

# SPANISH IV DUAL ENROLLMENT

## UNIT 1- AZTEC EMPIRE (EL IMPERIO AZTECA)

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 15 days of school	<u>Communication:</u>  Interpretive, Interpersonal and Presentational	<u>Communication:</u>  How can we effectively communicate historical information to another person(s)?  How can we express and exchange opinions in a second language?  What skills are needed when reading in a foreign language? How do you overcome unforeseen complications?	<u>Communication:</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  Process of creating at least an 8 minute (4-page length oral presentation on the topic  Language used for the purposes of informing and persuading in the target language compared to one's own.	<u>Communication:</u>  Students will debate if the conquest of the Aztecs was justified or not in the target language sharing their opinions and justification supporting their stance.  Students can effectively comprehend the story "LA CUIDAD DE DIOSSES" by Luis María Carrero and apprise the historical account of the conquest of the Aztecs by Hernán Cortes.  Students can exchange opinions and thoughts in the target language about the conquest of the Aztecs.  Students can apprise in great detail the history, the religion, the traditions, beliefs, products and practices,	<u>Communication:</u>  Students will be able to accomplish the task of reading the Spanish novel "LA CUIDAD DE DIOSSES" by Luis María Carrero in Spanish during the summer BEFORE the course begins.  Students will be able to apprise the Aztec civilization in its entirety as an extension of the summer reading and more detailed exploration of the society.  <u>Resources:</u>  *LA CUIDAD DE DIOSSES book by Luis María Carrero  * A&E Biography DVD on the Aztec Empire	<u>Communication:</u>  A comprehensive amount of over 1,000 vocabulary in the target language on a wide variety of topics.	<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

				culture and fate of the Aztec Empire.	*Supplemental articles, magazines on the Aztecs		
	<b><u>Cultures:</u></b>  Relating cultural practices to perspectives and relating cultural products to perspectives	<b><u>Cultures:</u></b>  What can the cultural practices of the Aztecs reveal about the civilization? How do the products of the Aztec people reflect on their religion and society?	<b><u>Cultures:</u></b>  Literary and artistic works that demonstrate cultural perspectives that are similar or different from one's own.	<b><u>Cultures:</u></b>  Apprise the Aztec civilization in its entirety such as: culture, religion, customs, traditions, products and practices history and beliefs.  Detail the misconceptions that the Spanish had about the society with historical evidence.	<b><u>Cultures:</u></b>  Students will be able to apprise the Aztec civilization in its entirety as an extension of the summer reading and more detailed exploration of the society.	<b><u>Cultures:</u></b>  A comprehensive amount of over 1,000 vocabulary in the target language on a wide variety of topics.	<b><u>Cultures:</u></b>  12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D
	<b><u>Connections:</u></b>  Making connections and acquiring information and diverse perspectives	<b><u>Connections:</u></b>  What connections can you apprise between what you read about Hernán Cortes and the fall of the Aztec Empire and other historical events?  Which story do you believe (the Spanish or Aztec) on the true fate of Mocctezuma and what leads you to this conclusion?	<b><u>Connections:</u></b>  The history of the Aztecs and the conquest as well as other historical events from other disciplines.  The history of the Aztecs and the conquest and the opportunity to form their own thoughts on his fate.	<b><u>Connections:</u></b>  They will detail the history of the Aztecs and the conquest as well as other historical events from other disciplines.	<b><u>Connections:</u></b>  Students will be able to apprise the Aztec civilization in its entirety as an extension of the summer reading and more detailed exploration of the society.	<b><u>Connections:</u></b>  A comprehensive amount of over 1,000 vocabulary in the target language on a wide variety of topics.	<b><u>Connections:</u></b>  12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C
	<b><u>Comparisons:</u></b>  Language comparisons and Cultural comparisons	<b><u>Comparisons:</u></b>  How does the appreciation of cultural diversity enhance cross-cultural understanding?	<b><u>Comparisons:</u></b>  To view other cultures and traditions with respect, open-mindedness and curiosity	<b><u>Comparisons:</u></b>  Apprise the Aztec civilization and conquest in great depth.	<b><u>Comparisons:</u></b>  Students will be able to apprise the Aztec civilization in its entirety as an extension of the	<b><u>Comparisons:</u></b>  A comprehensive amount of over 1,000 vocabulary in the target	<b><u>Comparisons:</u></b>  12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C

		How could this concept have been applied in the conquest of the Aztecs?	The history of the Aztec civilization and the conquest		summer reading and more detailed exploration of the society.	language on a wide variety of topics.	
	<b><u>Communities:</u></b>  School and global communities and Lifelong Learning	<b><u>Communities:</u></b>  How can communication with our native speaker e-pals on this topic enhance your understanding of this historical event?  How can we continue to study and apply Spanish to our life outside of school?	<b><u>Communities:</u></b>  Knowledge of the event in history and the skills to communicate it effectively in the target language.  The critical importance of knowledge of another language and culture.	<b><u>Communities:</u></b>  Knowledge of the event in history and the skills to communicate it effectively in the target language.  Demonstrate in their lives the importance of knowledge of another language and culture through its use applied outside of the classroom.	<b><u>Communities:</u></b>  Students will be able to apprise the Aztec civilization in its entirety as an extension of the summer reading and more detailed exploration of the society on a global scale.	<b><u>Communities:</u></b>  A comprehensive amount of over 1,000 vocabulary in the target language on a wide variety of topics.	<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 1

## ASSESSMENT UNIT 1

## UNIT 2-THE FUTURE TENSES (EL FUTURO)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
<b>7 days</b>	<b><u>Communication:</u></b>  Interpretive,	<b><u>Communication:</u></b>  How can we express and	<b><u>Communication:</u></b>  Knows the near and far	<b><u>Communication:</u></b>  In realistic interactions	<b><u>Communication:</u></b>  Students will be able to	<b><u>Communication:</u></b>  All regular and	<b><u>Communication:</u></b>  12.1.1.S4.A

	Interpersonal and Presentational	comprehend information about events in the near and far futures with another person or a group of people?	future conjugations and, most importantly, can apply this knowledge through self-created written and oral communication.	the students can communicate in all forms (interpersonal, interpretive and presentational) what life will be like for them and the world in the near future (this summer) and the far future (one year, five years, ten years and in 20 years) in the target language	produce and recognize authentic communication in all forms using the near future and far future tenses in Spanish.  <b>Resources:</b> *In- class teacher-created handouts on the future tenses and in-class notes.	irregular verbs in Spanish (infinite)  What the future tense looks like in English  Many future vocabulary words (job, university, military, home, children, etc.)	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>  Which future Hispanic and/or Spanish cultural events will you be a participant in the future?  Is there a connection between Hispanics/ Spanish and their view of the future culturally with that of the U.S and your future?	<b><u>Cultures:</u></b>  Knows the many cultural events and celebrations practiced throughout the Spanish-speaking world through instruction in Spanish class from grade 7.	<b><u>Cultures:</u></b>  Apprise the many cultural events and celebrations practiced throughout the Spanish-speaking world and decide for themselves which they will like to be a part and why.	<b><u>Cultures:</u></b>  Students will be able to apprise the many cultural events and celebrations practiced throughout the Spanish-speaking world and decide for themselves which they will like to be a part and why.	<b><u>Cultures:</u></b>  All regular and irregular verbs in Spanish (infinite)  What the future tense looks like in English  Many future vocabulary words (job, university, military, home, children, 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 connections can you make between the future tenses in Spanish and the future tense grammatical structure in English?	<b><u>Connections:</u></b>  Knows the near and far future. Also, the student has knowledge of the grammatical structure of the English language in the	<b><u>Connections:</u></b>  Demonstrate the near and far future conjugations and, most importantly, can apply this in realistic communication. Also, the	<b><u>Connections:</u></b>  Students will be able to demonstrate the near and far future conjugations and, most importantly, can apply this in realistic	<b><u>Connections:</u></b>  All regular and irregular verbs in Spanish (infinite)  What the	<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

		Is there is a connection between Hispanics/ Spanish and their view of the future culturally with that of the U.S and your future?	future tense.  Knows the cultures of the various Spanish-speaking countries and can make connections between our cultures.	student can detail the grammatical structure of the English language in the future tense and make pathways between the two languages to enhance comprehension and application. Synthesize and analyze the cultures of the various Spanish-speaking countries and can make connections between our cultures.	communication.  The students will detail the grammatical structure of the English language in the future tense and make pathways between the two languages to enhance comprehension and application. The students will be able to synthesize and analyze the cultures of the various Spanish-speaking countries and can make connections between our cultures.	future tense looks like in English  Many future vocabulary words (job, university, military, home, children, etc.)	
	<b><u>Comparisons:</u></b>  Language comparisons and Cultural comparisons	<b><u>Comparisons:</u></b>  What connections can you make between the future tenses in Spanish and the future tense grammatical structure in English?	<b><u>Comparisons:</u></b>  Knows the near and far future conjugations and, most importantly, can apply this in realistic communication. Also, the student has knowledge of the grammatical structure of the English language in the future tense.	<b><u>Comparisons:</u></b>  Compare and differentiate between the near and far future conjugations in English and in Spanish to further comprehension and appropriate application.	<b><u>Comparisons:</u></b>  Students will be able to compare and differentiate between the near and far future conjugations in English and in Spanish to further comprehension and appropriate application.	<b><u>Comparisons:</u></b>  All regular and irregular verbs in Spanish (infinite)  What the future tense looks like in English  Many future vocabulary words (job, university, military, home, children, etc.)	<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	<b><u>Communities:</u></b>  Can you detail your future personal, professional and social	<b><u>Communities:</u></b>  Knows the near and far future conjugations and, most importantly,	<b><u>Communities:</u></b>  In realistic interactions the students can communicate in all forms	<b><u>Communities:</u></b>  Students will be able to sustain realistic interactions in all forms	<b><u>Communities:</u></b>  All regular and irregular verbs in Spanish	<b><u>Communities:</u></b>  12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C

	Lifelong Learning	aspirations with your e-pal from a Spanish-speaking country?	can apply this in realistic communication.	(interpersonal, interpretive and presentational) what life will be like for them and their Spanish-speaking e-pal in the near future (this summer) and the far future (one year, five years, ten years and in 20 years) in the target language.	(interpersonal, interpretive and presentational) what life will be like for them and their Spanish-speaking e-pal in the near future (this summer) and the far future (one year, five years, ten years and in 20 years) in the target language.	(infinite)  What the future tense looks like in English  Many future vocabulary words (job, university, military, home, children, etc.)	12.5.1.S4.D
--	-------------------	--	--	---	---	---	-------------

## REVIEW UNIT 2

## ASSESSMENT UNIT 2

## UNIT 3- PROFESSIONS (PROFESIONES)

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 you produce and recognize the 50 professions learned and apply them in authentic communication about yourself and others	<u>Communication:</u>  How to produce and recognize the 50 professions presented in this unit and to apply them in realistic conversation about themselves and others.	<u>Communication:</u>  Produce and recognize the 50 professions presented in this unit and to apply them in realistic conversation about themselves and others.	<u>Communication:</u>  Students will be able to Produce and recognize the 50 professions presented in this unit and to apply them in realistic conversation about themselves and	<u>Communication:</u>  50 profession vocabulary as well as other vocabulary related to the future and the future tense	<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>others. <b><u>Resources:</u></b></p> <p>*Teacher created vocabulary list of professions * Visuals of all 50 professions addressed</p>	verbs and verb endings	
	<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>Will one's future profession choice change or be different depending on the culture and country in which they are raised? (Do different professions in different countries carry more value/status?)</p>	<p><b><u>Cultures:</u></b></p> <p>A depth of knowledge of a large variety of Spanish-speaking countries and cultures</p>	<p><b><u>Cultures:</u></b></p> <p>Analyze, compare and differentiate between countries and cultures in relation to career opportunities and cultural perspectives on those careers.</p>	<p><b><u>Cultures:</u></b></p> <p>Students will be able to analyze, compare and differentiate between countries and cultures in relation to career opportunities and cultural perspectives on those careers.</p>	<p><b><u>Cultures:</u></b></p> <p>50 profession vocabulary as well as other vocabulary related to the future and the future tense verbs and verb endings</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 there connections that we can make in relation to one's future profession choice depending on the culture and country in which they are raised and our own? (Do different professions in different countries carry more value/status and why or why not?)</p>	<p><b><u>Connections:</u></b></p> <p>A depth of knowledge of a large variety of Spanish-speaking countries and cultures and our own.</p>	<p><b><u>Connections:</u></b></p> <p>Create pathways between connecting the Spanish-speaking countries and cultures in relation to career opportunities with our own.</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to analyze, compare and differentiate between countries and cultures in relation to career opportunities and cultural perspectives on those careers.</p>	<p><b><u>Connections:</u></b></p> <p>50 profession vocabulary as well as other vocabulary related to the future and the future tense verbs and verb endings</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>Will one's future profession choice change or be different depending on the culture and country in</p>	<p><b><u>Comparisons:</u></b></p> <p>A depth of knowledge of a large variety of Spanish-speaking countries and cultures and our own.</p>	<p><b><u>Comparisons:</u></b></p> <p>Analyze, compare and differentiate between countries and cultures in relation to career opportunities and</p>	<p><b><u>Comparisons:</u></b></p> <p>Students will be able to analyze, compare and differentiate between countries and cultures in relation to career</p>	<p><b><u>Comparisons:</u></b></p> <p>50 profession vocabulary as well as other vocabulary related to the</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>

		which they are raised? (Do different professions in different countries carry more value/status?)		cultural perspectives on those careers.	opportunities and cultural perspectives on those careers.	future and the future tense verbs and verb endings	
	<b><u>Communities:</u></b>  School and global communities and Lifelong Learning	<b><u>Communities:</u></b>  Will you incorporate Spanish in your future profession/career? Why or why not?	<b><u>Communities:</u></b>  The students know their future profession and career interests and how Spanish may or may not fit into that plan.	<b><u>Communities:</u></b>  Express themselves effectively in the target language detailing their thoughts on utilizing their language skills in the future.	<b><u>Communities:</u></b>  Students will be able to analyze, compare and differentiate between countries and cultures in relation to career opportunities and cultural perspectives on those careers.	<b><u>Communities:</u></b>  50 profession vocabulary as well as other vocabulary related to the future and the future tense verbs and verb endings	<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 3

### ASSESSMENT UNIT 3

## UNIT 4- THE 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
<b>7 days</b>	<b><u>Communication:</u></b>  Interpretive, Interpersonal and Presentational	<b><u>Communication:</u></b>  What are your thoughts on the Day of the Dead celebrations? Why do you feel the way you do?	<b><u>Communication:</u></b>  A depth of knowledge of the Day of the Dead celebration in Mexico and Guatemala.	<b><u>Communication:</u></b>  Apprise the celebration, history, traditions, perspectives, products and cultural implications and significance.	<b><u>Communication:</u></b>  Students will be able to effectively and thoroughly demonstrate knowledge of the Day of the Dead	<b><u>Communication:</u></b>  All vocabulary related to the Day of the Dead celebration (copal, ofrenda,	<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



					<p>celebration in all facets and exchange opinions and ideas on this holiday comparing and differentiating it with our cultural perspective on death.</p> <p><b>Resources:</b> *Teacher created handouts, articles on the Day of the Dead celebration, materials needed to make the various cultural artifacts (ofrenda, calaveritas, etc.)</p>	<p>pan de muerto, papel picado, mole, plantas de arena, tumba, etc.)</p>	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>What is the process and purpose of making CALAVERITAS (sugar skulls) to celebrate the Day of the Dead?</p>	<p><b><u>Cultures:</u></b></p> <p>The purpose of CALAVERITAS as a cultural product and the cultural practice of creating them during this holiday</p>	<p><b><u>Cultures:</u></b></p> <p>Create their very own calaveritas for the Day of the Dead celebration and explain the process and purpose of this cultural product.</p>	<p><b><u>Cultures:</u></b></p> <p>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.</p>	<p><b><u>Cultures:</u></b></p> <p>All vocabulary related to the Day of the Dead celebration (copal, ofrenda, pan de muerto, papel picado, mole, plantas de arena, tumba, 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</p>	<p><b><u>Connections:</u></b></p> <p>What is your opinion on the purpose of the Day of the Dead and the Mexican perspective on</p>	<p><b><u>Connections:</u></b></p> <p>A depth of knowledge of the Day of the Dead celebration in Mexico and Guatemala.</p>	<p><b><u>Connections:</u></b></p> <p>Apprise the celebration, history, traditions, perspectives, products, cultural implications and</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to effectively and thoroughly demonstrate knowledge</p>	<p><b><u>Connections:</u></b></p> <p>All vocabulary related to the Day of the Dead celebration</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>

	diverse perspectives	life and death and how that may be similar and/or different from the perspective we have in the United States?		significance.  Demonstrate the ability to express their opinions on the celebration and connect it with our cultural perspectives and practices.	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.	(copal, ofrenda, pan de muerto, papel picado, mole, plantas de arena, tomba, etc.)	
	<b><u>Comparisons:</u></b>  Language comparisons and Cultural comparisons	<b><u>Comparisons:</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>Comparisons:</u></b>  A depth of knowledge of the Day of the Dead celebration in Mexico and Guatemala.	<b><u>Comparisons:</u></b>  Apprise the celebration, 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.	<b><u>Comparisons:</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>Comparisons:</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>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>  Have you/will you incorporate the Mexican perspective on death and life in your personal life? Why or why not?	<b><u>Communities:</u></b>  A depth of knowledge of the Day of the Dead celebration in Mexico and Guatemala and their own personal perspective on the topic.	<b><u>Communities:</u></b>  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.	<b><u>Communities:</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>Communities:</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>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 4

## ASSESSMENT UNIT 4

### UNIT 5- THE CONDITIONAL TENSE and THE SUBJUNCTIVE TENSE-PRESENT (LA CONDICIONAL y EL SUBJUNTIVO-PRESENTE)

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>  How can we express and comprehend information about UNKNOWN events in the future with another person or a group of people?	<u>Communication:</u>  Knows the conditional and subjunctive conjugations 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) what life WOULD be like for them and the world in the future in the target language.	<u>Communication:</u>  Students will be able to produce and recognize authentic communication in all forms using the conditional and subjunctive tenses in Spanish.  <u>Resources:</u>  *In- class teacher-created handouts on the conditional and subjunctive tenses and in-class notes.  **"What if" scenarios	<u>Communication:</u>  All regular and irregular verbs in Spanish (infinite)  What the conditional tense looks like in English and how there is no subjunctive equivalent in English  (Reinforcement from earlier unit) Many future vocabulary words (job, university,	<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

						military, home, children, etc.)	
	<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>Where would you travel in the Spanish-speaking world if you could and why?</p>	<p><b><u>Cultures:</u></b></p> <p>Knows the many cultural events and celebrations practiced throughout the Spanish-speaking world through instruction in Spanish class from grade 7.</p>	<p><b><u>Cultures:</u></b></p> <p>Apprise the many cultures of the Spanish-speaking world and decide for themselves where they would like to go and why.</p>	<p><b><u>Cultures:</u></b></p> <p>Students will be able to produce and recognize authentic communication in all forms using the conditional and subjunctive tenses in Spanish.</p>	<p><b><u>Cultures:</u></b></p> <p>All regular and irregular verbs in Spanish (infinite)</p> <p>What the conditional tense looks like in English and how there is no subjunctive equivalent in English</p> <p>(Reinforcement from earlier unit) Many future vocabulary words (job, university, military, home, children, 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>What connections can you make between the conditional and subjunctive tenses in Spanish and the conditional tense (and lack of subjunctive) grammatically in English?</p>	<p><b><u>Connections:</u></b></p> <p>Knows the near and far future. Also, the student has knowledge of the grammatical structure of the English language in the conditional (and subjunctive) tense.</p>	<p><b><u>Connections:</u></b></p> <p>Demonstrate the conditional and subjunctive conjugations and, most importantly, can apply this in realistic communication. Also, the student can detail the grammatical structure of the English language in the conditional (and subjunctive) tenses and make pathways between</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to produce and recognize authentic communication in all forms using the near conditional and subjunctive tenses in Spanish.</p> <p>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 conditional tense looks like in English and how there is no subjunctive equivalent in</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 two languages to enhance comprehension and application.	English language in the conditional and subjunctive tenses and make pathways between the two languages to enhance comprehension and application.	English (Reinforcement from earlier unit) Many future vocabulary words (job, university, military, home, children, etc.)	
	<b><u>Comparisons:</u></b>  Language comparisons and Cultural comparisons	<b><u>Comparisons:</u></b>  What comparisons can you make between the conditional and subjunctive tenses in Spanish and the conditional (and lack of subjunctive) tense grammatically in English?	<b><u>Comparisons:</u></b>  Knows the conditional conjugations and, most importantly, can apply this in realistic communication. Also, the student has knowledge of the grammatical structure of the English language in the conditional and subjunctive tenses.	<b><u>Comparisons:</u></b>  Compare and differentiate between conditional and subjunctive conjugations in English and in Spanish to further comprehension and appropriate application.	<b><u>Comparisons:</u></b>  Students will be able to compare and differentiate between the conditional and subjunctive conjugations in English and in Spanish to further comprehension and appropriate application.	<b><u>Comparisons:</u></b>  All regular and irregular verbs in Spanish (infinite)  What the conditional tense looks like in English and how there is no subjunctive equivalent in English  (Reinforcement from earlier unit) Many future vocabulary words (job, university, military, home, children, etc.)	<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	<b><u>Communities:</u></b>  Can you effectively communicate with a native speaker using	<b><u>Communities:</u></b>  Knows the conditional and subjunctive conjugations and, most	<b><u>Communities:</u></b>  In realistic interactions the students can communicate in all forms	<b><u>Communities:</u></b>  Students will be able to sustain realistic interactions in all forms	<b><u>Communities:</u></b>  All regular and irregular verbs in Spanish	<b><u>Communities:</u></b>  12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C

	Lifelong Learning	the conditional and the subjunctive appropriately	importantly, can apply this in realistic communication.	(interpersonal, interpretive and presentational) using the conditional and subjunctive tenses in the target language.	(interpersonal, interpretive and presentational) using the conditional and subjunctive with a native speaker in the target language.	(infinite)  What the conditional tense looks like in English and how there is no subjunctive equivalent in English  (Reinforcement from earlier unit) Many future vocabulary words (job, university, military, home, children, etc.)	12.5.1.S4.D
--	-------------------	---	---	---	--	--	-------------

## REVIEW UNIT 5

## ASSESSMENT UNIT 5

## UNIT 6- 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, arbol, 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 cultural products to perspectives	<b><u>Cultures:</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	<b><u>Cultures:</u></b>  The skills to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.	<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	<b><u>Cultures:</u></b>  Students will be able to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.	<b><u>Cultures:</u></b>  All regular and irregular verbs and all tenses as well as necessary vocabulary related to Christmas and	<b><u>Cultures:</u></b>  12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C

		be found in many countries?	The cultural knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	their cultural knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	Students will be able to 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.	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 comparisons	<b><u>Comparisons:</u></b>  Compare and differentiate between Christmas and New Year's in the Spanish-speaking world and in the United States?	<b><u>Comparisons:</u></b>  The skills to communicate effectively in an authentic manner using all tenses and appropriate vocabulary	<b><u>Comparisons:</u></b>  Communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.	<b><u>Comparisons:</u></b>  Students will be able to communicate effectively in an authentic manner using all tenses and appropriate vocabulary	<b><u>Comparisons:</u></b>  All regular and irregular verbs and all tenses as well as necessary vocabulary	<b><u>Comparisons:</u></b>  12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C



			<p>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>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>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>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 6

## ASSESSMENT UNIT 6

### UNIT 7- IMMIGRATION (INMIGRACIÓN)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
20 days	<p><u>Communication:</u></p> <p>Interpretive, Interpersonal and Presentational</p>	<p><u>Communication:</u></p> <p>Can you effectively and with an educated voice communicate in all forms your understanding of immigration to the United States from Latin America?</p>	<p><u>Communication:</u></p> <p>Students have the knowledge in all facets (economical, legal, social, etc.), from all sides to effectively and with an educated voice apprise the immigration topic in the United States.</p> <p>Students can communicate orally and written in at least 11 different tenses using a wide range of vocabulary and verbs appropriate to the topic in question.</p>	<p><u>Communication:</u></p> <p>Students can communicate orally and written in at least 11 different tenses using a wide range of vocabulary and verbs appropriate to the topic in question.</p> <p>Students can demonstrate their knowledge in all facets (economical, legal, social, etc.), from all sides to effectively and with an educated voice apprise the immigration topic in the United States.</p>	<p><u>Communication:</u></p> <p>Students will be able to apprise the immigration situation in the United States and express their opinions and thoughts on the topic.</p> <p>Students will be able to compare and contrast our immigration struggles with those throughout the world.</p> <p>Students will be able to write to a U.S. politician and politician in Latin America on the topic in the target language.</p> <p><u>Resources:</u></p> <p>*The book ENRIQUE'S JOURNEY by Sonia Nazario</p>	<p><u>Communication:</u></p> <p>All regular and irregular verbs and all tenses learned (at least 11) as well as necessary vocabulary related to immigration (inmigración, la migra, aduana, permiso, trabajos, derechos humanos, "La Bestia," etc.)</p>	<p><u>Communication:</u></p> <p>12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F</p>

					*A host of articles from various sources and all sides and opinions, video clips, documentaries, etc.		
	<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 so many adults as well as children coming to the United States legally and illegally?</p>	<p><b><u>Cultures:</u></b></p> <p>Students have the knowledge in all facets (economical, legal, social, etc.), from all sides to effectively and with an educated voice apprise the immigration topic in the United States.</p> <p>Students can communicate orally and written in at least 11 different tenses using a wide range of vocabulary and verbs appropriate to the topic in question.</p>	<p><b><u>Cultures:</u></b></p> <p>Students can communicate orally and written in at least 11 different tenses using a wide range of vocabulary and verbs appropriate to the topic in question.</p> <p>Students can demonstrate their knowledge in all facets (economical, legal, social, etc.), from all sides to effectively and with an educated voice apprise the immigration topic in the United States.</p>	<p><b><u>Cultures:</u></b></p> <p>Students will be able to demonstrate a depth of understanding as to the cultural implications and reasons why people immigrate to the U.S. and to other countries.</p> <p>Students will be able to apprise the immigration situation in the United States and express their opinions and thoughts on the topic.</p> <p>Students will be able to compare and contrast our immigration struggles with those throughout the world.</p> <p>Students will be able to write to a U.S. politician and politician in Latin America on the topic in the target language.</p>	<p><b><u>Cultures:</u></b></p> <p>All regular and irregular verbs and all tenses learned (at least 11) as well as necessary vocabulary related to immigration (inmigración, la migra, aduana, permiso, trabajos, derechos humanos, "La Bestia," 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</p>	<p><b><u>Connections:</u></b></p> <p>How do our immigration questions relate to the same topic throughout</p>	<p><b><u>Connections:</u></b></p> <p>Students have the knowledge in all facets (economical, legal,</p>	<p><b><u>Connections:</u></b></p> <p>Students can communicate orally and written in at least 11</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to make connections between immigration to</p>	<p><b><u>Connections:</u></b></p> <p>All regular and irregular verbs and all tenses</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C</p>

	information and diverse perspectives	the world and how does it differ?	<p>social, etc.), from all sides to effectively and with an educated voice apprise the immigration topic in the United States.</p> <p>Students can communicate orally and written in at least 11 different tenses using a wide range of vocabulary and verbs appropriate to the topic in question.</p>	<p>different tenses using a wide range of vocabulary and verbs appropriate to the topic in question.</p> <p>Students can demonstrate their knowledge in all facets (economical, legal, social, etc.), from all sides to effectively and with an educated voice apprise the immigration topic in the United States.</p>	<p>the U.S. now and in the 20<sup>th</sup> century as well as immigration throughout the world.</p> <p>Students will be able to apprise the immigration situation in the United States and express their opinions and thoughts on the topic.</p> <p>Students will be able to compare and contrast our immigration struggles with those throughout the world.</p> <p>Students will be able to write to a U.S. politician and politician in Latin America on the topic in the target language.</p>	<p>learned (at least 11) as well as necessary vocabulary related to immigration (inmigración, la migra, aduana, permiso, trabajos, derechos humanos, "La Bestia," etc.)</p>	12.3.1.S4.D
	<p><u>Comparisons:</u></p> <p>Language comparisons and Cultural comparisons</p>	<p><u>Comparisons:</u></p> <p>How do our immigration questions relate to the same topic throughout the world and how does it differ?</p>	<p><u>Comparisons:</u></p> <p>Students have the knowledge in all facets (economical, legal, social, etc.), from all sides to effectively and with an educated voice apprise the immigration topic in the United States.</p> <p>Students can communicate orally and written in at least 11 different tenses using a</p>	<p><u>Comparisons:</u></p> <p>Students can communicate orally and written in at least 11 different tenses using a wide range of vocabulary and verbs appropriate to the topic in question.</p> <p>Students can demonstrate their knowledge in all facets (economical, legal, social, etc.), from all sides to effectively and with an</p>	<p><u>Comparisons:</u></p> <p>Students will be able to apprise the immigration situation in the United States and express their opinions and thoughts on the topic.</p> <p>Students will be able to compare and contrast our immigration struggles with those throughout the world.</p> <p>Students will be able to</p>	<p><u>Comparisons:</u></p> <p>All regular and irregular verbs and all tenses learned (at least 11) as well as necessary vocabulary related to immigration (inmigración, la migra, aduana, permiso, trabajos, derechos</p>	<p><u>Comparisons:</u></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

			wide range of vocabulary and verbs appropriate to the topic in question.	educated voice apprise the immigration topic in the United States.	write to a U.S. politician and politician in Latin America on the topic in the target language.	humanos, "La Bestia," etc.)	
	<b><u>Communities:</u></b>  School and global communities and Lifelong Learning	<b><u>Communities:</u></b>  Can you write to a state or federal politician both in the United States and in Mexico/Central America detailing how you believe the immigration question should be dealt with in the United States and abroad?	<b><u>Communities:</u></b>  Students have the knowledge in all facets (economical, legal, social, etc.), from all sides to effectively and with an educated voice apprise the immigration topic in the United States.  Students can communicate orally and written in at least 11 different tenses using a wide range of vocabulary and verbs appropriate to the topic in question.	<b><u>Communities:</u></b>  Students can communicate orally and written in at least 11 different tenses using a wide range of vocabulary and verbs appropriate to the topic in question.  Students can demonstrate their knowledge in all facets (economical, legal, social, etc.), from all sides to effectively and with an educated voice apprise the immigration topic in the United States.	<b><u>Communities:</u></b>  Students will be able to apprise the immigration situation in the United States and express their opinions and thoughts on the topic.  Students will be able to compare and contrast our immigration struggles with those throughout the world.  Students will be able to write to a U.S. politician and politician in Latin America on the topic in the target language.	<b><u>Communities:</u></b>  All regular and irregular verbs and all tenses learned (at least 11) as well as necessary vocabulary related to immigration (inmigración, la migra, aduana, permiso, trabajos, derechos humanos, "La Bestia," etc.)	<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 7

## ASSESSMENT UNIT 7

## UNIT 8-SPANISH AND SOUTH AMERICAN FOOD (COMIDA ESPAÑOLA Y COMIDA DE SUR AMÉRICA)

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 you order from an authentic Spanish/South American restaurant with native speakers in the target language communicating specifically what you would like?	<u>Communication:</u>  Know the many different foods in Spanish and South American cuisines.  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 and South American cuisines.  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/South American restaurant (Mallorca in the South Side)/Chicken Latino-Peruvian restaurant in the Strip District) and order completely in the target language communicating all needs.  <u>Resources:</u>  *Visuals of the many different foods in the Spanish and South American cuisines	<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
	<u>Cultures:</u>  Relating cultural practices to perspectives and relating cultural products to	<u>Cultures:</u>  Why are certain foods eaten in different cultures while those same foods may not be eaten at all in another?	<u>Cultures:</u>  Know the many different foods in Spanish and South American cuisines.  Know how to	<u>Cultures:</u>  Demonstrate knowledge of the many different foods in Spanish and South American cuisines.  Communicate effectively	<u>Cultures:</u>  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	<u>Cultures:</u>  Vocabulary of ordering from a restaurant and all necessary elements needed when	<u>Cultures:</u>  12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C

	perspectives	<p>Is there different etiquette and traditions in relation to food and eating food between Spain/ South American countries and the United States?</p> <p>Can you order from an authentic Spanish/South American restaurant with native speakers in the target language communicating specifically what you would like?</p>	communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.	with native speakers in all tenses and forms utilizing all appropriate vocabulary.	<p>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>eating, etc.</p> <p>Also Spanish and South American food names and what they are.</p>	
	<b><u>Connections:</u></b>  Making connections and acquiring information and diverse perspectives	<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/ South American countries and the United States?</p>	<p><b><u>Connections:</u></b></p> <p>Know the many different foods in Spanish and South American cuisines.</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 and South American cuisines.</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 and South American 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>
	<b><u>Comparisons:</u></b>  Language comparisons and Cultural	<p><b><u>Comparisons:</u></b></p> <p>Can we compare and differentiate between certain foods eaten in</p>	<p><b><u>Comparisons:</u></b></p> <p>Know the many different foods in Spanish and South</p>	<p><b><u>Comparisons:</u></b></p> <p>Demonstrate knowledge of the many different foods in Spanish and</p>	<p><b><u>Comparisons:</u></b></p> <p>Students will be able to compare and differentiate between</p>	<p><b><u>Comparisons:</u></b></p> <p>Vocabulary of ordering from a restaurant and</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>

	comparisons	one culture not eaten at all in another?  Can we compare and differentiate between the etiquette and traditions in relation to food and eating food between Spain/ South American countries and the United States?	American cuisines.  Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.  They know how to synthesize, analyze and extrapolate information to be used appropriately to accomplish the task at hand.	South American cuisines.  Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.  Synthesize, analyze and extrapolate information to be used appropriately to accomplish the task at hand.	the foods eaten in one more with the foods eaten in another.	all necessary elements needed when eating, etc.  Also Spanish and South American food names and what they are.	
	<u>Communities:</u>  School and global communities and Lifelong Learning	<u>Communities:</u>  Can you order from an authentic Spanish/South American restaurant with native speakers in the target language communicating specifically what you would like?	<u>Communities:</u>  Know the many different foods in Spanish and South American cuisines.  Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.	<u>Communities:</u>  Demonstrate knowledge of the many different foods in Spanish and South American cuisines.  Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.	<u>Communities:</u>  Students will be able to go on a field trip to an authentic Spanish/South American restaurant (Mallorca in the South Side)/ Chicken Latino-Peruvian restaurant in the Strip District) and order completely in the target language communicating all needs.	<u>Communities:</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>Communities:</u>  12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D
REVIEW UNIT 8							
ASSESSMENT UNIT 8							



## UNIT 9- "THE DISAPPEARED" OF THE ARGENTINE DICTATORSHIP 1978-1982 ("LOS DESAPARECIDOS" DE LA DICTADURA ARGENTINA DE 1978-1982)

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 apprise the Argentine dictatorship and the plight of the "disappeared?"	<u>Communication:</u>  The students know the history related to the Argentine dictatorship and the plight of the 30,000 "disappeared" during this time.	<u>Communication:</u>  The students can express intelligently and in great depth the history related to the Argentine dictatorship and the plight of the 30,000 "disappeared" during this time.	<u>Communication:</u>  Students will be able to apprise in great depth and in great detail the Argentine dictatorship and the plight of those 30,000 men, women and children who "disappeared" during this time.  <u>Resources:</u>  *CONADEP official investigation report (authentic document) *Informational materials-teacher-created *Visuals of all 30,000 of the disappeared *THE OFFICIAL STORY movie *Authentic articles on "los desaparecidos." *Sting song on los desaparecidos	<u>Communication:</u>  Desaparecido and all vocabulary related to this event in history (dictadura, secuestro, 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><b><u>Cultures:</u></b></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><b><u>Cultures:</u></b></p> <p>How do different cultures memorialize and honor those citizens that have passed away (sometimes under tragic circumstances)?</p>	<p><b><u>Cultures:</u></b></p> <p>The students know the history related to the Argentine dictatorship and the plight of the 30,000 "disappeared" during this time.</p> <p>The students know how the Argentine people have remembered "los desaparecidos" and can compare and differentiate it with our own culture and others.</p>	<p><b><u>Cultures:</u></b></p> <p>The students can express intelligently and in great depth the history related to the Argentine dictatorship and the plight of the 30,000 "disappeared" during this time.</p> <p>The students can communicate and explain how the Argentine people have remembered "los desaparecidos" and can compare and differentiate it with our own culture and others.</p>	<p><b><u>Cultures:</u></b></p> <p>Students will be able to apprise in great depth and in great detail the Argentine dictatorship and the plight of those 30,000 men, women and children who "disappeared" during this time.</p>	<p><b><u>Cultures:</u></b></p> <p>Desaparecido and all vocabulary related to this event in history (dictadura, secuestro, 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>How does what happened in Argentina between 1978 and 1982 relate to another event that you have learned about in history?</p>	<p><b><u>Connections:</u></b></p> <p>The students know the history related to the Argentine dictatorship and the plight of the 30,000 "disappeared" during this time.</p> <p>The students know other historical events that can relate to the Argentine dictatorship and "los desaparecidos" and can analyze them to determine connections.</p>	<p><b><u>Connections:</u></b></p> <p>The students can express intelligently and in great depth the history related to the Argentine dictatorship and the plight of the 30,000 "disappeared" during this time.</p> <p>The students can communicate and explain other historical events that can relate to the Argentine dictatorship and "los desaparecidos" and can analyze them to determine connections.</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to apprise in great depth and in great detail the Argentine dictatorship and the plight of those 30,000 men, women and children who "disappeared" during this time.</p>	<p><b><u>Connections:</u></b></p> <p>Desaparecido and all vocabulary related to this event in history (dictadura, secuestro, 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>

	<u><b>Comparisons:</b></u>  Language comparisons and Cultural comparisons	<u><b>Comparisons:</b></u>  Compare and differentiate what happened in Argentina between 1978 and 1982 to another event that you have learned about in history?	<u><b>Comparisons:</b></u>  The students know the history related to the Argentine dictatorship and the plight of the 30,000 "disappeared" during this time.	<u><b>Comparisons:</b></u>  The students can express intelligently and in great depth the history related to the Argentine dictatorship and the plight of the 30,000 "disappeared" during this time.	<u><b>Comparisons:</b></u>  Students will be able to apprise in great depth and in great detail the Argentine dictatorship and the plight of those 30,000 men, women and children who "disappeared" during this time.	<u><b>Comparisons:</b></u>  Desaparecido and all vocabulary related to this event in history (dictadura, secuestro, etc.)	<u><b>Comparisons:</b></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 can we be concerned with and informed about events, atrocities, etc. in other countries outside of school and for our personal growth?	<u><b>Communities:</b></u>  The students know the importance to be a global citizen and that what happens in one part of the world has ripple effects throughout.	<u><b>Communities:</b></u>  The students can apprise the importance of being an educated, informed young adult with global events and situations.	<u><b>Communities:</b></u>  Students will be able to apprise the importance of being an educated, informed, young adult with global events and situations.	<u><b>Communities:</b></u>  Desaparecido and all vocabulary related to this event in history (dictadura, secuestro, 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

## REVIEW UNIT 9

## ASSESSMENT UNIT 9

## UNIT 10- THE PLUSCUAMPERFECT AND THE PRETERIT PERFECT TENSES (EL PLUSCUAMPERFECTO Y EL PRETÉRITO PERFECTO)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 days	<u>Communication:</u>  Interpretive, Interpersonal and Presentational	<u>Communication:</u>  How can we express and comprehend information about events that HAVE or HAD happened in the past with another person or a group of people?	<u>Communication:</u>  Knows the pluscuamperfecto and pretérito perfecto conjugations 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) about events that HAVE or HAD occurred in the target language.	<u>Communication:</u>  Students will be able to produce and recognize authentic communication in all forms using the pluscuamperfecto and pretérito perfecto tenses in Spanish.  <u>Resources:</u> *In- class teacher-created handouts on the pluscuamperfecto and pretérito perfecto tenses and in-class notes.	<u>Communication:</u>  All regular and irregular verbs in Spanish (infinite)  What the pluscuamperfecto and pretérito perfecto tenses looks 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 perspectives and relating cultural products to perspectives	<u>Cultures:</u>  How can activities vary depending on the culture and country in which one is raised?	<u>Cultures:</u>  The student knows activities in various countries and how they are similar and are different depending on where one is raised.  Knows the pluscuamperfecto and pretérito perfecto conjugations and, most importantly, can apply	<u>Cultures:</u>  The student can explain activities in various countries and how and why they are similar and are different depending on where one is raised.  In realistic interactions the students can communicate in all forms (interpersonal, interpretive and	<u>Cultures:</u>  Students will be able to produce and recognize authentic communication in all forms using the pluscuamperfecto and pretérito perfecto tenses in Spanish.	<u>Cultures:</u>  All regular and irregular verbs in Spanish (infinite)  What the pluscuamperfecto and pretérito perfecto tenses looks like in English	<u>Cultures:</u>  12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C

			this knowledge through self-created written and oral communication.	presentational) about events that HAVE or HAD occurred in the target language.		(Reinforcement from previous years) Many "past" vocabulary words	
	<u><b>Connections:</b></u>  Making connections and acquiring information and diverse perspectives	<u><b>Connections:</b></u>  What connections can you make between the pluscuamperfecto and pretérito perfecto tenses in Spanish grammatically in English?	<u><b>Connections:</b></u>  Knows the pluscuamperfecto and pretérito perfecto conjugations and, most importantly, can apply this knowledge through self-created written and oral communication.	<u><b>Connections:</b></u>  In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about events that HAVE or HAD occurred in the target language.	<u><b>Connections:</b></u>  Students will be able to produce and recognize authentic communication in all forms using the pluscuamperfecto and pretérito perfecto tenses in Spanish.  The students will detail the grammatical structure of the English language in the pluscuamperfecto and pretérito perfecto tenses and make pathways between the two languages to enhance comprehension and application.	<u><b>Connections:</b></u>  All regular and irregular verbs in Spanish (infinite)  What the pluscuamperfecto and pretérito perfecto tenses looks like in English  (Reinforcement from previous years) Many "past" vocabulary words.	<u><b>Connections:</b></u>  12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D
	<u><b>Comparisons:</b></u>  Language comparisons and Cultural comparisons	<u><b>Comparisons:</b></u>  What comparisons can you make between the pluscuamperfecto and pretérito perfecto tenses in Spanish and the conditional tense grammatically in English?	<u><b>Comparisons:</b></u>  Knows the pluscuamperfecto and pretérito perfecto conjugations and, most importantly, can apply this knowledge through self-created written and oral communication.	<u><b>Comparisons:</b></u>  In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about events that HAVE or HAD occurred in the target language.	<u><b>Comparisons:</b></u>  Students will be able to produce and recognize authentic communication in all forms using the pluscuamperfecto and pretérito perfecto tenses in Spanish.	<u><b>Comparisons:</b></u>  All regular and irregular verbs in Spanish (infinite)  What the pluscuamperfecto and pretérito	<u><b>Comparisons:</b></u>  12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C

						perfecto tenses looks like in English  (Reinforcement from previous years) Many "past" vocabulary words.	
	<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 pluscuamperfecto and pretérito perfecto tenses appropriately?	<b><u>Communities:</u></b>  Knows the pluscuamperfecto and pretérito perfecto conjugations 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) about events that HAVE or HAD occurred 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 pluscuamperfecto and pretérito perfecto with a native speaker in the target language.	<b><u>Communities:</u></b>  All regular and irregular verbs in Spanish (infinite)  What the pluscuam- perfecto and pretérito perfecto tenses looks like in English  (Reinforcement from previous years) Many "past" vocabulary words.	<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 10							
ASSESSMENT UNIT 10							

## UNIT 11- 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 Rivera, Frida Kahlo, Francisco Goya, Antoni Gaudí?	<u>Communication:</u>  The students know the biographies of the famous artists Diego Rivera, Frida Kahlo, Francisco Goya, and Antoni Gaudí.  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 Rivera, Frida Kahlo, Francisco Goya, and Antoni Gaudí 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 Rivera, Frida Kahlo, Francisco Goya, and Antoni Gaudí.  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	<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

					<p>art that they may not otherwise have explored.</p> <p><b><u>Resources:</u></b></p> <p>*Visuals of all artists, museum discussed and artwork introduced.</p> <p>*Biographies on all of the artists</p> <p>*Classroom notes and handouts explaining various works of art</p> <p>*Carnegie Museum of Art/Cleveland Museum of Art, Mattress Factory, Warhol Museum, etc. field trip</p> <p>*A&amp;E Biographies on Frida Kahlo and other artists</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 do the different cultures of the artists affect their art?</p>	<p><b><u>Cultures:</u></b></p> <p>The students know the artists' work and are familiar with the countries and cultures of the artists learned about in this unit.</p>	<p><b><u>Cultures:</u></b></p> <p>Students can apprise the works by the artists studied and can demonstrate how their countries and cultures may have affected their work/influence.</p>	<p><b><u>Cultures:</u></b></p> <p>Students will be able to apprise the biographies of the famous artists Diego Rivera, Frida Kahlo, Francisco Goya, and Antoni Gaudí.</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,</p>	<p><b><u>Cultures:</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>Cultures:</u></b></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>



					<p>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>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 Rivera, Frida Kahlo, Francisco Goya, and Antoni Gaudí.</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</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>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>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 Rivera, Frida Kahlo, Francisco Goya, and Antoni Gaudí.</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</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>

					art that they may not otherwise have explored.		
	<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/ 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><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>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><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 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><b><u>Communities:</u></b></p> <p>Students will be able to apprise the biographies of the famous artists Diego Rivera, Frida Kahlo, Francisco Goya, and Antoni Gaudí.</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>Communities:</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>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 11

# ASSESSMENT UNIT 11

## UNIT 12- COMMANDS (MANDATOS)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
9 days	<u>Communication:</u>  Interpretive, Interpersonal and Presentational	<u>Communication:</u>  How can we express and comprehend information commands with another person or a group of people?	<u>Communication:</u>  Knows the mandatos (command) conjugations 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 giving or receiving commands in the target language.	<u>Communication:</u>  Students will be able to produce and recognize authentic communication in all forms using the mandato (command) tense in Spanish.  <u>Resources:</u> *In- class teacher-created handouts on the mandato (command) tense and in-class notes.	<u>Communication:</u>  All regular and irregular verbs in Spanish (infinite)  What the mandato (command) tense looks like in English  (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	<u>Cultures:</u>  How do the Latino cultural practices and perspectives influence the formation of the mandato (command)	<u>Cultures:</u>  The student knows the cultural perspectives and practices in various countries and how they are similar and are	<u>Cultures:</u>  The student can explain the cultural perspectives and practices in various countries and how they are similar and are	<u>Cultures:</u>  Students will be able to produce and recognize authentic communication in all forms using the	<u>Cultures:</u>  All regular and irregular verbs in Spanish (infinite)	<u>Cultures:</u>  12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C

	products to perspectives	tense?	different and its relation to addressing others in communication.  Knows the mandato (command) conjugations and, most importantly, can apply this knowledge through self-created written and oral communication.	different and its relation to addressing others in communication.  In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) giving and receiving commands in the target language.	mandato (command) tense in Spanish.	What the mandato (command) tense looks like in English  (Reinforcement from previous years) Many 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 mandato (command) tense in Spanish grammatically in English?	<b><u>Connections:</u></b>  Knows the mandato (command) conjugations 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) giving and receiving commands in the target language.	<b><u>Connections:</u></b>  Students will be able to produce and recognize authentic communication in all forms using the mandato (command) tense 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>  All regular and irregular verbs in Spanish (infinite)  What the mandato (command) tense looks like in English  (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 mandato (command) tense in Spanish and	<b><u>Comparisons:</u></b>  Knows the mandato (command) conjugations and, most importantly, can apply this	<b><u>Comparisons:</u></b>  In realistic interactions the students can communicate in all forms (interpersonal,	<b><u>Comparisons:</u></b>  Students will be able to produce and recognize authentic communication in all	<b><u>Comparisons:</u></b>  All regular and irregular verbs in Spanish (infinite)	<b><u>Comparisons:</u></b>  12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C

		the conditional tense grammatically in English?	knowledge through self-created written and oral communication.	interpretive and presentational) giving and receiving commands in the target language.	forms using the mandato (command) tense in Spanish.	What the mandato (command) tense looks like in English  (Reinforcement from previous years) Many 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 mandato (command) tense appropriately?	<b><u>Communities:</u></b>  Knows the mandato (command) conjugations 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) giving and receiving commands 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 mandato (command) with a native speaker in the target language.	<b><u>Communities:</u></b>  All regular and irregular verbs in Spanish (infinite)  What the mandato (command) tense looks like in English  (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 12

## ASSESSMENT UNIT 12

### UNIT 13- THE RUNNING OF THE BULLS (LOS SAN FERMINES)

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>  Can you explain in detail the running of the bulls' tradition?	<u>Communication:</u>  Students know the running of the bulls' tradition, why it is done, how it was started and cultural perspective, products and practices associated with the event.	<u>Communication:</u>  Students can apprise the running of the bulls' tradition, why it is done, how it was started and cultural perspective, products and practices associated with the event.	<u>Communication:</u>  Students will be able to apprise the running of the bulls' tradition, why it is done, how it was started and cultural perspective, products and practices associated with the event.  Students will be able to compare and contrast the tradition with some aspect of our culture.  <u>Resources:</u>  *In- class teacher-created handouts and in-class notes *Clips of the actual running of the bulls in Pamplona, Spain *Articles *Maps	<u>Communication</u>  ∴  Vocabulary related to the running of the bulls (san fermines, corrida de toros, encierro, el calle, la plaza de toros, oración, 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><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 is an event like the running of the bulls a practice done in a country like Spain based on their cultural perspectives?</p>	<p><b><u>Cultures:</u></b></p> <p>Students know the running of the bulls' tradition, why it is done, how it was started and cultural perspective, products and practices associated with the event.</p>	<p><b><u>Cultures:</u></b></p> <p>Students can apprise the running of the bulls' tradition, why it is done, how it was started and cultural perspective, products and practices associated with the event.</p>	<p><b><u>Cultures:</u></b></p> <p>Students will be able to apprise the running of the bulls' tradition, why it is done, how it was started and cultural perspective, products and practices associated with the event.</p> <p>Students will be able to compare and contrast the tradition with some aspect of our culture.</p>	<p><b><u>Cultures:</u></b></p> <p>Vocabulary related to the running of the bulls (san fermines, corrida de toros, encierro, el calle, la plaza de toros, oración, 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>Can you explain the diverse perspectives on a tradition such as the running of the bulls and how certain people may be in favor of it while others may not?</p>	<p><b><u>Connections:</u></b></p> <p>Students know the running of the bulls' tradition, why it is done, how it was started and cultural perspective, products and practices associated with the event.</p> <p>Students know the various perspectives on the tradition and why some support it while others do not.</p>	<p><b><u>Connections:</u></b></p> <p>Students can apprise the running of the bulls' tradition, why it is done, how it was started and cultural perspective, products and practices associated with the event.</p> <p>Students can demonstrate a deeper understanding of the various perspectives on the tradition and why some support it while others do not.</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to apprise the running of the bulls' tradition, why it is done, how it was started and cultural perspective, products and practices associated with the event.</p> <p>Students will be able to compare and contrast the tradition with some aspect of our culture.</p>	<p><b><u>Connections:</u></b></p> <p>Vocabulary related to the running of the bulls (san fermines, corrida de toros, encierro, el calle, la plaza de toros, oración, 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 Cultural comparisons</p>	<p><b><u>Comparisons:</u></b></p> <p>Can you compare and differentiate between the diverse perspectives on the</p>	<p><b><u>Comparisons:</u></b></p> <p>Students know the running of the bulls' tradition, why it is done, how it was</p>	<p><b><u>Comparisons:</u></b></p> <p>Students can apprise the running of the bulls' tradition, why it is done, how it was started and</p>	<p><b><u>Comparisons:</u></b></p> <p>Students will be able to apprise the running of the bulls' tradition, why it is done, how it was</p>	<p><b><u>Comparisons:</u></b></p> <p>Vocabulary related to the running of the bulls (san</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>



		running of the bulls and an aspect of our culture in the United States?	started and cultural perspective, products and practices associated with the event.  Students will be able to compare and contrast the tradition with some aspect of our culture.	cultural perspective, products and practices associated with the event.  Students will be able to compare and contrast the tradition with some aspect of our culture.	started and cultural perspective, products and practices associated with the event.  Students will be able to compare and contrast the tradition with some aspect of our culture.	fermines, corrida de toros, encierro, el calle, la plaza de toros, oración, etc.)	
	<b><u>Communities:</u></b>  School and global communities and Lifelong Learning	<b><u>Communities:</u></b>  Can you explain your position on the running of the bulls and whether you are in favor of it and are against it?	<b><u>Communities:</u></b>  Students know the running of the bulls' tradition, why it is done, how it was started and cultural perspective, products and practices associated with the event.  Students know their own perspective on the tradition and whether they support it or not.	<b><u>Communities:</u></b>  Students can apprise the running of the bulls' tradition, why it is done, how it was started and cultural perspective, products and practices associated with the event.  Students can demonstrate the ability to share their own perspective on the tradition and whether they support it or not and why.	<b><u>Communities:</u></b>  Students will be able to apprise the running of the bulls' tradition, why it is done, how it was started and cultural perspective, products and practices associated with the event.  Students will be able to compare and contrast the tradition with some aspect of our culture.	<b><u>Communities:</u></b>  Vocabulary related to the running of the bulls (san fermines, corrida de toros, encierro, el calle, la plaza de toros, oración, etc.)	<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 13

## ASSESSMENT UNIT 13

## UNIT 14- THE HOUSE ON MANGO STREET, THE CITY OF THE BEASTS AND THE ALCHEMIST (LA CASA EN MANGO STREET, LA CIUDAD DE LAS BESTIAS Y EL ALQUIMISTA)

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 you read and comprehend authentic novels in the target language?	<u>Communication:</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>Communication:</u>  Students can effectively read, comprehend and apprise the story LA CUIDAD DE LAS BESTIAS by Isabel Allende, LA CASA EN MANGO STREET by Sandra Cisneros and EL ALQUIMISTA by Paolo Coelho	<u>Communication:</u>  Students can effectively read, comprehend and apprise the story LA CUIDAD DE LAS BESTIAS by Isabel Allende, LA CASA EN MANGO STREET by Sandra Cisneros and EL ALQUIMISTA by Paolo Coelho  <u>Resources:</u>  *The novel LA CUIDAD DE LAS BESTIAS by Isabel Allende *The novel LA CASA EN MANGO STREET by Sandra Cisneros *The novel EL ALQUIMISTA by Paolo Coelho	<u>Communication:</u>  A comprehensive amount of over thousands of vocabulary in the target language on a wide variety of topics.	<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	<u>Cultures:</u>  How does the writers cultural perspectives manifest in the novels?	<u>Cultures:</u>  Strategies to keep a conversation going beyond simple question/answer	<u>Cultures:</u>  Students can effectively read, comprehend and apprise the story LA CUIDAD DE LAS	<u>Cultures:</u>  Students can effectively read, comprehend and apprise the story LA	<u>Cultures:</u>  A comprehensive amount of over thousands of	<u>Cultures:</u>  12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C

	cultural products to perspectives		<p>Negotiation strategies when not understood or not understanding</p> <p>Circumlocution strategies by using known vocabulary to define or explain the unknown</p>	<p>BESTIAS by Isabel Allende, LA CASA EN MANGO STREET by Sandra Cisneros and EL ALQUIMISTA by Paolo Coelho and connect, compare and contrast it to their cultural perspectives and that of our own</p>	<p>CUIDAD DE LAS BESTIAS by Isabel Allende, LA CASA EN MANGO STREET by Sandra Cisneros and EL ALQUIMISTA by Paolo Coelho</p> <p><b><u>Resources:</u></b></p> <p>*The novel LA CUIDAD DE LAS BESTIAS by Isabel Allende</p> <p>*The novel LA CASA EN MANGO STREET by Sandra Cisneros</p> <p>*The novel EL ALQUIMISTA by Paolo Coelho</p>	vocabulary in the target language on a wide variety of topics.	
	<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 some aspect(s) of your childhood with those of the main characters in these three novels?</p>	<p><b><u>Connections:</u></b></p> <p>Strategies to keep a conversation going beyond simple question/answer</p> <p>Negotiation strategies when not understood or not understanding</p> <p>Circumlocution strategies by using known vocabulary to define or explain the unknown</p>	<p><b><u>Connections:</u></b></p> <p>Students can effectively read, comprehend and apprise the story LA CUIDAD DE LAS BESTIAS by Isabel Allende, LA CASA EN MANGO STREET by Sandra Cisneros and EL ALQUIMISTA by Paolo Coelho and connect, compare and contrast it to their cultural perspectives and that of our own</p>	<p><b><u>Connections:</u></b></p> <p>Students can effectively read, comprehend and apprise the story LA CUIDAD DE LAS BESTIAS by Isabel Allende, LA CASA EN MANGO STREET by Sandra Cisneros and EL ALQUIMISTA by Paolo Coelho</p> <p><b><u>Resources:</u></b></p> <p>*The novel LA CUIDAD DE LAS BESTIAS by Isabel Allende</p> <p>*The novel LA CASA EN MANGO STREET by Sandra Cisneros</p>	<p><b><u>Connections:</u></b></p> <p>A comprehensive amount of over thousands of vocabulary in the target language on a wide variety of topics.</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 novel EL ALQUIMISTA by Paolo Coelho		
	<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 CUIDAD DE LAS BESTIAS by Isabel Allende, LA CASA EN MANGO STREET by Sandra Cisneros and EL ALQUIMISTA by Paolo Coelho 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 story LA CUIDAD DE LAS BESTIAS by Isabel Allende, LA CASA EN MANGO STREET by Sandra Cisneros and EL ALQUIMISTA by Paolo Coelho  <u>Resources:</u>  *The novel LA CUIDAD DE LAS BESTIAS by Isabel Allende *The novel LA CASA EN MANGO STREET by Sandra Cisneros *The novel EL ALQUIMISTA by Paolo Coelho	<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	<u>Communities:</u>  Students can effectively read, comprehend and apprise the story LA CUIDAD DE LAS BESTIAS by Isabel Allende, LA CASA EN MANGO STREET by Sandra Cisneros and EL ALQUIMISTA by Paolo	<u>Communities:</u>  Students can effectively read, comprehend and apprise the story LA CUIDAD DE LAS BESTIAS by Isabel Allende, LA CASA EN MANGO STREET by Sandra Cisneros and EL	<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

			Circumlocation strategies by using known vocabulary to define or explain the unknown	Coelho	ALQUIMISTA by Paolo Coelho  <b><u>Resources:</u></b>  *The novel LA CUIDAD DE LAS BESTIAS by Isabel Allende *The novel LA CASA EN MANGO STREET by Sandra Cisneros *The novel EL ALQUIMISTA by Paolo Coelho		
--	--	--	--	--------	--	--	--

## REVIEW UNIT 14

## ASSESSMENT UNIT 14

## UNIT 15- COOKING SPANISH/SOUTH AMERICAN FOOD (COCINANDO COMIDA ESPAÑOLA Y COMIDA DE SUR AMÉRICA)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 days	<b><u>Communication:</u></b>  Interpretive, Interpersonal and Presentational	<b><u>Communication:</u></b>  Can you successfully cook authentic Spanish/South American food?	<b><u>Communication:</u></b>  Know the many different foods in Spanish/South American cuisines and the skills to cook them.	<b><u>Communication:</u></b>  Demonstrate knowledge and cooking ability of the many different foods in Spanish and South American cuisines.	<b><u>Communication:</u></b>  Students will be able to cook authentic Spanish/South American dishes.	<b><u>Communication:</u></b>  Vocabulary of all Spanish/South American food names and what they are made	<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

		<p>Can you describe the process (recipe) you took in order to create your traditional Spanish/South American dish?</p> <p>Can you effectively teach someone how to cook an authentic Spanish/South American meal in the target language?</p>	<p>Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.</p> <p>Students have the language and content knowledge skills to teach someone how to cook different traditional Spanish/South American dishes.</p>	<p>Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary and negotiating meaning when necessary.</p> <p>Students teach their classmates and teacher how to cook an authentic Spanish/South American dish in the target language.</p>	<p>Students will be able to apprise all of the traditional Spanish/South American foods.</p> <p>Students will be able to describe why these specific foods (cultural products) are eaten in these regions of the world.</p> <p>Students will be able to describe unique perspectives on food and meal times in these Spanish-speaking countries.</p> <p>Students will be able to compare and contrast the Spanish/South American foods and the foods we eat in the United States.</p> <p>Students will apprise how they will incorporate this cooking knowledge in their personal lives outside of school.</p> <p><b><u>Resources:</u></b></p> <p>*Visuals of the many different foods in the</p>	<p>of.</p> <p>Vocabulary related to normal cooking needs (tablespoons, teaspoons, cup, oil, pan, boil, etc.)</p>	12.1.1.S4.F
--	--	--	--	--	---	--	-------------

					<p>Spanish and South American cuisines</p> <p>*A fully functioning kitchen with all necessary cooking supplies.</p> <p>*All necessary foods in which to teach the traditional Spanish/South American dishes.</p>		
	<p><u>Cultures:</u></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><u>Cultures:</u></p> <p>Can you apprise all of the traditional Spanish/South American foods?</p> <p>Can you describe why these specific foods (cultural products) are eaten in these regions of the world?</p>	<p><u>Cultures:</u></p> <p>Know the many different foods in Spanish/South American cuisines.</p> <p>Students know why specific foods are eaten in different parts of the world.</p> <p>Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.</p>	<p><u>Cultures:</u></p> <p>Demonstrate knowledge of the many different foods in Spanish and South American cuisines.</p> <p>Students apprise why specific foods are eaten in different countries in the world.</p> <p>Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary and negotiating meaning when necessary.</p>	<p><u>Cultures:</u></p> <p>Students will be able to cook authentic Spanish/South American dishes.</p> <p>Students will be able to apprise all of the traditional Spanish/South American foods.</p> <p>Students will be able to describe why these specific foods (cultural products) are eaten in these regions of the world.</p>	<p><u>Cultures:</u></p> <p>Vocabulary of all Spanish/South American food names and what they are made of.</p> <p>Vocabulary related to normal cooking needs (tablespoons, teaspoons, cup, oil, pan, boil, etc.)</p>	<p><u>Cultures:</u></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

			Students have the language and content knowledge skills to teach someone how to cook different traditional Spanish/South American dishes.	Students teach their classmates and teacher how to cook an authentic Spanish/South American dish in the target language.	Students will be able to describe unique perspectives on food and meal times in these Spanish-speaking countries.  Students will be able to compare and contrast the Spanish/South American foods and the foods we eat in the United States.  Students will apprise how they will incorporate this cooking knowledge in their personal lives outside of school.		
	<b><u>Connections:</u></b>  Making connections and acquiring information and diverse perspectives	<b><u>Connections:</u></b>  Can you describe the unique perspectives on food and meal times in these Spanish-speaking countries?	<b><u>Connections:</u></b>  Students know the diverse perspectives in relation to food and meal times in Spain and South America.  Know the many different foods in Spanish/South American cuisines.  Students know why specific foods are eaten in different parts of the world.	<b><u>Connections:</u></b>  Students express the diverse perspectives in relation to food and meal times in Spain and South America to their classmates and teacher through a variety of in-class, student-centered activities.  Demonstrate knowledge of the many different foods in Spanish and South American cuisines.	<b><u>Connections:</u></b>  Students will be able to cook authentic Spanish/South American dishes.  Students will be able to apprise all of the traditional Spanish/South American foods.  Students will be able to describe why these specific foods (cultural products) are eaten in	<b><u>Connections:</u></b>  Vocabulary of all Spanish/South American food names and what they are made of.  Vocabulary related to normal cooking needs (tablespoons, teaspoons, cup, oil, pan, boil, 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



			<p>Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.</p> <p>Students have the language and content knowledge skills to teach someone how to cook different traditional Spanish/South American dishes.</p>	<p>Students apprise why specific foods are eaten in different countries in the world.</p> <p>Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary and negotiating meaning when necessary.</p> <p>Students teach their classmates and teacher how to cook an authentic Spanish/South American dish in the target language.</p>	<p>these regions of the world.</p> <p>Students will be able to describe unique perspectives on food and meal times in these Spanish-speaking countries.</p> <p>Students will be able to compare and contrast the Spanish/South American foods and the foods we eat in the United States.</p> <p>Students will apprise how they will incorporate this cooking knowledge in their personal lives outside of school.</p>		
	<p><u>Comparisons:</u></p> <p>Language comparisons and Cultural comparisons</p>	<p><u>Comparisons:</u></p> <p>Compare and contrast the Spanish/South American foods and the foods we eat in the United States?</p>	<p><u>Comparisons:</u></p> <p>Students know how to compare and contrast the Spanish/South American foods and the foods we eat in the United States.</p> <p>Students know the diverse perspectives in relation to food and meal times in Spain and</p>	<p><u>Comparisons:</u></p> <p>Students compare and contrast the Spanish/South American foods and the foods we eat in the United States.</p> <p>Students express the diverse perspectives in relation to food and meal times in Spain and South</p>	<p><u>Comparisons:</u></p> <p>Students will be able to cook authentic Spanish/South American dishes.</p> <p>Students will be able to apprise all of the traditional Spanish/South</p>	<p><u>Comparisons:</u></p> <p>Vocabulary of all Spanish/South American food names and what they are made of.</p> <p>Vocabulary related to normal cooking needs (tablespoons,</p>	<p><u>Comparisons:</u></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

			<p>South America.</p> <p>Know the many different foods in Spanish/South American cuisines.</p> <p>Students know why specific foods are eaten in different parts of the world.</p> <p>Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.</p> <p>Students have the language and content knowledge skills to teach someone how to cook different traditional Spanish/South American dishes.</p>	<p>America to their classmates and teacher through a variety of in-class, student-centered activities.</p> <p>Demonstrate knowledge of the many different foods in Spanish and South American cuisines.</p> <p>Students apprise why specific foods are eaten in different countries in the world.</p> <p>Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary and negotiating meaning when necessary.</p> <p>Students teach their classmates and teacher how to cook an authentic</p>	<p>American foods.</p> <p>Students will be able to describe why these specific foods (cultural products) are eaten in these regions of the world.</p> <p>Students will be able to describe unique perspectives on food and meal times in these Spanish-speaking countries.</p> <p>Students will be able to compare and contrast the Spanish/South American foods and the foods we eat in the United States.</p> <p>Students will apprise how they will incorporate this cooking knowledge in their personal lives outside of school.</p>	<p>teaspoons, cup, oil, pan, boil, etc.)</p>	
--	--	--	--	--	--	--	--

				Spanish/South American dish in the target language.			
	<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 cook authentic Spanish/South American dishes?</p> <p>How will you incorporate this cooking knowledge in their personal lives outside of school?</p> <p>Can you teach someone how to cook authentic Spanish/South American dishes?</p>	<p><b><u>Communities:</u></b></p> <p>The students know the many different foods in Spanish/South American cuisines and the skills to cook them.</p> <p>Students know how to include these skills in their personal lives.</p> <p>Students have the language and content knowledge skills to teach someone how to cook different traditional Spanish/South American dishes.</p> <p>Students know how to compare and contrast the Spanish/South American foods and the foods we eat in the United States.</p> <p>Students know the diverse perspectives in relation to food and meal times in Spain and South America.</p>	<p><b><u>Communities:</u></b></p> <p>Demonstrate knowledge and cooking ability of the many different foods in Spanish and South American cuisines.</p> <p>Students apprise how they are/will incorporate these skills in their lives outside of school.</p> <p>Students teach their classmates and teacher how to cook an authentic Spanish/South American dish in the target language.</p> <p>Students compare and contrast the Spanish/South American foods and the foods we eat in the United States.</p> <p>Students express the diverse perspectives in relation to food and meal times in Spain and South America to their</p>	<p><b><u>Communities:</u></b></p> <p>Students will be able to cook authentic Spanish/South American dishes.</p> <p>Students will be able to apprise all of the traditional Spanish/South American foods.</p> <p>Students will be able to describe why these specific foods (cultural products) are eaten in these regions of the world.</p> <p>Students will be able to describe unique perspectives on food and meal times in these Spanish-speaking countries.</p> <p>Students will be able to compare and contrast the Spanish/South American foods and the foods we eat in the United States.</p> <p>Students will apprise how they will incorporate this</p>	<p><b><u>Communities:</u></b></p> <p>Vocabulary of all Spanish/South American food names and what they are made of.</p> <p>Vocabulary related to normal cooking needs (tablespoons, teaspoons, cup, oil, pan, boil, 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>classmates and teacher through a variety of in-class, student-centered activities.</p> <p>cooking knowledge in their personal lives outside of school.</p>		
		<p>Know the many different foods in Spanish/South American cuisines.</p> <p>Students know why specific foods are eaten in different parts of the world.</p> <p>Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.</p>	<p>Demonstrate knowledge of the many different foods in Spanish and South American cuisines.</p> <p>Students apprise why specific foods are eaten in different countries in the world.</p> <p>Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary and negotiating meaning when necessary.</p>		

## REVIEW UNIT 15

## ASSESSMENT UNIT 15

## UNIT 16- FAMOUS HISPANICS IN HISTORY (HISPANOS FAMOSOS DE LA HISTORIA)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 days	<u>Communication:</u>  Interpretive, Interpersonal and Presentational	<u>Communication:</u>  Can you apprise the biographies and lives of the following famous Hispanics/Spanish: Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche?	<u>Communication:</u>  Students know the biographies of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche.	<u>Communication:</u>  Students apprise the lives of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche.	<u>Communication:</u>  Students will be able to apprise the biographies of famous Hispanics in history such as: Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche.  Students will be able to describe the cultural importance of these figures in various Spanish-speaking countries.  Students will be able to acquire new information and diverse perspectives relating to the lives and accomplishments of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche.  Students will be able to compare and differentiate between the lives of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche and culturally significant	<u>Communication:</u>  All vocabulary related to the famous Hispanics in history (biographical, historical and geographical)	<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>people in the United States.</p> <p>Students will be able to incorporate their knowledge of these famous Hispanics/Spanish in their other subjects and in their lives outside of school.</p> <p><b><u>Resources:</u></b></p> <p>*Teacher-created biographies of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche.</p> <p>*Visuals of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche</p> <p>*DVD biographies of the famous Hispanics/Spanish.</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>What is the cultural significance of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche in the Spanish-speaking world?</p>	<p><b><u>Cultures:</u></b></p> <p>Students know the biographies and cultural importance of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche.</p>	<p><b><u>Cultures:</u></b></p> <p>Students describe the cultural importance of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche in the Spanish-speaking countries to their classmates and teacher through various</p>	<p><b><u>Cultures:</u></b></p> <p>Students will be able to apprise the biographies of famous Hispanics in history such as: Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche.</p>	<p><b><u>Cultures:</u></b></p> <p>All vocabulary related to the famous Hispanics in history (biographical, historical and geographical)</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>student-centered activities.</p>	<p>Students will be able to describe the cultural importance of these figures in various Spanish-speaking countries.</p> <p>Students will be able to acquire new information and diverse perspectives relating to the lives and accomplishments of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche.</p> <p>Students will be able to compare and differentiate between the lives of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche and culturally significant people in the United States.</p> <p>Students will be able to incorporate their knowledge of these famous Hispanics/Spanish in their other subjects and in their lives outside of school.</p>		
	<p><u>Connections:</u></p> <p>Making</p>	<p><u>Connections:</u></p> <p>What perspectives have</p>	<p><u>Connections:</u></p> <p>Students know the</p>	<p><u>Connections:</u></p> <p>Students apprise the</p>	<p><u>Connections:</u></p> <p>Students will be able to</p>	<p><u>Connections:</u></p> <p>All vocabulary</p>	<p><u>Connections:</u></p> <p>12.3.1.S4.A</p>

	connections and acquiring information and diverse perspectives	you acquired relating to the lives and accomplishments of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche.	<p>biographies of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche.</p> <p>Students know the perspectives of the Spanish world relating to the lives of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche.</p>	<p>lives of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche.</p> <p>Students describe the cultural importance of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche in the Spanish-speaking countries to their classmates and teacher through various student-centered activities.</p>	<p>apprise the biographies of famous Hispanics in history such as: Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche.</p> <p>Students will be able to describe the cultural importance of these figures in various Spanish-speaking countries.</p> <p>Students will be able to acquire new information and diverse perspectives relating to the lives and accomplishments of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche.</p> <p>Students will be able to compare and differentiate between the lives of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche and culturally significant people in the United States.</p> <p>Students will be able to incorporate their knowledge of these famous</p>	related to the famous Hispanics in history (biographical, historical and geographical)	<p>12.3.1.S4.B</p> <p>12.3.1.S4.C</p> <p>12.3.1.S4.D</p>
--	--	--	---	---	--	--	--



					Hispanics/Spanish in their other subjects and in their lives outside of school.		
	<p><b><u>Comparisons:</u></b></p> <p>Language comparisons and Cultural comparisons</p>	<p><b><u>Comparisons:</u></b></p> <p>Compare and differentiate between the lives of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche and culturally significant people in the United States.</p>	<p><b><u>Comparisons:</u></b></p> <p>Students have the skills to compare and contrast the lives of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche and culturally significant people in the United States.</p> <p>Students know culturally important figures in the United States.</p> <p>Students know the biographies of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche.</p> <p>Students know the perspectives of the Spanish world relating to the lives of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and</p>	<p><b><u>Comparisons:</u></b></p> <p>Students compare and contrast the lives of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche and culturally significant people in the United States.</p> <p>Students detail culturally important figures in the United States.</p> <p>Students apprise the lives of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche.</p> <p>Students describe the cultural importance of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche in the Spanish-speaking countries to their classmates and</p>	<p><b><u>Comparisons:</u></b></p> <p>Students will be able to apprise the biographies of famous Hispanics in history such as: Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche.</p> <p>Students will be able to describe the cultural importance of these figures in various Spanish-speaking countries.</p> <p>Students will be able to acquire new information and diverse perspectives relating to the lives and accomplishments of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche.</p> <p>Students will be able to compare and differentiate between the lives of Atahualpa (Incan leader), Mocctezuma (Aztec</p>	<p><b><u>Comparisons:</u></b></p> <p>All vocabulary related to the famous Hispanics in history (biographical, historical and geographical)</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>

			Malinche.	teacher through various student-centered activities.	ruler) and Malinche and culturally significant people in the United States.  Students will be able to incorporate their knowledge of these famous Hispanics/Spanish in their other subjects and in their lives outside of school.		
	<b><u>Communities:</u></b>  School and global communities and Lifelong Learning	<b><u>Communities:</u></b>  How can you incorporate their knowledge of these famous Hispanics/Spanish in their other subjects and in their lives outside of school?	<b><u>Communities:</u></b>  Students know how they can utilize this knowledge in other subject areas and in their lives outside of school.  Students have the skills to compare and contrast the lives of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche and culturally significant people in the United States.  Students know culturally important figures in the United States.  Students know the	<b><u>Communities:</u></b>  Students utilize this knowledge in other subject areas and in their lives outside of school.  Students compare and contrast the lives of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche and culturally significant people in the United States.  Students detail culturally important figures in the United States.  Students apprise the	<b><u>Communities:</u></b>  Students will be able to apprise the biographies of famous Hispanics in history such as: Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche.  Students will be able to describe the cultural importance of these figures in various Spanish-speaking countries.  Students will be able to acquire new information and diverse perspectives relating to the lives and accomplishments of	<b><u>Communities:</u></b>  All vocabulary related to the famous Hispanics in history (biographical, historical and geographical)	<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>biographies of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche.</p> <p>Students know the perspectives of the Spanish world relating to the lives of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche.</p>	<p>lives of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche.</p> <p>Students describe the cultural importance of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche in the Spanish-speaking countries to their classmates and teacher through various student-centered activities.</p>	<p>Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche.</p> <p>Students will be able to compare and differentiate between the lives of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche and culturally significant people in the United States.</p> <p>Students will be able to incorporate their knowledge of these famous Hispanics/Spanish in their other subjects and in their lives outside of school.</p>		
--	--	--	---	---	--	--	--

## REVIEW UNIT 16

## ASSESSMENT UNIT 16

## UNIT 17- IDIOMS IN SPANISH (ARGOT EN ESPAÑOL)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
3 days	<p><b><u>Communication:</u></b></p> <p>Interpretive, Interpersonal and Presentational</p>	<p><b><u>Communication:</u></b></p> <p>Can you produce and recognize idioms in Spanish?</p> <p>Do you successfully comprehend Spanish idioms and their meaning?</p> <p>Can you incorporate Spanish idioms in normal, authentic communication?</p>	<p><b><u>Communication:</u></b></p> <p>Students know how to produce and recognize idioms in Spanish.</p> <p>Students have the skills to successfully comprehend Spanish idioms and their meaning.</p> <p>Students know how to incorporate Spanish idioms in normal, authentic communication.</p>	<p><b><u>Communication:</u></b></p> <p>Students produce and recognize idioms in Spanish.</p> <p>Students successfully comprehend Spanish idioms and their meaning through student-centered activities and interaction with classmates and the teacher.</p> <p>Students know how to incorporate Spanish idioms in normal, authentic communication.</p>	<p><b><u>Communication:</u></b></p> <p>Students will be able to produce and recognize idioms in Spanish.</p> <p>Students will be able to comprehend Spanish idioms and their meaning.</p> <p>Students will be able to incorporate Spanish idioms in normal, authentic communication.</p> <p>Students will be able to apprise the cultural practices related to the use of specific idioms in the target language.</p> <p>Students will be able to make connections between the Spanish idioms learned and the idioms used in English.</p> <p>Students will be able to make language and cultural comparisons with the idioms in Spanish and English idioms.</p>	<p><b><u>Communication:</u></b></p> <p>All vocabulary related to Spanish idioms and slang.</p>	<p><b><u>Communication:</u></b></p> <p>12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F</p>

					<u><b>Resources:</b></u>  * Teacher-created handout of Spanish idioms and slang  *Visuals of idioms.		
	<u><b>Cultures:</b></u>  Relating cultural practices to perspectives and relating cultural products to perspectives	<u><b>Cultures:</b></u>  Can you apprise the cultural practices related to the use of specific idioms in the target language?	<u><b>Cultures:</b></u>  The students know the cultural practices related to the use of Spanish idioms.  Students know how to produce and recognize idioms in Spanish.  Students have the skills to successfully comprehend Spanish idioms and their meaning.  Students know how to incorporate Spanish idioms in normal, authentic communication.	<u><b>Cultures:</b></u>  The students apprise the cultural practices related to the use of Spanish idioms through in-class use and discussions with classmates.  Students produce and recognize idioms in Spanish.  Students successfully comprehend Spanish idioms and their meaning through student-centered activities and interaction with classmates and the teacher.  Students know how to incorporate Spanish idioms in normal, authentic communication.	<u><b>Cultures:</b></u>  Students will be able to produce and recognize idioms in Spanish.  Students will be able to comprehend Spanish idioms and their meaning.  Students will be able to incorporate Spanish idioms in normal, authentic communication.  Students will be able to apprise the cultural practices related to the use of specific idioms in the target language.  Students will be able to make connections between the Spanish idioms learned and the idioms used in English.  Students will be able to make language and cultural comparisons	<u><b>Cultures:</b></u>  All vocabulary related to Spanish idioms and slang.	<u><b>Cultures:</b></u>  12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C

					with the idioms in Spanish and English idioms.		
	<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 between the Spanish idioms learned and idioms used in English?</p>	<p><b><u>Connections:</u></b></p> <p>Students know how to make connections between the Spanish idioms learned and idioms used in English.</p> <p>The students know the cultural practices related to the use of Spanish idioms.</p> <p>Students know how to produce and recognize idioms in Spanish.</p> <p>Students have the skills to successfully comprehend Spanish idioms and their meaning.</p> <p>Students know how to incorporate Spanish idioms in normal, authentic communication.</p>	<p><b><u>Connections:</u></b></p> <p>Students make connections between the Spanish idioms learned and idioms used in English by using them in the appropriate context through authentic communication.</p> <p>The students apprise the cultural practices related to the use of Spanish idioms through in-class use and discussions with classmates.</p> <p>Students produce and recognize idioms in Spanish.</p> <p>Students successfully comprehend Spanish idioms and their meaning through student-centered activities and interaction with classmates and the teacher.</p> <p>Students know how to incorporate Spanish idioms in normal, authentic communication.</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to produce and recognize idioms in Spanish.</p> <p>Students will be able to comprehend Spanish idioms and their meaning.</p> <p>Students will be able to incorporate Spanish idioms in normal, authentic communication.</p> <p>Students will be able to apprise the cultural practices related to the use of specific idioms in the target language.</p> <p>Students will be able to make connections between the Spanish idioms learned and the idioms used in English.</p> <p>Students will be able to make language and cultural comparisons with the idioms in Spanish and English idioms.</p>	<p><b><u>Connections:</u></b></p> <p>All vocabulary related to Spanish idioms and slang.</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>

	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>
	Language comparisons and Cultural comparisons	Create language and cultural comparisons with the idioms in Spanish and English idioms.	<p>Students know how to create language and cultural comparisons with the Spanish and English idioms.</p> <p>Students know how to make connections between the Spanish idioms learned and idioms used in English.</p> <p>The students know the cultural practices related to the use of Spanish idioms.</p> <p>Students know how to produce and recognize idioms in Spanish.</p> <p>Students have the skills to successfully comprehend Spanish idioms and their meaning.</p> <p>Students know how to incorporate Spanish idioms in normal, authentic</p>	<p>Students create language and cultural comparisons with the idioms in Spanish and English.</p> <p>Students make connections between the Spanish idioms learned and idioms used in English by using them in the appropriate context through authentic communication.</p> <p>The students apprise the cultural practices related to the use of Spanish idioms through in-class use and discussions with classmates.</p> <p>Students produce and recognize idioms in Spanish.</p> <p>Students successfully comprehend Spanish idioms and their meaning through student-centered activities and interaction with classmates and the teacher.</p> <p>Students know how to</p>	<p>Students will be able to produce and recognize idioms in Spanish.</p> <p>Students will be able to comprehend Spanish idioms and their meaning.</p> <p>Students will be able to incorporate Spanish idioms in normal, authentic communication.</p> <p>Students will be able to apprise the cultural practices related to the use of specific idioms in the target language.</p> <p>Students will be able to make connections between the Spanish idioms learned and the idioms used in English.</p> <p>Students will be able to make language and cultural comparisons with the idioms in Spanish and English.</p>	All vocabulary related to Spanish idioms and slang.	<p>12.4.1.S4.A</p> <p>12.4.1.S4.B</p> <p>12.4.1.S4.C</p>

			communication.	incorporate Spanish idioms in normal, authentic communication.			
	<u><b>Communities:</b></u>  School and global communities and Lifelong Learning	<u><b>Communities:</b></u>  Can you incorporate Spanish idioms in normal, authentic communication?	<u><b>Communities:</b></u>  Students know how to incorporate Spanish idioms in normal realistic communication.  Students know how to create language and cultural comparisons with the Spanish and English idioms.  Students know how to make connections between the Spanish idioms learned and idioms used in English.  The students know the cultural practices related to the use of Spanish idioms.  Students know how to	<u><b>Communities:</b></u>  Students incorporate Spanish idioms in normal realistic communication as demonstrated through in class activities and authentic communication.  Students create language and cultural comparisons with the idioms in Spanish and English.  Students make connections between the Spanish idioms learned and idioms used in English by using them in the appropriate context through authentic communication.  The students apprise the cultural practices related to the use of Spanish idioms through in-class use and discussions with classmates.  Students produce and	<u><b>Communities:</b></u>  Students will be able to produce and recognize idioms in Spanish.  Students will be able to comprehend Spanish idioms and their meaning.  Students will be able to incorporate Spanish idioms in normal, authentic communication.  Students will be able to apprise the cultural practices related to the use of specific idioms in the target language.  Students will be able to make connections between the Spanish idioms learned and the idioms used in English.  Students will be able to make language and cultural comparisons with the idioms in Spanish and English idioms.	<u><b>Communities:</b></u>  All vocabulary related to Spanish idioms and slang.	<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



			<p>produce and recognize idioms in Spanish.</p> <p>Students have the skills to successfully comprehend Spanish idioms and their meaning.</p> <p>Students know how to incorporate Spanish idioms in normal, authentic communication.</p>	<p>recognize idioms in Spanish.</p> <p>Students successfully comprehend Spanish idioms and their meaning through student-centered activities and interaction with classmates and the teacher.</p> <p>Students know how to incorporate Spanish idioms in normal, authentic communication.</p>			
--	--	--	---	--	--	--	--

## REVIEW UNIT 17

## ASSESSMENT UNIT 17

## UNIT 18- SPANISH & HISPANIC MUSIC AND MUSICIANS (LA MÚSICA Y LAS ARTISTAS DEL MUNDO ESPAÑOL)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 days	<u>Communication:</u> Interpretive,	<u>Communication:</u> Can you explain the	<u>Communication:</u> Students know the	<u>Communication:</u> Students explain the	<u>Communication:</u> Students will be able to	<u>Communication:</u> All vocabulary	<u>Communication:</u> 12.1.1.S4.A

	Interpersonal and Presentational	<p>biographies of the musicians that we addressed in the unit?</p> <p>Can you recognize and produce the song names and musicians when presented with the audio of the song.</p>	<p>biographies of the musicians that we addressed in the unit.</p> <p>Students have the skills to communicate about the lives of others in the target language.</p> <p>Students know the song names and musicians when presented with the audio of the song.</p>	<p>biographies of the musicians that we addressed in the unit.</p> <p>Students communicate about the lives of others in the target language through group discussion in class and through social media.</p> <p>Students apprise the song names and musicians when presented with the audio of the song through in class student-centered activities.</p>	<p>apprise the biographies of the musicians addressed in the unit.</p> <p>Students will be able to recognize and produce the song names and musician when presented with the audio of the song.</p> <p>Students will be able to relate the cultural product of the music with the specific perspectives of the culture of the artist. Students will be able to connect the music presented with the diverse perspectives of the target culture.</p> <p>Students will be able to make grammatical connections between the song lyrics and material we have previously learned this year or in previous years.</p> <p>Students will be able to compare the Latin music with their favorite style of music.</p> <p>Students will be able to appreciate and include a different genre of music in their personal</p>	<p>related to Spanish/ Hispanic music and musicians.</p>	<p>12.1.1.S4.B</p> <p>12.1.1.S4.C</p> <p>12.1.1.S4.D</p> <p>12.1.1.S4.E</p> <p>12.1.1.S4.F</p>
--	--	---	--	--	--	--	--

					<p>life.</p> <p><b><u>Resources:</u></b></p> <p>* Biographies of the Spanish/Hispanic musicians</p> <p>*Song lyrics</p> <p>*The DVD La Bamba about the life story of Ricardo Valenzuela (Richie Valens)</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 relate the cultural product of the music presented with the specific perspectives of the culture in which the artist was raised?</p>	<p><b><u>Cultures:</u></b></p> <p>Students know the cultural products created.</p> <p>Students know the specific perspectives of the culture in which the artist was raised.</p> <p>Students know the biographies of the musicians that we addressed in the unit.</p> <p>Students have the skills to communicate about the lives of others in the target language.</p> <p>Students know the song names and musicians</p>	<p><b><u>Cultures:</u></b></p> <p>Students apprise the cultural products created and their influence on the specific perspectives of the culture in which the artist was raised (and vice versa).</p> <p>Students explain the biographies of the musicians that we addressed in the unit.</p> <p>Students communicate about the lives of others in the target language through group discussion in class and through social media.</p>	<p><b><u>Cultures:</u></b></p> <p>Students will be able to apprise the biographies of the musicians addressed in the unit.</p> <p>Students will be able to recognize and produce the song names and musician when presented with the audio of the song.</p> <p>Students will be able to relate the cultural product of the music presented with the specific perspectives of the culture in which the artist was raised.</p> <p>Students will be able to connect the music presented with the diverse perspectives of</p>	<p><b><u>Cultures:</u></b></p> <p>All vocabulary related to Spanish/ Hispanic music and musicians.</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>

			when presented with the audio of the song.	Students apprise the song names and musicians when presented with the audio of the song through in class student-centered activities.	the target culture.  Students will be able to make grammatical connections between the song lyrics and material we have previously learned this year or in previous years.  Students will be able to compare the Latin music with their favorite style of music.  Students will be able to appreciate and include a different genre of music in their personal life.		
	<b><u>Connections:</u></b>  Making connections and acquiring information and diverse perspectives	<b><u>Connections:</u></b>  Connect the music presented with the diverse perspectives of the target culture.  Make grammatical connections between the song lyrics and material we have previously learned this year or in previous years.	<b><u>Connections:</u></b>  Students have the skills to connect the music presented with the diverse perspectives of the target culture.  Students know the grammatical connections between the song lyrics and material we have previously learned this year or in previous years.  Students know the	<b><u>Connections:</u></b>  Students connect the music presented with the diverse perspectives of the target culture.  Students make grammatical connections, through in class discussions with classmates and the teacher, between the song lyrics and material we have previously learned this year or in previous years.	<b><u>Connections:</u></b>  Students will be able to apprise the biographies of the musicians addressed in the unit.  Students will be able to recognize and produce the song names and musician when presented with the audio of the song.  Students will be able to relate the cultural product of the music with the specific perspectives of the	<b><u>Connections:</u></b>  All vocabulary related to Spanish/ Hispanic music and musicians.	<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>cultural products created.</p> <p>Students know the specific perspectives of the culture in which the artist was raised.</p> <p>Students know the biographies of the musicians that we addressed in the unit.</p> <p>Students have the skills to communicate about the lives of others in the target language.</p> <p>Students know the song names and musicians when presented with the audio of the song.</p>	<p>Students apprise the cultural products created and their influence on the specific perspectives of the culture in which the artist was raised (and vice versa).</p> <p>Students explain the biographies of the musicians that we addressed in the unit.</p> <p>Students communicate about the lives of others in the target language through group discussion in class and through social media.</p> <p>Students apprise the song names and musicians when presented with the audio of the song through in class student-centered activities.</p>	<p>culture of the artist. Students will be able to connect the music presented with the diverse perspectives of the target culture.</p> <p>Students will be able to make grammatical connections between the song lyrics and material we have previously learned this year or in previous years.</p> <p>Students will be able to compare the Latin music with their favorite style of music.</p> <p>Students will be able to appreciate and include a different genre of music in their personal life.</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 the Latino music with YOUR favorite style of music.	Students have the skills to compare Latino music with their favorite style of music.	Students compare Latino music with their favorite style of music through the presentational mode	Students will be able to apprise the biographies of the musicians addressed in the unit.	All vocabulary related to Spanish/ Hispanic music	12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C

			<p>Students have the skills to connect the music presented with the diverse perspectives of the target culture.</p> <p>Students know the grammatical connections between the song lyrics and material we have previously learned this year or in previous years.</p> <p>Students know the cultural products created.</p> <p>Students know the specific perspectives of the culture in which the artist was raised.</p> <p>Students know the biographies of the musicians that we addressed in the unit.</p> <p>Students have the skills to communicate about the lives of others in</p>	<p>of the ACTFL National Foreign Language Standards.</p> <p>Students connect the music presented with the diverse perspectives of the target culture.</p> <p>Students make grammatical connections, through in class discussions with classmates and the teacher, between the song lyrics and material we have previously learned this year or in previous years.</p> <p>Students apprise the cultural products created and their influence on the specific perspectives of the culture in which the artist was raised (and vice versa).</p> <p>Students explain the biographies of the musicians that we addressed in the unit.</p>	<p>Students will be able to recognize and produce the song names and musician when presented with the audio of the song.</p> <p>Students will be able to relate the cultural product of the music with the specific perspectives of the culture of the artist. Students will be able to connect the music presented with the diverse perspectives of the target culture.</p> <p>Students will be able to make grammatical connections between the song lyrics and material we have previously learned this year or in previous years.</p> <p>Students will be able to compare the Latin music with their favorite style of music.</p> <p>Students will be able to appreciate and include a different genre of music in their personal life.</p>	<p>and musicians.</p>	
--	--	--	---	--	---	-----------------------	--

			<p>the target language.</p> <p>Students know the song names and musicians when presented with the audio of the song.</p>	<p>Students communicate about the lives of others in the target language through group discussion in class and through social media.</p> <p>Students apprise the song names and musicians when presented with the audio of the song through in class student-centered activities.</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>Describe how you have a sense of appreciation for Latino music and can/will you include a different genre of music in your personal life that you may not have been familiar with before.</p>	<p><b><u>Communities:</u></b></p> <p>Students have the skills to be open-minded about cultural differences in all areas.</p> <p>Students know the cultural perspectives and cultural products created through music in the Spanish-speaking world.</p> <p>Students have the skills to compare Latino music with their favorite style of music.</p> <p>Students have the skills to connect the music presented with the diverse perspectives of the target culture.</p>	<p><b><u>Communities:</u></b></p> <p>Students demonstrate an open-mindedness about cultural differences in all areas.</p> <p>Students apprise the cultural perspectives and cultural products created through music in the Spanish-speaking world and their ability to show appreciation for the genre whether it is their music of choice or not.</p> <p>Students compare Latino music with their favorite style of music through the presentational mode of the ACTFL National</p>	<p><b><u>Communities:</u></b></p> <p>Students will be able to apprise the biographies of the musicians addressed in the unit.</p> <p>Students will be able to recognize and produce the song names and musician when presented with the audio of the song.</p> <p>Students will be able to relate the cultural product of the music with the specific perspectives of the culture of the artist.</p> <p>Students will be able to connect the music presented with the diverse perspectives of the target culture.</p>	<p><b><u>Communities:</u></b></p> <p>All vocabulary related to Spanish/ Hispanic music and musicians.</p>	<p><b><u>Communities:</u></b></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>

			<p>Students know the grammatical connections between the song lyrics and material we have previously learned this year or in previous years.</p> <p>Students know the cultural products created.</p> <p>Students know the specific perspectives of the culture in which the artist was raised.</p> <p>Students know the biographies of the musicians that we addressed in the unit.</p> <p>Students have the skills to communicate about the lives of others in the target language.</p> <p>Students know the song names and musicians when presented with the audio of the song.</p>	<p>Foreign Language Standards.</p> <p>Students connect the music presented with the diverse perspectives of the target culture.</p> <p>Students make grammatical connections, through in class discussions with classmates and the teacher, between the song lyrics and material we have previously learned this year or in previous years.</p> <p>Students apprise the cultural products created and their influence on the specific perspectives of the culture in which the artist was raised (and vice versa).</p> <p>Students explain the biographies of the musicians that we addressed in the unit.</p>	<p>Students will be able to make grammatical connections between the song lyrics and material we have previously learned this year or in previous years.</p> <p>Students will be able to compare the Latin music with their favorite style of music.</p> <p>Students will be able to appreciate and include a different genre of music in their personal life.</p>		
--	--	--	---	--	--	--	--



				<p>Students communicate about the lives of others in the target language through group discussion in class and through social media.</p> <p>Students apprise the song names and musicians when presented with the audio of the song through in class student-centered activities.</p>			
--	--	--	--	---	--	--	--

## REVIEW UNIT 18

## ASSESSMENT UNIT 18

## UNIT 19- LATIN DANCE (LOS BAILES LATINOS)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 days	<u>Communication:</u>  Interpretive, Interpersonal and Presentational	<u>Communication:</u>  Can you describe the various Latin dances and their histories that we have learned?	<u>Communication:</u>  Students know the various Latin dances and their histories.	<u>Communication:</u>  Students describe the various Latin dances and their histories.	<u>Communication:</u>  Students will be able to apprise the various Latin dances and their histories that we have learned.	<u>Communication:</u>  All vocabulary related to Spanish/ Hispanic dances.	<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

					<p>Students will be able to recognize the style of Latin dance based on hearing the audio of the music presented.</p> <p>Students will be able to relate the cultural product of the Latin dances with the specific perspectives of the culture in which the dance originated.</p> <p>Students will be able to connect the dances presented with the diverse perspectives of the target culture.</p> <p>Students will be able to compare the Latin dances with their favorite styles of dance.</p> <p>Students will be able to dance the cha cha, salsa, merengue, etc.</p> <p>Students will be able to appreciate and include different styles of dance in their personal life.</p> <p><b><u>Resources:</u></b></p> <p>* Teacher-created</p>	12.1.1.S4.F
--	--	--	--	--	---	-------------

					<p>handouts describing the different Latin dances and their histories.</p> <p>*Teacher-created information on the steps and rhythm of the dances.</p> <p>*The DVD Mad Hot Ballroom</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>Recognize the style of Latin dance based on hearing the audio of the music presented.</p> <p>Relate the cultural product of the Latin dances with the specific perspectives of the culture in which the dance originated.</p>	<p><b><u>Cultures:</u></b></p> <p>Students have the ability to recognize the style of Latin dance based on hearing the audio of the music presented.</p> <p>Students have the skills to relate the cultural product of the Latin dances with the specific perspectives of the culture in which the dance originated.</p> <p>Students know the various Latin dances and their histories.</p>	<p><b><u>Cultures:</u></b></p> <p>Students recognize the style of Latin dance based on hearing the audio of the music presented though in class activities.</p> <p>Students relate the cultural product of the Latin dances with the specific perspectives of the culture in which the dance originated with classmates and the teacher.</p> <p>Students describe the various Latin dances and their histories.</p>	<p><b><u>Cultures:</u></b></p> <p>Students will be able to apprise the various Latin dances and their histories that we have learned.</p> <p>Students will be able to recognize the style of Latin dance based on hearing the audio of the music presented.</p> <p>Students will be able to relate the cultural product of the Latin dances with the specific perspectives of the culture in which the dance originated.</p> <p>Students will be able to connect the dances presented with the diverse perspectives of the target culture.</p>	<p><b><u>Cultures:</u></b></p> <p>All vocabulary related to Spanish/Hispanic dances.</p>	<p><b><u>Cultures:</u></b></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

					<p>Students will be able to compare the Latin dances with their favorite styles of dance.</p> <p>Students will be able to dance the cha cha, salsa, merengue, etc.</p> <p>Students will be able to appreciate and include different styles of dance in their personal life.</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>Connect the dances presented with the diverse perspectives of the target culture.</p>	<p><b><u>Connections:</u></b></p> <p>Students know how to connect the dances presented with the diverse perspectives of the target culture.</p> <p>Students have the ability to recognize the style of Latin dance based on hearing the audio of the music presented.</p> <p>Students have the skills to relate the cultural product of the Latin dances with the specific perspectives of the culture in which the dance originated.</p>	<p><b><u>Connections:</u></b></p> <p>Students connect the dances presented with the diverse perspectives of the target culture through in class discussions.</p> <p>Students recognize the style of Latin dance based on hearing the audio of the music presented though in class activities.</p> <p>Students relate the cultural product of the Latin dances with the specific perspectives of the culture in which the dance originated with classmates and the teacher.</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to apprise the various Latin dances and their histories that we have learned.</p> <p>Students will be able to recognize the style of Latin dance based on hearing the audio of the music presented.</p> <p>Students will be able to relate the cultural product of the Latin dances with the specific perspectives of the culture in which the dance originated.</p> <p>Students will be able to</p>	<p><b><u>Connections:</u></b></p> <p>All vocabulary related to Spanish/ Hispanic dances.</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>

			Students know the various Latin dances and their histories.	Students describe the various Latin dances and their histories.	<p>connect the dances presented with the diverse perspectives of the target culture.</p> <p>Students will be able to compare the Latin dances with their favorite styles of dance.</p> <p>Students will be able to dance the cha cha, salsa, merengue, etc.</p> <p>Students will be able to appreciate and include different styles of dance in their personal life.</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 Latin dances with their favorite styles of dance.</p>	<p><b><u>Comparisons:</u></b></p> <p>Students know how to compare and contrast the Latin dances with their favorite styles of dance.</p> <p>Students know how to connect the dances presented with the diverse perspectives of the target culture.</p> <p>Students have the ability to recognize the style of Latin dance</p>	<p><b><u>Comparisons:</u></b></p> <p>Students compare and contrast the Latin dances with their favorite styles of dance with classmates and the teacher.</p> <p>Students connect the dances presented with the diverse perspectives of the target culture through in class discussions.</p> <p>Students recognize the style of Latin dance based on hearing the</p>	<p><b><u>Comparisons:</u></b></p> <p>Students will be able to apprise the various Latin dances and their histories that we have learned.</p> <p>Students will be able to recognize the style of Latin dance based on hearing the audio of the music presented.</p> <p>Students will be able to relate the cultural product of the Latin</p>	<p><b><u>Comparisons:</u></b></p> <p>All vocabulary related to Spanish/ Hispanic dances.</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>based on hearing the audio of the music presented.</p> <p>Students have the skills to relate the cultural product of the Latin dances with the specific perspectives of the culture in which the dance originated.</p> <p>Students know the various Latin dances and their histories.</p>	<p>audio of the music presented though in class activities.</p> <p>Students relate the cultural product of the Latin dances with the specific perspectives of the culture in which the dance originated with classmates and the teacher.</p> <p>Students describe the various Latin dances and their histories.</p>	<p>dances with the specific perspectives of the culture in which the dance originated.</p> <p>Students will be able to connect the dances presented with the diverse perspectives of the target culture.</p> <p>Students will be able to compare the Latin dances with their favorite styles of dance.</p> <p>Students will be able to dance the cha cha, salsa, merengue, etc.</p> <p>Students will be able to appreciate and include different styles of dance in their personal life.</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 dance the cha cha, salsa, merengue, etc.</p> <p>Students will be able to appreciate and include different styles of dance in their personal life.</p>	<p><b><u>Communities:</u></b></p> <p>Students know how to dance the cha cha, salsa, merengue, etc.</p> <p>Students know the importance of showing an appreciation for different styles of dance in their personal life.</p>	<p><b><u>Communities:</u></b></p> <p>Students dance the cha cha, salsa, merengue, etc. through in class practice.</p> <p>Students demonstrate an appreciation for and include different styles of dance in their personal life.</p>	<p><b><u>Communities:</u></b></p> <p>Students will be able to apprise the various Latin dances and their histories that we have learned.</p> <p>Students will be able to recognize the style of Latin dance based on hearing the audio of the music presented.</p>	<p><b><u>Communities:</u></b></p> <p>All vocabulary related to Spanish/ Hispanic dances.</p>	<p><b><u>Communities:</u></b></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>

			<p>Students know how to compare and contrast the Latin dances with their favorite styles of dance.</p> <p>Students know how to connect the dances presented with the diverse perspectives of the target culture.</p> <p>Students have the ability to recognize the style of Latin dance based on hearing the audio of the music presented.</p> <p>Students have the skills to relate the cultural product of the Latin dances with the specific perspectives of the culture in which the dance originated.</p> <p>Students know the various Latin dances and their histories.</p>	<p>Students compare and contrast the Latin dances with their favorite styles of dance with classmates and the teacher.</p> <p>Students connect the dances presented with the diverse perspectives of the target culture through in class discussions.</p> <p>Students recognize the style of Latin dance based on hearing the audio of the music presented though in class activities.</p> <p>Students relate the cultural product of the Latin dances with the specific perspectives of the culture in which the dance originated with classmates and the teacher.</p> <p>Students describe the various Latin dances and their histories.</p>	<p>Students will be able to relate the cultural product of the Latin dances with the specific perspectives of the culture in which the dance originated.</p> <p>Students will be able to connect the dances presented with the diverse perspectives of the target culture.</p> <p>Students will be able to compare the Latin dances with their favorite styles of dance.</p> <p>Students will be able to dance the cha cha, salsa, merengue, etc.</p> <p>Students will be able to appreciate and include different styles of dance in their personal life.</p>		
--	--	--	---	--	--	--	--

## REVIEW UNIT 19

## ASSESSMENT UNIT 19

### UNIT 20- SPANISH FILM (EL CINE ESPAÑOL)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 days	<p><u>Communication:</u></p> <p>Interpretive, Interpersonal and Presentational</p>	<p><u>Communication:</u></p> <p>Describe the plot, main characters and message to the Spanish films presented in this unit in the target language.</p>	<p><u>Communication:</u></p> <p>Students know the plot, main characters and message to the Spanish films presented in this unit in the target language.</p> <p>Students have the skills to communicate in all timeframes about a wide variety of topics in advanced, authentic conversations in the target language.</p>	<p><u>Communication:</u></p> <p>Students describe the plot, main characters and message to the Spanish films presented in this unit in the target language during in class student-centered activities.</p> <p>Students communicate in all timeframes about a wide variety of topics in advanced, authentic conversations in the target language.</p>	<p><u>Communication:</u></p> <p>Students will be able to describe the plot, main characters and message to the Spanish films presented in this unit in the target language.</p> <p>Students will be able to accomplish specific tasks and objectives related to each individual Spanish film.</p> <p>Students will be able to discern the cultural practices and cultural products as presented in the Spanish films in this unit.</p> <p>Students will be able to analyze the diverse perspectives presented</p>	<p><u>Communication:</u></p> <p>All vocabulary related to the Spanish cinema and Spanish foreign language movies.</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>in the Spanish movies in this unit.</p> <p>Students will be able to create cultural comparisons between the way storylines are presented and the types of movies produced in Spanish-speaking countries.</p> <p>Students will be able to include Spanish foreign language films in the repertoire of movies they watch for personal enjoyment.</p> <p><b><u>Resources:</u></b></p> <p>*Teacher-created synopsis of each Spanish movie we will watch in this unit.</p> <p>*DVD of the Spanish film VALENTÍN.</p> <p>*DVD of the Spanish movie LA LENGUA DE LAS MARIPOSAS.</p> <p>*DVD of the Spanish film VOLVER</p> <p>*DVD of the Spanish movie LOS DIARIOS DE LA MOTOCICLETA</p>		
--	--	--	--	--	---	--	--

	<p><u>Cultures:</u></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><u>Cultures:</u></p> <p>Can you discern the cultural practices and cultural products as presented in the Spanish films in this unit?</p>	<p><u>Cultures:</u></p> <p>Students know the cultural practices and cultural products presented in the Spanish movies.</p> <p>Students know how to discern the cultural practices and cultural products as presented in the Spanish films in this unit.</p> <p>Students know the plot, main characters and message to the Spanish films presented in this unit in the target language.</p> <p>Students have the skills to communicate in all timeframes about a wide variety of topics in advanced, authentic conversations in the target language.</p>	<p><u>Cultures:</u></p> <p>Students discern the cultural practices and cultural products presented in the Spanish movies through in class group discussions and debates.</p> <p>Students apprise the cultural practices and cultural products as presented in the Spanish films in this unit through in class group discussions and debates.</p> <p>Students describe the plot, main characters and message to the Spanish films presented in this unit in the target language during in class student-centered activities.</p> <p>Students communicate in all timeframes about a wide variety of topics in advanced, authentic conversations in the target language.</p>	<p><u>Cultures:</u></p> <p>Students will be able to describe the plot, main characters and message to the Spanish films presented in this unit in the target language.</p> <p>Students will be able to accomplish specific tasks and objectives related to each individual Spanish film.</p> <p>Students will be able to discern the cultural practices and cultural products as presented in the Spanish films in this unit.</p> <p>Students will be able to analyze the diverse perspectives presented in the Spanish movies in this unit.</p> <p>Students will be able to create cultural comparisons between the way storylines are presented and the types of movies produced in Spanish-speaking countries.</p> <p>Students will be able to include Spanish foreign language films in the</p>	<p><u>Cultures:</u></p> <p>All vocabulary related to the Spanish cinema and Spanish foreign language movies.</p>	<p><u>Cultures:</u></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>
--	---	---	---	---	---	--	--

					repertoire of movies they watch for personal enjoyment.		
	<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>Synthesize and analyze the diverse perspectives presented in the Spanish movies in this unit.</p>	<p><b><u>Connections:</u></b></p> <p>Students know how to synthesize and analyze.</p> <p>Students know the diverse perspectives presented in the Spanish movies in this unit.</p> <p>Students know the cultural practices and cultural products presented in the Spanish movies.</p> <p>Students know how to discern the cultural practices and cultural products as presented in the Spanish films in this unit.</p> <p>Students know the plot, main characters and message to the Spanish films presented in this unit in the target language.</p>	<p><b><u>Connections:</u></b></p> <p>Students synthesize and analyze the diverse perspectives presented in the Spanish movies in this unit through conversations with classmates and teacher.</p> <p>Students discern the cultural practices and cultural products presented in the Spanish movies through in class group discussions and debates.</p> <p>Students apprise the cultural practices and cultural products as presented in the Spanish films in this unit through in class group discussions and debates.</p> <p>Students describe the plot, main characters and message to the Spanish films presented in this unit in the target language during in class</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to describe the plot, main characters and message to the Spanish films presented in this unit in the target language.</p> <p>Students will be able to accomplish specific tasks and objectives related to each individual Spanish film.</p> <p>Students will be able to discern the cultural practices and cultural products as presented in the Spanish films in this unit.</p> <p>Students will be able to analyze the diverse perspectives presented in the Spanish movies in this unit.</p> <p>Students will be able to create cultural comparisons between the way storylines are presented and the types of movies produced in Spanish-speaking countries.</p>	<p><b><u>Connections:</u></b></p> <p>All vocabulary related to the Spanish cinema and Spanish foreign language movies.</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>

			Students have the skills to communicate in all timeframes about a wide variety of topics in advanced, authentic conversations in the target language.	student-centered activities. Students communicate in all timeframes about a wide variety of topics in advanced, authentic conversations in the target language.	Students will be able to include Spanish foreign language films in the repertoire of movies they watch for personal enjoyment.		
	<b><u>Comparisons:</u></b>  Language comparisons and Cultural comparisons	<b><u>Comparisons:</u></b>  Students will be able to create cultural comparisons between the way storylines are presented and the types of movies produced in Spanish-speaking countries.	<b><u>Comparisons:</u></b>  Students know how to make cultural comparisons.  Students know how storylines are presented and the types of movies produced in Spanish-speaking countries.  Students know how to synthesize and analyze.  Students know the diverse perspectives presented in the Spanish movies in this unit.  Students know the cultural practices and cultural products presented in the Spanish movies.  Students know how to discern the cultural	<b><u>Comparisons:</u></b>  Students make cultural comparisons between the way storylines are presented and the types of movies produced in Spanish-speaking countries.  Students synthesize and analyze the diverse perspectives presented in the Spanish movies in this unit through conversations with classmates and teacher.  Students discern the cultural practices and cultural products presented in the Spanish movies through in class group discussions and debates.	<b><u>Comparisons:</u></b>  Students will be able to describe the plot, main characters and message to the Spanish films presented in this unit in the target language.  Students will be able to accomplish specific tasks and objectives related to each individual Spanish film.  Students will be able to discern the cultural practices and cultural products as presented in the Spanish films in this unit.  Students will be able to analyze the diverse perspectives presented in the Spanish movies in this unit.  Students will be able to create cultural	<b><u>Comparisons:</u></b>  All vocabulary related to the Spanish cinema and Spanish foreign language movies.	<b><u>Comparisons:</u></b>  12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C

			<p>practices and cultural products as presented in the Spanish films in this unit.</p> <p>Students know the plot, main characters and message to the Spanish films presented in this unit in the target language.</p> <p>Students have the skills to communicate in all timeframes about a wide variety of topics in advanced, authentic conversations in the target language.</p>	<p>Students apprise the cultural practices and cultural products as presented in the Spanish films in this unit through in class group discussions and debates.</p> <p>Students describe the plot, main characters and message to the Spanish films presented in this unit in the target language during in class student-centered activities.</p> <p>Students communicate in all timeframes about a wide variety of topics in advanced, authentic conversations in the target language.</p>	<p>comparisons between the way storylines are presented and the types of movies produced in Spanish-speaking countries.</p> <p>Students will be able to include Spanish foreign language films in the repertoire of movies they watch for personal enjoyment.</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 include Spanish foreign language films in the repertoire of movies you watch for personal enjoyment.</p>	<p><b><u>Communities:</u></b></p> <p>Students know the importance of being open-minded and willing to experience and learn about new subjects and from diverse perspectives.</p> <p>Students know their personal preferences in relation to movies.</p> <p>Students know how to</p>	<p><b><u>Communities:</u></b></p> <p>Students demonstrate and express the importance of being open-minded and willing to experience and learn about new subjects and from diverse perspectives.</p> <p>Students apprise their personal preferences in relation to movies.</p>	<p><b><u>Communities:</u></b></p> <p>Students will be able to describe the plot, main characters and message to the Spanish films presented in this unit in the target language.</p> <p>Students will be able to accomplish specific tasks and objectives related to each individual Spanish film.</p>	<p><b><u>Communities:</u></b></p> <p>All vocabulary related to the Spanish cinema and Spanish foreign language movies.</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>make cultural comparisons.</p> <p>Students know how storylines are presented and the types of movies produced in Spanish-speaking countries.</p> <p>Students know how to synthesize and analyze.</p> <p>Students know the diverse perspectives presented in the Spanish movies in this unit.</p> <p>Students know the cultural practices and cultural products presented in the Spanish movies.</p> <p>Students know how to discern the cultural practices and cultural products as presented in the Spanish films in this unit.</p> <p>Students know the plot, main characters and message to the Spanish films presented in this</p>	<p>Students make cultural comparisons between the way storylines are presented and the types of movies produced in Spanish-speaking countries.</p> <p>Students synthesize and analyze the diverse perspectives presented in the Spanish movies in this unit through conversations with classmates and teacher.</p> <p>Students discern the cultural practices and cultural products presented in the Spanish movies through in class group discussions and debates.</p> <p>Students apprise the cultural practices and cultural products as presented in the Spanish films in this unit through in class group discussions and debates.</p> <p>Students describe the plot, main characters and</p>	<p>Students will be able to discern the cultural practices and cultural products as presented in the Spanish films in this unit.</p> <p>Students will be able to analyze the diverse perspectives presented in the Spanish movies in this unit.</p> <p>Students will be able to create cultural comparisons between the way storylines are presented and the types of movies produced in Spanish-speaking countries.</p> <p>Students will be able to include Spanish foreign language films in the repertoire of movies they watch for personal enjoyment.</p>		
--	--	--	---	--	--	--	--

			<p>unit in the target language.</p> <p>Students have the skills to communicate in all timeframes about a wide variety of topics in advanced, authentic conversations in the target language.</p>	<p>message to the Spanish films presented in this unit in the target language during in class student-centered activities.</p> <p>Students communicate in all timeframes about a wide variety of topics in advanced, authentic conversations in the target language.</p>			
--	--	--	--	--	--	--	--

REVIEW UNIT 20

ASSESSMENT UNIT 20