between the	detail the Delano grape		
		between the Viva la	Viva la Causa plight and	strike and the struggle		
		Causa plight and the	the struggle for	that Cesar Chavez and		
		struggle for improved	improved working	the others endured.		
		working conditions for a	conditions for a	ino sino sonadi odi		
		different group of	different group of	Students will be able to		
		people they have	people they have learned	describe the cultural		
		learned about in	about in Spanish or	practices related to		
		Spanish or another	another class through in	Viva la Causa that		
		Spanish or another	another class infought in	viva ia causa iliai		

	class.	class activities and oral	helped make them	
		communication.	successful.	
		Students demonstrate	Students will be able to	
St	udents know the	comprehension of the	comprehend the	
diffe	erent perspectives	different perspectives	different perspectives	
pres	sented in this unit.	presented in this unit	presented in this unit.	
		through in class group		
		discussions.	Students will be able to	
			make cultural	
			comparisons between	
	udents know the		the Viva la Causa plight	
	ıltural practices	Students describe the	and the struggle for	
	ed to Viva la Causa	cultural practices	improved working	
that	helped make them	related to Viva la Causa	conditions for a	
	successful.	that helped make them	different group of	
		successful.	people they have	
			learned about in	
	idents know about		Spanish or another	
	the plight of	Students apprise the	class.	
	rmworkers in the	plight of farmworkers in		
Uni	ted States in the	the United States in the	Students will be able to	
	1960's.	1960's.	utilize this knowledge	
			in their other classes	
	idents know about	Students explain the	and their lives outside	
	Delano grape strike	Delano grape strike and	of school.	
	the struggle that	the struggle that Cesar		
	ar Chavez and the	Chavez and the others		
0	thers endured?	endured?		

## ASSESSMENT UNIT 17