

# 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
The summer prior to the new school year and 20 days of school	<b>Communication:</b>  Interpretive, Interpersonal and Presentational	<b>Communication:</b>  Can you teach someone about bullfighting in Spain detailing its history, traditions, practices, products, diverse perspectives and each facet of the "tercios" (thirds)?  Can you debate your stance on bullfighting? Are you in support of this tradition or are you against it?	<b>Communication:</b>  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  Language used for the purposes of informing and persuading in the target language compared to one's own.	<b>Communication:</b>  Students will debate if bullfighting is just or not in the target language sharing their opinions, trying to persuade their peers through evidence supporting their stance.  Students can effectively comprehend the story VIVA EL TORO by Lisa Ray Turner and Blaine Ray.  Teach someone about bullfighting in Spain detailing its history, traditions, practices, products, diverse perspectives and each facet of the "tercios" (thirds)?  Students can exchange opinions and thoughts in	<b>Communication:</b>  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?  <b>Resources:</b>  *VIVA EL TORO book by Luis María Carrero  *Visuals of each "tercio" of a bullfight, the tools, clothes, etc.	<b>Communication:</b>  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, tercio, vara, estofa, capote, muleta, picador, banderillero, matador, hora de la verdad, la faena, etc.	<b>Communication:</b>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F

				<p>the target language about bullfighting.</p> <p>Students can apprise in great detail the history, the traditions, beliefs, products and practices of bullfighting.</p>	<p>* DVD Biography EL MATADOR on the life of "El Fandi" (a premier bullfighter in Spain)</p> <p>*Supplemental articles, magazines on bullfighting</p>		
	<p><b><u>Cultures:</u></b></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><b><u>Cultures:</u></b></p> <p>How 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?</p>	<p><b><u>Cultures:</u></b></p> <p>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.</p>	<p><b><u>Cultures:</u></b></p> <p>Apprise every aspect of bullfighting as well as the cultural perspective of the Spanish traditionally on the topic and why it is practiced.</p> <p>Students can detail how there is shift beginning in Spain and its societal views on the art form.</p> <p>Students can effectively comprehend the story VIVA EL TORO by Lisa Ray Turner and Blaine Ray.</p>	<p><b><u>Cultures:</u></b></p> <p>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)?</p> <p>Students will be able to debate their stance on bullfighting? Are you in support of this tradition or are you against it?</p>	<p><b><u>Cultures:</u></b></p> <p>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, tercio, vara, estofa, capote, muleta, picador, banderillero, matador, hora de la verdad, la faena, etc.</p>	<p><b><u>Cultures:</u></b></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>
	<p><b><u>Connections:</u></b></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><b><u>Connections:</u></b></p> <p>Are you able to understand the controversy revolving around a centuries old tradition such as bullfighting and acquire</p>	<p><b><u>Connections:</u></b></p> <p>Strategies to keep a conversation going beyond simple question/answer</p> <p>Negotiation strategies</p>	<p><b><u>Connections:</u></b></p> <p>Students will debate if bullfighting is just or not in the target language sharing their opinions, trying to persuade their peers through evidence</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to teach someone about bullfighting in Spain detailing its history, traditions, practices, products, diverse</p>	<p><b><u>Connections:</u></b></p> <p>A comprehensive amount of over 400 vocabulary in the target language on a</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

		the diverse perspectives from all sides on the subject of its legitimacy?	<p>when not understood or not understanding</p> <p>Circumlocution strategies by using known vocabulary to define or explain the unknown</p> <p>Language used for the purposes of informing and persuading in the target language compared to one's own.</p> <p>Know, in great detail, the history, the traditions, beliefs, products and practices of bullfighting.</p>	<p>supporting their stance.</p> <p>Students can effectively comprehend the story VIVA EL TORO by Lisa Ray Turner and Blaine Ray.</p> <p>Teach someone about bullfighting in Spain detailing its history, traditions, practices, products, diverse perspectives and each facet of the "tercios" (thirds)?</p> <p>Students can exchange opinions and thoughts in the target language about bullfighting.</p> <p>Students can apprise in great detail the history, the traditions, beliefs, products and practices of bullfighting.</p>	<p>perspectives and each facet of the "tercios" (thirds)?</p> <p>Students will be able to debate their stance on bullfighting? Are you in support of this tradition or are you against it?</p>	<p>wide variety of topics relating to the book as well as all vocabulary associated with bullfighting (corrida de toros, plaza de toros, tercio, vara, estofa, capote, muleta, picador, banderillero, matador, hora de la verdad, la faena, etc.</p>	
	<b><u>Comparisons:</u></b>	<b><u>Comparisons:</u></b>	<b><u>Comparisons:</u></b>	<b><u>Comparisons:</u></b>	<b><u>Comparisons:</u></b>	<b><u>Comparisons:</u></b>	<b><u>Comparisons:</u></b>
	Language comparisons and Cultural comparisons	<p>Can you compare and contrast this centuries old tradition and acquire the diverse perspectives from all sides on the subject of its legitimacy?</p> <p>How does the appreciation of cultural diversity enhance cross-cultural</p>	<p>To view other cultures and traditions with respect, open-mindedness and curiosity</p> <p>Strategies to keep a conversation going beyond simple question/answer</p> <p>Negotiation strategies</p>	<p>Students will debate if bullfighting is just or not in the target language sharing their opinions, trying to persuade their peers through evidence supporting their stance.</p> <p>Students can effectively comprehend the story VIVA EL TORO by Lisa Ray Turner and Blaine</p>	<p>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)?</p> <p>Students will be able to debate their stance on</p>	<p>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</p>	<p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

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

			<p>not understanding</p> <p>Circumlocution strategies by using known vocabulary to define or explain the unknown</p> <p>Language used for the purposes of informing and persuading in the target language compared to one's own.</p> <p>Know, in great detail, the history, the traditions, beliefs, products and practices of bullfighting.</p>	<p>products, diverse perspectives and each facet of the "tercios" (thirds)?</p> <p>Students can exchange opinions and thoughts in the target language about bullfighting.</p> <p>Students can apprise in great detail the history, the traditions, beliefs, products and practices of bullfighting.</p> <p>Knowledge of the event in history and the skills to communicate it effectively in the target language.</p> <p>Demonstrate in their lives the importance of knowledge of another language and culture through its use applied outside of the classroom.</p>		<p>picador, banderillero, matador, hora de la verdad, la faena, etc.</p>	
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## REVIEW UNIT 1

## 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
23 days	<u>Communication:</u>  Interpretive, Interpersonal and Presentational	<u>Communication:</u>  How can we express and comprehend information about events that happened in the past and are complete with another person or a group of people?  Can we express and comprehend information about events that happened in the past REPEATEDLY with another person or a group of people?  Can you tell a story and comprehend a story told to you including the pretérito and the imperfect tenses in Spanish?	<u>Communication:</u>  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.	<u>Communication:</u>  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.	<u>Communication:</u>  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.  <u>Resources:</u> *In- class teacher-created handouts on the pretérito and the imperfecto tenses and in-class notes.  *Song lyrics and audio	<u>Communication:</u>  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 words	<u>Communication:</u>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F
	<u>Cultures:</u>  Relating cultural practices to	<u>Cultures:</u>  How can activities vary depending on the	<u>Cultures:</u>  Knows the pretérito and imperfecto	<u>Cultures:</u>  In realistic interactions the students can	<u>Cultures:</u>  Students will be able to produce and	<u>Cultures:</u>  All regular and irregular verbs	<u>Cultures:</u>  12.2.1.S4.A 12.2.1.S4.B

	perspectives and relating cultural products to perspectives	culture and country in which one is raised?	<p>conjugations and, most importantly, can apply this knowledge through self-created written and oral communication in a wide variety of ways.</p> <p>The student knows activities in various countries and how they are similar and are different depending on where one is raised.</p>	<p>communicate in all forms (interpersonal, interpretive and presentational) about events that are completed and done repeatedly in the past.</p> <p>Students can tell a whole range of stories from their past utilizing the pretérito and the imperfect appropriately.</p> <p>The student can explain activities in various countries and how and why they are similar and are different depending on where one is raised.</p>	<p>recognize authentic communication in all forms using the pretérito and the imperfecto tenses in Spanish.</p> <p>Students will be able to tell a whole range of stories from their past utilizing the pretérito and the imperfecto appropriately.</p>	<p>in Spanish (infinite)</p> <p>What the pretérito and imperfecto tenses look like in English</p> <p>(Reinforcement from previous years) Many "past" vocabulary words</p>	12.2.1.S4.C
	<p><b><u>Connections:</u></b></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><b><u>Connections:</u></b></p> <p>What grammatical connections can you make between the pretérito and the imperfecto tenses in Spanish and in English?</p>	<p><b><u>Connections:</u></b></p> <p>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.</p> <p>Knows the pretérito and el imperfect conjugations and, most importantly, can apply this knowledge through self-created written and oral communication.</p>	<p><b><u>Connections:</u></b></p> <p>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.</p> <p>Students can tell a whole range of stories from their past utilizing the pretérito and the imperfect appropriately.</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to produce and recognize authentic communication in all forms using the pretérito and the imperfecto tenses in Spanish.</p> <p>Students will be able to tell a whole range of stories from their past utilizing the pretérito and the imperfecto appropriately. The students will detail the grammatical structure of the</p>	<p><b><u>Connections:</u></b></p> <p>All regular and irregular verbs in Spanish (infinite)</p> <p>What the pretérito and imperfecto tenses look like in English</p> <p>(Reinforcement from previous years) Many "past" vocabulary words.</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

					English language in the el pretérito and el imperfect tenses and make pathways between the two languages to enhance comprehension and application.		
	<b><u>Comparisons:</u></b>  Language comparisons and Cultural comparisons	<b><u>Comparisons:</u></b>  What comparisons can you make between the USE of the pretérito and the imperfecto tenses in Spanish and in English?	<b><u>Comparisons:</u></b>  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 and oral communication.	<b><u>Comparisons:</u></b>  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.	<b><u>Comparisons:</u></b>  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.	<b><u>Comparisons:</u></b>  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 words	<b><u>Comparisons:</u></b>  12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C
	<b><u>Communities:</u></b>  School and global communities and Lifelong Learning	<b><u>Communities:</u></b>  Can you effectively communicate with a native speaker using the pretérito and the imperfecto tenses appropriately?	<b><u>Communities:</u></b>  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 el pretérito and el imperfect	<b><u>Communities:</u></b>  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	<b><u>Communities:</u></b>  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	<b><u>Communities:</u></b>  All regular and irregular verbs in Spanish (infinite)  What the pretérito and imperfecto tenses look like in English  (Reinforcement	<b><u>Communities:</u></b>  12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D

			conjugations and, most importantly, can apply this knowledge through self-created written and oral communication.	their past utilizing the pretérito and the imperfecto appropriately.	past utilizing the pretérito and the imperfecto appropriately.	from previous years) Many "past" vocabulary words	
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## REVIEW UNIT 2

## ASSESSMENT UNIT 2

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

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
7 days	<u>Communication:</u>  Interpretive, Interpersonal and Presentational	<u>Communication:</u>  What are your thoughts on the Day of the Dead celebrations? Why do you feel the way you do?	<u>Communication:</u>  A depth of knowledge of the Day of the Dead celebration in Mexico and Guatemala.	<u>Communication:</u>  Apprise the celebration, history, traditions, perspectives, products and cultural implications and significance.	<u>Communication:</u>  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.  <u>Resources:</u> *Teacher created handouts, articles on	<u>Communication:</u>  All vocabulary related to the Day of the Dead celebration (copal, ofrenda, pan de muerto, papel picado, mole, plantas de arena, tomba, etc.)	<u>Communication:</u>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F

					the Day of the Dead celebration, materials needed to make the various cultural artifacts (ofrenda, calaveritas, etc.)		
	<b><u>Cultures:</u></b>  Relating cultural practices to perspectives and relating cultural products to perspectives	<b><u>Cultures:</u></b>  What is the process and purpose of making CALAVERITAS (sugar skulls) to celebrate the Day of the Dead?	<b><u>Cultures:</u></b>  The purpose of CALAVERITAS as a cultural product and the cultural practice of creating them during this holiday	<b><u>Cultures:</u></b>  Create their very own calaveritas for the Day of the Dead celebration and explain the process and purpose of this cultural product.	<b><u>Cultures:</u></b>  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 as well as creating CALAVERITAS (sugar skulls) as a cultural practice.	<b><u>Cultures:</u></b>  All vocabulary related to the Day of the Dead celebration (copal, ofrenda, pan de muerto, papel picado, mole, plantas de arena, tomba, etc.)	<b><u>Cultures:</u></b>  12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C
	<b><u>Connections:</u></b>  Making connections and acquiring information and diverse perspectives	<b><u>Connections:</u></b>  What is your opinion on 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?	<b><u>Connections:</u></b>  A depth of knowledge of the Day of the Dead celebration in Mexico and Guatemala.	<b><u>Connections:</u></b>  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.	<b><u>Connections:</u></b>  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.	<b><u>Connections:</u></b>  All vocabulary related to the Day of the Dead celebration (copal, ofrenda, pan de muerto, papel picado, mole, plantas de arena, tomba, etc.)	<b><u>Connections:</u></b>  12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D
	<b><u>Comparisons:</u></b>  Language	<b><u>Comparisons:</u></b>  What is your opinion on	<b><u>Comparisons:</u></b>  A depth of knowledge	<b><u>Comparisons:</u></b>  Apprise the celebration,	<b><u>Comparisons:</u></b>  Students will be able to	<b><u>Comparisons:</u></b>  All vocabulary	<b><u>Comparisons:</u></b>  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, tumba, etc.)	12.4.1.S4.B 12.4.1.S4.C
	<u>Communities:</u>  School and global communities and Lifelong Learning	<u>Communities:</u>  Have you/will you incorporate the Mexican perspective on death and life in your personal life? Why or why not?	<u>Communities:</u>  A depth of knowledge of the Day of the Dead celebration in Mexico and Guatemala and their own personal perspective on the topic.	<u>Communities:</u>  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.	<u>Communities:</u>  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.	<u>Communities:</u>  All vocabulary related to the Day of the Dead celebration (copal, ofrenda, pan de muerto, papel picado, mole, plantas de arena, tumba, etc.)	<u>Communities:</u>  12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D

## REVIEW UNIT 3

## 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
5 days	<b><u>Communication:</u></b>  Interpretive, Interpersonal and Presentational	<b><u>Communication:</u></b>  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?	<b><u>Communication:</u></b>  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.	<b><u>Communication:</u></b>  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.	<b><u>Communication:</u></b>  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.  <b><u>Resources:</u></b>  *Information on Christmas and New Year's in the Spanish-speaking world *12 grapes each student (Spanish New Year's tradition)	<b><u>Communication:</u></b>  All regular and irregular verbs and all tenses as well as necessary vocabulary related to Christmas and New Year's (uvas, Navidad, Año Nuevo, árbol, el reloj, etc.)	<b><u>Communication:</u></b>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F
	<b><u>Cultures:</u></b>  Relating cultural practices to perspectives and relating	<b><u>Cultures:</u></b>  Why is Christmas and New Year's Eve celebrated in different ways and with	<b><u>Cultures:</u></b>  The skills to communicate effectively in an authentic manner using	<b><u>Cultures:</u></b>  Communicate effectively in an authentic manner using all tenses and appropriate vocabulary in	<b><u>Cultures:</u></b>  Students will be able to communicate effectively in an authentic manner using	<b><u>Cultures:</u></b>  All regular and irregular verbs and all tenses as well as	<b><u>Cultures:</u></b>  12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.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 Spanish-speaking 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 country and in various Spanish-speaking countries throughout the world.	necessary vocabulary related to Christmas and New Year's (uvas, Navidad, Año Nuevo, árbol, el reloj, etc.)	
	<b><u>Connections:</u></b>  Making connections and acquiring information and diverse perspectives	<b><u>Connections:</u></b>  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?	<b><u>Connections:</u></b>  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.	<b><u>Connections:</u></b>  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.	<b><u>Connections:</u></b>  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.	<b><u>Connections:</u></b>  All regular and irregular verbs and all tenses as well as necessary vocabulary related to Christmas and New Year's (uvas, Navidad, Año Nuevo, árbol, el reloj, etc.)	<b><u>Connections:</u></b>  12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D
	<b><u>Comparisons:</u></b>  Language comparisons and Cultural	<b><u>Comparisons:</u></b>  Compare and differentiate between Christmas and New	<b><u>Comparisons:</u></b>  The skills to communicate effectively in an	<b><u>Comparisons:</u></b>  Communicate effectively in an authentic manner using all tenses and	<b><u>Comparisons:</u></b>  Students will be able to communicate effectively in an	<b><u>Comparisons:</u></b>  All regular and irregular verbs and all tenses as	<b><u>Comparisons:</u></b>  12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C

	comparisons	Year's in the Spanish-speaking world and in the United States?	<p>authentic manner using all tenses and appropriate vocabulary in the target language.</p> <p>The knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.</p>	<p>appropriate vocabulary in the target language.</p> <p>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.</p>	<p>authentic manner using all tenses and appropriate vocabulary in the target language.</p> <p>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.</p>	<p>well as necessary vocabulary related to Christmas and New Year's (uvas, Navidad, Año Nuevo, arbol, el reloj, etc.)</p>	
	<p><b><u>Communities:</u></b></p> <p>School and global communities and Lifelong Learning</p>	<p><b><u>Communities:</u></b></p> <p>Can you communicate with a native speaker of Spanish to understand how these holidays are celebrated where they live and share how they are celebrated here?</p>	<p><b><u>Communities:</u></b></p> <p>The skills to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.</p> <p>The knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.</p>	<p><b><u>Communities:</u></b></p> <p>Communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.</p> <p>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.</p>	<p><b><u>Communities:</u></b></p> <p>Students will be able to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.</p> <p>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.</p>	<p><b><u>Communities:</u></b></p> <p>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.)</p>	<p><b><u>Communities:</u></b></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>

## REVIEW UNIT 4

## 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
10 days	<u>Communication:</u>  Interpretive, Interpersonal and Presentational	<u>Communication:</u>  Can we express and comprehend direct and indirect object pronouns through realistic communication?	<u>Communication:</u>  Knows direct and indirect object pronouns and, most importantly, can apply this knowledge through self-created written and oral communication.	<u>Communication:</u>  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.	<u>Communication:</u>  Students will be able to produce and recognize authentic communication in all forms using the direct and indirect object pronouns in Spanish.  <u>Resources:</u>  *In- class teacher-created handouts on the direct and indirect object pronouns and in-class notes.  *Song lyrics and audio	<u>Communication:</u>  The direct and indirect object pronouns. (Reinforcement from previous years) Many vocabulary words appropriate for the topic.	<u>Communication:</u>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F
	<u>Cultures:</u>  Relating cultural practices to perspectives and relating cultural products to	<u>Cultures:</u>  How do the Latino cultural practices and perspectives influence the formation and use of the direct and indirect object	<u>Cultures:</u>  Knows direct and indirect object pronouns and, most importantly, can apply this knowledge through self-created written	<u>Cultures:</u>  In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) by	<u>Cultures:</u>  Students will be able to produce and recognize authentic communication in all forms using the direct and indirect object	<u>Cultures:</u>  The direct and indirect object pronouns. (Reinforcement from previous years) Many	<u>Cultures:</u>  12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C

	perspectives	pronouns?	and oral communication.  The student knows the cultural perspectives and practices in various countries and how they are similar and are different and its relation to addressing others in communication.	utilizing the direct and indirect object pronouns in the target language.  The student can explain the cultural perspectives and practices in various countries and how they are similar and are different and its relation to addressing others in communication.	pronouns in Spanish.	vocabulary words appropriate for the topic.	
	<b><u>Connections:</u></b>  Making connections and acquiring information and diverse perspectives	<b><u>Connections:</u></b>  What connections can you make between the direct and indirect object pronouns in Spanish with those in English?	<b><u>Connections:</u></b>  Knows direct and indirect object pronouns and, most importantly, can apply this knowledge through self-created written and oral communication.	<b><u>Connections:</u></b>  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.	<b><u>Connections:</u></b>  Students will be able to produce and recognize authentic communication in all forms using the direct and indirect object pronouns in Spanish.  The students will detail the grammatical structure of the English language in the mandato (command) tense and make pathways between the two languages to enhance comprehension and application.	<b><u>Connections:</u></b>  The direct and indirect object pronouns. (Reinforcement from previous years) Many vocabulary words appropriate for the topic.	<b><u>Connections:</u></b>  12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D
	<b><u>Comparisons:</u></b>  Language comparisons and Cultural comparisons	<b><u>Comparisons:</u></b>  What comparisons can you make between the direct and indirect object pronouns in Spanish and their use in English?	<b><u>Comparisons:</u></b>  Knows direct and indirect object pronouns and, most importantly, can apply this knowledge through self-created written	<b><u>Comparisons:</u></b>  In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) by	<b><u>Comparisons:</u></b>  Students will be able to produce and recognize authentic communication in all forms using the direct and indirect object	<b><u>Comparisons:</u></b>  The direct and indirect object pronouns. (Reinforcement from previous years) Many	<b><u>Comparisons:</u></b>  12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C

			and oral communication.	utilizing the direct and indirect object pronouns in the target language.	pronouns in Spanish.	vocabulary words appropriate for the topic.	
	<b><u>Communities:</u></b>  School and global communities and Lifelong Learning	<b><u>Communities:</u></b>  Can you effectively communicate with a native speaker using the direct and indirect object pronouns appropriately?	<b><u>Communities:</u></b>  Knows direct and indirect object pronouns and, most importantly, can apply this knowledge through self-created written and oral communication.	<b><u>Communities:</u></b>  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.	<b><u>Communities:</u></b>  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.	<b><u>Communities:</u></b>  The direct and indirect object pronouns. (Reinforcement from previous years) Many vocabulary words appropriate for the topic.	<b><u>Communities:</u></b>  12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D

## REVIEW UNIT 5

## 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
16 days	<b><u>Communication:</u></b>  Interpretive, Interpersonal and Presentational	<b><u>Communication:</u></b>  Can you explain the processes involved in planning, organizing and creating your very own two-week international	<b><u>Communication:</u></b>  The knowledge of the processes in planning and organizing an international trip.	<b><u>Communication:</u></b>  Communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.	<b><u>Communication:</u></b>  Students will be able to produce and recognize all vocabulary learned related to international and domestic travel.	<b><u>Communication:</u></b>  All necessary vocabulary related to travel international as well as domestic	<b><u>Communication:</u></b>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E

		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.	<p>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.</p> <p>Students will be able to plan, organize and create their own two-week international trip to a Spanish-speaking country.</p> <p><b><u>Resources:</u></b></p> <p>*Travel vocabulary visuals</p> <p>*Project guidelines and rubric</p> <p>* Computer (for research purposes)</p> <p>*Poster board</p>	(avión, autobus, tarjeta de embarque, puerta, horario, hotel, habitación doble, etc.)	12.1.1.S4.F
	<b><u>Cultures:</u></b>  Relating cultural practices to perspectives and relating cultural products to perspectives	<b><u>Cultures:</u></b>  Can you explain in detail the culture, cuisine, customs, traditions, geography, topography, celebrations, religions, etc. of the country you are "traveling to?"	<b><u>Cultures:</u></b>  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.	<b><u>Cultures:</u></b>  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."	<b><u>Cultures:</u></b>  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	<b><u>Cultures:</u></b>  All necessary vocabulary related to travel international as well as domestic (avión, autobus, tarjeta de embarque, puerta, horario, hotel, habitación doble, etc.)	<b><u>Cultures:</u></b>  12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C

					<p>including history, culture, customs, traditions, perspectives, foods, etc.</p> <p>Students will be able to plan, organize and create their own two-week international trip to a Spanish-speaking country.</p>		
	<p><b><u>Connections:</u></b></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><b><u>Connections:</u></b></p> <p>What cultural perspectives have you been exposed to that we view differently in the United States?</p>	<p><b><u>Connections:</u></b></p> <p>The skills to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.</p> <p>The cultural knowledge of the Spanish-speaking country researched and an in depth understanding of their cultural perspectives.</p>	<p><b><u>Connections:</u></b></p> <p>Communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.</p> <p>Demonstrate higher level thinking when apprising the cultural perspectives and how those may be different than ours in the United States.</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to produce and recognize all vocabulary learned related to international and domestic travel.</p> <p>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.</p> <p>Students will be able to plan, organize and create their own two-week international trip to a Spanish-speaking country.</p>	<p><b><u>Connections:</u></b></p> <p>All necessary vocabulary related to travel international as well as domestic (avión, autobus, tarjeta de embarque, puerta, horario, hotel, habitación doble, etc.)</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>
	<p><b><u>Comparisons:</u></b></p> <p>Language comparisons and</p>	<p><b><u>Comparisons:</u></b></p> <p>Compare and differentiate between</p>	<p><b><u>Comparisons:</u></b></p> <p>The skills to communicate</p>	<p><b><u>Comparisons:</u></b></p> <p>Communicate effectively in an authentic manner</p>	<p><b><u>Comparisons:</u></b></p> <p>Students will be able to produce and recognize</p>	<p><b><u>Comparisons:</u></b></p> <p>All necessary vocabulary</p>	<p><b><u>Comparisons:</u></b></p> <p>12.4.1.S4.A 12.4.1.S4.B</p>

	Cultural comparisons	the Spanish-speaking country you are "traveling to" and the United States?	<p>effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.</p> <p>The cultural knowledge of the Spanish-speaking country researched and the United States.</p> <p>The skills to analyze, compare and differentiate between the two cultures.</p>	<p>using all tenses and appropriate vocabulary in the target language.</p> <p>Demonstrate higher level thinking when comparing and differentiating between the Spanish-speaking country and the United States.</p>	<p>all vocabulary learned related to international and domestic travel.</p> <p>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.</p> <p>Students will be able to plan, organize and create their own two-week international trip to a Spanish-speaking country.</p>	related to travel international as well as domestic (avión, autobús, tarjeta de embarque, puerta, horario, hotel, habitación doble, etc.)	12.4.1.S4.C
	<p><b><u>Communities:</u></b></p> <p>School and global communities and Lifelong Learning</p>	<p><b><u>Communities:</u></b></p> <p>How will you apply this knowledge in your life now and in the future?</p>	<p><b><u>Communities:</u></b></p> <p>The ability to plan and carry out an international trip anywhere in the world.</p> <p>Their knowledge of how this may apply to their life outside of school.</p> <p>The skills to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.</p> <p>The cultural knowledge</p>	<p><b><u>Communities:</u></b></p> <p>Explain how this unit will be applied to their life outside of school.</p> <p>Communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.</p> <p>Demonstrate higher level thinking when apprising the processes involved in coordinating an international trip.</p>	<p><b><u>Communities:</u></b></p> <p>Students will be able to produce and recognize all vocabulary learned related to international and domestic travel.</p> <p>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.</p> <p>Students will be able to</p>	<p><b><u>Communities:</u></b></p> <p>All necessary vocabulary related to travel international as well as domestic (avión, autobús, tarjeta de embarque, puerta, horario, hotel, habitación doble, etc.)</p>	<p><b><u>Communities:</u></b></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>

			of the Spanish-speaking country researched and the United States.		plan, organize and create their own two-week international trip to a Spanish-speaking country.		
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## REVIEW UNIT 6

## 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
15 days	<u>Communication:</u>  Interpretive, Interpersonal and Presentational	<u>Communication:</u>  Can you order from an authentic Spanish restaurant with native speakers in the target language communicating specifically what you would like?	<u>Communication:</u>  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.	<u>Communication:</u>  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.	<u>Communication:</u>  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. <u>Resources:</u>  *Visuals of the many different foods in the Spanish cuisine	<u>Communication:</u>  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.	<u>Communication:</u>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F

	<p><b><u>Cultures:</u></b></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><b><u>Cultures:</u></b></p> <p>Why are certain foods eaten in different cultures while those same foods may not be eaten at all in another?</p> <p>Is there different etiquette and traditions in relation to food and eating food between Spain and the United States?</p> <p>Can you order from an authentic Spanish restaurant with native speakers in the target language communicating specifically what you would like?</p>	<p><b><u>Cultures:</u></b></p> <p>Know the many different foods in Spanish cuisine.</p> <p>Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.</p>	<p><b><u>Cultures:</u></b></p> <p>Demonstrate knowledge of the many different foods in Spanish cuisine.</p> <p>Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.</p>	<p><b><u>Cultures:</u></b></p> <p>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.</p> <p>Students will be able to compare and differentiate between the foods eaten in one more with the foods eaten in another.</p> <p>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.</p>	<p><b><u>Cultures:</u></b></p> <p>Vocabulary of ordering from a restaurant and all necessary elements needed when eating, etc.</p> <p>Also Spanish and South American food names and what they are.</p>	<p><b><u>Cultures:</u></b></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>
	<p><b><u>Connections:</u></b></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><b><u>Connections:</u></b></p> <p>Why are certain foods eaten in different cultures while those same foods may not be eaten at all in another?</p> <p>Is there different etiquette and traditions in relation to food and eating food between Spain and the United States?</p>	<p><b><u>Connections:</u></b></p> <p>Know the many different foods in Spanish cuisine.</p> <p>Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.</p>	<p><b><u>Connections:</u></b></p> <p>Demonstrate knowledge of the many different foods in Spanish cuisine.</p> <p>Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.</p>	<p><b><u>Connections:</u></b></p> <p>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.</p>	<p><b><u>Connections:</u></b></p> <p>Vocabulary of ordering from a restaurant and all necessary elements needed when eating, etc.</p> <p>Also Spanish food names and what they are.</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

	<p><b><u>Comparisons:</u></b></p> <p>Language comparisons and Cultural comparisons</p>	<p><b><u>Comparisons:</u></b></p> <p>Can we compare and differentiate between certain foods eaten in one culture not eaten at all in another?</p> <p>Can we compare and differentiate between the etiquette and traditions in relation to food and eating food between Spain and the United States?</p>	<p><b><u>Comparisons:</u></b></p> <p>Know the many different foods in Spanish cuisine.</p> <p>Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.</p> <p>They know how to synthesize, analyze and extrapolate information to be used appropriately to accomplish the task at hand.</p>	<p><b><u>Comparisons:</u></b></p> <p>Demonstrate knowledge of the many different foods in Spanish cuisine.</p> <p>Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.</p> <p>Synthesize, analyze and extrapolate information to be used appropriately to accomplish the task at hand.</p>	<p><b><u>Comparisons:</u></b></p> <p>Students will be able to compare and differentiate between the foods eaten in one more with the foods eaten in another.</p>	<p><b><u>Comparisons:</u></b></p> <p>Vocabulary of ordering from a restaurant and all necessary elements needed when eating, etc.</p> <p>Also Spanish and South American food names and what they are.</p>	<p><b><u>Comparisons:</u></b></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>
	<p><b><u>Communities:</u></b></p> <p>School and global communities and Lifelong Learning</p>	<p><b><u>Communities:</u></b></p> <p>Can you order from an authentic Spanish restaurant with native speakers in the target language communicating specifically what you would like?</p>	<p><b><u>Communities:</u></b></p> <p>Know the many different foods in Spanish cuisine.</p> <p>Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.</p>	<p><b><u>Communities:</u></b></p> <p>Demonstrate knowledge of the many different foods in Spanish cuisine.</p> <p>Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.</p>	<p><b><u>Communities:</u></b></p> <p>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.</p>	<p><b><u>Communities:</u></b></p> <p>Vocabulary of ordering from a restaurant and all necessary elements needed when eating, etc.</p> <p>Also Spanish food names and what they are.</p>	<p><b><u>Communities:</u></b></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>

## REVIEW UNIT 7

## 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
15 days	<u>Communication:</u>  Interpretive, Interpersonal and Presentational	<u>Communication:</u>  Can you effectively explain the piece names and vocabulary related to playing chess in Spanish?  Can you teach someone how to play chess?	<u>Communication:</u>  Know all the vocabulary related to chess in the target language.  Skills to play chess correctly and effectively.	<u>Communication:</u>  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.	<u>Communication:</u>  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.  <u>Resources:</u>  *Teacher created	<u>Communication:</u>  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.)	<u>Communication:</u>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F

					<p>vocabulary list of the pieces and strategic moves in the target language.</p> <p>*Visuals of the pieces and strategic moves.</p> <p>*At least 15 chess boards.</p>		
	<p><b><u>Cultures:</u></b></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><b><u>Cultures:</u></b></p> <p>Can you apprise the cultural importance of chess in Spain and throughout the world?</p>	<p><b><u>Cultures:</u></b></p> <p>Know the cultural relevance of chess in Spain and the world.</p>	<p><b><u>Cultures:</u></b></p> <p>Students can demonstrate a depth of knowledge of chess' impact in Spain and throughout the world.</p>	<p><b><u>Cultures:</u></b></p> <p>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.</p> <p>Students will be able to play a real game of chess in its entirety and compete in a class tournament.</p> <p>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.</p>	<p><b><u>Cultures:</u></b></p> <p>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.)</p>	<p><b><u>Cultures:</u></b></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>
	<p><b><u>Connections:</u></b></p> <p>Making connections and acquiring information and diverse</p>	<p><b><u>Connections:</u></b></p> <p>What have you taken away from this unit in relation to the cultural perspectives that other countries (namely</p>	<p><b><u>Connections:</u></b></p> <p>The students know the cultural perspectives of chess in other countries and can synthesize that information to</p>	<p><b><u>Connections:</u></b></p> <p>The students can demonstrate knowledge of the cultural perspectives of chess in other countries and can</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to set up a chess board in the correct way and produce the vocabulary for each of the pieces</p>	<p><b><u>Connections:</u></b></p> <p>All appropriate vocabulary related to the game of chess (ajedrez, rey,</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

	perspectives	Spain) has with the game of chess?	incorporate it in their own lives.	synthesize that information to incorporate it in their own lives.	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.	reina, tablero de ajedrez, jaque jaque mate, alfil, peon, caballo, torre, espacio, diagonal, vertical, horizontal, enfrente, etc.)	
	<u>Comparisons:</u>  Language comparisons and Cultural comparisons	<u>Comparisons:</u>  Can you compare and contrast the role of chess in Spain/Europe and in the United States?	<u>Comparisons:</u>  The students know the cultural perspectives of chess in other countries and can synthesize that information to compare and contrast it with our own culture.	<u>Comparisons:</u>  The students can apprise the cultural perspectives of chess in other countries and can synthesize that information to compare and contrast it with our own culture.	<u>Comparisons:</u>  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.	<u>Comparisons:</u>  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.)	<u>Comparisons:</u>  12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C

	<u><b>Communities:</b></u>  School and global communities and Lifelong Learning	<u><b>Communities:</b></u>  How will you incorporate chess in your life outside of school? Will you teach someone who doesn't know how to play chess?	<u><b>Communities:</b></u>  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.	<u><b>Communities:</b></u>  The students will teach a classmate NOT in the Spanish class how to play chess.	<u><b>Communities:</b></u>  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.	<u><b>Communities:</b></u>  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.)	<u><b>Communities:</b></u>  12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D
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## REVIEW UNIT 8

## 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
15 days	<u>Communication:</u>  Interpretive, Interpersonal and Presentational	<u>Communication:</u>  Can you sustain a conversation on the famous artists Diego Velasquez and Pablo Picasso?	<u>Communication:</u>  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.	<u>Communication:</u>  The students can apprise the biographies and live stories of the famous artists Diego Velasquez and Pablo Picasso and can demonstrate the ability to sustain a high level conversation on such a topic.	<u>Communication:</u>  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.  <u>Resources:</u>  *Visuals of all artists,	<u>Communication:</u>  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>Communication:</u>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F

					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.		
	<u>Cultures:</u>  Relating cultural practices to perspectives and relating cultural products to perspectives	<u>Cultures:</u>  How do the different cultures of the artists affect their art?	<u>Cultures:</u>  The students know the artists' work and are familiar with the countries and cultures of the artists learned about in this unit.	<u>Cultures:</u>  Students can apprise the works by the artists studied and can demonstrate how their countries and cultures may have affected their work/influence.	<u>Cultures:</u>  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	<u>Cultures:</u>  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.S4.A 12.2.1.S4.B 12.2.1.S4.C

					<p>museum (art as well as natural history) exposing the students to areas and works of art that they may not otherwise have explored.</p>		
	<p><b><u>Connections:</u></b></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><b><u>Connections:</u></b></p> <p>What perspectives do you see between the Hispanic and Spanish artists we have learned about in this unit?</p>	<p><b><u>Connections:</u></b></p> <p>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.</p>	<p><b><u>Connections:</u></b></p> <p>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.</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to apprise the biographies of the famous artists Diego Velasquez and Pablo Picasso.</p> <p>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.</p> <p>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.</p>	<p><b><u>Connections:</u></b></p> <p>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.</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

	<p><b><u>Comparisons:</u></b></p> <p>Language comparisons and Cultural comparisons</p>	<p><b><u>Comparisons:</u></b></p> <p>What comparisons and differences do you see between the Hispanic and Spanish artists we have learned about in this unit?</p>	<p><b><u>Comparisons:</u></b></p> <p>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.</p>	<p><b><u>Comparisons:</u></b></p> <p>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.</p>	<p><b><u>Comparisons:</u></b></p> <p>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.</p> <p>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.</p>	<p><b><u>Comparisons:</u></b></p> <p>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.</p>	<p><b><u>Comparisons:</u></b></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>
	<p><b><u>Communities:</u></b></p> <p>School and global communities and Lifelong Learning</p>	<p><b><u>Communities:</u></b></p> <p>Can you, with an educated eye, analyze and evaluate various works of art at a real museum whether related to Spanish/</p>	<p><b><u>Communities:</u></b></p> <p>Students know how to analyze and evaluate art and understand that there is more happening in works of art than one might initially think.</p>	<p><b><u>Communities:</u></b></p> <p>Students will analyze and evaluate art and demonstrate understanding that there is more happening in works of art than one</p>	<p><b><u>Communities:</u></b></p> <p>Students will be able to apprise the biographies of the famous artists Diego Velasquez and Pablo Picasso.</p>	<p><b><u>Communities:</u></b></p> <p>All vocabulary in English and in Spanish related to art (Surrealism, abstract,</p>	<p><b><u>Communities:</u></b></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>

		<p>Hispanic art or another genre?</p> <p>Can you navigate yourself around a real museum finding various works of art as part of a scavenger hunt?</p>	<p>Students know how to navigate themselves around a real museum and have the tools to overcome any obstacles that they may initially face.</p>	<p>might initially think.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>realism, Cubism, etc.) as well as all vocabulary needed to explain, question and discuss works of art across time.</p>	
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## REVIEW UNIT 9

## 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
20 days	<b><u>Communication:</u></b>  Interpretive, Interpersonal and Presentational	<b><u>Communication:</u></b>  Can you read and comprehend authentic novels in the target language?	<b><u>Communication:</u></b>  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	<b><u>Communication:</u></b>  Students can effectively read, comprehend and apprise the story LA SOMBRA DE UN FOTÓGRAFO by Rosana Acquaroni	<b><u>Communication:</u></b>  Students can effectively read, comprehend and apprise the story LA SOMBRA DE UN FOTÓGRAFO by Rosana Acquaroni  <b><u>Resources:</u></b>  *The novel LA SOMBRA DE UN FOTÓGRAFO by Rosana Acquaroni	<b><u>Communication:</u></b>  A comprehensive amount of over thousands of vocabulary in the target language on a wide variety of topics.	<b><u>Communication:</u></b>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F
	<b><u>Cultures:</u></b>  Relating cultural practices to perspectives and relating cultural products to perspectives	<b><u>Cultures:</u></b>  How does the writers cultural perspectives manifest in the novels?	<b><u>Cultures:</u></b>  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.	<b><u>Cultures:</u></b>  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	<b><u>Cultures:</u></b>  Students can effectively read, comprehend and apprise the LA SOMBRA DE UN FOTÓGRAFO by Rosana Acquaroni	<b><u>Cultures:</u></b>  A comprehensive amount of over thousands of vocabulary in the target language on a wide variety of topics.	<b><u>Cultures:</u></b>  12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C
	<b><u>Connections:</u></b>  Making connections and acquiring	<b><u>Connections:</u></b>  Can you connect some aspect(s) of your childhood with those of	<b><u>Connections:</u></b>  Strategies to keep a conversation going beyond simple	<b><u>Connections:</u></b>  Students can effectively read, comprehend and apprise the story LA	<b><u>Connections:</u></b>  Students can effectively read, comprehend and	<b><u>Connections:</u></b>  A comprehensive amount of over	<b><u>Connections:</u></b>  12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C

	information and diverse perspectives	the main characters in these three novels?	question/answer  Negotiation strategies when not understood or not understanding  Circumlocution strategies by using known vocabulary to define or explain the unknown	SOMBRA DE UN FOTÓGRAFO by  and connect, compare and contrast it to their cultural perspectives and that of our own	apprise the LA SOMBRA DE UN FOTÓGRAFO by Rosana Acquaroni	thousands of vocabulary in the target language on a wide variety of topics.	12.3.1.S4.D
	<u>Comparisons:</u>  Language comparisons and Cultural comparisons	<u>Comparisons:</u>  How does reading a book in Spanish compare and differentiate between reading a book in your native language (L1)?	<u>Comparisons:</u>  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	<u>Comparisons:</u>  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	<u>Comparisons:</u>  Students can effectively read, comprehend and apprise the LA SOMBRA DE UN FOTÓGRAFO by Rosana Acquaroni	<u>Comparisons:</u>  A comprehensive amount of over thousands of vocabulary in the target language on a wide variety of topics.	<u>Comparisons:</u>  12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C
	<u>Communities:</u>  School and global communities and Lifelong Learning	<u>Communities:</u>  Can you read and comprehend authentic novels in the target language?	<u>Communities:</u>  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	<u>Communities:</u>  Students can effectively read, comprehend and apprise the LA SOMBRA DE UN FOTÓGRAFO by Rosana Acquaroni	<u>Communities:</u>  Students can effectively read, comprehend and apprise the story LA SOMBRA DE UN FOTÓGRAFO by Rosana Acquaroni  <u>Resources:</u>  *The novel LA	<u>Communities:</u>  A comprehensive amount of over thousands of vocabulary in the target language on a wide variety of topics.	<u>Communities:</u>  12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D

			define or explain the unknown		SOMBRA DE UN FOTÓGRAFO by Rosana Acquaroni		
REVIEW UNIT 10							
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
3 days	<u>Communication:</u>  Interpretive, Interpersonal and Presentational	<u>Communication:</u>  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.)	<u>Communication:</u>  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.)	<u>Communication:</u>  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.	<u>Communication:</u>  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.	<u>Communication:</u>  All vocabulary related to Mexican Independence Day and all main participants (grito de dolores, guerra, independencia, etc.)	<u>Communication:</u>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F

					<p>Students will be able to be exposed to diverse perspectives when it comes to celebrations in other countries.</p> <p>Students will be able to compare and differentiate between Mexican Independence Day and American Independence Day.</p> <p>Students will be able to utilize this knowledge in their other classes and in their lives outside of school.</p> <p><b><u>Resources:</u></b></p> <p>* Teacher-generated informational handout on Mexican Independence Day.</p> <p>*Visuals</p> <p>*Authentic video clips of Mexican Independence Day being celebrated and honored.</p>		
	<p><b><u>Cultures:</u></b></p> <p>Relating cultural practices to perspectives and relating cultural</p>	<p><b><u>Cultures:</u></b></p> <p>Describe the cultural practices customary for Mexican Independence Day.</p>	<p><b><u>Cultures:</u></b></p> <p>Students know how to describe the cultural practices customary for Mexican Independence Day.</p>	<p><b><u>Cultures:</u></b></p> <p>Students describe the cultural practices customary for Mexican Independence Day.</p>	<p><b><u>Cultures:</u></b></p> <p>Students will be able to apprise Mexican Independence in great detail (the date, the history behind it, the</p>	<p><b><u>Cultures:</u></b></p> <p>All vocabulary related to Mexican Independence Day and all main</p>	<p><b><u>Cultures:</u></b></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

	products to perspectives		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.	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.  Students will be able to be exposed to diverse perspectives when it comes to celebrations in other countries.  Students will be able to compare and 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.	participants (grito de dolores, guerra, independencia, etc.)	
	<b><u>Connections:</u></b>  Making connections and acquiring information and diverse perspectives	<b><u>Connections:</u></b>  Can you explain the diverse perspectives presented in the Mexican Independence celebrations?	<b><u>Connections:</u></b>  Students know the diverse perspectives presented in the Mexican Independence celebrations.  Students know how to describe the cultural practices customary for	<b><u>Connections:</u></b>  Students apprise the diverse perspectives presented in the Mexican Independence celebrations through in class activities with classmates and the teacher.	<b><u>Connections:</u></b>  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,	<b><u>Connections:</u></b>  All vocabulary related to Mexican Independence Day and all main participants (grito de dolores, guerra, independencia,	<b><u>Connections:</u></b>  12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D

			<p>Mexican Independence Day.</p> <p>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.)</p>	<p>Students describe the cultural practices customary for Mexican Independence Day.</p> <p>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.</p>	<p>etc.)</p> <p>Students will be able to describe the cultural practices customary done for Mexican Independence Day.</p> <p>Students will be able to be exposed to diverse perspectives when it comes to celebrations in other countries.</p> <p>Students will be able to compare and differentiate between Mexican Independence Day and American Independence Day.</p> <p>Students will be able to utilize this knowledge in their other classes and in their lives outside of school.</p>	<p>etc.)</p>	
	<p><b><u>Comparisons:</u></b></p> <p>Language comparisons and Cultural comparisons</p>	<p><b><u>Comparisons:</u></b></p> <p>Compare and differentiate between Mexican Independence Day and American Independence Day.</p>	<p><b><u>Comparisons:</u></b></p> <p>Students know how to compare and differentiate.</p> <p>Students know about Mexican Independence Day and American Independence Day.</p> <p>Students know the diverse perspectives</p>	<p><b><u>Comparisons:</u></b></p> <p>Students compare and differentiate Mexican Independence Day and American Independence Day.</p> <p>Students apprise the diverse perspectives presented in the Mexican Independence celebrations through in class activities with classmates and the</p>	<p><b><u>Comparisons:</u></b></p> <p>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.)</p> <p>Students will be able to describe the cultural</p>	<p><b><u>Comparisons:</u></b></p> <p>All vocabulary related to Mexican Independence Day and all main participants (grito de dolores, guerra, independencia, etc.)</p>	<p><b><u>Comparisons:</u></b></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

			<p>presented in the Mexican Independence celebrations.</p> <p>Students know how to describe the cultural practices customary for Mexican Independence Day.</p> <p>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.)</p>	<p>teacher.</p> <p>Students describe the cultural practices customary for Mexican Independence Day.</p> <p>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.</p>	<p>practices customary done for Mexican Independence Day.</p> <p>Students will be able to be exposed to diverse perspectives when it comes to celebrations in other countries.</p> <p>Students will be able to compare and differentiate between Mexican Independence Day and American Independence Day.</p> <p>Students will be able to utilize this knowledge in their other classes and in their lives outside of school.</p>		
	<p><b><u>Communities:</u></b></p> <p>School and global communities and Lifelong Learning</p>	<p><b><u>Communities:</u></b></p> <p>Utilize this knowledge in your other classes and in your lives outside of school.</p>	<p><b><u>Communities:</u></b></p> <p>Students know how they can utilize this knowledge in their other classes and in their lives outside of school.</p> <p>Students know how to compare and differentiate.</p> <p>Students know about Mexican Independence Day and American</p>	<p><b><u>Communities:</u></b></p> <p>Students utilize this knowledge in your other classes and in your lives outside of school.</p> <p>Students compare and differentiate Mexican Independence Day and American Independence Day.</p> <p>Students apprise the diverse perspectives presented in the</p>	<p><b><u>Communities:</u></b></p> <p>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.)</p> <p>Students will be able to describe the cultural practices customary done for Mexican Independence Day.</p>	<p><b><u>Communities:</u></b></p> <p>All vocabulary related to Mexican Independence Day and all main participants (grito de dolores, guerra, independencia, etc.)</p>	<p><b><u>Communities:</u></b></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>

			<p>Independence Day.</p> <p>Students know the diverse perspectives presented in the Mexican Independence celebrations.</p> <p>Students know how to describe the cultural practices customary for Mexican Independence Day.</p> <p>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.)</p>	<p>Mexican Independence celebrations through in class activities with classmates and the teacher.</p> <p>Students describe the cultural practices customary for Mexican Independence Day.</p> <p>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.</p>	<p>Students will be able to be exposed to diverse perspectives when it comes to celebrations in other countries.</p> <p>Students will be able to compare and differentiate between Mexican Independence Day and American Independence Day.</p> <p>Students will be able to utilize this knowledge in their other classes and in their lives outside of school.</p>		
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## REVIEW UNIT 11

## 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
10 days	<u>Communication:</u>  Interpretive, Interpersonal and Presentational	<u>Communication:</u>  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.	<u>Communication:</u>  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.	<u>Communication:</u>  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 decades after through an in class project.	<u>Communication:</u>  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.  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>Communication:</u>  All vocabulary related to the Spanish Civil War (guerra civil, republicanos, nacionalistas, generalissimo, rey, república, etc.)	<u>Communication:</u>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F

					<p>in their other classes and their lives outside of school.</p> <p><b><u>Resources:</u></b></p> <p>* Informational handouts related to the Spanish Civil War</p> <p>*The book Cuentos de Posguerra</p> <p>*La Lengua de las Mariposas DVD movie on the Spanish Civil War</p> <p>*Visuals and manipulatives</p> <p>*Magazines and newspaper articles</p>		
	<p><b><u>Cultures:</u></b></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><b><u>Cultures:</u></b></p> <p>Can you demonstrate comprehension of the cultural impact on the country of Spain during the Civil War?</p>	<p><b><u>Cultures:</u></b></p> <p>Students know how to demonstrate comprehension of the cultural impact on the country of Spain during the Civil War.</p> <p>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</p>	<p><b><u>Cultures:</u></b></p> <p>Students demonstrate comprehension of the cultural impact on the country of Spain during the Civil War.</p> <p>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 decades after through an in class project.</p>	<p><b><u>Cultures:</u></b></p> <p>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.</p> <p>Students will be able to comprehend the cultural impact on the country of Spain during the Civil War.</p>	<p><b><u>Cultures:</u></b></p> <p>All vocabulary related to the Spanish Civil War (guerra civil, republicanos, nacionalistas, generalissimo, rey, república, etc.)</p>	<p><b><u>Cultures:</u></b></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

			after.		<p>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.</p> <p>Students will be able to compare and contrast the Spanish Civil War with the American Civil War.</p> <p>Students will be able to utilize this knowledge in their other classes and their lives outside of school.</p>		
	<p><b><u>Connections:</u></b></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><b><u>Connections:</u></b></p> <p>Can you connect the Spanish Civil War and the cultural perspectives in Spain at the time with the cultural perspectives of the American Civil War?</p>	<p><b><u>Connections:</u></b></p> <p>Students know how to make connections between diverse topics.</p> <p>Students know the cultural perspectives in Spain at the time of the Civil War with the cultural perspectives of the American Civil War</p> <p>Students know how to demonstrate comprehension of the cultural impact on the country of Spain during</p>	<p><b><u>Connections:</u></b></p> <p>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.</p> <p>Students demonstrate comprehension of the cultural impact on the country of Spain during the Civil War.</p> <p>Students apprise the Spanish Civil War, the</p>	<p><b><u>Connections:</u></b></p> <p>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.</p> <p>Students will be able to comprehend the cultural impact on the country of Spain during the Civil War.</p>	<p><b><u>Connections:</u></b></p> <p>All vocabulary related to the Spanish Civil War (guerra civil, republicanos, nacionalistas, generalissimo, rey, república, etc.)</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

			<p>the Civil War.</p> <p>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.</p>	<p>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.</p>	<p>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.</p> <p>Students will be able to compare and contrast the Spanish Civil War with the American Civil War.</p> <p>Students will be able to utilize this knowledge in their other classes and their lives outside of school.</p>		
	<p><b><u>Comparisons:</u></b></p> <p>Language comparisons and Cultural comparisons</p>	<p><b><u>Comparisons:</u></b></p> <p>Compare and contrast the Spanish Civil War with the American Civil War.</p>	<p><b><u>Comparisons:</u></b></p> <p>Students know how to compare and contrast the Spanish Civil War with the American Civil War.</p> <p>Students know how to make connections between diverse topics.</p> <p>Students know the cultural perspectives in Spain at the time of the Civil War with the cultural perspectives of the American Civil War</p>	<p><b><u>Comparisons:</u></b></p> <p>Students compare and contrast the Spanish Civil War with the American Civil War.</p> <p>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.</p> <p>Students demonstrate comprehension of the cultural impact on the country of Spain during</p>	<p><b><u>Comparisons:</u></b></p> <p>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.</p> <p>Students will be able to comprehend the cultural impact on the country of Spain during the Civil War.</p> <p>Students will be able to</p>	<p><b><u>Comparisons:</u></b></p> <p>All vocabulary related to the Spanish Civil War (guerra civil, republicanos, nacionalistas, generalissimo, rey, república, etc.)</p>	<p><b><u>Comparisons:</u></b></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

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

			<p>the time of the Civil War with the cultural perspectives of the American Civil War</p> <p>Students know how to demonstrate comprehension of the cultural impact on the country of Spain during the Civil War.</p> <p>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.</p>	<p>Students demonstrate comprehension of the cultural impact on the country of Spain during the Civil War.</p> <p>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 decades after through an in class project.</p>	<p>connect the Spanish Civil War and the cultural perspectives in Spain at the time with the cultural perspectives in the United States Civil War.</p> <p>Students will be able to compare and contrast the Spanish Civil War with the American Civil War.</p> <p>Students will be able to utilize this knowledge in their other classes and their lives outside of school.</p>		
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## REVIEW UNIT 12

## ASSESSMENT 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
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	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>
2 days	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.	<p>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.</p> <p>Students will be able to describe the cultural practices customarily done by the Papantla Flyers.</p> <p>Students will be able to comprehend the diverse perspectives when it comes to traditions in other countries.</p> <p>Students will be able to compare and differentiate between the Papantla Flyers and some aspect of our culture.</p> <p>Students will be able to utilize this knowledge in their other classes and in their lives outside of school.</p> <p><b><u>Resources:</u></b></p> <p>* Teacher-generated</p>	All vocabulary related to the Papantla Flyers and all main participants (aire, fuego, agua, viento, voladores, etc.)	12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F

					<p>informational handout on the Papantla Flyers.</p> <p>*Visuals of the Papantla Flyers</p> <p>*Photos of the Papantla Flyers performing their traditions.</p> <p>*Authentic video clips of the Papantla Flyers.</p>		
	<p><b><u>Cultures:</u></b></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><b><u>Cultures:</u></b></p> <p>Describe the cultural practices customarily done by the Papantla Flyers.</p>	<p><b><u>Cultures:</u></b></p> <p>Students know the cultural practices customarily done by the Papantla Flyers.</p> <p>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</p>	<p><b><u>Cultures:</u></b></p> <p>Students describe the cultural practices customarily done by the Papantla Flyers.</p> <p>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.</p>	<p><b><u>Cultures:</u></b></p> <p>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.</p> <p>Students will be able to describe the cultural practices customarily done by the Papantla Flyers.</p> <p>Students will be able to comprehend the diverse perspectives when it comes to traditions in other countries.</p> <p>Students will be able to compare and differentiate between the Papantla Flyers and some aspect of our</p>	<p><b><u>Cultures:</u></b></p> <p>All vocabulary related to the Papantla Flyers and all main participants (aire, fuego, agua, viento, voladores, etc.)</p>	<p><b><u>Cultures:</u></b></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

					<p>culture.</p> <p>Students will be able to utilize this knowledge in their other classes and in their lives outside of school.</p>		
	<p><b><u>Connections:</u></b></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><b><u>Connections:</u></b></p> <p>Demonstrate comprehension of the diverse perspectives when it comes to traditions in other countries.</p>	<p><b><u>Connections:</u></b></p> <p>Student comprehend the diverse perspectives when it comes to traditions in other countries.</p> <p>Students know the cultural practices customarily done by the Papantla Flyers.</p> <p>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</p>	<p><b><u>Connections:</u></b></p> <p>Demonstrate comprehension of the diverse perspectives when it comes to traditions in other countries.</p> <p>Students describe the cultural practices customarily done by the Papantla Flyers.</p> <p>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.</p>	<p><b><u>Connections:</u></b></p> <p>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.</p> <p>Students will be able to describe the cultural practices customarily done by the Papantla Flyers.</p> <p>Students will be able to comprehend the diverse perspectives when it comes to traditions in other countries.</p> <p>Students will be able to compare and differentiate between the Papantla Flyers and some aspect of our culture.</p> <p>Students will be able to utilize this knowledge in their other classes</p>	<p><b><u>Connections:</u></b></p> <p>All vocabulary related to the Papantla Flyers and all main participants (aire, fuego, agua, viento, voladores, etc.)</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

					and in their lives outside of school.		
	<b><u>Comparisons:</u></b>  Language comparisons and Cultural comparisons	<b><u>Comparisons:</u></b>  Compare and differentiate between the Papantla Flyers and some aspect of our culture.	<b><u>Comparisons:</u></b>  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.  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	<b><u>Comparisons:</u></b>  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 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.	<b><u>Comparisons:</u></b>  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.	<b><u>Comparisons:</u></b>  All vocabulary related to the Papantla Flyers and all main participants (aire, fuego, agua, viento, voladores, etc.)	<b><u>Comparisons:</u></b>  12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C

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

			Mexico	the major players) in Mexico through in class activities with their classmates and teacher.			
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## REVIEW UNIT 13

## ASSESSMENT UNIT 13

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

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 days	<u>Communication:</u>  Interpretive, Interpersonal and Presentational	<u>Communication:</u>  Students will be able to apprise the biographies of the famous Hispanic and Spanish poets José Martí, Federico García Lorca and Joaquín Zihuatanejo.  Students will be able to detail the poems Dos Patrias by José Martí and Speaking in Tongues by Joaquín Zihuatanejo as well as other poems by these poets.	<u>Communication:</u>  Students know the biographies of the famous Hispanic and Spanish poets José Martí, Federico García Lorca and Joaquín Zihuatanejo.  Students comprehend the poems Dos Patrias by José Martí and Speaking in Tongues by Joaquín Zihuatanejo as well as other poems by these poets.	<u>Communication:</u>  Students apprise the biographies of the famous Hispanic and Spanish poets José Martí, Federico García Lorca and Joaquín Zihuatanejo.  Students describe the poems Dos Patrias by José Martí and Speaking in Tongues by Joaquín Zihuatanejo as well as other poems by these poets through in class discussions and	<u>Communication:</u>  Students will be able to apprise the biographies of the famous Hispanic and Spanish poets José Martí, Federico García Lorca and Joaquín Zihuatanejo.  Students will be able to detail the poems Dos Patrias by José Martí and Speaking in Tongues by Joaquín Zihuatanejo as well as other poems by these poets.	<u>Communication:</u>  A comprehensive amount of vocabulary on a wide variety of topics found in Spanish and Hispanic poetry.	<u>Communication:</u>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F

				activities.	<p>Students will be able to comprehend the cultural practices and cultural products represented in the poems by these Hispanic and Spanish poets.</p> <p>Students will be able to make connections related to the diverse perspectives found in the target culture portrayed in the authentic poems.</p> <p>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.</p> <p>Students will be able to incorporate this knowledge in their other classes and their lives outside of school.</p> <p><b><u>Resources:</u></b></p> <p>* Several authentic poems by José Martí, Federico García Lorca and Joaquín</p>		
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					<p>Zihuatanejo.</p> <p>*Visuals</p> <p>*Videos clips of Joaquin Zihuatanejo performing his slam poem "Speaking in Tongues."</p>		
	<p><b><u>Cultures:</u></b></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><b><u>Cultures:</u></b></p> <p>Can you discern the cultural practices and cultural products represented in the poems by these Hispanic and Spanish poets?</p>	<p><b><u>Cultures:</u></b></p> <p>Students know the cultural practices and cultural products represented in the poems by these Hispanic and Spanish poets.</p> <p>Students know the biographies of the famous Hispanic and Spanish poets José Martí, Federico García Lorca and Joaquin Zihuatanejo.</p> <p>Students comprehend the poems Dos Patrias by José Martí and Speaking in Tongues by Joaquin Zihuatanejo as well as other poems by these poets.</p>	<p><b><u>Cultures:</u></b></p> <p>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.</p> <p>Students apprise the biographies of the famous Hispanic and Spanish poets José Martí, Federico García Lorca and Joaquin Zihuatanejo.</p> <p>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.</p>	<p><b><u>Cultures:</u></b></p> <p>Students will be able to apprise the biographies of the famous Hispanic and Spanish poets José Martí, Federico García Lorca and Joaquin Zihuatanejo.</p> <p>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.</p> <p>Students will be able to comprehend the cultural practices and cultural products represented in the poems by these Hispanic and Spanish poets.</p> <p>Students will be able to make connections related to the diverse perspectives found in</p>	<p><b><u>Cultures:</u></b></p> <p>A comprehensive amount of vocabulary on a wide variety of topics found in Spanish and Hispanic poetry.</p>	<p><b><u>Cultures:</u></b></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

					<p>the target culture portrayed in the authentic poems.</p> <p>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.</p> <p>Students will be able to incorporate this knowledge in their other classes and their lives outside of school.</p>		
	<p><b><u>Connections:</u></b></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><b><u>Connections:</u></b></p> <p>Can you make connections related to the diverse perspectives found in the target culture portrayed in the authentic poems?</p>	<p><b><u>Connections:</u></b></p> <p>Students know how to make connections related to the diverse perspectives found in the target culture portrayed in the authentic poems.</p> <p>Students know the cultural practices and cultural products represented in the poems by these Hispanic and Spanish poets.</p> <p>Students know the</p>	<p><b><u>Connections:</u></b></p> <p>Students make connections related to the diverse perspectives found in the target culture portrayed in the authentic poems through a class assigned project.</p> <p>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.</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to apprise the biographies of the famous Hispanic and Spanish poets José Martí, Federico García Lorca and Joaquin Zihuatanejo.</p> <p>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.</p>	<p><b><u>Connections:</u></b></p> <p>A comprehensive amount of vocabulary on a wide variety of topics found in Spanish and Hispanic poetry.</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

			<p>biographies of the famous Hispanic and Spanish poets José Martí, Federico García Lorca and Joaquín Zuhuatanejo.</p> <p>Students comprehend the poems Dos Patrias by José Martí and Speaking in Tongues by Joaquín Zuhuatanejo as well as other poems by these poets.</p>	<p>Students apprise the biographies of the famous Hispanic and Spanish poets José Martí, Federico García Lorca and Joaquín Zuhuatanejo.</p> <p>Students describe the poems Dos Patrias by José Martí and Speaking in Tongues by Joaquín Zuhuatanejo as well as other poems by these poets through in class discussions and activities.</p>	<p>Students will be able to comprehend the cultural practices and cultural products represented in the poems by these Hispanic and Spanish poets.</p> <p>Students will be able to make connections related to the diverse perspectives found in the target culture portrayed in the authentic poems.</p> <p>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.</p> <p>Students will be able to incorporate this knowledge in their other classes and their lives outside of school.</p>		
	<b><u>Comparisons:</u></b>	<b><u>Comparisons:</u></b>	<b><u>Comparisons:</u></b>	<b><u>Comparisons:</u></b>	<b><u>Comparisons:</u></b>	<b><u>Comparisons:</u></b>	<b><u>Comparisons:</u></b>
	Language comparisons and Cultural comparisons	Compare and differentiate between one of these famous poets and one of their poems with a poet and poem they have	Students know how to compare and differentiate between diverse topics.  Students comprehend	Compare and differentiate between one of these famous poets and one of their poems with a poet and poem they have	Students will be able to apprise the biographies of the famous Hispanic and Spanish poets José Martí, Federico García Lorca and Joaquín	A comprehensive amount of vocabulary on a wide variety of topics found in	12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C

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

			<p>perspectives found in the target culture portrayed in the authentic poems.</p> <p>Students know the cultural practices and cultural products represented in the poems by these Hispanic and Spanish poets.</p> <p>Students know the biographies of the famous Hispanic and Spanish poets José Martí, Federico García Lorca and Joaquín Zihuatanejo.</p> <p>Students comprehend the poems Dos Patrias by José Martí and Speaking in Tongues by Joaquín Zihuatanejo as well as other poems by these poets.</p>	<p>found in the target culture portrayed in the authentic poems through a class assigned project.</p> <p>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.</p> <p>Students apprise the biographies of the famous Hispanic and Spanish poets José Martí, Federico García Lorca and Joaquín Zihuatanejo.</p> <p>Students describe the poems Dos Patrias by José Martí and Speaking in Tongues by Joaquín Zihuatanejo as well as other poems by these poets through in class discussions and activities.</p>	<p>perspectives found in the target culture portrayed in the authentic poems.</p> <p>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.</p> <p>Students will be able to incorporate this knowledge in their other classes and their lives outside of school.</p>	
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## REVIEW UNIT 14

## 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
2 days	<u>Communication:</u>  Interpretive, Interpersonal and Presentational	<u>Communication:</u>  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.	<u>Communication:</u>  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.	<u>Communication:</u>  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.	<u>Communication:</u>  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 make connections	<u>Communication:</u>  All vocabulary related to negatives and affirmatives in Spanish (nadie, alguien, algo, ninguno, alguno, nada, algún, ningún, tampoco, etc.)	<u>Communication:</u>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F

					<p>between the affirmatives and negatives in Spanish and those in English.</p> <p>Students will be able to make language comparisons between the target language and their L1 (native language) in relation to the negatives and affirmatives.</p> <p><b><u>Resources:</u></b></p> <p>* Teacher-created vocabulary list for the negatives and affirmatives in Spanish.</p> <p>*Manipulatives, etc.</p>		
	<p><b><u>Cultures:</u></b></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><b><u>Cultures:</u></b></p> <p>Students will be able to comprehend various cultural practices in relation to creating the affirmatives and negatives in the target language.</p>	<p><b><u>Cultures:</u></b></p> <p>Students know the various cultural practices in relation to creating the affirmatives and negatives in the target language.</p> <p>Students know the negatives and affirmatives in Spanish.</p>	<p><b><u>Cultures:</u></b></p> <p>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 communication and projects.</p> <p>Students produce and recognize the negatives and affirmatives in Spanish.</p>	<p><b><u>Cultures:</u></b></p> <p>Students will be able to produce and recognize the negatives and affirmatives in Spanish.</p> <p>Students will be able to use the negatives and affirmatives in authentic, realistic communication with classmates, the</p>	<p><b><u>Cultures:</u></b></p> <p>All vocabulary related to negatives and affirmatives in Spanish (nadie, alguien, algo, ninguno, alguno, nada, algún, ningún, tampoco, etc.)</p>	<p><b><u>Cultures:</u></b></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

			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.	<p>teacher and native speakers.</p> <p>Students will be able to comprehend various cultural practices in relation to creating the affirmatives and negatives in the target language.</p> <p>Students will be able to make connections between the affirmatives and negatives in Spanish and those in English.</p> <p>Students will be able to make language comparisons between the target language and their L1 (native language) in relation to the negatives and affirmatives.</p>		
	<p><b><u>Connections:</u></b></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to make connections between the affirmatives and negatives in Spanish and those in English.</p>	<p><b><u>Connections:</u></b></p> <p>Students know how to make connections between the affirmatives and negatives in Spanish and those in English.</p> <p>Students know the various cultural practices in relation to creating the affirmatives and</p>	<p><b><u>Connections:</u></b></p> <p>Students make connections between the affirmatives and negatives in Spanish and those in English.</p> <p>Students demonstrate comprehension of the various cultural practices in relation to creating the affirmatives and</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to produce and recognize the negatives and affirmatives in Spanish.</p> <p>Students will be able to use the negatives and affirmatives in authentic, realistic communication with</p>	<p><b><u>Connections:</u></b></p> <p>All vocabulary related to negatives and affirmatives in Spanish (nadie, alguien, algo, ninguno, alguno, nada, algún, ningún, tampoco, etc.)</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

			<p>negatives in the target language.</p> <p>Students know the negatives and affirmatives in Spanish.</p> <p>Students know how to communicate in realistic conversation in all major timeframes about a wide range of topics with native speakers, classmates, etc.</p>	<p>negatives in the target language through in class activities, oral communication and projects.</p> <p>Students produce and recognize the negatives and affirmatives in Spanish.</p> <p>Students communicate in realistic conversation in all major timeframes about a wide range of topics with native speakers, classmates, etc.</p>	<p>classmates, the teacher and native speakers.</p> <p>Students will be able to comprehend various cultural practices in relation to creating the affirmatives and negatives in the target language.</p> <p>Students will be able to make connections between the affirmatives and negatives in Spanish and those in English.</p> <p>Students will be able to make language comparisons between the target language and their L1 (native language) in relation to the negatives and affirmatives.</p>		
	<p><b><u>Comparisons:</u></b></p> <p>Language comparisons and Cultural comparisons</p>	<p><b><u>Comparisons:</u></b></p> <p>Students will be able to make language comparisons between the target language and their L1 (native language) in relation to the negatives and affirmatives.</p>	<p><b><u>Comparisons:</u></b></p> <p>Students know how to make language comparisons between the target language and their L1 (native language) in relation to the negatives and affirmatives.</p> <p>Students know how to make connections between the</p>	<p><b><u>Comparisons:</u></b></p> <p>Students make language comparisons between the target language and their L1 (native language) in relation to the negatives and affirmatives.</p> <p>Students make connections between the affirmatives and</p>	<p><b><u>Comparisons:</u></b></p> <p>Students will be able to produce and recognize the negatives and affirmatives in Spanish.</p> <p>Students will be able to use the negatives and affirmatives in</p>	<p><b><u>Comparisons:</u></b></p> <p>All vocabulary related to negatives and affirmatives in Spanish (nadie, alguien, algo, ninguno, alguno, nada, algún, ningún, tampoco, etc.)</p>	<p><b><u>Comparisons:</u></b></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

			<p>affirmatives and negatives in Spanish and those in English.</p> <p>Students know the various cultural practices in relation to creating the affirmatives and negatives in the target language.</p> <p>Students know the negatives and affirmatives in Spanish.</p> <p>Students know how to communicate in realistic conversation in all major timeframes about a wide range of topics with native speakers, classmates, etc.</p>	<p>negatives in Spanish and those in English.</p> <p>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 communication and projects.</p> <p>Students produce and recognize the negatives and affirmatives in Spanish.</p> <p>Students communicate in realistic conversation in all major timeframes about a wide range of topics with native speakers, classmates, etc.</p>	<p>authentic, realistic communication with classmates, the teacher and native speakers.</p> <p>Students will be able to comprehend various cultural practices in relation to creating the affirmatives and negatives in the target language.</p> <p>Students will be able to make connections between the affirmatives and negatives in Spanish and those in English.</p> <p>Students will be able to make language comparisons between the target language and their L1 (native language) in relation to the negatives and affirmatives.</p>		
	<p><b><u>Communities:</u></b></p> <p>School and global communities and Lifelong Learning</p>	<p><b><u>Communities:</u></b></p> <p>Students will be able to use the negatives and affirmatives in authentic, realistic communication with classmates, the teacher and native speakers.</p>	<p><b><u>Communities:</u></b></p> <p>Students know how to communicate in realistic conversation in all major timeframes about a wide range of topics with native speakers, classmates,</p>	<p><b><u>Communities:</u></b></p> <p>Students communicate in realistic conversation in all major timeframes about a wide range of topics with native speakers, classmates, etc.</p>	<p><b><u>Communities:</u></b></p> <p>Students will be able to produce and recognize the negatives and affirmatives in Spanish.</p>	<p><b><u>Communities:</u></b></p> <p>All vocabulary related to negatives and affirmatives in Spanish (nadie, alguien, algo, ninguno, alguno,</p>	<p><b><u>Communities:</u></b></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>

			<p>etc.</p> <p>Students know how to make language comparisons between the target language and their L1 (native language) in relation to the negatives and affirmatives.</p> <p>Students know how to make connections between the affirmatives and negatives in Spanish and those in English.</p> <p>Students know the various cultural practices in relation to creating the affirmatives and negatives in the target language.</p> <p>Students know the negatives and affirmatives in Spanish.</p>	<p>Students make language comparisons between the target language and their L1 (native language) in relation to the negatives and affirmatives.</p> <p>Students make connections between the affirmatives and negatives in Spanish and those in English.</p> <p>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 communication and projects.</p> <p>Students produce and recognize the negatives and affirmatives in Spanish.</p>	<p>Students will be able to use the negatives and affirmatives in authentic, realistic communication with classmates, the teacher and native speakers.</p> <p>Students will be able to comprehend various cultural practices in relation to creating the affirmatives and negatives in the target language.</p> <p>Students will be able to make connections between the affirmatives and negatives in Spanish and those in English.</p> <p>Students will be able to make language comparisons between the target language and their L1 (native language) in relation to the negatives and affirmatives.</p>	<p>nada, algún, ningún, tampoco, etc.)</p>	
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## REVIEW UNIT 15

## 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
2 days	<p><u>Communication:</u></p> <p>Interpretive, Interpersonal and Presentational</p>	<p><u>Communication:</u></p> <p>Students will be able to produce and recognize the comparatives in Spanish.</p> <p>Students will be able to use the comparatives in authentic, realistic communication with classmates, the teacher and native speakers.</p>	<p><u>Communication:</u></p> <p>Students know the comparatives in Spanish.</p> <p>Students know how to communicate in realistic conversation in all major timeframes about a wide range of topics with native speakers, classmates, etc.</p>	<p><u>Communication:</u></p> <p>Students produce and recognize the comparatives in Spanish.</p> <p>Students communicate in realistic conversation in all major timeframes about a wide range of topics with native speakers, classmates, etc.</p>	<p><u>Communication:</u></p> <p>Students will be able to produce and recognize the comparatives in Spanish.</p> <p>Students will be able to use the comparatives in authentic, realistic communication with classmates, the teacher and native speakers.</p> <p>Students will be able to comprehend various cultural practices in relation to creating the comparatives in the target language.</p> <p>Students will be able to make connections between the comparatives in Spanish</p>	<p><u>Communication:</u></p> <p>All vocabulary related to comparatives in Spanish (más que, menos que, tanto como, tan....que..., más ....que....., etc.)</p>	2 days

					<p>and those in English.</p> <p>Students will be able to make language comparisons between the target language and their L1 (native language) in relation to the comparatives.</p> <p><b><u>Resources:</u></b></p> <p>* Teacher-created vocabulary list for the comparatives in Spanish.</p> <p>*Manipulatives, etc.</p>		
	<p><b><u>Cultures:</u></b></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><b><u>Cultures:</u></b></p> <p>Students will be able to comprehend various cultural practices in relation to creating the comparatives in the target language.</p>	<p><b><u>Cultures:</u></b></p> <p>Students know the various cultural practices in relation to creating the comparatives in the target language.</p> <p>Students know the comparatives in Spanish.</p> <p>Students know how to communicate in realistic</p>	<p><b><u>Cultures:</u></b></p> <p>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.</p> <p>Students produce and recognize the comparatives in Spanish.</p> <p>Students communicate in realistic conversation in</p>	<p><b><u>Cultures:</u></b></p> <p>Students will be able to produce and recognize the comparatives in Spanish.</p> <p>Students will be able to use the comparatives in authentic, realistic communication with classmates, the teacher and native speakers.</p> <p>Students will be able to comprehend various cultural practices in relation to creating the comparatives in the target language.</p> <p>Students will be able to</p>	<p><b><u>Cultures:</u></b></p> <p>All vocabulary related to comparatives in Spanish (más que, menos que, tanto como, tan....que..., más .....que....., etc.)</p>	

			conversation in all major timeframes about a wide range of topics with native speakers, classmates, etc.	all major timeframes about a wide range of topics with native speakers, classmates, etc.	make connections between the comparatives 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 comparatives.		
	<b><u>Connections:</u></b>  Making connections and acquiring information and diverse perspectives	<b><u>Connections:</u></b>  Students will be able to make connections between the comparatives in Spanish and those in English.	<b><u>Connections:</u></b>  Students know how to make connections between the comparatives in Spanish and those in English.  Students know the various cultural practices in relation to creating the comparatives in the target language.  Students know the comparatives in Spanish.  Students know how to	<b><u>Connections:</u></b>  Students make connections between the comparatives in Spanish and those in English.  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	<b><u>Connections:</u></b>  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 make connections	<b><u>Connections:</u></b>  All vocabulary related to comparatives in Spanish (más que, menos que, tanto como, tan....que..., más ....que....., etc.)	

			communicate in realistic conversation in all major timeframes about a wide range of topics with native speakers, classmates, etc.	all major timeframes about a wide range of topics with native speakers, classmates, etc.	between the comparatives 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 comparatives.		
	<b><u>Comparisons:</u></b>  Language comparisons and Cultural comparisons	<b><u>Comparisons:</u></b>  Students will be able to make language comparisons between the target language and their L1 (native language) in relation to the comparatives.	<b><u>Comparisons:</u></b>  Students know how to make language comparisons between the target language and their L1 (native language) in relation to the comparatives.  Students know how to make connections between the comparatives in Spanish and those in English.  Students know the various cultural practices in relation to creating the comparatives in the target language.  Students know the comparatives in	<b><u>Comparisons:</u></b>  Students make language comparisons between the target language and their L1 (native language) in relation to the comparatives.  Students make connections between the comparatives in Spanish and those in English.  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	<b><u>Comparisons:</u></b>  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 make connections between the comparatives in Spanish and those in English.	<b><u>Comparisons:</u></b>  All vocabulary related to comparatives in Spanish (más que, menos que, tanto como, tan....que..., más .....que....., etc.)	

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

			<p>comparatives in the target language.</p> <p>Students know the comparatives in Spanish.</p>	<p>the comparatives in the target language through in class activities, oral communication and projects.</p> <p>Students produce and recognize the comparatives in Spanish.</p>	<p>and those in English.</p> <p>Students will be able to make language comparisons between the target language and their L1 (native language) in relation to the comparatives.</p>		
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## REVIEW UNIT 16

## 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
5 days	<p><u>Communication:</u></p> <p>Interpretive, Interpersonal and Presentational</p>	<p><u>Communication:</u></p> <p>Apprise the plight of farmworkers in the United States in the 1960's.</p> <p>Can you explain the Delano grape strike and the struggle that Cesar Chavez and the others endured?</p>	<p><u>Communication:</u></p> <p>Students know about the plight of farmworkers in the United States in the 1960's.</p> <p>Students know about the Delano grape strike and the struggle that Cesar Chavez and the others endured?</p>	<p><u>Communication:</u></p> <p>Students apprise the plight of farmworkers in the United States in the 1960's.</p> <p>Students explain the Delano grape strike and the struggle that Cesar Chavez and the others endured?</p>	<p><u>Communication:</u></p> <p>Students will be able to apprise the plight of farmworkers in the United States in the 1960's.</p> <p>Students will be able to detail the Delano grape strike and the struggle that Cesar Chavez and the others endured.</p>	<p><u>Communication:</u></p> <p>All vocabulary related to the Delano, California grape strike and Viva la Causa.</p>	<p><u>Communication:</u></p> <p>12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F</p>

					<p>Students will be able to describe the cultural practices related to Viva la Causa that helped make them successful.</p> <p>Students will be able to comprehend the different perspectives presented in this unit.</p> <p>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.</p> <p>Students will be able to utilize this knowledge in their other classes and their lives outside of school.</p> <p><b><u>Resources:</u></b></p> <p>* Viva la Causa documentary DVD</p> <p>* Articles and magazines</p> <p>* Visuals and</p>		
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					<p>manipulatives</p> <p>*Cesar Chavez DVD documentary movie</p> <p>*E-mail to the Southern Poverty Law Center and some of the people involved in the Delano grape strike.</p>		
	<p><b><u>Cultures:</u></b></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><b><u>Cultures:</u></b></p> <p>Describe the cultural practices related to Viva la Causa that helped make them successful.</p>	<p><b><u>Cultures:</u></b></p> <p>Students know the cultural practices related to Viva la Causa that helped make them successful.</p> <p>Students know about the plight of farmworkers in the United States in the 1960's.</p> <p>Students know about the Delano grape strike and the struggle that Cesar Chavez and the others endured?</p>	<p><b><u>Cultures:</u></b></p> <p>Students describe the cultural practices related to Viva la Causa that helped make them successful.</p> <p>Students apprise the plight of farmworkers in the United States in the 1960's.</p> <p>Students explain the Delano grape strike and the struggle that Cesar Chavez and the others endured?</p>	<p><b><u>Cultures:</u></b></p> <p>Students will be able to apprise the plight of farmworkers in the United States in the 1960's.</p> <p>Students will be able to detail the Delano grape strike and the struggle that Cesar Chavez and the others endured.</p> <p>Students will be able to describe the cultural practices related to Viva la Causa that helped make them successful.</p> <p>Students will be able to comprehend the different perspectives presented in this unit.</p> <p>Students will be able to make cultural comparisons between the Viva la Causa plight</p>	<p><b><u>Cultures:</u></b></p> <p>All vocabulary related to the Delano, California grape strike and Viva la Causa.</p>	<p><b><u>Cultures:</u></b></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

					<p>and the struggle for improved working conditions for a different group of people they have learned about in Spanish or another class.</p> <p>Students will be able to utilize this knowledge in their other classes and their lives outside of school.</p>		
	<p><b><u>Connections:</u></b></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><b><u>Connections:</u></b></p> <p>Demonstrate comprehension of the different perspectives presented in this unit.</p>	<p><b><u>Connections:</u></b></p> <p>Students know the different perspectives presented in this unit.</p> <p>Students know the cultural practices related to Viva la Causa that helped make them successful.</p> <p>Students know about the plight of farmworkers in the United States in the 1960's.</p> <p>Students know about the Delano grape strike and the struggle that Cesar Chavez and the others endured?</p>	<p><b><u>Connections:</u></b></p> <p>Students demonstrate comprehension of the different perspectives presented in this unit through in class group discussions.</p> <p>Students describe the cultural practices related to Viva la Causa that helped make them successful.</p> <p>Students apprise the plight of farmworkers in the United States in the 1960's.</p> <p>Students explain the Delano grape strike and the struggle that Cesar Chavez and the others</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to apprise the plight of farmworkers in the United States in the 1960's.</p> <p>Students will be able to detail the Delano grape strike and the struggle that Cesar Chavez and the others endured.</p> <p>Students will be able to describe the cultural practices related to Viva la Causa that helped make them successful.</p> <p>Students will be able to comprehend the different perspectives presented in this unit.</p>	<p><b><u>Connections:</u></b></p> <p>All vocabulary related to the Delano, California grape strike and Viva la Causa.</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

				endured?	<p>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.</p> <p>Students will be able to utilize this knowledge in their other classes and their lives outside of school.</p>		
	<p><b><u>Comparisons:</u></b></p> <p>Language comparisons and Cultural comparisons</p>	<p><b><u>Comparisons:</u></b></p> <p>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.</p>	<p><b><u>Comparisons:</u></b></p> <p>Students know the 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.</p> <p>Students know the different perspectives presented in this unit.</p>	<p><b><u>Comparisons:</u></b></p> <p>Students 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 through in class activities and oral communication.</p> <p>Students demonstrate comprehension of the different perspectives presented in this unit through in class group discussions.</p>	<p><b><u>Comparisons:</u></b></p> <p>Students will be able to apprise the plight of farmworkers in the United States in the 1960's.</p> <p>Students will be able to detail the Delano grape strike and the struggle that Cesar Chavez and the others endured.</p> <p>Students will be able to describe the cultural practices related to Viva la Causa that helped make them successful.</p>	<p><b><u>Comparisons:</u></b></p> <p>All vocabulary related to the Delano, California grape strike and Viva la Causa.</p>	<p><b><u>Comparisons:</u></b></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

			<p>Students know the cultural practices related to Viva la Causa that helped make them successful.</p> <p>Students know about the plight of farmworkers in the United States in the 1960's.</p> <p>Students know about the Delano grape strike and the struggle that Cesar Chavez and the others endured?</p>	<p>Students describe the cultural practices related to Viva la Causa that helped make them successful.</p> <p>Students apprise the plight of farmworkers in the United States in the 1960's.</p> <p>Students explain the Delano grape strike and the struggle that Cesar Chavez and the others endured?</p>	<p>Students will be able to comprehend the different perspectives presented in this unit.</p> <p>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.</p> <p>Students will be able to utilize this knowledge in their other classes and their lives outside of school.</p>		
	<p><b><u>Communities:</u></b></p> <p>School and global communities and Lifelong Learning</p>	<p><b><u>Communities:</u></b></p> <p>Can you utilize this knowledge in their other classes and their lives outside of school?</p>	<p><b><u>Communities:</u></b></p> <p>Students know how this knowledge can be utilized in their other classes and their lives outside of school.</p> <p>Students know the 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</p>	<p><b><u>Communities:</u></b></p> <p>Students utilize this knowledge in their other classes and their lives outside of school.</p> <p>Students 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 through in</p>	<p><b><u>Communities:</u></b></p> <p>Students will be able to apprise the plight of farmworkers in the United States in the 1960's.</p> <p>Students will be able to detail the Delano grape strike and the struggle that Cesar Chavez and the others endured.</p> <p>Students will be able to describe the cultural practices related to Viva la Causa that</p>	<p><b><u>Communities:</u></b></p> <p>All vocabulary related to the Delano, California grape strike and Viva la Causa.</p>	<p><b><u>Communities:</u></b></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>

			<p>class.</p> <p>Students know the different perspectives presented in this unit.</p> <p>Students know the cultural practices related to Viva la Causa that helped make them successful.</p> <p>Students know about the plight of farmworkers in the United States in the 1960's.</p> <p>Students know about the Delano grape strike and the struggle that Cesar Chavez and the others endured?</p>	<p>class activities and oral communication.</p> <p>Students demonstrate comprehension of the different perspectives presented in this unit through in class group discussions.</p> <p>Students describe the cultural practices related to Viva la Causa that helped make them successful.</p> <p>Students apprise the plight of farmworkers in the United States in the 1960's.</p> <p>Students explain the Delano grape strike and the struggle that Cesar Chavez and the others endured?</p>	<p>helped make them successful.</p> <p>Students will be able to comprehend the different perspectives presented in this unit.</p> <p>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.</p> <p>Students will be able to utilize this knowledge in their other classes and their lives outside of school.</p>		
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## REVIEW UNIT 17

## ASSESSMENT UNIT 17