## SPANISH IV DUAL ENROLLMENT

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

| Estimated<br>Unit Time<br>Frames | Big Ideas      | Essential Questions    | Concepts<br>(Know)     | Competencies<br>(Do)       | Lessons/ Suggested<br>Resources | Vocabulary       | Standards/<br>Eligible<br>Content |
|----------------------------------|----------------|------------------------|------------------------|----------------------------|---------------------------------|------------------|-----------------------------------|
|                                  | Communication: | <b>Communication:</b>  | <b>Communication:</b>  | Communication:             | Communication:                  | Communication:   | Communication:                    |
| The                              |                |                        |                        |                            |                                 |                  |                                   |
| summer                           | Interpretive,  | How can we effectively | Strategies to keep a   | Students will debate if    | Students will be able to        | Α                | 12.1.1.54.A                       |
| prior to                         | Interpersonal  | communicate historical | conversation going     | the conquest of the        | accomplish the task of          | comprehensive    | 12.1.1.54.B                       |
| the new                          | and            | information to another | beyond simple          | Aztecs was justified or    | reading the Spanish             | amount of over   | 12.1.1.54.C                       |
| school                           | Presentational | person(s)?             | question/answer        | not in the target          | novel "LA CUIDAD DE             | 1,000 vocabulary | 12.1.1.54.D                       |
| year and                         |                |                        |                        | language sharing their     | DIOSES" by Luis María           | in the target    | 12.1.1.54.E                       |
| 15 days                          |                | How can we express and | Negotiation strategies | opinions and justification | Carrero in Spanish              | language on a    | 12.1.1.54.F                       |
| of school                        |                | exchange opinions in a | when not understood or | supporting their stance.   | during the summer               | wide variety of  |                                   |
|                                  |                | second language?       | not understanding      |                            | BEFORE the course               | topics.          |                                   |
|                                  |                |                        |                        | Students can effectively   | begins.                         |                  |                                   |
|                                  |                | What skills are needed | Circumlocution         | comprehend the story       |                                 |                  |                                   |
|                                  |                | when reading in a      | strategies by using    | "LA CUIDAD DE              | Students will be able to        |                  |                                   |
|                                  |                | foreign language? How  | known vocabulary to    | DIOSES" by Luis María      | apprise the Aztec               |                  |                                   |
|                                  |                | do you overcome        | define or explain the  | Carrero and apprise the    | civilization in its             |                  |                                   |
|                                  |                | unforeseen             | unknown                | historical account of the  | entirety as an                  |                  |                                   |
|                                  |                | complications?         |                        | conquest of the Aztecs     | extension of the                |                  |                                   |
|                                  |                |                        | Process of creating at | by Hernán Cortes.          | summer reading and              |                  |                                   |
|                                  |                |                        | least an 8 minute (4-  |                            | more detailed                   |                  |                                   |
|                                  |                |                        | page length oral       | Students can exchange      | exploration of the              |                  |                                   |
|                                  |                |                        | presentation on the    | opinions and thoughts in   | society.                        |                  |                                   |
|                                  |                |                        | topic                  | the target language        |                                 |                  |                                   |
|                                  |                |                        |                        | about the conquest of      | Resources:                      |                  |                                   |
|                                  |                |                        | Language used for the  | the Aztecs.                |                                 |                  |                                   |
|                                  |                |                        | purposes of informing  |                            | *LA CUIDAD DE                   |                  |                                   |
|                                  |                |                        | and persuading in the  | Students can apprise in    | DIOSES book by Luis             |                  |                                   |
|                                  |                |                        | target language        | great detail the history,  | María Carrero                   |                  |                                   |
|                                  |                |                        | compared to one's own. | the religion, the          |                                 |                  |                                   |
|                                  |                |                        |                        | traditions, beliefs,       | * A&E Biography DVD             |                  |                                   |
|                                  |                |                        |                        | products and practices,    | on the Aztec Empire             |                  |                                   |

|                   | T                         |                         |                              | T                        |                     |                     |
|-------------------|---------------------------|-------------------------|------------------------------|--------------------------|---------------------|---------------------|
|                   |                           |                         | culture and fate of the      |                          |                     |                     |
|                   |                           |                         | Aztec Empire.                | *Supplemental articles,  |                     |                     |
|                   |                           |                         |                              | magazines on the         |                     |                     |
|                   |                           |                         |                              | Aztecs                   |                     |                     |
| <u>Cultures</u> : | <u>Cultures</u> :         | <u>Cultures</u> :       | <u>Cultures</u> :            | <u>Cultures</u> :        | <u>Cultures</u> :   | <u>Cultures</u> :   |
|                   |                           |                         |                              |                          |                     |                     |
| Relating cultural | What can the cultural     | Literary and artistic   | Apprise the Aztec            | Students will be able to | Α                   | 12.3.1.54.A         |
| practices to      | practices of the Aztecs   | works that demonstrate  | civilization in its entirety | apprise the Aztec        | comprehensive       | 12.3.1.54.B         |
| perspectives      | reveal about the          | cultural perspectives   | such as: culture, religion,  | civilization in its      | amount of over      | 12.3.1.54.C         |
| and relating      | civilization?             | that are similar or     | customs, traditions,         | entirety as an           | 1,000 vocabulary    | 12.3.1.54.D         |
| cultural          | How do the products of    | different from one's    | products and practices       | extension of the         | in the target       |                     |
| products to       | the Aztec people          | own.                    | history and beliefs.         | summer reading and       | language on a       |                     |
| perspectives      | reflect on their religion |                         | ,                            | more detailed            | wide variety of     |                     |
| ' '               | and society?              |                         | Detail the                   | exploration of the       | topics.             |                     |
|                   |                           |                         | misconceptions that the      | society.                 |                     |                     |
|                   |                           |                         | Spanish had about the        |                          |                     |                     |
|                   |                           |                         | society with historical      |                          |                     |                     |
|                   |                           |                         | evidence.                    |                          |                     |                     |
| Connections:      | Connections:              | Connections:            | Connections:                 | Connections:             | Connections:        | Connections:        |
| <u> </u>          | <u>connections.</u>       | <u>connections.</u>     | <del>odinice nons.</del>     | <u>connections.</u>      | <u>comice nons.</u> | <u>connections.</u> |
| Making            | What connections can      | The history of the      | They will detail the         | Students will be able to | Α                   | 12.2.1.54.A         |
| connections and   | you apprise between       | Aztecs and the          | history of the Aztecs        | apprise the Aztec        | comprehensive       | 12.2.1.54.B         |
| acquiring         | what you read about       | conquest as well as     | and the conquest as well     | civilization in its      | amount of over      | 12,2,1,54, <i>C</i> |
| information and   | Hernán Cortes and the     | other historical events | as other historical          | entirety as an           | 1,000 vocabulary    |                     |
| diverse           | fall of the Aztec         | from other disciplines. | events from other            | extension of the         | in the target       |                     |
| perspectives      | Empire and other          | ,, om omer area pines.  | disciplines.                 | summer reading and       | language on a       |                     |
| po. opeoee        | historical events?        |                         | ансенринисе:                 | more detailed            | wide variety of     |                     |
|                   | mararical evenus.         |                         |                              | exploration of the       | topics.             |                     |
|                   | Which story do you        | The history of the      |                              | society.                 |                     |                     |
|                   | believe (the Spanish or   | Aztecs and the          |                              | 333.517.                 |                     |                     |
|                   | Aztec) on the true fate   | conquest and the        |                              |                          |                     |                     |
|                   | of Mocctezuma and         | opportunity to form     |                              |                          |                     |                     |
|                   | what leads you to this    | their own thoughts on   |                              |                          |                     |                     |
|                   | conclusion?               | his fate.               |                              |                          |                     |                     |
| Comparisons:      | Comparisons:              | Comparisons:            | Comparisons:                 | Comparisons:             | Comparisons:        | Comparisons:        |
| oomparisons.      | Outiput 130f131           | Output 130f13+          | Comparisons.                 | Onipal Isons             | Outiput 130f13+     | oumpur lauria.      |
| Language          | How does the              | To view other cultures  | Apprise the Aztec            | Students will be able to | Α                   | 12.4.1.54.A         |
| comparisons and   | appreciation of cultural  | and traditions with     | civilization and conquest    | apprise the Aztec        | comprehensive       | 12.4.1.54.B         |
| Cultural          | diversity enhance         | respect, open-          | in great depth.              | civilization in its      | amount of over      | 12.4.1.54.C         |
| comparisons       | cross-cultural            | mindedness and          |                              | entirety as an           | 1,000 vocabulary    |                     |
| 201111701110      | understanding?            | curiosity               |                              | extension of the         | in the target       |                     |
| <u> </u>          | and or or unumgr          | Curiosity               | <u> </u>                     | CATCHOIGH OF THE         | iii iiic iai gei    |                     |

|   | How could this concept have been applied in the conquest of the Aztecs?  | The history of the<br>Aztec civilization and<br>the conquest  |  | summer reading and<br>more detailed<br>exploration of the<br>society.   | language on a<br>wide variety of<br>topics.   |   |
|---|--|---|--|---|---|---|
| <u>Communities:</u>   | <u>Communities:</u>  | <u>Communities:</u>   | <u>Communities:</u>  | <u>Communities:</u>   | <u>Communities:</u>   | <u>Communities:</u>   |
| School and<br>global<br>communities and<br>Lifelong<br>Learning | 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? | 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. | 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. | 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. | A comprehensive amount of over 1,000 vocabulary in the target language on a wide variety of topics. | 12.5.1.S4. <i>A</i> 12.5.1.S4. <i>B</i> 12.5.1.S4. <i>C</i> 12.5.1.S4. <i>D</i> |

## ASSESSMENT UNIT 1

# UNIT 2-THE FUTURE TENSES (EL FUTURO)

| Estimated<br>Unit Time<br>Frames | Big Ideas      | Essential Questions    | Concepts<br>(Know)     | Competencies<br>(Do)      | Lessons/ Suggested<br>Resources | Vocabulary      | Standards/<br>Eligible<br>Content |
|----------------------------------|----------------|------------------------|------------------------|---------------------------|---------------------------------|-----------------|-----------------------------------|
|                                  | Communication: | Communication:         | Communication:         | Communication:            | <u>Communication:</u>           | Communication:  | Communication:                    |
| 7 days                           | Interpretive,  | How can we express and | Knows the near and far | In realistic interactions | Students will be able to        | All regular and | 12.1.1.54.A                       |

| Т |                     |                          |                         | T                          | T                        |                     |                     |
|---|---------------------|--------------------------|-------------------------|----------------------------|--------------------------|---------------------|---------------------|
|   | Interpersonal       | comprehend               | future conjugations     | the students can           | produce and recognize    | irregular verbs     | 12.1.1.54.B         |
|   | and                 | information about        | and, most importantly,  | communicate in all forms   | authentic                | in Spanish          | 12.1.1.54. <i>C</i> |
|   | Presentational      | events in the near and   | can apply this          | (interpersonal,            | communication in all     | (infinite)          | 12.1.1.54.D         |
|   |                     | far futures with         | knowledge through self- | interpretive and           | forms using the near     |                     | 12.1.1.54.E         |
|   |                     | another person or a      | created written and     | presentational) what life  | future and far future    | What the            | 12.1.1.54.F         |
|   |                     | group of people?         | oral communication.     | will be like for them and  | tenses in Spanish.       | future tense        |                     |
|   |                     |                          |                         | the world in the near      |                          | looks like in       |                     |
|   |                     |                          |                         | future (this summer) and   | Resources:               | English             |                     |
|   |                     |                          |                         | the far future (one year,  | *In- class teacher-      |                     |                     |
|   |                     |                          |                         | five years, ten years and  | created handouts on      | Many future         |                     |
|   |                     |                          |                         | in 20 years) in the        | the future tenses and    | vocabulary          |                     |
|   |                     |                          |                         | target language            | in-class notes.          | words (job,         |                     |
|   |                     |                          |                         |                            |                          | university,         |                     |
|   |                     |                          |                         |                            |                          | military, home,     |                     |
|   |                     |                          |                         |                            |                          | children, etc.)     |                     |
|   | <u>Cultures</u> :   | <u>Cultures</u> :        | <u>Cultures</u> :       | <u>Cultures</u> :          | <u>Cultures</u> :        | <u>Cultures</u> :   | <u>Cultures</u> :   |
|   |                     |                          |                         |                            |                          |                     |                     |
|   | Relating cultural   | Which future Hispanic    | Knows the many cultural | Apprise the many           | Students will be able to | All regular and     | 12.2.1.54.A         |
|   | practices to        | and/or Spanish cultural  | events and celebrations | cultural events and        | apprise the many         | irregular verbs     | 12.2.1.54.B         |
|   | perspectives        | events will you be a     | practiced throughout    | celebrations practiced     | cultural events and      | in Spanish          | 12.2.1.54. <i>C</i> |
|   | and relating        | participant in the       | the Spanish-speaking    | throughout the Spanish-    | celebrations practiced   | (infinite)          |                     |
|   | cultural            | future?                  | world through           | speaking world and         | throughout the           |                     |                     |
|   | products to         |                          | instruction in Spanish  | decide for themselves      | Spanish-speaking world   | What the            |                     |
|   | perspectives        | Is there is a connection | class from grade 7.     | which they will like to be | and decide for           | future tense        |                     |
|   |                     | between Hispanics/       |                         | a part and why.            | themselves which they    | looks like in       |                     |
|   |                     | Spanish and their view   |                         |                            | will like to be a part   | English             |                     |
|   |                     | of the future culturally |                         |                            | and why.                 |                     |                     |
|   |                     | with that of the U.S     |                         |                            |                          | Many future         |                     |
|   |                     | and your future?         |                         |                            |                          | vocabulary          |                     |
|   |                     |                          |                         |                            |                          | words (job,         |                     |
|   |                     |                          |                         |                            |                          | university,         |                     |
|   |                     |                          |                         |                            |                          | military, home,     |                     |
|   |                     |                          |                         |                            |                          | children, etc.)     |                     |
|   | <u>Connections:</u> | Connections:             | <u>Connections:</u>     | <u>Connections:</u>        | <u>Connections:</u>      | <u>Connections:</u> | Connections:        |
|   | Making              | What connections can     | Knows the near and far  | Demonstrate the near       | Students will be able to | All regular and     | 12.3.1.54.A         |
|   | connections and     | you make between the     | future. Also, the       | and far future             | demonstrate the near     | irregular verbs     | 12.3.1.54.B         |
|   | acquiring           | future tenses in         | student has knowledge   | conjugations and, most     | and far future           | in Spanish          | 12.3.1.54. <i>C</i> |
|   | information and     | Spanish and the future   | of the grammatical      | importantly, can apply     | conjugations and, most   | (infinite)          | 12.3.1.54.D         |
|   | diverse             | tense grammatical        | structure of the        | this in realistic          | importantly, can apply   |                     |                     |
|   | perspectives        | structure in English?    | English language in the | communication. Also, the   | this in realistic        | What the            |                     |

|                     |                           | T                        | T                         | T                         |                     | 7                   |
|---------------------|---------------------------|--------------------------|---------------------------|---------------------------|---------------------|---------------------|
|                     |                           | future tense.            | student can detail the    | communication.            | future tense        |                     |
|                     |                           |                          | grammatical structure of  |                           | looks like in       |                     |
|                     |                           |                          | the English language in   | The students will detail  | English             |                     |
|                     |                           |                          | the future tense and      | the grammatical           |                     |                     |
|                     |                           |                          | make pathways between     | structure of the          | Many future         |                     |
|                     |                           |                          | the two languages to      | English language in the   | vocabulary          |                     |
|                     |                           |                          | enhance comprehension     | future tense and make     | words (job,         |                     |
|                     | Is there is a connection  |                          | and application.          | pathways between the      | university,         |                     |
|                     | between Hispanics/        | Knows the cultures of    | Synthesize and analyze    | two languages to          | military, home,     |                     |
|                     | Spanish and their view    | the various Spanish-     | the cultures of the       | enhance comprehension     | children, etc.)     |                     |
|                     | of the future culturally  | speaking countries and   | various Spanish-speaking  | and application.          |                     |                     |
|                     | with that of the U.S      | can make connections     | countries and can make    | The students will be      |                     |                     |
|                     | and your future?          | between our cultures.    | connections between our   | able to synthesize and    |                     |                     |
|                     |                           |                          | cultures.                 | analyze the cultures of   |                     |                     |
|                     |                           |                          |                           | the various Spanish-      |                     |                     |
|                     |                           |                          |                           | speaking countries and    |                     |                     |
|                     |                           |                          |                           | can make connections      |                     |                     |
|                     |                           |                          |                           | between our cultures.     |                     |                     |
| <u>Comparisons:</u> | Comparisons:              | <u>Comparisons:</u>      | Comparisons:              | <u>Comparisons:</u>       | <u>Comparisons:</u> | <u>Comparisons:</u> |
|                     | 3441                      |                          |                           | 6                         | 411 1 1             | 10.14.64.4          |
| Language            | What connections can      | Knows the near and far   | Compare and               | Students will be able to  | All regular and     | 12.4.1.54.A         |
| comparisons and     |                           | future conjugations      | differentiate between     | compare and               | irregular verbs     | 12.4.1.54.B         |
| Cultural            | future tenses in          | and, most importantly,   | the near and far future   | differentiate between     | in Spanish          | 12.4.1.54. <i>C</i> |
| comparisons         | Spanish and the future    | can apply this in        | conjugations in English   | the near and far future   | (infinite)          |                     |
|                     | tense grammatical         | realistic communication. | and in Spanish to         | conjugations in English   | 2441 1              |                     |
|                     | structure in English?     | Also, the student has    | further comprehension     | and in Spanish to         | What the            |                     |
|                     |                           | knowledge of the         | and appropriate           | further comprehension     | future tense        |                     |
|                     |                           | grammatical structure    | application.              | and appropriate           | looks like in       |                     |
|                     |                           | of the English language  |                           | application.              | English             |                     |
|                     |                           | in the future tense.     |                           |                           |                     |                     |
|                     |                           |                          |                           |                           | Many future         |                     |
|                     |                           |                          |                           |                           | vocabulary          |                     |
|                     |                           |                          |                           |                           | words (job,         |                     |
|                     |                           |                          |                           |                           | university,         |                     |
|                     |                           |                          |                           |                           | military, home,     |                     |
|                     |                           |                          |                           |                           | children, etc.)     |                     |
| <u>Communities:</u> | <u>Communities:</u>       | <u>Communities:</u>      | <u>Communities:</u>       | <u>Communities:</u>       | <u>Communities:</u> | <u>Communities:</u> |
| School and          | Can you detail your       | Knows the near and far   | In realistic interactions | Students will be able to  | All regular and     | 12.5.1.54.A         |
| global              | future personal,          | future conjugations      | the students can          | sustain realistic         | irregular verbs     | 12.5.1.54.B         |
| communities and     | d professional and social | and, most importantly,   | communicate in all forms  | interactions in all forms | in Spanish          | 12.5.1.54.C         |

| Lifelong | aspirations with your e- | can apply this in        | (interpersonal,           | (interpersonal,          | (infinite)      | 12.5.1.54.D |
|----------|--------------------------|--------------------------|---------------------------|--------------------------|-----------------|-------------|
| Learning | pal from a Spanish-      | realistic communication. | interpretive and          | interpretive and         |                 |             |
|          | speaking country?        |                          | presentational) what life | presentational) what     | What the        |             |
|          |                          |                          | will be like for them and | life will be like for    | future tense    |             |
|          |                          |                          | their Spanish-speaking    | them and their           | looks like in   |             |
|          |                          |                          | e-pal in the near future  | Spanish-speaking e-pal   | English         |             |
|          |                          |                          | (this summer) and the     | in the near future (this |                 |             |
|          |                          |                          | far future (one year,     | summer) and the far      | Many future     |             |
|          |                          |                          | five years, ten years and | future (one year, five   | vocabulary      |             |
|          |                          |                          | in 20 years) in the       | years, ten years and in  | words (job,     |             |
|          |                          |                          | target language.          | 20 years) in the target  | university,     |             |
|          |                          |                          |                           | language.                | military, home, |             |
|          |                          |                          |                           |                          | children, etc.) |             |

#### **ASSESSMENT UNIT 2**

## UNIT 3- PROFESSIONS (PROFESIONES)

| Estimated<br>Unit Time<br>Frames | Big Ideas   | Essential Questions  | Concepts<br>(Know)  | Competencies<br>(Do)   | Lessons/ Suggested<br>Resources   | Vocabulary  | Standards/<br>Eligible<br>Content  |
|----------------------------------|---|--|---|--|---|---|--|
|                                  | Communication:  | <u>Communication:</u>  | <u>Communication:</u>   | Communication:   | <u>Communication:</u>   | Communication:  | Communication:   |
| 10 days                          | Interpretive,<br>Interpersonal<br>and<br>Presentational | Can you produce and recognize the 50 professions learned and apply them in authentic communication about yourself and others | How to produce and recognize the 50 professions presented in this unit and to apply them in realistic conversation about themselves and others. | Produce and recognize the 50 professions presented in this unit and to apply them in realistic conversation about themselves and others. | Students will be able to<br>Produce and recognize<br>the 50 professions<br>presented in this unit<br>and to apply them in<br>realistic conversation<br>about themselves and | 50 profession vocabulary as well as other vocabulary related to the future and the future tense | 12.1.1.54.A<br>12.1.1.54.B<br>12.1.1.54.C<br>12.1.1.54.D<br>12.1.1.54.E<br>12.1.1.54.F |

| Rela<br>pr<br>pe<br>an  | Cultures:  ating cultural ractices to erspectives nd relating cultural roducts to | Cultures:  Will one's future profession choice change or be different depending on the culture and country in which they are raised?  | Cultures:  A depth of knowledge of a large variety of Spanish-speaking countries and cultures   | Cultures:  Analyze, compare and differentiate between countries and cultures in relation to career opportunities and cultural perspectives on | others. Resources:  *Teacher created vocabulary list of professions * Visuals of all 50 professions addressed Cultures:  Students will be able to analyze, compare and differentiate between countries and cultures in relation to career opportunities and | verbs and verb endings  Cultures:  50 profession vocabulary as well as other vocabulary related to the future and the  | <u>Cultures</u> :<br>12.2.1.54.A<br>12.2.1.54.B<br>12.2.1.54.C                  |
|-------------------------|---|---|---|---|---|--|---|
| pe                      | erspectives   | (Do different professions in different countries carry more value/status?)  |   | those careers.  | cultural perspectives on those careers.   | future tense<br>verbs and verb<br>endings  |   |
| <u>Co</u>               | onnections:   | <u>Connections:</u>   | <u>Connections:</u>   | <u>Connections:</u>   | <u>Connections:</u>   | <u>Connections:</u>  | Connections:  |
| conr<br>c<br>info<br>pe | Making and acquiring ormation and diverse erspectives                             | 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?) | A depth of knowledge of a large variety of Spanish-speaking countries and cultures and our own. | Create pathways between connecting the Spanish-speaking countries and cultures in relation to career opportunities with our own.              | Students will be able to analyze, compare and differentiate between countries and cultures in relation to career opportunities and cultural perspectives on those careers.  | 50 profession vocabulary as well as other vocabulary related to the future and the future tense verbs and verb endings | 12.3.1.54. <i>A</i> 12.3.1.54. <i>B</i> 12.3.1.54. <i>C</i> 12.3.1.54. <i>D</i> |
| Coi                     | omparisons:   | <u>Comparisons:</u>   | <u>Comparisons:</u>   | <u>Comparisons:</u>   | <u>Comparisons:</u>   | <u>Comparisons:</u>  | <u>Comparisons:</u>   |
| comp                    | Language<br>nparisons and<br>Cultural<br>omparisons                               | Will one's future profession choice change or be different depending on the culture and country in  | A depth of knowledge of a large variety of Spanish-speaking countries and cultures and our own. | Analyze, compare and differentiate between countries and cultures in relation to career opportunities and                                     | Students will be able to analyze, compare and differentiate between countries and cultures in relation to career  | 50 profession vocabulary as well as other vocabulary related to the  | 12.4.1.54.A<br>12.4.1.54.B<br>12.4.1.54.C                                       |

|   | which they are raised? (Do different professions in different countries carry more value/status?) |   | cultural perspectives on<br>those careers.   | opportunities and cultural perspectives on those careers.  | future and the<br>future tense<br>verbs and verb<br>endings  |  |
|---|---|---|--|--|--|--|
| <u>Communities:</u>   | <u>Communities:</u>   | <u>Communities:</u>   | <u>Communities:</u>  | <u>Communities:</u>  | Communities:   | <u>Communities:</u>  |
| School and<br>global<br>communities and<br>Lifelong<br>Learning | Will you incorporate<br>Spanish in your future<br>profession/career?<br>Why or why not?           | The students know their future profession and career interests and how Spanish may or may not fit into that plan. | Express themselves effectively in the target language detailing their thoughts on utilizing their language skills in the future. | Students will be able to analyze, compare and differentiate between countries and cultures in relation to career opportunities and cultural perspectives on those careers. | 50 profession vocabulary as well as other vocabulary related to the future and the future tense verbs and verb endings | 12.5.1.54. <i>A</i><br>12.5.1.54. <i>B</i><br>12.5.1.54. <i>C</i><br>12.5.1.54. <i>D</i> |

#### **ASSESSMENT UNIT 3**

# UNIT 4- THE DAY OF THE DEAD ( EL DÍA DE LOS MUERTOS)

| Estimated<br>Unit Time<br>Frames | Big Ideas                             | Essential Questions  | Concepts<br>(Know)  | Competencies<br>(Do)   | Lessons/ Suggested<br>Resources                     | Vocabulary  | Standards/<br>Eligible<br>Content                                 |
|----------------------------------|---------------------------------------|--|---|--|---|---|---|
|                                  | Communication:                        | <u>Communication:</u>  | <u>Communication:</u>   | <u>Communication:</u>  | <u>Communication:</u>                               | Communication:                                      | <u>Communication:</u>   |
| 7 days                           | Interpretive,<br>Interpersonal<br>and | What are your thoughts on the Day of the Dead celebrations? Why do | A depth of knowledge of the Day of the Dead celebration in Mexico | Apprise the celebration,<br>history, traditions,<br>perspectives, products | Students will be able to effectively and thoroughly | All vocabulary<br>related to the<br>Day of the Dead | 12.1.1.54. <i>A</i><br>12.1.1.54. <i>B</i><br>12.1.1.54. <i>C</i> |
|                                  | Presentational                        | you feel the way you   | and Guatemala.  | and cultural implications  | demonstrate knowledge                               | celebration   | 12.1.1.54.D   |
|                                  |                                       | do?  |   | and significance.  | of the Day of the Dead                              | (copal, ofrenda,                                    | 12.1.1.54.E   |

| Cultures:  Relating cultural practices to perspectives and relating cultural products to perspectives | Cultures:  What is the process and purpose of making CALAVERITAS (sugar skulls) to celebrate the Day of the Dead? | Cultures:  The purpose of CALAVERITAS as a cultural product and the cultural practice of creating them during this holiday | Create their very own calaveritas for the Day of the Dead celebration and explain the process and purpose of this cultural product. | celebration in all facets and exchange opinions and ideas on this holiday comparing and differentiating it with our cultural perspective on death.  Resources: *Teacher created handouts, articles on the Day of the Dead celebration, materials needed to make the various cultural artifacts (ofrenda, calaveritas, etc.)  Cultures:  Students will be able to effectively and thoroughly demonstrate knowledge of the Day of the Dead celebration in all facets and exchange opinions 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. | pan de muerto, papel picado, mole, plantas de arena, tomba, etc.)  Cultures:  All vocabulary related to the Day of the Dead celebration (copal, ofrenda, pan de muerto, papel picado, mole, plantas de arena, tomba, etc.) | 12.1.1.54.F  Cultures:  12.2.1.54.A 12.2.1.54.B 12.2.1.54.C |
|---|---|--|---|---|--|---|
| <u>Connections:</u>   | <u>Connections:</u>   | Connections:   | Connections:  | Connections:  | <u>Connections:</u>  | Connections:  |
| Making  | What is your opinion on   | A depth of knowledge   | Apprise the celebration,  | Students will be able to  | All vocabulary   | 12.3.1.54.A   |
| connections and   | the purpose of the Day  | of the Day of the Dead   | history, traditions,  | effectively and   | related to the   | 12.3.1.54.B   |
| acquiring   | of the Dead and the   | celebration in Mexico  | perspectives, products,   | thoroughly  | Day of the Dead  | 12.3.1.54.C   |
| information and   | Mexican perspective on  | and Guatemala.   | cultural implications and   | demonstrate knowledge   | celebration  | 12.3.1.54.D   |

|   | 1               |                         |                        | 1                          |                           | T                |                     |
|---|-----------------|-------------------------|------------------------|----------------------------|---------------------------|------------------|---------------------|
|   | diverse         | life and death and how  |                        | significance.              | of the Day of the Dead    | (copal, ofrenda, |                     |
|   | perspectives    | that may be similar     |                        |                            | celebration in all facets | pan de muerto,   |                     |
|   |                 | and/or different from   |                        | Demonstrate the ability    | and exchange opinions     | papel picado,    |                     |
|   |                 | the perspective we have |                        | to express their opinions  | and ideas on this         | mole, plantas de |                     |
|   |                 | in the United States?   |                        | on the celebration and     | holiday comparing and     | arena, tomba,    |                     |
|   |                 |                         |                        | connect it with our        | differentiating it with   | etc.)            |                     |
|   |                 |                         |                        | cultural perspectives and  | our cultural perspective  |                  |                     |
|   |                 |                         |                        | practices.                 | on death.                 |                  |                     |
|   | Comparisons:    | Comparisons:            | Comparisons:           | Comparisons:               | Comparisons:              | Comparisons:     | Comparisons:        |
|   |                 |                         |                        |                            |                           |                  |                     |
|   | Language        | What is your opinion on | A depth of knowledge   | Apprise the celebration,   | Students will be able to  | All vocabulary   | 12.4.1.54.A         |
|   | comparisons and | the purpose of the Day  | of the Day of the Dead | history, traditions,       | effectively and           | related to the   | 12.4.1.54.B         |
|   | Cultural        | of the Dead and the     | celebration in Mexico  | perspectives, products     | thoroughly                | Day of the Dead  | 12.4.1.54.C         |
|   | comparisons     | Mexican perspective on  | and Guatemala.         | and cultural implications  | demonstrate knowledge     | celebration      |                     |
|   |                 | life and death and how  |                        | and significance.          | of the Day of the Dead    | (copal, ofrenda, |                     |
|   |                 | that may be similar     |                        |                            | celebration in all facets | pan de muerto,   |                     |
|   |                 | and/or different from   |                        | Demonstrate the ability    | and exchange opinions     | papel picado,    |                     |
|   |                 | the perspective we have |                        | to express their opinions  | and ideas on this         | mole, plantas de |                     |
|   |                 | in the United States?   |                        | on the celebration and     | holiday comparing and     | arena, tomba,    |                     |
|   |                 |                         |                        | compare and                | differentiating it with   | etc.)            |                     |
|   |                 |                         |                        | differentiate it with our  | our cultural perspective  | -                |                     |
|   |                 |                         |                        | cultural perspectives and  | on death.                 |                  |                     |
|   |                 |                         |                        | practices.                 |                           |                  |                     |
|   | Communities:    | Communities:            | Communities:           | Communities:               | Communities:              | Communities:     | Communities:        |
|   |                 |                         |                        |                            |                           |                  |                     |
|   | School and      | Have you/will you       | A depth of knowledge   | Apprise the celebration,   | Students will be able to  | All vocabulary   | 12.5.1.54.A         |
|   | global          | incorporate the         | of the Day of the Dead | history, traditions,       | effectively and           | related to the   | 12.5.1.54.B         |
|   | communities and | Mexican perspective on  | celebration in Mexico  | perspectives, products     | thoroughly                | Day of the Dead  | 12.5.1.54. <i>C</i> |
|   | Lifelong        | death and life in your  | and Guatemala and      | and cultural implications  | demonstrate knowledge     | celebration      | 12.5.1.54.D         |
|   | Learning        | personal life? Why or   | their own personal     | and significance.          | of the Day of the Dead    | (copal, ofrenda, |                     |
|   |                 | why not?                | perspective on the     |                            | celebration in all facets | pan de muerto,   |                     |
|   |                 | ,                       | topic.                 | Demonstrate the ability    | and exchange opinions     | papel picado,    |                     |
|   |                 |                         |                        | to express their opinions  | and ideas on this         | mole, plantas de |                     |
|   |                 |                         |                        | on the celebration and     | holiday comparing and     | arena, tomba,    |                     |
|   |                 |                         |                        | analyze any aspects that   | differentiating it with   | etc.)            |                     |
|   |                 |                         |                        | they can take away from    | our cultural perspective  |                  |                     |
|   |                 |                         |                        | it for their lives outside | on death.                 |                  |                     |
|   |                 |                         |                        | of school.                 | on death.                 |                  |                     |
|   |                 |                         |                        | 01 301001.                 |                           |                  |                     |
| 1 |                 |                         |                        | 1                          |                           |                  |                     |
|   |                 |                         |                        |                            |                           |                  |                     |
|   |                 |                         |                        |                            |                           |                  |                     |

#### ASSESSMENT UNIT 4

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

| Estimated<br>Unit Time<br>Frames | Big Ideas      | Essential Questions     | Concepts<br>(Know)      | Competencies<br>(Do)      | Lessons/ Suggested<br>Resources | Vocabulary       | Standards/<br>Eligible<br>Content |
|----------------------------------|----------------|-------------------------|-------------------------|---------------------------|---------------------------------|------------------|-----------------------------------|
|                                  | Communication: | <u>Communication:</u>   | Communication:          | Communication:            | <u>Communication:</u>           | Communication:   | Communication:                    |
| <b>7</b> days                    |                |                         |                         |                           |                                 |                  |                                   |
|                                  | Interpretive,  | How can we express and  | Knows the conditional   | In realistic interactions | Students will be able to        | All regular and  | 12.1.1.54.A                       |
|                                  | Interpersonal  | comprehend              | and subjunctive         | the students can          | produce and recognize           | irregular verbs  | 12.1.1.54.B                       |
|                                  | and            | information about       | conjugations and, most  | communicate in all forms  | authentic                       | in Spanish       | 12.1.1.54.C                       |
|                                  | Presentational | UNKNOWN events in       | importantly, can apply  | (interpersonal,           | communication in all            | (infinite)       | 12.1.1.54.D                       |
|                                  |                | the future with another | this knowledge through  | interpretive and          | forms using the                 |                  | 12.1.1.54.E                       |
|                                  |                | person or a group of    | self-created written    | presentational) what life | conditional and                 | What the         | 12.1.1.54.F                       |
|                                  |                | people?                 | and oral communication. | WOULD be like for them    | subjunctive tenses in           | conditional      |                                   |
|                                  |                |                         |                         | and the world in the      | Spanish.                        | tense looks like |                                   |
|                                  |                |                         |                         | future in the target      |                                 | in English and   |                                   |
|                                  |                |                         |                         | language.                 | Resources:                      | how there is no  |                                   |
|                                  |                |                         |                         |                           |                                 | subjunctive      |                                   |
|                                  |                |                         |                         |                           | *In- class teacher-             | equivalent in    |                                   |
|                                  |                |                         |                         |                           | created handouts on             | English          |                                   |
|                                  |                |                         |                         |                           | the conditional and             |                  |                                   |
|                                  |                |                         |                         |                           | subjunctive tenses and          | (Reinforcement   |                                   |
|                                  |                |                         |                         |                           | in-class notes.                 | from earlier     |                                   |
|                                  |                |                         |                         |                           |                                 | unit) Many       |                                   |
|                                  |                |                         |                         |                           | *"What if" scenarios            | future           |                                   |
|                                  |                |                         |                         |                           |                                 | vocabulary       |                                   |
|                                  |                |                         |                         |                           |                                 | words (job,      |                                   |
|                                  |                |                         |                         |                           |                                 | university,      |                                   |

|                     |                         |                         |                             |                          | military, home,      |                     |
|---------------------|-------------------------|-------------------------|-----------------------------|--------------------------|----------------------|---------------------|
|                     |                         |                         |                             |                          | children, etc.)      |                     |
| <u>Cultures</u> :   | <u>Cultures</u> :       | <u>Cultures</u> :       | <u>Cultures</u> :           | <u>Cultures</u> :        | <u>Cultures</u> :    | <u>Cultures</u> :   |
| 5 1 .: 1. 1         | 14d                     |                         |                             |                          | 411 1                | 1001611             |
| Relating cultural   | Where would you travel  | Knows the many cultural | Apprise the many            | Students will be able to | All regular and      | 12.2.1.54.A         |
| practices to        | in the Spanish-speaking | events and celebrations | cultures of the Spanish-    | produce and recognize    | irregular verbs      | 12.2.1.54.B         |
| perspectives        | world if you could and  | practiced throughout    | speaking world and          | authentic                | in Spanish           | 12.2.1.54 <i>.C</i> |
| and relating        | why?                    | the Spanish-speaking    | decide for themselves       | communication in all     | (infinite)           |                     |
| cultural            |                         | world through           | where they would like to    | forms using the          | 14/l + . + l         |                     |
| products to         |                         | instruction in Spanish  | go and why.                 | conditional and          | What the conditional |                     |
| perspectives        |                         | class from grade 7.     |                             | subjunctive tenses in    | tense looks like     |                     |
|                     |                         |                         |                             | Spanish.                 | in English and       |                     |
|                     |                         |                         |                             |                          | how there is no      |                     |
|                     |                         |                         |                             |                          | subjunctive          |                     |
|                     |                         |                         |                             |                          | equivalent in        |                     |
|                     |                         |                         |                             |                          | English              |                     |
|                     |                         |                         |                             |                          | English              |                     |
|                     |                         |                         |                             |                          | (Reinforcement       |                     |
|                     |                         |                         |                             |                          | from earlier         |                     |
|                     |                         |                         |                             |                          | unit) Many           |                     |
|                     |                         |                         |                             |                          | future               |                     |
|                     |                         |                         |                             |                          | vocabulary           |                     |
|                     |                         |                         |                             |                          | words (job,          |                     |
|                     |                         |                         |                             |                          | university,          |                     |
|                     |                         |                         |                             |                          | military, home,      |                     |
| _                   |                         |                         |                             |                          | children, etc.)      |                     |
| <u>Connections:</u> | <u>Connections:</u>     | <u>Connections:</u>     | <u>Connections:</u>         | <u>Connections:</u>      | <u>Connections:</u>  | <u>Connections:</u> |
| Making              | What connections can    | Knows the near and far  | Demonstrate the             | Students will be able to | All regular and      | 12.3.1.54. <i>A</i> |
| connections and     | you make between the    | future. Also, the       | conditional and             | produce and recognize    | irregular verbs      | 12.3.1.54.B         |
| acquiring           | conditional and         | student has knowledge   | subjunctive conjugations    | authentic                | in Spanish           | 12.3.1.54.C         |
| information and     | subjunctive tenses in   | of the grammatical      | and, most importantly,      | communication in all     | (infinite)           | 12.3.1.54.D         |
| diverse             | Spanish and the         | structure of the        | can apply this in realistic | forms using the near     |                      |                     |
| perspectives        | conditional tense (and  | English language in the | communication. Also, the    | conditional and          | What the             |                     |
|                     | lack of subjunctive)    | conditional (and        | student can detail the      | subjunctive tenses in    | conditional          |                     |
|                     | grammatically in        | subjunctive) tense.     | grammatical structure of    | Spanish.                 | tense looks like     |                     |
|                     | English?                |                         | the English language in     |                          | in English and       |                     |
|                     |                         |                         | the conditional (and        | The students will detail | how there is no      |                     |
|                     |                         |                         | subjunctive) tenses and     | the grammatical          | subjunctive          |                     |
|                     |                         |                         | make pathways between       | structure of the         | equivalent in        |                     |

| <u>Comparisons:</u>                                    | <u>Comparisons:</u>   | <u>Comparisons:</u>  | the two languages to enhance comprehension and application.  Comparisons:  | English language in the conditional and subjunctive tenses and make pathways between the two languages to enhance comprehension and application.  Comparisons:                          | English  (Reinforcement from earlier unit) Many future vocabulary words (job, university, military, home, children, etc.)  Comparisons:   | <u>Comparisons:</u>                       |
|--|---|--|--|---|---|---|
| Language<br>comparisons and<br>Cultural<br>comparisons | What comparisons can you make between the conditional and subjunctive tenses in Spanish and the conditional (and lack of subjunctive) tense grammatically in English? | 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. | Compare and differentiate between conditional and subjunctive conjugations in English and in Spanish to further comprehension and appropriate application. | 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. | 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.) | 12.4.1.54.A<br>12.4.1.54.B<br>12.4.1.54.C |
| Communities:   | <u>Communities:</u>   | <u>Communities:</u>  | <u>Communities:</u>  | <u>Communities:</u>   | Communities:  | <u>Communities:</u>                       |
| School and<br>global<br>communities and                | Can you effectively communicate with a native speaker using   | Knows the conditional and subjunctive conjugations and, most   | In realistic interactions<br>the students can<br>communicate in all forms  | Students will be able to<br>sustain realistic<br>interactions in all forms  | All regular and<br>irregular verbs<br>in Spanish  | 12.5.1.54.A<br>12.5.1.54.B<br>12.5.1.54.C |

|  | Lifelong<br>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                       |  |  |
|--|----------------------|---|---|---|--|--|-----------------------------------|--|--|
|  |                      |   | REVIE   | W UNIT 5  |  |  |                                   |  |  |
|  |                      |   | ASSESSM   | NENT UNIT 5   |  |  |                                   |  |  |
| UNIT 6- CHRISTMAS AND NEW YEARS IN THE SPANISH-SPEAKING WORLD<br>(LA NAVIDAD Y EL AÑO NUEVO) |                      |   |   |   |  |  |                                   |  |  |
| Estimated<br>Unit Time<br>Frames   | Big Ideas            | Essential Questions                               | Concepts<br>(Know)                                      | Competencies<br>(Do)  | Lessons/ Suggested<br>Resources  | Vocabulary   | Standards/<br>Eligible<br>Content |  |  |

|        | Communication:   | Communication:  | Communication:  | Communication:   | Communication:  | Communication:   | Communication:   |
|--------|--|---|---|--|---|--|--|
| 5 days | Interpretive, Interpersonal and Presentational   | Why is Christmas and New Year's Eve celebrated in different ways and with sometimes different practices and products throughout the world when these holidays can be found in many countries? | The skills to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  The knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world. | Communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  Demonstrate higher level thinking when apprising their knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world. | Students will be able to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  Students will be able to demonstrate higher level thinking when apprising their knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.  Resources:  *Information on Christmas and New Year's in the Spanish-speaking world *12 grapes each student (Spanish New Year's tradition) | All regular and irregular verbs and all tenses as well as necessary vocabulary related to Christmas and New Year's (uvas, Navidad, Año Nuevo, arbol, el reloj, etc.) | 12.1.1.54.A<br>12.1.1.54.B<br>12.1.1.54.C<br>12.1.1.54.D<br>12.1.1.54.E<br>12.1.1.54.F |
|        | <u>Cultures</u> :  | <u>Cultures</u> :   | <u>Cultures</u> :   | <u>Cultures</u> :  | <u>Cultures</u> :   | <u>Cultures</u> :  | <u>Cultures</u> :  |
|        | Relating cultural practices to perspectives and relating cultural products to perspectives | Why is Christmas and New Year's Eve celebrated in different ways and with sometimes different practices and products throughout the world   | The skills to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  | Communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  Demonstrate higher level   | Students will be able to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.   | All regular and irregular verbs and all tenses as well as necessary vocabulary related to  | 12.2.1.54.A<br>12.2.1.54.B<br>12.2.1.54.C  |

|  | be found in many<br>countries?   | The cultural knowledge of the Christmas and New Year's holidays in our country and in various Spanishspeaking 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<br>(uvas, Navidad,<br>Año Nuevo,<br>arbol, el reloj,<br>etc.)   |  |
|--|--|---|--|--|--|--|
| Ma<br>connect<br>acquinforms<br>div<br>persp | ctions:  Connections:  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? | 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. | Connections:  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. | Connections:  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. | Connections:  All regular and irregular verbs and all tenses as well as necessary vocabulary related to Christmas and New Year's (uvas, Navidad, Año Nuevo, arbol, el reloj, etc.) | 12.3.1.54.A<br>12.3.1.54.B<br>12.3.1.54.C<br>12.3.1.54.D |
| Lan<br>compar<br>Cul                         | guage Gomparisons:  Guage Gompare and differentiate between Christmas and New Year's in the Spanish- speaking world and in the United States?  | Comparisons:  The skills to communicate effectively in an authentic manner using all tenses and appropriate vocabulary  | Comparisons:  Communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.   | Comparisons:  Students will be able to communicate effectively in an authentic manner using all tenses and appropriate vocabulary  | Comparisons:  All regular and irregular verbs and all tenses as well as necessary vocabulary   | Comparisons:  12.4.1.54.A 12.4.1.54.B 12.4.1.54.C        |

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

## ASSESSMENT UNIT 6

# UNIT 7- IMMIGRATION (INMIGRACIÓN)

| Estimated<br>Unit Time<br>Frames | Big Ideas      | Essential Questions     | Concepts<br>(Know)       | Competencies<br>(Do)                                | Lessons/ Suggested<br>Resources            | Vocabulary                 | Standards/<br>Eligible<br>Content |
|----------------------------------|----------------|-------------------------|--------------------------|---|--|----------------------------|-----------------------------------|
|                                  | Communication: | <u>Communication:</u>   | <u>Communication:</u>    | <u>Communication:</u>                               | Communication:                             | Communication:             | Communication:                    |
| 20 days                          |                |                         |                          |   |  |                            |                                   |
|                                  | Interpretive,  | Can you effectively and | Students have the        | Students can  | Students will be able to                   | All regular and            | 12.1.1.54.A                       |
|                                  | Interpersonal  | with an educated voice  | knowledge in all facets  | communicate orally and                              | apprise the immigration                    | irregular verbs            | 12.1.1.54.B                       |
|                                  | and            | communicate in all      | (economical, legal,      | written in at least 11                              | situation in the United                    | and all tenses             | 12.1.1.54. <i>C</i>               |
|                                  | Presentational | forms your              | social, etc.), from all  | different tenses using a                            | States and express                         | learned (at least          | 12.1.1.54.D                       |
|                                  |                | understanding of        | sides to effectively and | wide range of vocabulary                            | their opinions and                         | 11) as well as             | 12.1.1.54.E                       |
|                                  |                | immigration to the      | with an educated voice   | and verbs appropriate to                            | thoughts on the topic.                     | necessary                  | 12.1.1.54.F                       |
|                                  |                | United States from      | apprise the immigration  | the topic in question.                              | 6  | vocabulary                 |                                   |
|                                  |                | Latin America?          | topic in the United      |   | Students will be able to                   | related to                 |                                   |
|                                  |                |                         | States.                  | Students can  | compare and contrast                       | immigration                |                                   |
|                                  |                |                         | Students can             | demonstrate their                                   | our immigration                            | (inmigración, la           |                                   |
|                                  |                |                         | communicate orally and   | knowledge in all facets (economical, legal, social, | struggles with those throughout the world. | migra, aduana,<br>permiso, |                                   |
|                                  |                |                         | written in at least 11   | etc.), from all sides to                            | Throughout the worth.                      | trabajos,                  |                                   |
|                                  |                |                         | different tenses using a | effectively and with an                             | Students will be able to                   | derechos                   |                                   |
|                                  |                |                         | wide range of            | educated voice apprise                              | write to a U.S.                            | humanos, "La               |                                   |
|                                  |                |                         | vocabulary and verbs     | the immigration topic in                            | politician and politician                  | Bestia," etc.)             |                                   |
|                                  |                |                         | appropriate to the topic | the United States.                                  | in Latin America on the                    | <i>2001.</i> 10, 210.)     |                                   |
|                                  |                |                         | in question.             |   | topic in the target                        |                            |                                   |
|                                  |                |                         | 4455775711               |   | language.                                  |                            |                                   |
|                                  |                |                         |                          |   | 99   |                            |                                   |
|                                  |                |                         |                          |   | Resources:                                 |                            |                                   |
|                                  |                |                         |                          |   |  |                            |                                   |
|                                  |                |                         |                          |   | *The book ENRIQUE'S                        |                            |                                   |
|                                  |                |                         |                          |   | JOURNEY by Sonia                           |                            |                                   |
|                                  |                |                         |                          |   | Nazario                                    |                            |                                   |
|                                  |                |                         |                          |   |  |                            |                                   |

|   | Cultures:  Relating cultural practices to perspectives and relating cultural products to perspectives  Connections: | Cultures:  Why are so many adults as well as children coming to the United States legally and illegally?  Connections: | Cultures:  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. | Cultures:  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. | *A host of articles from various sources and all sides and opinions, video clips, documentaries, etc.  Cultures:  Students will be able to demonstrate a depth of understanding as to the cultural implications and reasons why people immigrant to the U.S. and to other countries.  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. | Cultures:  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.) | Cultures:  12.2.1.54.A 12.2.1.54.B 12.2.1.54.C                    |
|---|---|--|--|---|---|--|---|
| Connections: Connections: Connections: Connections: Connections: Connections: Connections   | Connections:  | Connections:   | Connections:   | Connections:  | Connections:  | Connections:   | connections:  |
| connections and questions relate to the knowledge in all facets communicate orally and make connections irregular verbs 12.3.1.54.B | connections and   | questions relate to the  | knowledge in all facets  | communicate orally and  | make connections  | irregular verbs  | 12.3.1.54. <i>A</i><br>12.3.1.54. <i>B</i><br>12.3.1.54. <i>C</i> |

| :                   | the world and how does  |   | diff and the second and the second                  | 41-116 11-41-                                   | 1                        | 12 2 1 6 4 5        |
|---------------------|-------------------------|---|---|---|--------------------------|---------------------|
| information and     |                         | social, etc.), from all                         | different tenses using a                            | the U.S. now and in the                         | learned (at least        | 12.3.1.54.D         |
| diverse             | it differ?              | sides to effectively and with an educated voice | wide range of vocabulary                            | 20 <sup>th</sup> century as well as             | 11) as well as           |                     |
| perspectives        |                         |   | and verbs appropriate to                            | immigration throughout the world.               | necessary                |                     |
|                     |                         | apprise the immigration topic in the United     | the topic in question.                              | The world.                                      | vocabulary<br>related to |                     |
|                     |                         | '   | Students can  | Students will be able to                        |                          |                     |
|                     |                         | States.   | demonstrate their                                   |   | immigration              |                     |
|                     |                         | Students can                                    |   | apprise the immigration situation in the United | (inmigración, la         |                     |
|                     |                         | communicate orally and                          | knowledge in all facets (economical, legal, social, | States and express                              | migra, aduana,           |                     |
|                     |                         | written in at least 11                          | etc.), from all sides to                            | their opinions and                              | permiso,<br>trabajos,    |                     |
|                     |                         | different tenses using a                        | effectively and with an                             | thoughts on the topic.                          | derechos                 |                     |
|                     |                         | wide range of                                   | educated voice apprise                              | inoughts on the topic.                          | humanos, "La             |                     |
|                     |                         | vocabulary and verbs                            | the immigration topic in                            | Students will be able to                        | Bestia," etc.)           |                     |
|                     |                         | appropriate to the topic                        | the United States.                                  | compare and contrast                            | bestia, etc.)            |                     |
|                     |                         | in question.                                    | me onited orates.                                   | our immigration                                 |                          |                     |
|                     |                         | in question.                                    |   | struggles with those                            |                          |                     |
|                     |                         |   |   | throughout the world.                           |                          |                     |
|                     |                         |   |   | oughour me morra.                               |                          |                     |
|                     |                         |   |   | Students will be able to                        |                          |                     |
|                     |                         |   |   | write to a U.S.                                 |                          |                     |
|                     |                         |   |   | politician and politician                       |                          |                     |
|                     |                         |   |   | in Latin America on the                         |                          |                     |
|                     |                         |   |   | topic in the target                             |                          |                     |
|                     |                         |   |   | language.                                       |                          |                     |
|                     |                         |   |   | 3 3   |                          |                     |
| <u>Comparisons:</u> | <u>Comparisons:</u>     | <u>Comparisons:</u>                             | <u>Comparisons:</u>                                 | <u>Comparisons:</u>                             | <u>Comparisons:</u>      | <u>Comparisons:</u> |
| Language            | How do our immigration  | Students have the                               | Students can  | Students will be able to                        | All regular and          | 12.4.1.54.A         |
| comparisons and     | questions relate to the | knowledge in all facets                         | communicate orally and                              | apprise the immigration                         | irregular verbs          | 12.4.1.54.B         |
| Cultural            | same topic throughout   | (economical, legal,                             | written in at least 11                              | situation in the United                         | and all tenses           | 12.4.1.54.C         |
| comparisons         | the world and how does  | social, etc.), from all                         | different tenses using a                            | States and express                              | learned (at least        |                     |
| '                   | it differ?              | sides to effectively and                        | wide range of vocabulary                            | their opinions and                              | 11) as well as           |                     |
|                     |                         | with an educated voice                          | and verbs appropriate to                            | thoughts on the topic.                          | necessary                |                     |
|                     |                         | apprise the immigration                         | the topic in question.                              | ,   | vocabulary               |                     |
|                     |                         | topic in the United                             |   | Students will be able to                        | related to               |                     |
|                     |                         | States.   | Students can  | compare and contrast                            | immigration              |                     |
|                     |                         |   | demonstrate their                                   | our immigration                                 | (inmigración, la         |                     |
|                     |                         | Students can                                    | knowledge in all facets                             | struggles with those                            | migra, aduana,           |                     |
|                     |                         | communicate orally and                          | (economical, legal, social,                         | throughout the world.                           | permiso,                 |                     |
|                     |                         | written in at least 11                          | etc.), from all sides to                            |   | trabajos,                |                     |
|                     |                         | different tenses using a                        | effectively and with an                             | Students will be able to                        | derechos                 |                     |

|   |   | wide range of vocabulary and verbs appropriate to the topic in question.  | educated voice apprise<br>the immigration topic in<br>the United States.   | write to a U.S. politician and politician in Latin America on the topic in the target language.   | humanos, "La<br>Bestia," etc.)  |   |
|---|---|---|--|---|---|---|
| <u>Communities:</u>                                 | <u>Communities:</u>   | <u>Communities:</u>   | <u>Communities:</u>  | <u>Communities:</u>   | <u>Communities:</u>   | Communities:  |
| School and global communities and Lifelong Learning | 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? | 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. | 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. | 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. | 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.) | 12.5.1.S4. <i>A</i> 12.5.1.S4. <i>B</i> 12.5.1.S4. <i>C</i> 12.5.1.S4. <i>D</i> |

## ASSESSMENT UNIT 7

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

| Estimated<br>Unit Time<br>Frames | Big Ideas   | Essential Questions   | Concepts<br>(Know)  | Competencies<br>(Do)   | Lessons/ Suggested<br>Resources   | Vocabulary  | Standards/<br>Eligible<br>Content   |
|----------------------------------|---|---|---|--|---|---|---|
|                                  | Communication:  | Communication:  | <u>Communication:</u>   | <u>Communication:</u>  | Communication:  | Communication:  | Communication:  |
| 10 days                          | Interpretive, Interpersonal and Presentational                                | Can you order from an authentic Spanish/South American restaurant with native speakers in the target language communicating specifically what you would like? | 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. | 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. | 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.  Resources:  *Visuals of the many different foods in the Spanish and South American cuisines | Vocabulary of ordering from a restaurant and all necessary elements needed when eating, etc.  Also Spanish and South American food names and what they are. | 12.1.1.54. <i>A</i> 12.1.1.54. <i>B</i> 12.1.1.54. <i>C</i> 12.1.1.54. <i>D</i> 12.1.1.54. <i>E</i> 12.1.1.54. <i>F</i> |
|                                  | <u>Cultures</u> :   | <u>Cultures</u> :   | <u>Cultures</u> :   | <u>Cultures</u> :  | <u>Cultures</u> :   | <u>Cultures</u> :   | <u>Cultures</u> :   |
|                                  | Relating cultural practices to perspectives and relating cultural products to | Why are certain foods eaten in different cultures while those same foods may not be eaten at all in another?  | Know the many different foods in Spanish and South American cuisines. Know how to   | Demonstrate knowledge of the many different foods in Spanish and South American cuisines.  Communicate effectively   | 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   | Vocabulary of ordering from a restaurant and all necessary elements needed when   | 12.2.1.54.A<br>12.2.1.54.B<br>12.2.1.54.C   |

|     | nan a a tive a | Is there different                               |  | i+la ma+ia an a aleana !                     | in relation to food and                    | antine sta      |                     |
|-----|----------------|--|--|--|--|-----------------|---------------------|
| per | rspectives     |  | communicate                                    | with native speakers in all tenses and forms |  | eating, etc.    |                     |
|     |                | etiquette and traditions in relation to food and | effectively with native speakers in all tenses |  | eating food that exist in the culture.     | Also Spanish    |                     |
|     |                |  |  | utilizing all appropriate                    | in the culture.                            | and South       |                     |
|     |                | eating food between                              | and forms utilizing all                        | vocabulary.                                  | Students will be able to                   | American food   |                     |
|     |                | Spain/ South American                            | appropriate vocabulary.                        |  |  |                 |                     |
|     |                | countries and the<br>United States?              |  |  | compare and differentiate between          | names and what  |                     |
|     |                | United States?                                   |  |  |  | they are.       |                     |
|     |                | Can way and an financia                          |  |  | the foods eaten in one more with the foods |                 |                     |
|     |                | Can you order from an authentic                  |  |  | eaten in another.                          |                 |                     |
|     |                | Spanish/South                                    |  |  | eaten in another.                          |                 |                     |
|     |                | American restaurant                              |  |  | Students will be able to                   |                 |                     |
|     |                | with native speakers in                          |  |  | partake and experience                     |                 |                     |
|     |                | the target language                              |  |  | firsthand the authentic                    |                 |                     |
|     |                | communicating                                    |  |  | foods of the countries                     |                 |                     |
|     |                | specifically what you                            |  |  | we have learned about                      |                 |                     |
|     |                | would like?                                      |  |  | in a real life setting                     |                 |                     |
|     |                | would like:                                      |  |  | outside of the school                      |                 |                     |
|     |                |  |  |  | on a field trip.                           |                 |                     |
|     |                |  |  |  | он ш үнэнш нэр.                            |                 |                     |
| Con | nnections:     | Connections:                                     | Connections:                                   | Connections:                                 | Connections:                               | Connections:    | Connections:        |
|     | Making         | Why are certain foods                            | Know the many                                  | Demonstrate knowledge                        | Students will be able to                   | Vocabulary of   | 12.3.1.54.A         |
|     | nections and   | eaten in different                               | different foods in                             | of the many different                        | connect the foods                          | ordering from a | 12.3.1.54.B         |
|     | acquiring      | cultures while those                             | Spanish and South                              | foods in Spanish and                         | eaten in one more with                     | restaurant and  | 12.3.1.54. <i>C</i> |
|     | rmation and    | same foods may not be                            | American cuisines.                             | South American cuisines.                     | the foods eaten in                         | all necessary   | 12.3.1.54.D         |
|     | diverse        | eaten at all in another?                         |  |  | another as well as any                     | elements        |                     |
|     | rspectives     |  | Know how to                                    | Communicate effectively                      | etiquette or traditions                    | needed when     |                     |
|     |                | Is there different                               | communicate                                    | with native speakers in                      | in relation to food and                    | eating, etc.    |                     |
|     |                | etiquette and traditions                         | effectively with native                        | all tenses and forms                         | eating food that exist                     | ٠, ٠            |                     |
|     |                | in relation to food and                          | speakers in all tenses                         | utilizing all appropriate                    | in the culture.                            | Also Spanish    |                     |
|     |                | eating food between                              | and forms utilizing all                        | vocabulary.                                  |  | and South       |                     |
|     |                | Spain/South American                             | appropriate vocabulary.                        | ,  |  | American food   |                     |
|     |                | countries and the                                | , , ,  |  |  | names and what  |                     |
|     |                | United States?                                   |  |  |  | they are.       |                     |
| Com | mparisons:     | Comparisons:                                     | Comparisons:                                   | Comparisons:                                 | Comparisons:                               | Comparisons:    | Comparisons:        |
|     | mpui isons.    | Companisons:                                     | Companisons.                                   | Companisons:                                 | Companisons.                               | Companisons:    | Compunisons.        |
| L   | .anguage       | Can we compare and                               | Know the many                                  | Demonstrate knowledge                        | Students will be able to                   | Vocabulary of   | 12.4.1.54.A         |
|     | parisons and   | differentiate between                            | different foods in                             | of the many different                        | compare and                                | ordering from a | 12.4.1.54.B         |
|     | Cultural       | certain foods eaten in                           | Spanish and South                              | foods in Spanish and                         | differentiate between                      | restaurant and  | 12.4.1.54.C         |

| 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. | 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<br>more with the foods<br>eaten in another.  | all necessary elements needed when eating, etc.  Also Spanish and South American food names and what they are.  |  |
|---|--|---|--|---|---|--|
| <u>Communities:</u>   | <u>Communities:</u>  | <u>Communities:</u>   | <u>Communities:</u>  | <u>Communities:</u>   | <u>Communities:</u>   | Communities:   |
| School and<br>global<br>communities and<br>Lifelong<br>Learning | Can you order from an authentic Spanish/South American restaurant with native speakers in the target language communicating specifically what you would like?  | 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.   | 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.                | 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. | Vocabulary of ordering from a restaurant and all necessary elements needed when eating, etc.  Also Spanish and South American food names and what they are. | 12.5.1.54.A<br>12.5.1.54.B<br>12.5.1.54.C<br>12.5.1.54.D |

## ASSESSMENT UNIT 8

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

| Interpretive, Interpresonal and Presentational Presentational Angentine dictatorship and the plight of the during this time.  Can you apprise the Argentine dictatorship and the plight of the 30,000 "disappeared" during this time.  The students know the history related to the Argentine dictatorship and the plight of the 30,000 "disappeared" during this time.  The students know the history related to the Argentine dictatorship and the plight of the 30,000 "disappeared" during this time.  The students can express intelligently and in great depth and in great detail the Argentine dictatorship and the plight of the 30,000 "disappeared" during this time.  The students can express intelligently and in great depth and in great detail the Argentine dictatorship and the plight of the 30,000 "disappeared" during this time.  Students will be able to apprise in great depth and in great detail the Argentine dictatorship and the plight of the 30,000 "disappeared" during this time.  Students will be able to apprise in great depth and in great depth the history related to the Argentine dictatorship and the plight of the 30,000 men, women and children who "disappeared" during this time. | Estimated<br>Unit Time<br>Frames | Big Ideas         | Essential Questions                          | Concepts<br>(Know)  | Competencies<br>(Do)   | Lessons/ Suggested<br>Resources  | Vocabulary  | Standards/<br>Eligible<br>Content   |
|---|----------------------------------|-------------------|--|---|--|--|---|---|
| *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  |                                  | Interpersonal and | Argentine dictatorship and the plight of the | history related to the<br>Argentine dictatorship<br>and the plight of the<br>30,000 "disappeared" | express intelligently and<br>in great depth the<br>history related to the<br>Argentine dictatorship<br>and the plight of the<br>30,000 "disappeared" | 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.  Resources:  *CONADEP official investigation report (authentic document) *Informational materials-teachercreated *Visuals of all 30,000 of the disappeared *THE OFFICIAL STORY movie *Authentic articles on "los desaparecidos." *Sting song on los | and all vocabulary related to this event in history (dictadura, | Communication:  12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D 12.1.1.54.F |

| <u>Cultures</u> :  | <u>Cultures</u> :  | <u>Cultures</u> :  | <u>Cultures</u> :   | <u>Cultures</u> :   | <u>Cultures</u> :   | <u>Cultures</u> :   |
|--|--|--|---|---|---|---|
| Relating cultural practices to perspectives and relating cultural products to perspectives | How do different cultures memorialize and honor those citizens that have passed away (sometimes under tragic circumstances)? | The students know the history related to the Argentine dictatorship and the plight of the 30,000 "disappeared" during this time.  The students know how the Argentine people have remembered "los desaparecidos" and can compare and differentiate it with our own culture and others.           | 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.  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.           | 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. | Desaparecido and all vocabulary related to this event in history (dictadura, secuestro, etc.) | 12.2.1.54. <i>A</i> 12.2.1.54. <i>B</i> 12.2.1.54. <i>C</i>                     |
| Connections:   | Connections:   | Connections:   | Connections:  | Connections:  | Connections:  | Connections:  |
| Making connections and acquiring information and diverse perspectives                      | How does what happened in Argentina between 1978 and 1982 relate to another event that you have learned about in history?    | The students know the history related to the Argentine dictatorship and the plight of the 30,000 "disappeared" during this time.  The students know other historical events that can relate to the Argentine dictatorship and "los desaparecidos" and can analyze them to determine connections. | 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.  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. | 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. | Desaparecido and all vocabulary related to this event in history (dictadura, secuestro, etc.) | 12.3.1.54. <i>A</i> 12.3.1.54. <i>B</i> 12.3.1.54. <i>C</i> 12.3.1.54. <i>D</i> |

| <u>Comparisons:</u>   | <u>Comparisons:</u>  | <u>Comparisons:</u>   | <u>Comparisons:</u>  | <u>Comparisons:</u>   | <u>Comparisons:</u>   | Comparisons:  |
|---|--|---|--|---|---|---|
| Language<br>comparisons and<br>Cultural<br>comparisons          | Compare and differentiate what happened in Argentina between 1978 and 1982 to another event that you have learned about in history?        | The students know the history related to the Argentine dictatorship and the plight of the 30,000 "disappeared" during this time.      | 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. | 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. | Desaparecido and all vocabulary related to this event in history (dictadura, secuestro, etc.) | 12.4.1.54. <i>A</i><br>12.4.1.54. <i>B</i><br>12.4.1.54. <i>C</i> |
| <u>Communities:</u>   | <u>Communities:</u>  | <u>Communities:</u>   | <u>Communities:</u>  | <u>Communities:</u>   | Communities:  | <u>Communities:</u>   |
| School and<br>global<br>communities and<br>Lifelong<br>Learning | How can we be concerned with and informed about events, atrocities, etc. in other countries outside of school and for our personal growth? | The students know the importance to be a global citizen and that what happens in one part of the world has ripple effects throughout. | The students can apprise the importance of being an educated, informed young adult with global events and situations.  | Students will be able to apprise the importance of being an educated, informed, young adult with global events and situations.  | Desaparecido and all vocabulary related to this event in history (dictadura, secuestro, etc.) | 12.5.1.54.A<br>12.5.1.54.B<br>12.5.1.54.C<br>12.5.1.54.D          |

#### **ASSESSMENT UNIT 9**

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

| Estimated<br>Unit Time<br>Frames | Big Ideas  | Essential Questions  | Concepts<br>(Know)   | Competencies<br>(Do)  | Lessons/ Suggested<br>Resources   | Vocabulary   | Standards/<br>Eligible<br>Content                                       |
|----------------------------------|--|--|--|---|---|--|---|
|                                  | Communication:   | <u>Communication:</u>  | <u>Communication:</u>  | <u>Communication:</u>   | Communication:  | Communication:   | Communication:  |
| <b>5</b> days                    | Interpretive, Interpersonal and Presentational   | 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? | Knows the pluscuamperfecto and pretérito perfecto conjugations and, most importantly, can apply this knowledge through self-created written and oral communication.                                      | In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about events that HAVE or HAD occurred in the target language.   | Students will be able to produce and recognize authentic communication in all forms using the pluscuamperfecto and pretérito perfecto tenses in Spanish.  Resources: *In- class teachercreated handouts on the pluscuamperfecto and pretérito perfecto tenses and in-class notes. | 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 | 12.1.1.54.A<br>12.1.1.54.B<br>12.1.1.54.C<br>12.1.1.54.D<br>12.1.1.54.F |
|                                  | <u>Cultures</u> :  | <u>Cultures</u> :  | <u>Cultures</u> :  | <u>Cultures</u> :   | <u>Cultures</u> :   | <u>Cultures</u> :  | <u>Cultures</u> :   |
|                                  | Relating cultural practices to perspectives and relating cultural products to perspectives | How can activities vary depending on the culture and country in which one is raised?   | 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 | 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, | Students will be able to produce and recognize authentic communication in all forms using the pluscuamperfecto and pretérito perfecto tenses in Spanish.  | All regular and irregular verbs in Spanish (infinite)  What the pluscuamperfecto and pretérito perfecto tenses looks like in English   | 12.2.1.54.A<br>12.2.1.54.B<br>12.2.1.54.C                               |

|  |  | this knowledge through self-created written and oral communication.  | presentational) about<br>events that HAVE or<br>HAD occurred in the<br>target language.   |  | (Reinforcement<br>from previous<br>years) Many<br>"past"<br>vocabulary<br>words   |   |
|--|--|--|---|--|---|---|
| Connec   | tions: Connections:  | <u>Connections:</u>  | <u>Connections:</u>   | Connections:   | Connections:  | Connections:  |
| Mak<br>connecti<br>acqui<br>informat<br>dive<br>perspe | ons and you make between t<br>ring pluscuamperfecto a<br>rion and pretérito perfect<br>rse tenses in Spanish | he pluscuamperfecto and nd pretérito perfecto conjugations and, most   | 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. | 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. | 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. | 12.3.1.54. <i>A</i> 12.3.1.54. <i>B</i> 12.3.1.54. <i>C</i> 12.3.1.54. <i>D</i> |
| Compar   | isons: Comparisons:  | <u>Comparisons:</u>  | Comparisons:  | Comparisons:   | Comparisons:  | Comparisons:  |
| Langi<br>comparis<br>Culti<br>compai                   | ons and you make between t<br>ural pluscuamperfecto a  | he pluscuamperfecto and nd pretérito perfecto conjugations and, most importantly, can apply this knowledge through | In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about events that HAVE or HAD occurred in the                  | Students will be able to produce and recognize authentic communication in all forms using the pluscuamperfecto and pretérito perfecto tenses in Spanish.   | All regular and irregular verbs in Spanish (infinite)  What the pluscuamperfecto and pretérito  | 12.4.1.54. <i>A</i><br>12.4.1.54. <i>B</i><br>12.4.1.54. <i>C</i>               |

|   |   |   |   |   | perfecto tenses looks like in English  (Reinforcement from previous years) Many "past" vocabulary words.  |   |
|---|---|---|---|---|---|---|
| Communities:  School and global communities and Lifelong Learning | Can you effectively communicate with a native speaker using the pluscuamperfecto and pretérito perfecto tenses appropriately? | Knows the pluscuamperfecto and pretérito perfecto conjugations and, most importantly, can apply this knowledge through self-created written and oral communication. | Communities:  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. | Communities:  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. | Communities:  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. | 2.5.1.54.A<br>12.5.1.54.B<br>12.5.1.54.C<br>12.5.1.54.D |

## ASSESSMENT UNIT 10

## UNIT 11- SPANISH AND HISPANIC ART (EL ARTE ESPAÑOL E HISPANO)

| Estimated<br>Unit Time<br>Frames | Big Ideas                                      | Essential Questions   | Concepts<br>(Know)   | Competencies<br>(Do)  | Lessons/ Suggested<br>Resources   | Vocabulary  | Standards/<br>Eligible<br>Content                                       |
|----------------------------------|--|---|--|---|---|---|---|
|                                  | Communication:                                 | Communication:  | Communication:   | <u>Communication:</u>   | Communication:  | Communication:  | Communication:  |
| 15 days                          | Interpretive, Interpersonal and Presentational | Can you sustain a conversation on the famous artists Diego Rivera, Frida Kahlo, Francisco Goya, Antoni Gaudí? | 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. | 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. | 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 | All vocabulary in English and in Spanish related to art (Surrealism, abstract, realism, Cubism, etc.) as well as all vocabulary needed to explain, question and discuss works of art across time. | 12.1.1.54.A<br>12.1.1.54.B<br>12.1.1.54.D<br>12.1.1.54.E<br>12.1.1.54.F |

| Г  |  |   | Τ  |   | <u> </u>  |   |
|--|--|---|--|---|---|---|
|  |  |   |  | art that they may not   |   |   |
|  |  |   |  | otherwise have  |   |   |
|  |  |   |  | explored.   |   |   |
|  |  |   |  | Resources:  |   |   |
|  |  |   |  | *Visuals of all artists, museum discussed and artwork introduced. *Biographies on all of the artists *Classroom notes and handouts explaining various works of art *Carnegie Museum of Art/Cleveland Museum of Art, Mattress Factory, Warhol Museum, etc. field trip *A&E Biographies on  |   |   |
|  |  |   |  | Frida Kahlo and other artists   |   |   |
|  |  |   |  | uriisis   |   |   |
| <u>Cultures</u> :  | <u>Cultures</u> :  | <u>Cultures</u> :   | <u>Cultures</u> :  | <u>Cultures</u> :   | <u>Cultures</u> :   | <u>Cultures</u> :   |
| Relating cultural practices to perspectives and relating cultural products to perspectives | How do the different cultures of the artists affect their art? | The students know the artists' work and are familiar with the countries and cultures of the artists learned about in this unit. | Students can apprise the works by the artists studied and can demonstrate how their countries and cultures may have affected their work/influence. | 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, | All vocabulary in English and in Spanish related to art (Surrealism, abstract, realism, Cubism, etc.) as well as all vocabulary needed to explain, question and discuss works of art across time. | 12.2.1.54. <i>A</i><br>12.2.1.54. <i>B</i><br>12.2.1.54. <i>C</i> |

| M<br>connec<br>acc<br>inform<br>di | ections:  aking ctions and quiring nation and verse pectives  Connections:  What perspectives you see between the Hispanic and Spanic and Spanic artists we have lear about in this unit   | ne artists' work and are sh familiar with the ned countries and cultures   | Connections:  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 | Impressionist, etc.) with the art that we learned about in class.  Students will be able to complete a scavenger hunt throughout the museum that consists of ALL areas of the museum (art as well as natural history) exposing the students to areas and works of art that they may not otherwise have explored.  Connections:  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 | Connections:  All vocabulary in English and in Spanish related to art (Surrealism, abstract, realism, Cubism, etc.) as well as | Connections:  12.3.1.54.A 12.3.1.54.B 12.3.1.54.C 12.3.1.54.D |
|------------------------------------|--|--|--|---|--|---|
|                                    |  |  |  |   |  |   |
| Cann                               | actions: Connections:  | Connections  | Connections  | Connections   | Connections  | Connactions   |
| Conn                               | <u>connections:</u>  | Connections:   | <u>Connections:</u>  | Connections   | Connections:   | Connections:  |
| connec<br>acc<br>inform<br>di      | you see between the property of the property o | artists' work and are familiar with the countries and cultures of the artists and the effects certain people, events and their culture | works by the artists studied and can demonstrate how their countries, cultures, people in their lives and historical events may  | apprise the biographies<br>of the famous artists<br>Diego Rivera, Frida<br>Kahlo, Francisco Goya,<br>and Antoni Gaudí.  | English and in Spanish related to art (Surrealism, abstract, realism, Cubism,  | 12.3.1.54.B<br>12.3.1.54. <i>C</i>                            |
|                                    |  |  |  | Students will be able to complete a scavenger   |  |   |

| - | com | omparisons:  Language  nparisons and  Cultural  comparisons | Comparisons:  What comparisons and differences do you see between the Hispanic and Spanish artists we have learned about in this unit? | Comparisons:  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. | Comparisons:  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. | 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.  Comparisons:  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, | Comparisons:  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. | Comparisons:  12.4.1.54.A 12.4.1.54.B 12.4.1.54.C |
|---|-----|---|--|---|--|--|---|---|
|   |     |   |  |   |  | and contrast the<br>various works of art<br>learned as part of that  | works of art  |   |

|   |  |   |   | art that they may not<br>otherwise have<br>explored.   |   |   |
|---|--|---|---|--|---|---|
| <u>Communities:</u>                                 | <u>Communities:</u>  | <u>Communities:</u>   | <u>Communities:</u>   | <u>Communities:</u>  | <u>Communities:</u>   | Communities:  |
| School and global communities and Lifelong Learning | Can you, with an educated eye, analyze and evaluate various works of art at a real museum whether related to Spanish/ Hispanic art or another genre?  Can you navigate yourself around a real museum finding various works of art as part of a scavenger hunt? | Students know how to analyze and evaluate art and understand that there is more happening in works of art than one might initially think.  Students know how to navigate themselves around a real museum and have the tools to overcome any obstacles that they may initially face. | Students will analyze and evaluate art and demonstrate understanding that there is more happening in works of art than one might initially think.  Students can navigate themselves around a real museum and have the tools to overcome any obstacles that they may initially face while accomplishing a scavenger hunt with a partner. | Students will be able to 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 art that they may not otherwise have explored. | All vocabulary in English and in Spanish related to art (Surrealism, abstract, realism, Cubism, etc.) as well as all vocabulary needed to explain, question and discuss works of art across time. | 12.5.1.S4. <i>A</i> 12.5.1.S4. <i>B</i> 12.5.1.S4. <i>C</i> 12.5.1.S4. <i>D</i> |

#### ASSESSMENT UNIT 11

## UNIT 12- COMMANDS (MANDATOS)

| Estimated<br>Unit Time<br>Frames | Big Ideas         | Essential Questions    | Concepts<br>(Know)       | Competencies<br>(Do)      | Lessons/ Suggested<br>Resources | Vocabulary        | Standards/<br>Eligible<br>Content |
|----------------------------------|-------------------|------------------------|--------------------------|---------------------------|---------------------------------|-------------------|-----------------------------------|
|                                  | Communication:    | Communication:         | <u>Communication:</u>    | <u>Communication:</u>     | <u>Communication:</u>           | Communication:    | Communication:                    |
| 9 days                           |                   |                        |                          |                           |                                 |                   |                                   |
|                                  | Interpretive,     | How can we express and | Knows the mandatos       | In realistic interactions | Students will be able to        | All regular and   | 12.1.1.54.A                       |
|                                  | Interpersonal     | comprehend             | (command) conjugations   | the students can          | produce and recognize           | irregular verbs   | 12.1.1.54.B                       |
|                                  | and               | information commands   | and, most importantly,   | communicate in all forms  | authentic                       | in Spanish        | 12.1.1.54.C                       |
|                                  | Presentational    | with another person or | can apply this           | (interpersonal,           | communication in all            | (infinite)        | 12.1.1.54.D                       |
|                                  |                   | a group of people?     | knowledge through self-  | interpretive and          | forms using the                 |                   | 12.1.1.54.E                       |
|                                  |                   |                        | created written and      | presentational) by giving | mandato (command)               | What the          | 12.1.1.54.F                       |
|                                  |                   |                        | oral communication.      | or receiving commands in  | tense in Spanish.               | mandato           |                                   |
|                                  |                   |                        |                          | the target language.      | _                               | (command)         |                                   |
|                                  |                   |                        |                          |                           | Resources:                      | tense looks like  |                                   |
|                                  |                   |                        |                          |                           | *In- class teacher-             | in English        |                                   |
|                                  |                   |                        |                          |                           | created handouts on             |                   |                                   |
|                                  |                   |                        |                          |                           | the mandato (command)           | (Reinforcement    |                                   |
|                                  |                   |                        |                          |                           | tense and in-class              | from previous     |                                   |
|                                  |                   |                        |                          |                           | notes.                          | years) Many       |                                   |
|                                  |                   |                        |                          |                           |                                 | vocabulary        |                                   |
|                                  |                   |                        |                          |                           |                                 | words             |                                   |
|                                  |                   |                        |                          |                           |                                 | appropriate for   |                                   |
|                                  |                   |                        |                          |                           |                                 | the topic.        |                                   |
|                                  | <u>Cultures</u> : | <u>Cultures</u> :      | <u>Cultures</u> :        | <u>Cultures</u> :         | <u>Cultures</u> :               | <u>Cultures</u> : | <u>Cultures</u> :                 |
|                                  |                   |                        |                          |                           |                                 |                   |                                   |
|                                  | Relating cultural | How do the Latino      | The student knows the    | The student can explain   | Students will be able to        | All regular and   | 12.2.1.54.A                       |
|                                  | practices to      | cultural practices and | cultural perspectives    | the cultural perspectives | produce and recognize           | irregular verbs   | 12.2.1.54.B                       |
|                                  | perspectives      | perspectives influence | and practices in various | and practices in various  | authentic                       | in Spanish        | 12.2.1.54.C                       |
|                                  | and relating      | the formation of the   | countries and how they   | countries and how they    | communication in all            | (infinite)        |                                   |
|                                  | cultural          | mandato (command)      | are similar and are      | are similar and are       | forms using the                 |                   |                                   |

|   | the conditional tense<br>grammatically in<br>English?  | knowledge through self-<br>created written and<br>oral communication.  | interpretive and presentational) giving and receiving commands in the target language.   | forms using the<br>mandato (command)<br>tense in Spanish.   | What the mandato (command) tense looks like in English (Reinforcement from previous years) Many vocabulary words appropriate for the topic.   |  |
|---|--|--|--|---|---|--|
| <u>Communities:</u>   | <u>Communities:</u>  | <u>Communities:</u>  | <u>Communities:</u>  | <u>Communities:</u>   | Communities:  | <u>Communities:</u>                                      |
| School and<br>global<br>communities and<br>Lifelong<br>Learning | Can you effectively communicate with a native speaker using the mandato (command) tense appropriately? | Knows the mandato (command) conjugations and, most importantly, can apply this knowledge through self- created written and oral communication. | In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) giving and receiving commands in the target language. | 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. | 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. | 12.5.1.54.A<br>12.5.1.54.B<br>12.5.1.54.C<br>12.5.1.54.D |

## ASSESSMENT UNIT 12

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

| Estimated<br>Unit Time<br>Frames | Big Ideas                                      | Essential Questions  | Concepts<br>(Know)  | Competencies<br>(Do)   | Lessons/ Suggested<br>Resources  | Vocabulary  | Standards/<br>Eligible<br>Content  |
|----------------------------------|--|--|---|--|--|---|--|
|                                  | Communication:                                 | Communication:   | Communication:  | Communication:   | Communication:   | Communication   | <b>Communication</b>   |
| 7 days                           | Interpretive, Interpersonal and Presentational | Can you explain in detail the running of the bulls' tradition? | 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 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 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.  Resources:  *In- class teacher-created handouts and inclass notes *Clips of the actual running of the bulls in Pamplona, Spain *Articles | in the state of the running of the bulls (san fermines, corrida de toros, encierro, el calle, la plaza de toros, oración, etc.) | :<br>12.1.1.54.A<br>12.1.1.54.B<br>12.1.1.54.D<br>12.1.1.54.E<br>12.1.1.54.F |

| <u>Cultures</u> :  | <u>Cultures</u> :   | <u>Cultures</u> :   | <u>Cultures</u> :   | <u>Cultures</u> :  | <u>Cultures</u> :   | <u>Cultures</u> :   |
|--|---|---|---|--|---|---|
| Relating cultural practices to perspectives and relating cultural products to perspectives | Why is an event like the running of the bulls a practice done in a country like Spain based on their cultural perspectives?                                 | 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 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 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. | Vocabulary related to the running of the bulls (san fermines, corrida de toros, encierro, el calle, la plaza de toros, oración, etc.) | 12.2.1.54. <i>A</i><br>12.2.1.54. <i>B</i><br>12.2.1.54. <i>C</i>               |
| Connections:   | Connections:  | Connections:  | Connections:  | Connections:   | Connections:  | Connections:  |
| Making connections and acquiring information and diverse perspectives                      | 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? | 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 the various perspectives on the tradition and why some support it while others do not. | 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 a deeper understanding of the various perspectives on the tradition and why some support it while others do not. | 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. | Vocabulary related to the running of the bulls (san fermines, corrida de toros, encierro, el calle, la plaza de toros, oración, etc.) | 12.3.1.54. <i>A</i> 12.3.1.54. <i>B</i> 12.3.1.54. <i>C</i> 12.3.1.54. <i>D</i> |
| <u>Comparisons:</u>  | <u>Comparisons:</u>   | Comparisons:  | Comparisons:  | Comparisons:   | Comparisons:  | Comparisons:  |
| Language<br>comparisons and<br>Cultural<br>comparisons                                     | Can you compare and differentiate between the diverse perspectives on the   | Students know the<br>running of the bulls'<br>tradition, why it is<br>done, how it was  | Students can apprise the running of the bulls' tradition, why it is done, how it was started and  | Students will be able to apprise the running of the bulls' tradition, why it is done, how it was   | Vocabulary<br>related to the<br>running of the<br>bulls (san  | 12.4.1.54. <i>A</i><br>12.4.1.54. <i>B</i><br>12.4.1.54. <i>C</i>               |

|   | running of the bulls and<br>an aspect of our culture<br>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,<br>corrida de<br>toros,<br>encierro, el<br>calle, la plaza<br>de toros,<br>oración, etc.)   |   |
|---|--|---|--|--|---|---|
| Communities:  School and global communities and Lifelong Learning | Can you explain your position on the running of the bulls and whether you are in favor of it and are against it? | Communities:  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. | Communities:  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. | Communities:  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. | Communities:  Vocabulary related to the running of the bulls (san fermines, corrida de toros, encierro, el calle, la plaza de toros, oración, etc.) | Communities:  12.5.1.54.A 12.5.1.54.B 12.5.1.54.C 12.5.1.54.D |

## **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<br>Unit Time<br>Frames | Big Ideas   | Essential Questions  | Concepts<br>(Know)   | Competencies<br>(Do)   | Lessons/ Suggested<br>Resources   | Vocabulary   | Standards/<br>Eligible<br>Content  |
|----------------------------------|---|--|--|--|---|--|--|
|                                  | Communication:  | Communication:   | Communication:   | Communication:   | Communication:  | Communication:   | Communication:   |
| 10 days                          | Interpretive, Interpersonal and Presentational                    | Can you read and comprehend authentic novels in the target language? | Strategies to keep a conversation going beyond simple question/answer  Negotiation strategies when not understood or not understanding  Circumlocution strategies by using known vocabulary to define or explain the unknown | 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 | 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 Resources:  *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 | A comprehensive amount of over thousands of vocabulary in the target language on a wide variety of topics. | 12.1.1.54.A<br>12.1.1.54.B<br>12.1.1.54.C<br>12.1.1.54.D<br>12.1.1.54.E<br>12.1.1.54.F |
|                                  | <u>Cultures</u> :   | <u>Cultures</u> :  | <u>Cultures</u> :  | <u>Cultures</u> :  | <u>Cultures</u> :   | <u>Cultures</u> :  | <u>Cultures</u> :  |
|                                  | Relating cultural<br>practices to<br>perspectives<br>and relating | How does the writers cultural perspectives manifest in the novels?   | Strategies to keep a<br>conversation going<br>beyond simple<br>question/answer   | Students can effectively read, comprehend and apprise the story LA CUIDAD DE LAS   | Students can effectively read, comprehend and apprise the story LA  | A comprehensive amount of over thousands of  | 12.2.1.54.A<br>12.2.1.54.B<br>12.2.1.54.C  |

| cultural products to perspectives                                     |   | Negotiation strategies when not understood or not understanding  Circumlocution strategies by using known vocabulary to define or explain the unknown  | 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  | CUIDAD DE LAS BESTIAS by Isabel Allende, LA CASA EN MANGO STREET by Sandra Cisneros and EL ALQUIMISTA by Paolo Coelho Resources:  *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                            | vocabulary in the target language on a wide variety of topics.   |  |
|---|---|--|--|---|--|--|
| Connections:  | Connections:  | Connections:   | Connections:   | Connections:  | Connections:   | Connections:   |
| Making connections and acquiring information and diverse perspectives | Can you connect some aspect(s) of your childhood with those of the main characters in these three novels? | Strategies to keep a conversation going beyond simple question/answer  Negotiation strategies when not understanding  Circumlocution strategies by using known vocabulary to define or explain the unknown | 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 | 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  Resources:  *The novel LA CUIDAD DE LAS BESTIAS by Isabel Allende *The novel LA CASA EN MANGO STREET by Sandra Cisneros | A comprehensive amount of over thousands of vocabulary in the target language on a wide variety of topics. | 12.3.1.54.A<br>12.3.1.54.B<br>12.3.1.54.C<br>12.3.1.54.D |

| Comparisons:  Language comparisons and Cultural comparisons | Comparisons:  How does reading a book in Spanish compare and differentiate between reading a book in your native language (L1)? | Comparisons:  Strategies to keep a conversation going beyond simple question/answer  Negotiation strategies when not understanding  Circumlocution strategies by using known vocabulary to define or explain the unknown | Comparisons:  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 | *The novel EL ALQUIMISTA by Paolo Coelho  Coelho  Comparisons:  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  Resources:  *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  Coelho | Comparisons:  A comprehensive amount of over thousands of vocabulary in the target language on a wide variety of topics. | Comparisons:  12.4.1.54.A 12.4.1.54.B 12.4.1.54.C |
|---|---|--|--|--|--|---|
| <u>Communities:</u>   | <u>Communities:</u>   | <u>Communities:</u>  | <u>Communities:</u>  | <u>Communities:</u>  | Communities:   | Communities:                                      |
| School and  | Can you read and  | Strategies to keep a   | Students can effectively   | Students can   | <i>A</i>   | 12.5.1.S4.A                                       |
| global communities and                                      | comprehend authentic novels in the target   | conversation going beyond simple   | read, comprehend and apprise the story LA  | effectively read,<br>comprehend and  | comprehensive<br>amount of over  | 12.5.1.54.B<br>12.5.1.54. <i>C</i>                |
| Lifelong  | language?   | question/answer  | CUIDAD DE LAS  | apprise the story LA   | thousands of   | 12.5.1.54.D                                       |
| Learning  | languager   | ques non unswei  | BESTIAS by Isabel  | CUIDAD DE LAS  | vocabulary in  | 12.3.1.37.0                                       |
| 2549  |   | Negotiation strategies   | Allende, LA CASA EN  | BESTIAS by Isabel  | the target   |   |
|   |   | when not understood or   | MANGO STREET by  | Allende, LA CASA EN  | language on a  |   |
|   |   | not understanding  | Sandra Cisneros and EL   | MANGO STREET by  | wide variety of  |   |
|   |   | _  | ALQUIMISTA by Paolo  | Sandra Cisneros and EL   | topics.  |   |

| Circumlocution strategies by using known vocabulary to | Coelho | ALQUIMISTA by Paolo<br>Coelho |  |
|--|--------|-------------------------------|--|
| define or explain the unknown                          |        | Resources:                    |  |
|  |        | *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                        |  |
|  |        |                               |  |

### **ASSESSMENT UNIT 14**

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

| Estimated<br>Unit Time<br>Frames | Big Ideas                      | Essential Questions                 | Concepts<br>(Know)                  | Competencies<br>(Do)                         | Lessons/ Suggested<br>Resources         | Vocabulary                         | Standards/<br>Eligible<br>Content  |
|----------------------------------|--------------------------------|-------------------------------------|-------------------------------------|--|---|------------------------------------|------------------------------------|
|                                  | Communication:                 | Communication:                      | <u>Communication:</u>               | Communication:                               | <u>Communication:</u>                   | Communication:                     | <u>Communication:</u>              |
| 10 days                          | Interpretive,<br>Interpersonal | Can you successfully cook authentic | Know the many<br>different foods in | Demonstrate knowledge and cooking ability of | Students will be able to cook authentic | Vocabulary of all<br>Spanish/South | 12.1.1.54. <i>A</i><br>12.1.1.54.B |
|                                  | and                            | Spanish/South                       | Spanish/South                       | the many different                           | Spanish/South                           | American food                      | 12.1.1.54.C                        |
|                                  | Presentational                 | American food?                      | American cuisines and               | foods in Spanish and                         | American dishes.                        | names and what                     | 12.1.1.54.D                        |
|                                  |                                |                                     | the skills to cook them.            | South American cuisines.                     |   | they are made                      | 12.1.1.54.E                        |

|                         |                         |                           |                          | of.             | 12.1.1.S4.F |
|-------------------------|-------------------------|---------------------------|--------------------------|-----------------|-------------|
| Can you describe the    | Know how to             | Communicate effectively   | Students will be able to | ٥١.             | 11.1.1.0    |
| process (recipe) you    | communicate             | with native speakers in   | apprise all of the       | Vocabulary      |             |
| took in order to create | effectively with native | all tenses and forms      | traditional              | related to      |             |
| your traditional        | speakers in all tenses  | utilizing all appropriate | Spanish/South            | normal cooking  |             |
| Spanish/South           | and forms utilizing all | vocabulary and            | American foods.          | needs           |             |
| American dish?          | appropriate vocabulary. | negotiating meaning       |                          | (tablespoons,   |             |
|                         |                         | when necessary.           |                          | teaspoons, cup, |             |
|                         |                         | ·                         |                          | oil, pan, boil, |             |
| Can you effectively     | Students have the       | Students teach their      | Students will be able to | etc.)           |             |
| teach someone how to    | language and content    | classmates and teacher    | describe why these       | -               |             |
| cook an authentic       | knowledge skills to     | how to cook an authentic  | specific foods (cultural |                 |             |
| Spanish/South           | teach someone how to    | Spanish/South American    | products) are eaten in   |                 |             |
| American meal in the    | cook different          | dish in the target        | these regions of the     |                 |             |
| target language?        | traditional             | language.                 | world.                   |                 |             |
|                         | Spanish/South           |                           |                          |                 |             |
|                         | American dishes.        |                           | 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.       |                 |             |
|                         |                         |                           | Resources:               |                 |             |
|                         |                         |                           | *Visuals of the many     |                 |             |
|                         |                         |                           | different foods in the   |                 |             |
|                         |                         |                           | ailleieni loogs in ille  |                 |             |

|  |  |  |   | Spanish and South American cuisines  *A fully functioning kitchen with all necessary cooking supplies.  *All necessary foods in which to teach the traditional Spanish/South American dishes. |  |   |
|--|--|--|---|---|--|---|
| <u>Cultures</u> :  | <u>Cultures</u> :  | <u>Cultures</u> :  | <u>Cultures</u> :   | <u>Cultures</u> :   | <u>Cultures</u> :  | <u>Cultures</u> :   |
| Relating cultural practices to perspectives and relating cultural products to perspectives | Can you apprise all of<br>the traditional<br>Spanish/South<br>American foods?                                      | Know the many<br>different foods in<br>Spanish/South<br>American cuisines.   | Demonstrate knowledge<br>of the many different<br>foods in Spanish and<br>South American cuisines.  | Students will be able to<br>cook authentic<br>Spanish/South<br>American dishes.   | Vocabulary of all<br>Spanish/South<br>American food<br>names and what<br>they are made<br>of.  | 12.2.1.54. <i>A</i><br>12.2.1.54. <i>B</i><br>12.2.1.54. <i>C</i> |
|  | Can you describe why<br>these specific foods<br>(cultural products) are<br>eaten in these regions<br>of the world? | Students know why<br>specific foods are<br>eaten in different parts<br>of the world.                                   | Students apprise why<br>specific foods are eaten<br>in different countries in<br>the world.   | Students will be able to<br>apprise all of the<br>traditional<br>Spanish/South<br>American foods.   | Vocabulary related to normal cooking needs (tablespoons, teaspoons, cup, oil, pan, boil, etc.) |   |
|  |  | Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary. | Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary and negotiating meaning when necessary. | Students will be able to<br>describe why these<br>specific foods (cultural<br>products) are eaten in<br>these regions of the<br>world.  |  |   |

|   |                 |                        | 6. 1 . 1                   |                           |                          |                   |              |
|---|-----------------|------------------------|----------------------------|---------------------------|--------------------------|-------------------|--------------|
|   |                 |                        | Students have the          | Students teach their      | Students will be able to |                   |              |
|   |                 |                        | language and content       | classmates and teacher    | describe unique          |                   |              |
|   |                 |                        | knowledge skills to        | how to cook an authentic  | perspectives on food     |                   |              |
|   |                 |                        | teach someone how to       | Spanish/South American    | and meal times in these  |                   |              |
|   |                 |                        | cook different             | dish in the target        | Spanish-speaking         |                   |              |
|   |                 |                        | traditional                | language.                 | countries.               |                   |              |
|   |                 |                        | Spanish/South              |                           |                          |                   |              |
|   |                 |                        | American dishes.           |                           | 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.       |                   |              |
|   |                 |                        |                            |                           |                          |                   |              |
|   | Connections:    | Connections:           | Connections:               | Connections:              | Connections:             | Connections:      | Connections: |
|   |                 |                        |                            |                           |                          |                   |              |
|   | Making          | Can you describe the   | Students know the          | Students express the      | Students will be able to | Vocabulary of all | 12.3.1.54.A  |
|   | connections and | unique perspectives on | diverse perspectives in    | diverse perspectives in   | cook authentic           | Spanish/South     | 12.3.1.54.B  |
|   | acquiring       | food and meal times in | relation to food and       | relation to food and meal | Spanish/South            | American food     | 12.3.1.54.C  |
|   | information and | these Spanish-speaking | meal times in Spain and    | times in Spain and South  | American dishes.         | names and what    | 12.3.1.54.D  |
|   | diverse         | countries?             | South America.             | America to their          |                          | they are made     |              |
|   | perspectives    |                        |                            | classmates and teacher    |                          | of.               |              |
|   |                 |                        | Know the many              | through a variety of in-  |                          |                   |              |
|   |                 |                        | different foods in         | class, student-centered   | Students will be able to | Vocabulary        |              |
|   |                 |                        | Spanish/South              | activities.               | apprise all of the       | related to        |              |
|   |                 |                        | American cuisines.         |                           | traditional              | normal cooking    |              |
|   |                 |                        |                            |                           | Spanish/South            | needs             |              |
|   |                 |                        |                            |                           | American foods.          | (tablespoons,     |              |
|   |                 |                        |                            |                           |                          | teaspoons, cup,   |              |
|   |                 |                        |                            |                           |                          | oil, pan, boil,   |              |
|   |                 |                        | Students know why          | Demonstrate knowledge     | Students will be able to | etc.)             |              |
|   |                 |                        | specific foods are         | of the many different     | describe why these       |                   |              |
|   |                 |                        | •                          | •                         | •                        |                   |              |
|   |                 |                        | l eaten in different narts | toods in Spanish and      | Specific toods (cultural |                   |              |
| 1 |                 |                        | eaten in different parts   | foods in Spanish and      | specific foods (cultural |                   | l            |

|          | <del></del>     | ı                      | ı                       |                           |                          |                   |              |
|----------|-----------------|------------------------|-------------------------|---------------------------|--------------------------|-------------------|--------------|
|          |                 |                        |                         |                           | these regions of the     |                   |              |
|          |                 |                        |                         |                           | world.                   |                   |              |
|          |                 |                        |                         |                           |                          |                   |              |
|          |                 |                        |                         |                           |                          |                   |              |
|          |                 |                        | Know how to             | Students apprise why      | Students will be able to |                   |              |
|          |                 |                        | communicate             | specific foods are eaten  | describe unique          |                   |              |
|          |                 |                        | effectively with native | in different countries in | perspectives on food     |                   |              |
|          |                 |                        | speakers in all tenses  | the world.                | and meal times in these  |                   |              |
|          |                 |                        | and forms utilizing all |                           | Spanish-speaking         |                   |              |
|          |                 |                        | appropriate vocabulary. |                           | countries.               |                   |              |
|          |                 |                        |                         |                           |                          |                   |              |
|          |                 |                        | Students have the       | Communicate effectively   | Students will be able to |                   |              |
|          |                 |                        | language and content    | with native speakers in   | compare and contrast     |                   |              |
|          |                 |                        | knowledge skills to     | all tenses and forms      | the Spanish/South        |                   |              |
|          |                 |                        | teach someone how to    | utilizing all appropriate | American foods and the   |                   |              |
|          |                 |                        | cook different          | vocabulary and            | foods we eat in the      |                   |              |
|          |                 |                        | traditional             | negotiating meaning       | United States.           |                   |              |
|          |                 |                        | Spanish/South           | when necessary.           | 511175d 5141755.         |                   |              |
|          |                 |                        | American dishes.        | when hedessally.          |                          |                   |              |
|          |                 |                        | Autorioan alones.       |                           | Students will apprise    |                   |              |
|          |                 |                        |                         | Students teach their      | how they will            |                   |              |
|          |                 |                        |                         | classmates and teacher    | incorporate this         |                   |              |
|          |                 |                        |                         | how to cook an authentic  | cooking knowledge in     |                   |              |
|          |                 |                        |                         | Spanish/South American    | their personal lives     |                   |              |
|          |                 |                        |                         | dish in the target        | outside of school.       |                   |              |
|          |                 |                        |                         | language.                 | outside of school.       |                   |              |
|          |                 |                        |                         | language.                 |                          |                   |              |
|          | Comparisons:    | Comparisons:           | Comparisons:            | Comparisons:              | Comparisons:             | Comparisons:      | Comparisons: |
|          |                 |                        |                         | <u> </u>                  |                          |                   |              |
|          | Language        | Compare and contrast   | Students know how to    | Students compare and      | Students will be able to | Vocabulary of all | 12.4.1.54.A  |
|          | comparisons and | the Spanish/South      | compare and contrast    | contrast the              | cook authentic           | Spanish/South     | 12.4.1.54.B  |
|          | Cultural        | American foods and the | the Spanish/South       | Spanish/South American    | Spanish/South            | American food     | 12.4.1.54.C  |
|          | comparisons     | foods we eat in the    | American foods and the  | foods and the foods we    | American dishes.         | names and what    |              |
|          |                 | United States?         | foods we eat in the     | eat in the United States. |                          | they are made     |              |
|          |                 |                        | United States.          |                           |                          | of.               |              |
|          |                 |                        |                         |                           |                          |                   |              |
|          |                 |                        |                         |                           |                          | Vocabulary        |              |
|          |                 |                        | Students know the       | Students express the      | Students will be able to | related to        |              |
|          |                 |                        | diverse perspectives in | diverse perspectives in   | apprise all of the       | normal cooking    |              |
|          |                 |                        | relation to food and    | relation to food and meal | traditional              | needs             |              |
|          |                 |                        | meal times in Spain and | times in Spain and South  | Spanish/South            | (tablespoons,     |              |
| <u> </u> | I .             | I .                    |                         |                           |                          | (,                |              |

| 6 11 4                      |                           |                          |                 |  |
|-----------------------------|---------------------------|--------------------------|-----------------|--|
| South America.              | America to their          | American foods.          | teaspoons, cup, |  |
|                             | classmates and teacher    |                          | oil, pan, boil, |  |
|                             | through a variety of in-  |                          | etc.)           |  |
|                             | class, student-centered   |                          |                 |  |
|                             | activities.               |                          |                 |  |
|                             |                           | Students will be able to |                 |  |
| Know the many               |                           | describe why these       |                 |  |
| different foods in          |                           | specific foods (cultural |                 |  |
| Spanish/South               |                           | products) are eaten in   |                 |  |
| American cuisines.          |                           | these regions of the     |                 |  |
|                             |                           | world.                   |                 |  |
|                             |                           |                          |                 |  |
|                             | Demonstrate knowledge     | Students will be able to |                 |  |
| Students know why           | of the many different     | describe unique          |                 |  |
| specific foods are          | foods in Spanish and      | perspectives on food     |                 |  |
| eaten in different parts    | South American cuisines.  | and meal times in these  |                 |  |
| of the world.               |                           | Spanish-speaking         |                 |  |
|                             |                           | countries.               |                 |  |
|                             |                           |                          |                 |  |
|                             |                           |                          |                 |  |
|                             | Students apprise why      | Students will be able to |                 |  |
| Know how to                 | specific foods are eaten  | compare and contrast     |                 |  |
| communicate                 | in different countries in | the Spanish/South        |                 |  |
| effectively with native     | the world.                | American foods and the   |                 |  |
| speakers in all tenses      | me worra.                 | foods we eat in the      |                 |  |
| and forms utilizing all     |                           | United States.           |                 |  |
| appropriate vocabulary.     |                           | Office States.           |                 |  |
| appi opi ia ie vocabalai y. |                           |                          |                 |  |
|                             |                           |                          |                 |  |
|                             | Communicate officialis    | Ctudouta will opposia    |                 |  |
| Caudanaa luura aluu         | Communicate effectively   | Students will apprise    |                 |  |
| Students have the           | with native speakers in   | how they will            |                 |  |
| language and content        | all tenses and forms      | incorporate this         |                 |  |
| knowledge skills to         | utilizing all appropriate | cooking knowledge in     |                 |  |
| teach someone how to        | vocabulary and            | their personal lives     |                 |  |
| cook different              | negotiating meaning       | outside of school.       |                 |  |
| traditional                 | when necessary.           |                          |                 |  |
| Spanish/South               |                           |                          |                 |  |
| American dishes.            |                           |                          |                 |  |
|                             | Students teach their      |                          |                 |  |
|                             | classmates and teacher    |                          |                 |  |
|                             | how to cook an authentic  |                          |                 |  |

|                     |                          | 1                        | Spanish/South American      |                          |                     |                     |
|---------------------|--------------------------|--------------------------|-----------------------------|--------------------------|---------------------|---------------------|
|                     |                          |                          | •                           |                          |                     |                     |
|                     |                          |                          | dish in the target          |                          |                     |                     |
|                     |                          |                          | language.                   |                          |                     |                     |
| <u>Communities:</u> | Communities:             | <u>Communities:</u>      | <u>Communities:</u>         | <u>Communities:</u>      | <u>Communities:</u> | Communities:        |
| School and          | Can you cook authentic   | The students know the    | Demonstrate knowledge       | Students will be able to | Vocabulary of all   | 12.5.1.54. <i>A</i> |
| global              | Spanish/South            | many different foods in  | and cooking ability of      | cook authentic           | Spanish/South       | 12.5.1.54.B         |
| communities an      | ·                        | Spanish/South            | the many different          | Spanish/South            | American food       | 12.5.1.54. <i>C</i> |
| Lifelong            | ,                        | American cuisines and    | foods in Spanish and        | American dishes.         | names and what      | 12.5.1.54.D         |
| Learning            |                          | the skills to cook them. | South American cuisines.    | THIS TOUR GIOTIOS.       | they are made       |                     |
|                     |                          |                          |                             | Students will be able to | of.                 |                     |
|                     |                          | Students know how to     | Students apprise how        | apprise all of the       | ٠,٠                 |                     |
|                     | How will you             | include these skills in  | they are/will incorporate   | traditional              | Vocabulary          |                     |
|                     | incorporate this cooking | their personal lives.    | these skills in their lives | Spanish/South            | related to          |                     |
|                     | knowledge in their       | ,                        | outside of school.          | American foods.          | normal cooking      |                     |
|                     | personal lives outside   |                          |                             | , menous pode.           | needs               |                     |
|                     | of school?               |                          |                             | Students will be able to | (tablespoons,       |                     |
|                     |                          | Students have the        | Students teach their        | describe why these       | teaspoons, cup,     |                     |
|                     | Can you teach someone    | language and content     | classmates and teacher      | specific foods (cultural | oil, pan, boil,     |                     |
|                     | how to cook authentic    | knowledge skills to      | how to cook an authentic    | products) are eaten in   | etc.)               |                     |
|                     | Spanish/South            | teach someone how to     | Spanish/South American      | these regions of the     |                     |                     |
|                     | American dishes?         | cook different           | dish in the target          | world.                   |                     |                     |
|                     |                          | traditional              | language.                   |                          |                     |                     |
|                     |                          | Spanish/South            |                             | Students will be able to |                     |                     |
|                     |                          | American dishes.         |                             | describe unique          |                     |                     |
|                     |                          |                          |                             | perspectives on food     |                     |                     |
|                     |                          | Students know how to     | Students compare and        | and meal times in these  |                     |                     |
|                     |                          | compare and contrast     | contrast the                | Spanish-speaking         |                     |                     |
|                     |                          | the Spanish/South        | Spanish/South American      | countries.               |                     |                     |
|                     |                          | American foods and the   | foods and the foods we      |                          |                     |                     |
|                     |                          | foods we eat in the      | eat in the United States.   | Students will be able to |                     |                     |
|                     |                          | United States.           |                             | compare and contrast     |                     |                     |
|                     |                          |                          |                             | the Spanish/South        |                     |                     |
|                     |                          |                          |                             | American foods and the   |                     |                     |
|                     |                          |                          |                             | foods we eat in the      |                     |                     |
|                     |                          | Students know the        | Students express the        | United States.           |                     |                     |
|                     |                          | diverse perspectives in  | diverse perspectives in     |                          |                     |                     |
|                     |                          | relation to food and     | relation to food and meal   | Students will apprise    |                     |                     |
|                     |                          | meal times in Spain and  | times in Spain and South    | how they will            |                     |                     |
|                     |                          | South America.           | America to their            | incorporate this         |                     |                     |

| Know the many different foods in Spanish/South American cuisines.  Students know why specific foods are eaten in different parts of the world.  Know how to communicate effectively with native speakers in all tenses and forms utilizing all | classmates and teacher through a variety of inclass, student-centered activities.  Demonstrate knowledge of the many different foods in Spanish and South American cuisines.  Students apprise why specific foods are eaten in different countries in the world.  Communicate effectively with native speakers in all tenses and forms utilizing all appropriate | cooking knowledge in<br>their personal lives<br>outside of school. |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|
| and forms utilizing all appropriate vocabulary.  | vocabulary and negotiating meaning when necessary.   |  |  |  |  |  |  |  |
| REVIEW UNIT 15   |  |  |  |  |  |  |  |  |

## ASSESSMENT UNIT 15

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

| Estimated<br>Unit Time<br>Frames | Big Ideas  | Essential Questions   | Concepts<br>(Know)  | Competencies<br>(Do)   | Lessons/ Suggested<br>Resources  | Vocabulary  | Standards/<br>Eligible<br>Content |
|----------------------------------|--|---|---|--|--|---|-----------------------------------|
|                                  | Communication:   | Communication:  | Communication:  | Communication:   | <u>Communication:</u>  | Communication:  | Communication:                    |
| 5 days                           | Communication:  Interpretive, Interpersonal and Presentational | Can you apprise the biographies and lives of the following famous Hispanics/Spanish: Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche? | Communication:  Students know the biographies of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche. | Communication:  Students apprise the lives of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche. | Communication:  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 | Communication:  All vocabulary related to the famous Hispanics in history (biographical, historical and geographical) |                                   |
|                                  |  |   |   |  | (Incan leader),<br>Mocctezuma (Aztec   |   |                                   |
|                                  |  |   |   |  | ruler) and Malinche and culturally significant   |   |                                   |

|                   |                      | T                        | Т                        | <u> </u>                 |                |                     |
|-------------------|----------------------|--------------------------|--------------------------|--------------------------|----------------|---------------------|
|                   |                      |                          |                          | 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.       |                |                     |
|                   |                      |                          |                          |                          |                |                     |
|                   |                      |                          |                          | Resources:               |                |                     |
|                   |                      |                          |                          |                          |                |                     |
|                   |                      |                          |                          | *Teacher-created         |                |                     |
|                   |                      |                          |                          | biographies of           |                |                     |
|                   |                      |                          |                          | Atahualpa (Incan         |                |                     |
|                   |                      |                          |                          | leader), Mocctezuma      |                |                     |
|                   |                      |                          |                          | (Aztec ruler) and        |                |                     |
|                   |                      |                          |                          | Malinche.                |                |                     |
|                   |                      |                          |                          |                          |                |                     |
|                   |                      |                          |                          | *Visuals of Atahualpa    |                |                     |
|                   |                      |                          |                          | (Incan leader),          |                |                     |
|                   |                      |                          |                          | Mocctezuma (Aztec        |                |                     |
|                   |                      |                          |                          | ruler) and Malinche      |                |                     |
|                   |                      |                          |                          | , are, y and mameric     |                |                     |
|                   |                      |                          |                          | *DVD biographies of      |                |                     |
|                   |                      |                          |                          | the famous               |                |                     |
|                   |                      |                          |                          | Hispanics/Spanish.       |                |                     |
|                   |                      |                          |                          | 7 mspaintes, eparitori.  |                |                     |
| Cultures:         | Cultures:            | Cultures:                | <u>Cultures</u> :        | Cultures:                | Cultures:      | Cultures:           |
| <u> </u>          |                      | <u> </u>                 |                          |                          | _ <del> </del> |                     |
| Relating cultural | What is the cultural | Students know the        | Students describe the    | Students will be able to | All vocabulary | 12.2.1.54.A         |
| practices to      | significance of      | biographies and cultural | cultural importance of   | apprise the biographies  | related to the | 12.2.1.54.B         |
| perspectives      | Atahualpa (Incan     | importance of            | Atahualpa (Incan         | of famous Hispanics in   | famous         | 12.2.1.54. <i>C</i> |
| and relating      | leader), Mocctezuma  | Atahualpa (Incan         | leader), Mocctezuma      | history such as:         | Hispanics in   |                     |
| cultural          | (Aztec ruler) and    | leader), Mocctezuma      | (Aztec ruler) and        | Atahualpa (Incan         | history        |                     |
| products to       | Malinche in the      | (Aztec ruler) and        | Malinche in the Spanish- | leader), Mocctezuma      | (biographical, |                     |
| perspectives      | Spanish-speaking     | Malinche.                | speaking countries to    | (Aztec ruler) and        | historical and |                     |
| hershectives      | world?               | Mannene.                 | their classmates and     | Malinche.                | geographical)  |                     |
|                   | wor'ld?              |                          | teacher through various  | mumene.                  | geographical)  |                     |
|                   |                      | l                        | reacher inrough various  |                          |                |                     |

|        |           |                        |                   | student-centered     | Students will be able to                    |                |              |
|--------|-----------|------------------------|-------------------|----------------------|---|----------------|--------------|
|        |           |                        |                   | activities.          | 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.                                   |                |              |
|        |           |                        |                   |                      | Mamerie.                                    |                |              |
|        |           |                        |                   |                      | 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.                                     |                |              |
|        |           |                        |                   |                      | Siales.                                     |                |              |
|        |           |                        |                   |                      | Chudanta will ba abla ta                    |                |              |
|        |           |                        |                   |                      | Students will be able to                    |                |              |
|        |           |                        |                   |                      | incorporate their                           |                |              |
|        |           |                        |                   |                      | knowledge of these                          |                |              |
|        |           |                        |                   |                      | famous                                      |                |              |
|        |           |                        |                   |                      | Hispanics/Spanish in                        |                |              |
|        |           |                        |                   |                      | their other subjects                        |                |              |
|        |           |                        |                   |                      | and in their lives                          |                |              |
|        |           |                        |                   |                      | outside of school.                          |                |              |
| Connec | tions:    | Connections:           | Connections:      | Connections:         | Connections:                                | Connections:   | Connections: |
| Connec | ,110113 · | CONNECTIONS.           | COUNECTIONS.      | COMMEC HOMS:         | Connections.                                | CONNECTIONS.   | COMMEC HOMS. |
| Mak    | king      | What perspectives have | Students know the | Students apprise the | Students will be able to                    | All vocabulary | 12.3.1.54.A  |

|                           |                          | hiaanan kisa s£        | lives of Ataleural /Turing | annuigo tha bissusubiss  | عالج علج المسامس | 12.3.1.54.B         |
|---------------------------|--------------------------|------------------------|----------------------------|--------------------------|------------------|---------------------|
| connections and           | you acquired relating to | biographies of         | lives of Atahualpa (Incan  | apprise the biographies  | related to the   |                     |
| acquiring information and | the lives and            | Atahualpa (Incan       | leader), Mocctezuma        | of famous Hispanics in   | famous           | 12.3.1.54. <i>C</i> |
| •                         | accomplishments of       | leader), Mocctezuma    | (Aztec ruler) and          | history such as:         | Hispanics in     | 12.3.1.54.D         |
| diverse<br>               | Atahualpa (Incan         | (Aztec ruler) and      | Malinche.                  | Atahualpa (Incan         | history          |                     |
| perspectives              | leader), Mocctezuma      | Malinche.              |                            | leader), Mocctezuma      | (biographical,   |                     |
|                           | (Aztec ruler) and        |                        |                            | (Aztec ruler) and        | historical and   |                     |
|                           | Malinche.                |                        | Students describe the      | Malinche.                | geographical)    |                     |
|                           |                          | Students know the      | cultural importance of     |                          |                  |                     |
|                           |                          | perspectives of the    | Atahualpa (Incan           | Students will be able to |                  |                     |
|                           |                          | Spanish world relating | leader), Mocctezuma        | describe the cultural    |                  |                     |
|                           |                          | to the lives of        | (Aztec ruler) and          | importance of these      |                  |                     |
|                           |                          | Atahualpa (Incan       | Malinche in the Spanish-   | figures in various       |                  |                     |
|                           |                          | leader), Mocctezuma    | speaking countries to      | Spanish-speaking         |                  |                     |
|                           |                          | (Aztec ruler) and      | their classmates and       | countries.               |                  |                     |
|                           |                          | Malinche.              | teacher through various    |                          |                  |                     |
|                           |                          |                        | student-centered           | Students will be able to |                  |                     |
|                           |                          |                        | activities.                | 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   |                  |                     |
|                           |                          |                        |                            | people in the United     |                  |                     |
|                           |                          |                        |                            | States.                  |                  |                     |
|                           |                          |                        |                            | Jiules.                  |                  |                     |
|                           |                          |                        |                            | Students will be able to |                  |                     |
|                           |                          |                        |                            |                          |                  |                     |
|                           |                          |                        |                            | incorporate their        |                  |                     |
|                           |                          |                        |                            | knowledge of these       |                  |                     |
|                           |                          |                        |                            | famous                   |                  |                     |

| Comparisons:   | Comparisons:   | Comparisons:  | Comparisons:  | Hispanics/Spanish in their other subjects and in their lives outside of school.  Comparisons:   | Comparisons:  | Comparisons:                              |
|--|--|---|---|---|---|---|
| Language<br>comparisons and<br>Cultural<br>comparisons | Compare and differentiate between the lives of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche and culturally significant people in the United States. | 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 compare and contrast the lives of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche and culturally significant people in the United States.    | Students will be able to apprise the biographies of famous Hispanics in history such as: Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche.                     | All vocabulary related to the famous Hispanics in history (biographical, historical and geographical) | 12.4.1.54.A<br>12.4.1.54.B<br>12.4.1.54.C |
|  |  | Students know<br>culturally important<br>figures in the United<br>States.   | Students detail<br>culturally important<br>figures in the United<br>States.   | Students will be able to<br>describe the cultural<br>importance of these<br>figures in various<br>Spanish-speaking<br>countries.  |   |   |
|  |  | Students know the biographies of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche.   | Students apprise the<br>lives of Atahualpa (Incan<br>leader), Mocctezuma<br>(Aztec ruler) and<br>Malinche.  | 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 |   |   |
|  |  | Students know the perspectives of the Spanish world relating to the lives of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and   | Students describe the cultural importance of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche in the Spanishspeaking countries to their classmates and | Malinche.  Students will be able to compare and differentiate between the lives of Atahualpa (Incan leader),  Mocctezuma (Aztec   |   |   |

| T               |                      |                           |                           |                          |                     |                            |
|-----------------|----------------------|---------------------------|---------------------------|--------------------------|---------------------|----------------------------|
|                 |                      | Malinche.                 | teacher through various   | ruler) and Malinche and  |                     |                            |
|                 |                      |                           | student-centered          | culturally significant   |                     |                            |
|                 |                      |                           | activities.               | 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.       |                     |                            |
| Communities:    | Communities:         | Communities:              | Communities:              | Communities:             | Communities:        | Communities:               |
| Communities.    | <u>communities.</u>  | <u>communities.</u>       | <u>communities.</u>       | <u>communities.</u>      | <u>communities.</u> | <u>communities:</u>        |
| School and      | How can you          | Students know how         | Students utilize this     | Students will be able to | All vocabulary      | 12.5.1.54. <i>A</i>        |
| global          | incorporate their    | they can utilize this     | knowledge in other        | apprise the biographies  | related to the      | 12.5.1.54.A<br>12.5.1.54.B |
| _               | •                    |                           | _                         |                          |                     |                            |
| communities and | knowledge of these   | knowledge in other        | subject areas and in      | of famous Hispanics in   | famous              | 12.5.1.54. <i>C</i>        |
| Lifelong        | famous               | subject areas and in      | their lives outside of    | history such as:         | Hispanics in        | 12.5.1.54.D                |
| Learning        | Hispanics/Spanish in | their lives outside of    | school.                   | Atahualpa (Incan         | history             |                            |
|                 | their other subjects | school.                   |                           | leader), Mocctezuma      | (biographical,      |                            |
|                 | and in their lives   |                           |                           | (Aztec ruler) and        | historical and      |                            |
|                 | outside of school?   |                           |                           | Malinche.                | geographical)       |                            |
|                 |                      |                           |                           |                          |                     |                            |
|                 |                      | Students have the skills  | Students compare and      |                          |                     |                            |
|                 |                      | to compare and            | contrast the lives of     | Students will be able to |                     |                            |
|                 |                      | contrast the lives of     | Atahualpa (Incan          | describe the cultural    |                     |                            |
|                 |                      | Atahualpa (Incan          | leader), Mocctezuma       | importance of these      |                     |                            |
|                 |                      | leader), Mocctezuma       | (Aztec ruler) and         | figures in various       |                     |                            |
|                 |                      | (Aztec ruler) and         | Malinche and culturally   | Spanish-speaking         |                     |                            |
|                 |                      | Malinche and culturally   | significant people in the | countries.               |                     |                            |
|                 |                      | significant people in the | United States.            |                          |                     |                            |
|                 |                      | United States.            | omited ordres.            |                          |                     |                            |
|                 |                      | Office Office.            |                           |                          |                     |                            |
|                 |                      | Students know             | Students detail           |                          |                     |                            |
|                 |                      | culturally important      | culturally important      | Students will be able to |                     |                            |
|                 |                      | figures in the United     | figures in the United     | acquire new information  |                     |                            |
|                 |                      | States.                   | States.                   | and diverse              |                     |                            |
|                 |                      | Siules.                   | Siules.                   |                          |                     |                            |
|                 |                      |                           |                           | perspectives relating to |                     |                            |
|                 |                      |                           |                           | the lives and            |                     |                            |
|                 |                      | Students know the         | Students apprise the      | accomplishments of       |                     |                            |

|                            | biographies of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche.  Students know the perspectives of the Spanish world relating to the lives of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche. | lives of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche.  Students describe the cultural importance of Atahualpa (Incan leader), Mocctezuma (Aztec ruler) and Malinche in the Spanishspeaking countries to their classmates and teacher through various student-centered activities. | 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 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 |  |  |  |  |
|----------------------------|--|---|--|--|--|--|--|
|                            | REVIEV   | V UNIT 16   | outside of school.   |  |  |  |  |
| ASSESSMENT UNIT 16         |  |   |  |  |  |  |  |
| UNIT 17- IDIOMS IN SPANISH |  |   |  |  |  |  |  |

(ARGOT EN ESPAÑOL)

| Estimated<br>Unit Time<br>Frames | Big Ideas                                      | Essential Questions  | Concepts<br>(Know)  | Competencies<br>(Do)   | Lessons/ Suggested<br>Resources  | Vocabulary  | Standards/<br>Eligible<br>Content                                       |
|----------------------------------|--|--|---|--|--|---|---|
| <b>3</b> days                    | <u>Communication:</u>                          | <u>Communication:</u>  | <u>Communication:</u>   | <u>Communication:</u>  | <u>Communication:</u>  | Communication:                                      | Communication:  |
|                                  | Interpretive, Interpersonal and Presentational | Can you produce and recognize idioms in Spanish?  Do you successfully comprehend Spanish idioms and their meaning?  Can you incorporate Spanish idioms in normal, authentic communication? | 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. | 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. | 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. | All vocabulary related to Spanish idioms and slang. | 12.1.1.54.A<br>12.1.1.54.B<br>12.1.1.54.C<br>12.1.1.54.E<br>12.1.1.54.F |

|                          |   |  |   | Resources:                                     |                   |                     |
|--------------------------|---|--|---|--|-------------------|---------------------|
|                          |   |  |   | * Teacher-created                              |                   |                     |
|                          |   |  |   | handout of Spanish                             |                   |                     |
|                          |   |  |   | idioms and slang                               |                   |                     |
|                          |   |  |   | *Visuals of idioms.                            |                   |                     |
| <u>Cultures</u> :        | <u>Cultures</u> :                       | <u>Cultures</u> :                        | <u>Cultures</u> :                       | <u>Cultures</u> :                              | <u>Cultures</u> : | <u>Cultures</u> :   |
| Relating cultural        | Can you apprise the                     | The students know the                    | The students apprise the                | Students will be able to                       | All vocabulary    | 12.2.1.54.A         |
| practices to             | cultural practices                      | cultural practices                       | cultural practices                      | produce and recognize                          | related to        | 12.2.1.54.B         |
| perspectives             | related to the use of                   | related to the use of                    | related to the use of                   | idioms in Spanish.                             | Spanish idioms    | 12.2.1.54. <i>C</i> |
| and relating<br>cultural | specific idioms in the target language? | Spanish idioms.                          | Spanish idioms through in-class use and | Students will be able to                       | and slang.        |                     |
| products to              | rai ger languages                       |  | discussions with                        | comprehend Spanish                             |                   |                     |
| perspectives             |   |  | classmates.                             | idioms and their                               |                   |                     |
|                          |   |  |   | meaning.                                       |                   |                     |
|                          |   | Students know how to                     | Students produce and                    | 6  |                   |                     |
|                          |   | produce and recognize idioms in Spanish. | recognize idioms in<br>Spanish.         | Students will be able to incorporate Spanish   |                   |                     |
|                          |   | idionis in Spanish.                      | Spanish.                                | idioms in normal,                              |                   |                     |
|                          |   | Students have the skills                 | Students successfully                   | authentic                                      |                   |                     |
|                          |   | to successfully                          | comprehend Spanish                      | communication.                                 |                   |                     |
|                          |   | comprehend Spanish                       | idioms and their meaning                |  |                   |                     |
|                          |   | idioms and their                         | through student-                        | Students will be able to                       |                   |                     |
|                          |   | meaning.                                 | centered activities and                 | apprise the cultural                           |                   |                     |
|                          |   | Students know how to                     | interaction with classmates and the     | practices related to<br>the use of specific    |                   |                     |
|                          |   | incorporate Spanish                      | teacher.                                | idioms in the target                           |                   |                     |
|                          |   | idioms in normal,                        | rodonor.                                | language.                                      |                   |                     |
|                          |   | authentic                                | Students know how to                    |  |                   |                     |
|                          |   | communication.                           | incorporate Spanish                     | Students will be able to                       |                   |                     |
|                          |   |  | idioms in normal,                       | make connections                               |                   |                     |
|                          |   |  | authentic communication.                | between the Spanish                            |                   |                     |
|                          |   |  |   | idioms learned and the idioms used in English. |                   |                     |
|                          |   |  |   | idioms used in English.                        |                   |                     |
|                          |   |  |   | Students will be able to                       |                   |                     |
|                          |   |  |   | make language and                              |                   |                     |
|                          |   |  |   | cultural comparisons                           |                   |                     |

|   |   |  |   | with the idioms in<br>Spanish and English<br>idioms.   |  |  |
|---|---|--|---|--|--|--|
| Connections:  | Connections:  | Connections:   | Connections:  | Connections:   | Connections:   | Connections:   |
| Making connections and acquiring information and diverse perspectives | Can you make<br>connections between<br>the Spanish idioms<br>learned and idioms used<br>in English? | Students know how to<br>make connections<br>between the Spanish<br>idioms learned and<br>idioms used in English. | Students make connections between the Spanish idioms learned and idioms used in English by using them in the appropriate context through authentic communication. | Students will be able to produce and recognize idioms in Spanish.  Students will be able to comprehend Spanish idioms and their meaning. | All vocabulary<br>related to<br>Spanish idioms<br>and slang. | 12.3.1.54.A<br>12.3.1.54.B<br>12.3.1.54.C<br>12.3.1.54.D |
|   |   | The students know the<br>cultural practices<br>related to the use of<br>Spanish idioms.                          | The students apprise the cultural practices related to the use of Spanish idioms through in-class use and discussions with classmates.                            | Students will be able to incorporate Spanish idioms in normal, authentic communication.  Students will be able to apprise the cultural   |  |  |
|   |   | Students know how to produce and recognize idioms in Spanish.  | Students produce and recognize idioms in Spanish.   | practices related to the use of specific idioms in the target language.  |  |  |
|   |   | Students have the skills to successfully comprehend Spanish idioms and their meaning.                            | Students successfully comprehend Spanish idioms and their meaning through student- centered activities and interaction with                                       | Students will be able to<br>make connections<br>between the Spanish<br>idioms learned and the<br>idioms used in English.                 |  |  |
|   |   | Students know how to incorporate Spanish idioms in normal, authentic communication.                              | classmates and the teacher.  Students know how to incorporate Spanish idioms in normal, authentic communication.  | Students will be able to<br>make language and<br>cultural comparisons<br>with the idioms in<br>Spanish and English<br>idioms.            |  |  |

| Comparisons:    | Comparisons:        | Comparisons:                             | Comparisons:                                | Comparisons:                             | Comparisons:                          | Comparisons:        |
|-----------------|---------------------|--|---|--|---------------------------------------|---------------------|
|                 |                     |  |   |  | · · · · · · · · · · · · · · · · · · · |                     |
| Language        | Create language and | Students know how to                     | Students create                             | Students will be able to                 | All vocabulary                        | 12.4.1.54.A         |
| comparisons and |                     | create language and                      | language and cultural                       | produce and recognize                    | related to                            | 12.4.1.54.B         |
| Cultural        | with the idioms in  | cultural comparisons                     | comparisons with the                        | idioms in Spanish.                       | Spanish idioms                        | 12.4.1.54. <i>C</i> |
| comparisons     | Spanish and English | with the Spanish and                     | idioms in Spanish and                       |  | and slang.                            |                     |
|                 | idioms.             | English idioms.                          | English.                                    | Students will be able to                 |                                       |                     |
|                 |                     |  |   | comprehend Spanish                       |                                       |                     |
|                 |                     |  |   | idioms and their                         |                                       |                     |
|                 |                     |  | 6   | meaning.                                 |                                       |                     |
|                 |                     | Students know how to                     | Students make                               | 6  |                                       |                     |
|                 |                     | make connections                         | connections between the                     | Students will be able to                 |                                       |                     |
|                 |                     | between the Spanish                      | Spanish idioms learned                      | incorporate Spanish                      |                                       |                     |
|                 |                     | idioms learned and                       | and idioms used in                          | idioms in normal,                        |                                       |                     |
|                 |                     | idioms used in English.                  | English by using them in                    | authentic<br>·                           |                                       |                     |
|                 |                     |  | the appropriate context                     | communication.                           |                                       |                     |
|                 |                     |  | through authentic                           | Students will be able to                 |                                       |                     |
|                 |                     |  | communication.                              |  |                                       |                     |
|                 |                     | The students know the                    | The aturdanta appaias the                   | apprise the cultural                     |                                       |                     |
|                 |                     |  | The students apprise the                    | practices related to                     |                                       |                     |
|                 |                     | cultural practices related to the use of | cultural practices<br>related to the use of | the use of specific idioms in the target |                                       |                     |
|                 |                     | Spanish idioms.                          | Spanish idioms through                      | _  |                                       |                     |
|                 |                     | Spanish latonis.                         | in-class use and                            | language.                                |                                       |                     |
|                 |                     |  | discussions with                            | Students will be able to                 |                                       |                     |
|                 |                     |  | classmates.                                 | make connections                         |                                       |                     |
|                 |                     |  | ciassinares.                                | between the Spanish                      |                                       |                     |
|                 |                     | Students know how to                     | Students produce and                        | idioms learned and the                   |                                       |                     |
|                 |                     | produce and recognize                    | recognize idioms in                         | idioms used in English.                  |                                       |                     |
|                 |                     | idioms in Spanish.                       | Spanish.                                    |  |                                       |                     |
|                 |                     | ,  |   | Students will be able to                 |                                       |                     |
|                 |                     | Students have the skills                 | Students successfully                       | make language and                        |                                       |                     |
|                 |                     | to successfully                          | comprehend Spanish                          | cultural comparisons                     |                                       |                     |
|                 |                     | comprehend Spanish                       | idioms and their meaning                    | with the idioms in                       |                                       |                     |
|                 |                     | idioms and their                         | through student-                            | Spanish and English.                     |                                       |                     |
|                 |                     | meaning.                                 | centered activities and                     |  |                                       |                     |
|                 |                     |  | interaction with                            |  |                                       |                     |
|                 |                     | Students know how to                     | classmates and the                          |  |                                       |                     |
|                 |                     | incorporate Spanish                      | teacher.                                    |  |                                       |                     |
|                 |                     | idioms in normal,                        |   |  |                                       |                     |
|                 |                     | authentic                                | Students know how to                        |  |                                       |                     |

|                     |                     | communication.           | incorporate Spanish      |                          |                     |                     |
|---------------------|---------------------|--------------------------|--------------------------|--------------------------|---------------------|---------------------|
|                     |                     | communication.           | idioms in normal,        |                          |                     |                     |
|                     |                     |                          | authentic communication. |                          |                     |                     |
|                     |                     |                          | damenne communication.   |                          |                     |                     |
| <u>Communities:</u> | <u>Communities:</u> | <u>Communities:</u>      | <u>Communities:</u>      | <u>Communities:</u>      | <u>Communities:</u> | Communities:        |
| School and          | Can you incorporate | Students know how to     | Students incorporate     | Students will be able to | All vocabulary      | 12.5.1.S4.A         |
| global              | Spanish idioms in   | incorporate Spanish      | Spanish idioms in normal | produce and recognize    | related to          | 12.5.1.54.B         |
| communities and     | normal, authentic   | idioms in normal         | realistic communication  | idioms in Spanish.       | Spanish idioms      | 12.5.1.54. <i>C</i> |
| Lifelong            | communication?      | realistic communication. | as demonstrated through  | Tarania in a painani     | and slang.          | 12.5.1.54.D         |
| Learning            |                     |                          | in class activities and  | Students will be able to |                     |                     |
| _                   |                     |                          | authentic communication. | comprehend Spanish       |                     |                     |
|                     |                     |                          |                          | idioms and their         |                     |                     |
|                     |                     |                          |                          | meaning.                 |                     |                     |
|                     |                     | Students know how to     | Students create          |                          |                     |                     |
|                     |                     | create language and      | language and cultural    | Students will be able to |                     |                     |
|                     |                     | cultural comparisons     | comparisons with the     | incorporate Spanish      |                     |                     |
|                     |                     | with the Spanish and     | idioms in Spanish and    | idioms in normal,        |                     |                     |
|                     |                     | English idioms.          | English.                 | authentic                |                     |                     |
|                     |                     |                          |                          | communication.           |                     |                     |
|                     |                     |                          |                          | Students will be able to |                     |                     |
|                     |                     |                          |                          | apprise the cultural     |                     |                     |
|                     |                     | Students know how to     | Students make            | practices related to     |                     |                     |
|                     |                     | make connections         | connections between the  | the use of specific      |                     |                     |
|                     |                     | between the Spanish      | Spanish idioms learned   | idioms in the target     |                     |                     |
|                     |                     | idioms learned and       | and idioms used in       | language.                |                     |                     |
|                     |                     | idioms used in English.  | English by using them in | , ,                      |                     |                     |
|                     |                     |                          | the appropriate context  | Students will be able to |                     |                     |
|                     |                     |                          | through authentic        | make connections         |                     |                     |
|                     |                     |                          | communication.           | between the Spanish      |                     |                     |
|                     |                     |                          |                          | idioms learned and the   |                     |                     |
|                     |                     | The students know the    | The students apprise the | idioms used in English.  |                     |                     |
|                     |                     | cultural practices       | cultural practices       |                          |                     |                     |
|                     |                     | related to the use of    | related to the use of    | Students will be able to |                     |                     |
|                     |                     | Spanish idioms.          | Spanish idioms through   | make language and        |                     |                     |
|                     |                     |                          | in-class use and         | cultural comparisons     |                     |                     |
|                     |                     |                          | discussions with         | with the idioms in       |                     |                     |
|                     |                     |                          | classmates.              | Spanish and English      |                     |                     |
|                     |                     |                          |                          | idioms.                  |                     |                     |
|                     |                     | Students know how to     | Students produce and     |                          |                     |                     |

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

## **ASSESSMENT UNIT 17**

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

| Estimated<br>Unit Time<br>Frames | Big Ideas             | Essential Questions | Concepts<br>(Know)    | Competencies<br>(Do)  | Lessons/ Suggested<br>Resources | Vocabulary            | Standards/<br>Eligible<br>Content |
|----------------------------------|-----------------------|---------------------|-----------------------|-----------------------|---------------------------------|-----------------------|-----------------------------------|
| <b>5</b> days                    | <u>Communication:</u> | Communication:      | <u>Communication:</u> | <u>Communication:</u> | <u>Communication:</u>           | <u>Communication:</u> | Communication:                    |
|                                  | Interpretive,         | Can you explain the | Students know the     | Students explain the  | Students will be able to        | All vocabulary        | 12.1.1.54.A                       |

| Interpersonal  | biographies of the     | biographies of the       | biographies of the        | apprise the biographies  | related to     | 12.1.1.54.B |
|----------------|------------------------|--------------------------|---------------------------|--------------------------|----------------|-------------|
| and            | musicians that we      | musicians that we        | musicians that we         | of the musicians         | Spanish/       | 12.1.1.54.C |
| Presentational | addressed in the unit? | addressed in the unit.   | addressed in the unit.    | addressed in the unit.   | Hispanic music | 12.1.1.54.D |
|                |                        |                          |                           |                          | and musicians. | 12.1.1.54.E |
|                | Can you recognize and  | Students have the skills | Students communicate      | Students will be able to |                | 12.1.1.54.F |
|                | produce the song names | to communicate about     | about the lives of others | recognize and produce    |                |             |
|                | and musicians when     | the lives of others in   | in the target language    | the song names and       |                |             |
|                | presented with the     | the target language.     | through group discussion  | musician when            |                |             |
|                | audio of the song.     |                          | in class and through      | presented with the       |                |             |
|                | J                      | Students know the song   | social media.             | audio of the song.       |                |             |
|                |                        | names and musicians      |                           | ,                        |                |             |
|                |                        | when presented with      | Students apprise the      | Students will be able to |                |             |
|                |                        | the audio of the song.   | song names and            | relate the cultural      |                |             |
|                |                        |                          | musicians when            | product of the music     |                |             |
|                |                        |                          | presented with the audio  | with the specific        |                |             |
|                |                        |                          | of the song through in    | perspectives of the      |                |             |
|                |                        |                          | class student-centered    | culture of the artist.   |                |             |
|                |                        |                          | activities.               | Students will be able to |                |             |
|                |                        |                          |                           | connect the music        |                |             |
|                |                        |                          |                           | presented with the       |                |             |
|                |                        |                          |                           | diverse perspectives of  |                |             |
|                |                        |                          |                           | 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. |                |             |
|                |                        |                          |                           | المناط الناسية المسامية  |                |             |
|                |                        |                          |                           | Students will be able to |                |             |
|                |                        |                          |                           | appreciate and include   |                |             |
|                |                        |                          |                           | a different genre of     |                |             |
|                |                        |                          |                           | music in their personal  |                |             |

|  |  |  |   | life.   |  |   |
|--|--|--|---|---|--|---|
|  |  |  |   | Resources:  |  |   |
|  |  |  |   | * Biographies of the<br>Spanish/Hispanic<br>musicians   |  |   |
|  |  |  |   | *Song lyrics  |  |   |
|  |  |  |   | *The DVD La Bamba<br>about the life story of<br>Ricardo Valenzuela<br>(Richie Valens)   |  |   |
| <u>Cultures</u> :  | <u>Cultures</u> :  | <u>Cultures</u> :  | <u>Cultures</u> :   | <u>Cultures</u> :   | <u>Cultures</u> :  | <u>Cultures</u> :                         |
| Relating cultural practices to perspectives and relating cultural products to perspectives | Can you relate the cultural product of the music presented with the specific perspectives of the culture in which the artist was raised? | Students know the cultural products created.  Students know the specific perspectives of the culture in which the artist was raised. | 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). | 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. | All vocabulary<br>related to<br>Spanish/<br>Hispanic music<br>and musicians. | 12.2.1.54.A<br>12.2.1.54.B<br>12.2.1.54.C |
|  |  | Students know the<br>biographies of the<br>musicians that we<br>addressed in the unit.   | Students explain the biographies of the musicians that we addressed in the unit.  | Students will be able to relate the cultural product of the music presented with the specific perspectives  |  |   |
|  |  | Students have the skills to communicate about  | Students communicate about the lives of others  | of the culture in which<br>the artist was raised.   |  |   |
|  |  | the lives of others in the target language.  | in the target language through group discussion   | Students will be able to connect the music  |  |   |
|  |  | Students know the song names and musicians   | in class and through<br>social media.   | presented with the diverse perspectives of  |  |   |

|                           |   |                                      | Candana or to the                    | 414                                   |                               | <u> </u>            |
|---------------------------|---|--------------------------------------|--------------------------------------|---------------------------------------|-------------------------------|---------------------|
|                           |   | when presented with                  | Students apprise the                 | the target culture.                   |                               |                     |
|                           |   | the audio of the song.               | song names and                       |                                       |                               |                     |
|                           |   |                                      | musicians when                       | Students will be able to              |                               |                     |
|                           |   |                                      | presented with the audio             | make grammatical                      |                               |                     |
|                           |   |                                      | of the song through in               | connections between                   |                               |                     |
|                           |   |                                      | class student-centered               | the song lyrics and                   |                               |                     |
|                           |   |                                      | activities.                          | 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>Connections:</b>       | Connections:                            | Connections:                         | Connections:                         | Connections:                          | <b>Connections:</b>           | <u>Connections:</u> |
| Makina                    | Connect the music                       | Students have the skills             | Students connect the                 | Students will be able to              | All vocabulary                | 12.3.1.54.A         |
| Making connections and    | presented with the                      | to connect the music                 | music presented with                 | apprise the biographies               | related to                    | 12.3.1.54.B         |
|                           | diverse perspectives of                 | presented with the                   | the diverse perspectives             | of the musicians                      | Spanish/                      | 12.3.1.54. <i>C</i> |
| acquiring information and |   |                                      |                                      | addressed in the unit.                | •                             | 12.3.1.54.D         |
| diverse                   | the target culture.                     | diverse perspectives of              | of the target culture.               | dadressed in the unit.                | Hispanic music and musicians. | 12.3.1.34.0         |
|                           | AA alka anammatiaal                     | the target culture.                  |                                      | Students will be able to              | and musicians.                |                     |
| perspectives              | Make grammatical connections between    | Students know the                    | Students make                        |                                       |                               |                     |
|                           |   |                                      | grammatical connections,             | recognize and produce                 |                               |                     |
|                           | the song lyrics and<br>material we have | grammatical connections between      | , -                                  | the song names and musician when      |                               |                     |
|                           |   |                                      | through in class<br>discussions with | presented with the                    |                               |                     |
|                           | previously learned this                 | the song lyrics and material we have |                                      | audio of the song.                    |                               |                     |
|                           | year or in previous                     |                                      | classmates and the                   | audio of the song.                    |                               |                     |
|                           | years.                                  | previously learned this              | teacher, between the                 | Students will be able to              |                               |                     |
|                           |   | year or in previous                  | song lyrics and material             | relate the cultural                   |                               |                     |
|                           |   | years.                               | we have previously                   |                                       |                               |                     |
|                           |   |                                      | learned this year or in              | product of the music                  |                               |                     |
|                           |   | Students know the                    | previous years.                      | with the specific perspectives of the |                               |                     |
|                           |   | STUDENTS KNOW THE                    | l                                    | Derspectives of the                   |                               |                     |

|          | 1               |                          |                          |                           |                          |                     |                     |
|----------|-----------------|--------------------------|--------------------------|---------------------------|--------------------------|---------------------|---------------------|
|          |                 |                          | cultural products        |                           | culture of the artist.   |                     |                     |
|          |                 |                          | created.                 |                           | Students will be able to |                     |                     |
|          |                 |                          |                          |                           | connect the music        |                     |                     |
|          |                 |                          |                          | Students apprise the      | presented with the       |                     |                     |
|          |                 |                          | Students know the        | cultural products         | diverse perspectives of  |                     |                     |
|          |                 |                          | specific perspectives of | created and their         | the target culture.      |                     |                     |
|          |                 |                          | the culture in which the | influence on the specific |                          |                     |                     |
|          |                 |                          | artist was raised.       | perspectives of the       | Students will be able to |                     |                     |
|          |                 |                          |                          | culture in which the      | make grammatical         |                     |                     |
|          |                 |                          |                          | artist was raised (and    | connections between      |                     |                     |
|          |                 |                          |                          | vice versa).              | the song lyrics and      |                     |                     |
|          |                 |                          | Students know the        | -                         | material we have         |                     |                     |
|          |                 |                          | biographies of the       |                           | previously learned this  |                     |                     |
|          |                 |                          | musicians that we        |                           | year or in previous      |                     |                     |
|          |                 |                          | addressed in the unit.   |                           | years.                   |                     |                     |
|          |                 |                          |                          | Students explain the      | ,                        |                     |                     |
|          |                 |                          | Students have the skills | biographies of the        | Students will be able to |                     |                     |
|          |                 |                          | to communicate about     | musicians that we         | compare the Latin        |                     |                     |
|          |                 |                          | the lives of others in   | addressed in the unit.    | music with their         |                     |                     |
|          |                 |                          | the target language.     |                           | favorite style of music. |                     |                     |
|          |                 |                          |                          | Students communicate      | ,                        |                     |                     |
|          |                 |                          | Students know the song   | about the lives of others | Students will be able to |                     |                     |
|          |                 |                          | names and musicians      | in the target language    | appreciate and include   |                     |                     |
|          |                 |                          | when presented with      | through group discussion  | a different genre of     |                     |                     |
|          |                 |                          | the audio of the song.   | in class and through      | music in their personal  |                     |                     |
|          |                 |                          | , addie 0, cog.          | social media.             | life.                    |                     |                     |
|          |                 |                          |                          | Social Media.             | 1170.                    |                     |                     |
|          |                 |                          |                          | Students apprise the      |                          |                     |                     |
|          |                 |                          |                          | song names and            |                          |                     |                     |
|          |                 |                          |                          | musicians when            |                          |                     |                     |
|          |                 |                          |                          | presented with the audio  |                          |                     |                     |
|          |                 |                          |                          | of the song through in    |                          |                     |                     |
|          |                 |                          |                          | class student-centered    |                          |                     |                     |
|          |                 |                          |                          | activities.               |                          |                     |                     |
|          |                 |                          |                          | uctivities.               |                          |                     |                     |
|          | Comparisons:    | <u>Comparisons:</u>      | Comparisons:             | Comparisons:              | <u>Comparisons:</u>      | <u>Comparisons:</u> | Comparisons:        |
|          | Language        | Compare the Latino       | Students have the skills | Students compare Latino   | Students will be able to | All vocabulary      | 12.4.1.54.A         |
|          | comparisons and | music with YOUR          | to compare Latino music  | music with their favorite | apprise the biographies  | related to '        | 12.4.1.54.B         |
|          | Cultural        | favorite style of music. | with their favorite      | style of music through    | of the musicians         | Spanish/            | 12.4.1.54. <i>C</i> |
|          | comparisons     | ,                        | style of music.          | the presentational mode   | addressed in the unit.   | Hispanic music      |                     |
| <u> </u> |                 |                          |                          |                           |                          |                     |                     |

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

|                 |                         | #ha #awaa#                |                            |                          |                |              |
|-----------------|-------------------------|---------------------------|----------------------------|--------------------------|----------------|--------------|
|                 |                         | the target language.      | Ct. d t                    |                          |                |              |
|                 |                         | Ct. doubt land a land     | Students communicate       |                          |                |              |
|                 |                         | Students know the song    | about the lives of others  |                          |                |              |
|                 |                         | names and musicians       | in the target language     |                          |                |              |
|                 |                         | when presented with       | through group discussion   |                          |                |              |
|                 |                         | the audio of the song.    | in class and through       |                          |                |              |
|                 |                         |                           | social media.              |                          |                |              |
|                 |                         |                           | Students apprise the       |                          |                |              |
|                 |                         |                           | song names and             |                          |                |              |
|                 |                         |                           | musicians when             |                          |                |              |
|                 |                         |                           | presented with the audio   |                          |                |              |
|                 |                         |                           | of the song through in     |                          |                |              |
|                 |                         |                           | class student-centered     |                          |                |              |
|                 |                         |                           | activities.                |                          |                |              |
|                 |                         |                           | uctivities.                |                          |                |              |
| Communities:    | Communities:            | <u>Communities:</u>       | Communities:               | Communities:             | Communities:   | Communities: |
|                 |                         |                           |                            |                          |                |              |
| School and      | Describe how you have   | Students have the skills  | Students demonstrate       | Students will be able to | All vocabulary | 12.5.1.54.A  |
| global          | a sense of appreciation | to be open-minded         | an open-mindedness         | apprise the biographies  | related to     | 12.5.1.54.B  |
| communities and | for Latino music and    | about cultural            | about cultural             | of the musicians         | Spanish/       | 12.5.1.S4.C  |
| Lifelong        | can/will you include a  | differences in all areas. | differences in all areas.  | addressed in the unit.   | Hispanic music | 12.5.1.S4.D  |
| Learning        | different genre of      |                           |                            |                          | and musicians. |              |
|                 | music in your personal  | Students know the         | Students apprise the       | Students will be able to |                |              |
|                 | life that you may not   | cultural perspectives     | cultural perspectives and  | recognize and produce    |                |              |
|                 | have been familiar with | and cultural products     | cultural products          | the song names and       |                |              |
|                 | before.                 | created through music     | created through music in   | musician when            |                |              |
|                 |                         | in the Spanish-speaking   | the Spanish-speaking       | presented with the       |                |              |
|                 |                         | world.                    | world and their ability to | audio of the song.       |                |              |
|                 |                         |                           | show appreciation for      |                          |                |              |
|                 |                         | Students have the skills  | the genre whether it is    | Students will be able to |                |              |
|                 |                         | to compare Latino music   | their music of choice or   | relate the cultural      |                |              |
|                 |                         | with their favorite       | not.                       | product of the music     |                |              |
|                 |                         | style of music.           |                            | with the specific        |                |              |
|                 |                         |                           |                            | perspectives of the      |                |              |
|                 |                         |                           |                            | culture of the artist.   |                |              |
|                 |                         | Students have the skills  | Students compare Latino    | Students will be able to |                |              |
|                 |                         | to connect the music      | music with their favorite  | connect the music        |                |              |
|                 |                         | presented with the        | style of music through     | presented with the       |                |              |
|                 |                         | diverse perspectives of   | the presentational mode    | diverse perspectives of  |                |              |
|                 |                         | •                         | <u> </u>                   |                          |                |              |
|                 |                         | the target culture.       | of the ACTFL National      | the target culture.      |                |              |

| Students know the grammatical connections between the song lyrics and material we have previously learned this year or in previous years.   | Foreign Language Standards.  Students connect the music presented with the diverse perspectives of 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 know the cultural products created.  Students know the specific perspectives of the culture in which the artist was raised.  | 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. | 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. |  |
| Students know the biographies of the musicians that we addressed in the unit.  Students have the skills to communicate about the lives of others in the target language.  Students know the song names and musicians when presented with the audio of the song. | 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).  Students explain the                |  |  |
|   | biographies of the<br>musicians that we<br>addressed in the unit.  |  |  |

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

#### **REVIEW UNIT 18**

#### **ASSESSMENT UNIT 18**

# UNIT 19- LATIN DANCE (LOS BAILES LATINOS)

| Estimated<br>Unit Time<br>Frames | Big Ideas   | Essential Questions   | Concepts<br>(Know)  | Competencies<br>(Do)  | Lessons/ Suggested<br>Resources   | Vocabulary   | Standards/<br>Eligible<br>Content                                       |
|----------------------------------|---|---|---|---|---|--|---|
| <b>5</b> days                    | Communication:  | <u>Communication:</u>   | <u>Communication:</u>                                       | <u>Communication:</u>   | <u>Communication:</u>   | Communication:   | Communication:  |
| Judys                            | Interpretive,<br>Interpersonal<br>and<br>Presentational | Can you describe the various Latin dances and their histories that we have learned? | Students know the various Latin dances and their histories. | Students describe the various Latin dances and their histories. | Students will be able to<br>apprise the various<br>Latin dances and their<br>histories that we have<br>learned. | All vocabulary<br>related to<br>Spanish/<br>Hispanic dances. | 12.1.1.54.A<br>12.1.1.54.B<br>12.1.1.54.C<br>12.1.1.54.D<br>12.1.1.54.E |

|   | 1 |   | Γ | 1                        | 10.1.1.64.5 |
|---|---|---|---|--------------------------|-------------|
|   |   |   |   |                          | 12.1.1.54.F |
|   |   |   |   | Students will be able to |             |
|   |   |   |   | recognize the style of   |             |
|   |   |   |   | Latin dance based on     |             |
|   |   |   |   | hearing the audio of     |             |
|   |   |   |   | the music presented.     |             |
|   |   |   |   |                          |             |
|   |   |   |   | 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.    |             |
|   |   |   |   |                          |             |
|   |   |   |   | Students will be able to |             |
|   |   |   |   | connect the dances       |             |
|   |   |   |   | presented with the       |             |
|   |   |   |   |                          |             |
|   |   |   |   | diverse perspectives of  |             |
|   |   |   |   | the target culture.      |             |
|   |   |   |   |                          |             |
|   |   |   |   |                          |             |
|   |   |   |   | Students will be able to |             |
|   |   |   |   | compare the Latin        |             |
|   |   |   |   | dances with their        |             |
|   |   |   |   | favorite styles of       |             |
|   |   |   |   | dance.                   |             |
|   |   |   |   |                          |             |
|   |   |   |   | Students will be able to |             |
|   |   |   |   | dance the cha cha,       |             |
|   |   |   |   | salsa, merengue, etc.    |             |
|   |   |   |   |                          |             |
|   |   |   |   | Students will be able to |             |
|   |   |   |   | appreciate and include   |             |
|   |   |   |   | different styles of      |             |
|   |   |   |   | dance in their personal  |             |
|   |   |   |   | life.                    |             |
|   |   |   |   |                          |             |
|   |   |   |   | Resources:               |             |
|   |   |   |   |                          |             |
|   |   |   |   | * Teacher-created        |             |
| L | 1 | l | L |                          |             |

|  |   |   |   | handouts describing the different Latin dances and their histories.  *Teacher-created information on the steps and rhythm of the dances.  *The DVD Mad Hot Ballroom  |  |   |
|--|---|---|---|--|--|---|
| <u>Cultures</u> :  | <u>Cultures</u> :   | <u>Cultures</u> :   | <u>Cultures</u> :   | <u>Cultures</u> :  | <u>Cultures</u> :  | <u>Cultures</u> :                         |
| Relating cultural practices to perspectives and relating cultural products to perspectives | Recognize the style of Latin dance based on hearing the audio of the music presented.  Relate the cultural product of the Latin dances with the specific perspectives of the culture in which the dance originated. | Students have the ability to recognize the style of Latin dance based on hearing the audio of the music presented.  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.  Students know the various Latin dances and their histories. | Students recognize the style of Latin dance based on hearing the audio of the music presented though in class activities.  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.  Students describe the various Latin dances and their histories. | Students will be able to apprise the various Latin dances and their histories that we have learned.  Students will be able to recognize the style of Latin dance based on hearing the audio of the music presented.  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.  Students will be able to connect the dances presented with the diverse perspectives of the target culture. | All vocabulary<br>related to<br>Spanish/<br>Hispanic dances. | 12.2.1.54.A<br>12.2.1.54.B<br>12.2.1.54.C |

| _   |   | <u> </u>   |   |  |  |  |
|---|---|--|---|--|--|--|
|   |   |  |   | Students will be able to compare the Latin dances with their favorite styles of dance.  Students will be able to dance the cha cha, salsa, merengue, etc.  Students will be able to appreciate and include different styles of dance in their personal life. |  |  |
| Connections:  | Connections:  | Connections:   | Connections:  | Connections:   | Connections:   | Connections:   |
|   |   |  |   |  |  |  |
| Making connections and acquiring information and diverse perspectives | Connect the dances presented with the diverse perspectives of the target culture. | Students know how to connect the dances presented with the diverse perspectives of the target culture.   | Students connect the dances presented with the diverse perspectives of the target culture through in class discussions.   | Students will be able to<br>apprise the various<br>Latin dances and their<br>histories that we have<br>learned.  | All vocabulary<br>related to<br>Spanish/<br>Hispanic dances. | 12.3.1.54.A<br>12.3.1.54.B<br>12.3.1.54.C<br>12.3.1.54.D |
|   |   | Students have the ability to recognize the style of Latin dance based on hearing the audio of the music presented.                                       | Students recognize the style of Latin dance based on hearing the audio of the music presented though in class activities.   | Students will be able to recognize the style of Latin dance based on hearing the audio of the music presented.  Students will be able to   |  |  |
|   |   | 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. | 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. | relate the cultural product of the Latin dances with the specific perspectives of the culture in which the dance originated.  Students will be able to   |  |  |

|  |   | Students know the various Latin dances and their histories.  | Students describe the various Latin dances and their histories.   | connect the dances<br>presented with the<br>diverse perspectives of<br>the target culture.                     |  |   |
|--|---|--|---|--|--|---|
|  |   |  |   | Students will be able to compare the Latin dances with their favorite styles of dance.                         |  |   |
|  |   |  |   | Students will be able to dance the cha cha, salsa, merengue, etc.  |  |   |
|  |   |  |   | Students will be able to appreciate and include different styles of dance in their personal life.              |  |   |
| Comparisons:   | <u>Comparisons:</u>   | Comparisons:   | <u>Comparisons:</u>   | <u>Comparisons:</u>  | Comparisons:   | Comparisons:  |
| Language<br>comparisons and<br>Cultural<br>comparisons | Compare and contrast<br>the Latin dances with<br>their favorite styles of<br>dance. | Students know how to compare and contrast the Latin dances with their favorite styles of dance.        | Students compare and contrast the Latin dances with their favorite styles of dance with classmates and the teacher.     | Students will be able to apprise the various Latin dances and their histories that we have learned.            | All vocabulary<br>related to<br>Spanish/<br>Hispanic dances. | 12.4.1.54. <i>A</i><br>12.4.1.54. <i>B</i><br>12.4.1.54. <i>C</i> |
|  |   | Students know how to connect the dances presented with the diverse perspectives of the target culture. | Students connect the dances presented with the diverse perspectives of the target culture through in class discussions. | Students will be able to recognize the style of Latin dance based on hearing the audio of the music presented. |  |   |
|  |   | Students have the ability to recognize the style of Latin dance  | Students recognize the style of Latin dance based on hearing the  | Students will be able to<br>relate the cultural<br>product of the Latin  |  |   |

| ,                   |                          |                          |                          | T                        | 1                |                     |
|---------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------------|---------------------|
|                     |                          | based on hearing the     | audio of the music       | dances with the          |                  |                     |
|                     |                          | audio of the music       | presented though in      | specific perspectives    |                  |                     |
|                     |                          | presented.               | class activities.        | of the culture in which  |                  |                     |
|                     |                          |                          |                          | the dance originated.    |                  |                     |
|                     |                          | Students have the skills | Students relate the      |                          |                  |                     |
|                     |                          | to relate the cultural   | cultural product of the  | Students will be able to |                  |                     |
|                     |                          | product of the Latin     | Latin dances with the    | connect the dances       |                  |                     |
|                     |                          | dances with the          | specific perspectives of | presented with the       |                  |                     |
|                     |                          | specific perspectives of | the culture in which the | diverse perspectives of  |                  |                     |
|                     |                          | the culture in which the | dance originated with    | the target culture.      |                  |                     |
|                     |                          | dance originated.        | classmates and the       |                          |                  |                     |
|                     |                          |                          | teacher.                 |                          |                  |                     |
|                     |                          |                          |                          | Students will be able to |                  |                     |
|                     |                          | Students know the        |                          | compare the Latin        |                  |                     |
|                     |                          | various Latin dances     | Students describe the    | dances with their        |                  |                     |
|                     |                          | and their histories.     | various Latin dances and | favorite styles of       |                  |                     |
|                     |                          |                          | their histories.         | dance.                   |                  |                     |
|                     |                          |                          | men mereries.            | danes.                   |                  |                     |
|                     |                          |                          |                          | Students will be able to |                  |                     |
|                     |                          |                          |                          | dance the cha cha,       |                  |                     |
|                     |                          |                          |                          | salsa, merengue, etc.    |                  |                     |
|                     |                          |                          |                          | Saisa, mer engae, ere.   |                  |                     |
|                     |                          |                          |                          | Students will be able to |                  |                     |
|                     |                          |                          |                          | appreciate and include   |                  |                     |
|                     |                          |                          |                          | different styles of      |                  |                     |
|                     |                          |                          |                          | dance in their personal  |                  |                     |
|                     |                          |                          |                          | life.                    |                  |                     |
|                     |                          |                          |                          | nije.                    |                  |                     |
| Communities:        | Communities:             | Communities:             | Communities:             | Communities:             | Communities:     | Communities:        |
| <u>communities.</u> | <u>communities.</u>      | <u>communities.</u>      | <u>communities.</u>      | <u>communities.</u>      | communities:     | communi nes.        |
| School and          | Students will be able to | Students know how to     | Students dance the cha   | Students will be able to | All vocabulary   | 12.5.1.54.A         |
| global              | dance the cha cha,       | dance the cha cha,       | cha, salsa, merengue,    | apprise the various      | related to       | 12.5.1.54.B         |
| communities and     | salsa, merengue, etc.    | salsa, merengue, etc.    | etc. through in class    | Latin dances and their   | Spanish/         | 12.5.1.54. <i>C</i> |
| Lifelong            | Jaisa, mei engue, etc.   | Jaisa, mei engue, etc.   | practice.                | histories that we have   | Hispanic dances. | 12.5.1.54.D         |
| Litelong            | Students will be able to | Students know the        | practice.                | learned.                 | rnspanic dances. | 12.5.1.54.0         |
| Learning            |                          |                          | Ctudonta domenaturate    | reurneu.                 |                  |                     |
|                     | appreciate and include   | importance of showing    | Students demonstrate     | Ctudonta will be able to |                  |                     |
|                     | different styles of      | an appreciation for      | an appreciation for and  | Students will be able to |                  |                     |
|                     | dance in their personal  | different styles of      | include different styles | recognize the style of   |                  |                     |
|                     | life.                    | dance in their personal  | of dance in their        | Latin dance based on     |                  |                     |
|                     |                          | life.                    | personal life.           | hearing the audio of     |                  |                     |
|                     |                          |                          |                          | the music presented.     |                  |                     |

| Students know how to compare and contrast | Students compare and contrast the Latin | Students will be able to relate the cultural |  |
|---|---|--|--|
| the Latin dances with                     | dances with their                       | product of the Latin                         |  |
| their favorite styles of                  | favorite styles of dance                | dances with the                              |  |
| dance.                                    | with classmates and the                 | specific perspectives                        |  |
| dance.                                    | teacher.                                | of the culture in which                      |  |
|   | recenter:                               | the dance originated.                        |  |
| Students know how to                      |   | mo camoo or ginarea.                         |  |
| connect the dances                        | Students connect the                    | Students will be able to                     |  |
| presented with the                        | dances presented with                   | connect the dances                           |  |
| diverse perspectives of                   | the diverse perspectives                | presented with the                           |  |
| the target culture.                       | of the target culture                   | diverse perspectives of                      |  |
|   | through in class                        | the target culture.                          |  |
|   | discussions.                            | _  |  |
| Students have the                         |   |  |  |
| ability to recognize the                  | Students recognize the                  | Students will be able to                     |  |
| style of Latin dance                      | style of Latin dance                    | compare the Latin                            |  |
| based on hearing the                      | based on hearing the                    | dances with their                            |  |
| audio of the music                        | audio of the music                      | favorite styles of                           |  |
| presented.                                | presented though in                     | dance.                                       |  |
|   | class activities.                       |  |  |
| Students have the skills                  |   | Students will be able to                     |  |
| to relate the cultural                    | Students relate the                     | dance the cha cha,                           |  |
| product of the Latin                      | cultural product of the                 | salsa, merengue, etc.                        |  |
| dances with the                           | Latin dances with the                   |  |  |
| specific perspectives of                  | specific perspectives of                | Students will be able to                     |  |
| the culture in which the                  | the culture in which the                | appreciate and include                       |  |
| dance originated.                         | dance originated with                   | different styles of                          |  |
|   | classmates and the                      | dance in their personal                      |  |
| Charles to 11                             | teacher.                                | life.  |  |
| Students know the                         |   |  |  |
| various Latin dances                      | Students describe the                   |  |  |
| and their histories.                      | various Latin dances and                |  |  |
|   | their histories.                        |  |  |
|   | ineir nistories.                        |  |  |
|   |   |  |  |
|   |   |  |  |

### **REVIEW UNIT 19**

#### ASSESSMENT UNIT 19

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

| Estimated<br>Unit Time<br>Frames | Big Ideas      | Essential Questions       | Concepts<br>(Know)                    | Competencies<br>(Do)                         | Lessons/ Suggested<br>Resources | Vocabulary       | Standards/<br>Eligible<br>Content |
|----------------------------------|----------------|---------------------------|---------------------------------------|--|---------------------------------|------------------|-----------------------------------|
|                                  | Communication: | Communication:            | Communication:                        | Communication:                               | Communication:                  | Communication:   | Communication:                    |
| 10 days                          |                |                           |                                       |  |                                 |                  |                                   |
|                                  | Interpretive,  | Describe the plot, main   | Students know the plot,               | Students describe the                        | Students will be able to        | All vocabulary   | 12.1.1.54.A                       |
|                                  | Interpersonal  | characters and message    | main characters and                   | plot, main characters and                    | describe the plot, main         | related to the   | 12.1.1.54.B                       |
|                                  | and            | to the Spanish films      | message to the Spanish                | message to the Spanish                       | characters and                  | Spanish cinema   | 12.1.1.54. <i>C</i>               |
|                                  | Presentational | presented in this unit in | films presented in this               | films presented in this                      | message to the Spanish          | and Spanish      | 12.1.1.54.D                       |
|                                  |                | the target language.      | unit in the target                    | unit in the target                           | films presented in this         | foreign language | 12.1.1.54.E                       |
|                                  |                |                           | language.                             | language during in class<br>student-centered | unit in the target<br>language. | movies.          | 12.1.1.54.F                       |
|                                  |                |                           | Students have the skills              | activities.                                  | language.                       |                  |                                   |
|                                  |                |                           | to communicate in all                 | uctivities.                                  | Students will be able to        |                  |                                   |
|                                  |                |                           | timeframes about a                    | Students communicate in                      | accomplish specific             |                  |                                   |
|                                  |                |                           | wide variety of topics in             | all timeframes about a                       | tasks and objectives            |                  |                                   |
|                                  |                |                           | advanced, authentic                   | wide variety of topics in                    | related to each                 |                  |                                   |
|                                  |                |                           | conversations in the target language. | advanced, authentic conversations in the     | individual Spanish film.        |                  |                                   |
|                                  |                |                           |                                       | target language.                             | Students will be able to        |                  |                                   |
|                                  |                |                           |                                       | 3 3 3  | 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          |                  |                                   |

| 1 |  | in the Spanish movies in  |  |
|---|--|---|--|
|   |  | this unit.  |  |
|   |  |   |  |
|   |  | Students will be able to  |  |
|   |  |   |  |
|   |  | create cultural   |  |
|   |  | comparisons between   |  |
|   |  | the way storylines are  |  |
|   |  | presented and the   |  |
|   |  | types of movies   |  |
|   |  | produced in Spanish-  |  |
|   |  | speaking countries.   |  |
|   |  | speaking countries.   |  |
|   |  |   |  |
|   |  | Students will be able to  |  |
|   |  | include Spanish foreign   |  |
|   |  | language films in the   |  |
|   |  | repertoire of movies  |  |
|   |  | they watch for personal   |  |
|   |  | enjoyment.  |  |
|   |  |   |  |
|   |  | Resources:  |  |
|   |  | Kesources.  |  |
|   |  |   |  |
|   |  | *Teacher-created  |  |
|   |  | synopsis of each  |  |
|   |  | Spanish movie we will   |  |
|   |  | watch in this unit.   |  |
|   |  |   |  |
|   |  |   |  |
| • |  | *DVD of the Spanish   |  |
|   |  | *DVD of the Spanish film VALENTÍN   |  |
|   |  | *DVD of the Spanish<br>film VALENTÍN.   |  |
|   |  | film VALENTÍN.  |  |
|   |  | film VALENTÍN.  *DVD of the Spanish   |  |
|   |  | film VALENTÍN.  *DVD of the Spanish movie LA LENGUA DE  |  |
|   |  | film VALENTÍN.  *DVD of the Spanish   |  |
|   |  | film VALENTÍN.  *DVD of the Spanish movie LA LENGUA DE  |  |
|   |  | film VALENTÍN.  *DVD of the Spanish movie LA LENGUA DE LAS MARIPOSAS.   |  |
|   |  | film VALENTÍN.  *DVD of the Spanish movie LA LENGUA DE LAS MARIPOSAS.  *DVD of the Spanish  |  |
|   |  | film VALENTÍN.  *DVD of the Spanish movie LA LENGUA DE LAS MARIPOSAS.   |  |
|   |  | film VALENTÍN.  *DVD of the Spanish movie LA LENGUA DE LAS MARIPOSAS.  *DVD of the Spanish film VOLVER  |  |
|   |  | film VALENTÍN.  *DVD of the Spanish movie LA LENGUA DE LAS MARIPOSAS.  *DVD of the Spanish film VOLVER  *DVD of the Spanish                   |  |
|   |  | film VALENTÍN.  *DVD of the Spanish movie LA LENGUA DE LAS MARIPOSAS.  *DVD of the Spanish film VOLVER  *DVD of the Spanish movie LOS DIARIOS |  |
|   |  | film VALENTÍN.  *DVD of the Spanish movie LA LENGUA DE LAS MARIPOSAS.  *DVD of the Spanish film VOLVER  *DVD of the Spanish                   |  |
|   |  | film VALENTÍN.  *DVD of the Spanish movie LA LENGUA DE LAS MARIPOSAS.  *DVD of the Spanish film VOLVER  *DVD of the Spanish movie LOS DIARIOS |  |
|   |  | film VALENTÍN.  *DVD of the Spanish movie LA LENGUA DE LAS MARIPOSAS.  *DVD of the Spanish film VOLVER  *DVD of the Spanish movie LOS DIARIOS |  |

| C                                      | 'ultures:  | <u>Cultures</u> :  | <u>Cultures</u> :  | <u>Cultures</u> :  | <u>Cultures</u> :   | <u>Cultures</u> :   | <u>Cultures</u> :   |
|--|--|--|--|--|---|---|---|
| Relat<br>pra<br>per<br>and<br>c<br>pro | ting cultural actices to respectives d relating cultural oducts to respectives | Can you discern the cultural practices and cultural products as presented in the Spanish films in this unit? | Students know the cultural practices and cultural products presented in the Spanish movies.  Students know how to discern the cultural practices and cultural products as presented in the Spanish films in this unit.  Students know the plot, main characters and message to the Spanish films presented in this unit in the target language.  Students have the skills to communicate in all timeframes about a wide variety of topics in advanced, authentic conversations in the target language. | Students discern the cultural practices and cultural products presented in the Spanish movies through in class group discussions and debates.  Students apprise the cultural practices and cultural products as presented in the Spanish films in this unit through in class group discussions and debates.  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.  Students communicate in all timeframes about a wide variety of topics in advanced, authentic conversations in the target language. | 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 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 comparisons between the way storylines are presented and the types of movies produced in Spanish-speaking countries.  Students will be able to include Spanish foreign language films in the | All vocabulary related to the Spanish cinema and Spanish foreign language movies. | 12.2.1.54. <i>A</i> 12.2.1.54. <i>B</i> 12.2.1.54. <i>C</i> |

|   |   |  |  | repertoire of movies<br>they watch for personal   |   |  |
|---|---|--|--|---|---|--|
|   |   |  |  | enjoyment.  |   |  |
| Connections:  | Connections:  | Connections:   | Connections:   | Connections:  | Connections:  | Connections:   |
| Making connections and acquiring information and diverse perspectives | Synthesize and analyze the diverse perspectives presented in the Spanish movies in this unit. | 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 | 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.  | 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 | All vocabulary related to the Spanish cinema and Spanish foreign language movies. | 12.3.1.54. <i>A</i><br>12.3.1.54. <i>B</i><br>12.3.1.54. <i>C</i><br>12.3.1.54. <i>D</i> |
|   |   | practices and cultural products as presented in the Spanish films in this unit.  Students know the plot, main characters and message to the Spanish films presented in this unit in the target language.   | Students apprise the cultural practices and cultural products as presented in the Spanish films in this unit through in class group discussions and debates.  Students describe the plot, main characters and message to the Spanish films presented in this unit in the target language during in class | 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 comparisons between the way storylines are presented and the types of movies produced in Spanish-speaking countries.  |   |  |

|                 |   | Students have the skills to communicate in all | student-centered<br>activities.  | Students will be able to             |                  |              |
|-----------------|---|--|--|--------------------------------------|------------------|--------------|
|                 |   | timeframes about a                             |  | include Spanish foreign              |                  |              |
|                 |   | wide variety of topics in                      | Students communicate in  | language films in the                |                  |              |
|                 |   | advanced, authentic                            | all timeframes about a   | repertoire of movies                 |                  |              |
|                 |   | conversations in the target language.          | wide variety of topics in<br>advanced, authentic<br>conversations in the<br>target language. | they watch for personal enjoyment.   |                  |              |
| Comparisons:    | Comparisons:                                | Comparisons:                                   | Comparisons:   | Comparisons:                         | Comparisons:     | Comparisons: |
| Language        | Students will be able to                    | Students know how to                           | Students make cultural   | Students will be able to             | All vocabulary   | 12.4.1.54.A  |
| comparisons and | create cultural                             | make cultural                                  | comparisons between the  | describe the plot, main              | related to the   | 12.4.1.54.B  |
| Cultural        | comparisons between                         | comparisons.                                   | way storylines are   | characters and                       | Spanish cinema   | 12.4.1.54.C  |
| comparisons     | the way storylines are                      |  | presented and the types  | message to the Spanish               | and Spanish      |              |
|                 | presented and the                           | Students know how                              | of movies produced in  | films presented in this              | foreign language |              |
|                 | types of movies                             | storylines are                                 | Spanish-speaking   | unit in the target                   | movies.          |              |
|                 | produced in Spanish-<br>speaking countries. | presented and the types of movies              | countries.   | language.                            |                  |              |
|                 |   | produced in Spanish-                           |  | Students will be able to             |                  |              |
|                 |   | speaking countries.                            |  | accomplish specific                  |                  |              |
|                 |   |  |  | tasks and objectives related to each |                  |              |
|                 |   | Students know how to synthesize and analyze.   | Students synthesize and analyze the diverse  | individual Spanish film.             |                  |              |
|                 |   |  | perspectives presented   | Students will be able to             |                  |              |
|                 |   | Students know the                              | in the Spanish movies in   | discern the cultural                 |                  |              |
|                 |   | diverse perspectives                           | this unit through  | practices and cultural               |                  |              |
|                 |   | presented in the                               | conversations with   | products as presented                |                  |              |
|                 |   | Spanish movies in this unit.                   | classmates and teacher.  | in the Spanish films in this unit.   |                  |              |
|                 |   | Students know the                              | Students discern the   | Students will be able to             |                  |              |
|                 |   | cultural practices and                         | cultural practices and   | analyze the diverse                  |                  |              |
|                 |   | cultural products                              | cultural products  | perspectives presented               |                  |              |
|                 |   | presented in the                               | presented in the Spanish   | in the Spanish movies in             |                  |              |
|                 |   | Spanish movies.                                | movies through in class group discussions and  | this unit.                           |                  |              |
|                 |   | Students know how to                           | debates.   | Students will be able to             |                  |              |
|                 |   | discern the cultural                           |  | create cultural                      |                  |              |

| Г                   | T                       |                           |                            | ·                        | _                   | _                   |
|---------------------|-------------------------|---------------------------|----------------------------|--------------------------|---------------------|---------------------|
|                     |                         | practices and cultural    |                            | comparisons between      |                     |                     |
|                     |                         | products as presented     | Students apprise the       | the way storylines are   |                     |                     |
|                     |                         | in the Spanish films in   | cultural practices and     | presented and the        |                     |                     |
|                     |                         | this unit.                | cultural products as       | types of movies          |                     |                     |
|                     |                         |                           | presented in the Spanish   | produced in Spanish-     |                     |                     |
|                     |                         |                           | films in this unit through | speaking countries.      |                     |                     |
|                     |                         |                           | in class group discussions |                          |                     |                     |
|                     |                         |                           | and debates.               | Students will be able to |                     |                     |
|                     |                         |                           |                            | include Spanish foreign  |                     |                     |
|                     |                         | Students know the plot,   |                            | language films in the    |                     |                     |
|                     |                         | main characters and       | Students describe the      | repertoire of movies     |                     |                     |
|                     |                         | message to the Spanish    | plot, main characters and  | they watch for personal  |                     |                     |
|                     |                         | films presented in this   | message to the Spanish     | enjoyment.               |                     |                     |
|                     |                         | unit in the target        | films presented in this    |                          |                     |                     |
|                     |                         | language.                 | unit in the target         |                          |                     |                     |
|                     |                         |                           | language during in class   |                          |                     |                     |
|                     |                         | Students have the skills  | student-centered           |                          |                     |                     |
|                     |                         | to communicate in all     | activities.                |                          |                     |                     |
|                     |                         | timeframes about a        |                            |                          |                     |                     |
|                     |                         | wide variety of topics in | Students communicate in    |                          |                     |                     |
|                     |                         | advanced, authentic       | all timeframes about a     |                          |                     |                     |
|                     |                         | conversations in the      | wide variety of topics in  |                          |                     |                     |
|                     |                         | target language.          | advanced, authentic        |                          |                     |                     |
|                     |                         |                           | conversations in the       |                          |                     |                     |
|                     |                         |                           | target language.           |                          |                     |                     |
|                     |                         |                           |                            |                          |                     |                     |
| <u>Communities:</u> | <u>Communities:</u>     | <u>Communities:</u>       | <u>Communities:</u>        | <u>Communities:</u>      | <u>Communities:</u> | Communities:        |
|                     |                         |                           |                            |                          |                     |                     |
| School and          | Can you include Spanish | Students know the         | Students demonstrate       | Students will be able to | All vocabulary      | 12.5.1.54.A         |
| global              | foreign language films  | importance of being       | and express the            | describe the plot, main  | related to the      | 12.5.1.54.B         |
| communities and     | in the repertoire of    | open-minded and willing   | importance of being        | characters and           | Spanish cinema      | 12.5.1.S4. <i>C</i> |
| Lifelong            | movies you watch for    | to experience and learn   | open-minded and willing    | message to the Spanish   | and Spanish         | 12.5.1.54.D         |
| Learning            | personal enjoyment.     | about new subjects and    | to experience and learn    | films presented in this  | foreign language    |                     |
|                     |                         | from diverse              | about new subjects and     | unit in the target       | movies.             |                     |
|                     |                         | perspectives.             | from diverse               | language.                |                     |                     |
|                     |                         |                           | perspectives.              |                          |                     |                     |
|                     |                         | Students know their       |                            | Students will be able to |                     |                     |
|                     |                         | personal preferences in   | Students apprise their     | accomplish specific      |                     |                     |
|                     |                         | relation to movies.       | personal preferences in    | tasks and objectives     |                     |                     |
|                     |                         |                           | relation to movies.        | related to each          |                     |                     |
|                     |                         | Students know how to      |                            | individual Spanish film. |                     |                     |

|                         |                            | Ī                        |          |
|-------------------------|----------------------------|--------------------------|----------|
| make cultural           | Students make cultural     |                          |          |
| comparisons.            | comparisons between the    | Students will be able to |          |
|                         | way storylines are         | discern the cultural     |          |
| Students know how       | presented and the types    | practices and cultural   |          |
| storylines are          | of movies produced in      | products as presented    |          |
| presented and the       | Spanish-speaking           | in the Spanish films in  |          |
| types of movies         | countries.                 | this unit.               |          |
| produced in Spanish-    |                            |                          |          |
| speaking countries.     |                            | Students will be able to |          |
|                         |                            | analyze the diverse      |          |
|                         |                            | perspectives presented   |          |
| Students know how to    |                            | in the Spanish movies in |          |
| synthesize and analyze. | Students synthesize and    | this unit.               |          |
| ,                       | analyze the diverse        |                          |          |
| Students know the       | perspectives presented     | Students will be able to |          |
| diverse perspectives    | in the Spanish movies in   | create cultural          |          |
| presented in the        | this unit through          | comparisons between      |          |
| Spanish movies in this  | conversations with         | the way storylines are   |          |
| unit.                   | classmates and teacher.    | presented and the        |          |
|                         |                            | types of movies          |          |
| Students know the       |                            | produced in Spanish-     |          |
| cultural practices and  | Students discern the       | speaking countries.      |          |
| cultural products       | cultural practices and     |                          |          |
| presented in the        | cultural products          | Students will be able to |          |
| Spanish movies.         | presented in the Spanish   | include Spanish foreign  |          |
| ·                       | movies through in class    | language films in the    |          |
| Students know how to    | group discussions and      | repertoire of movies     |          |
| discern the cultural    | debates.                   | they watch for personal  |          |
| practices and cultural  |                            | enjoyment.               |          |
| products as presented   |                            |                          |          |
| in the Spanish films in | Students apprise the       |                          |          |
| this unit.              | cultural practices and     |                          |          |
|                         | cultural products as       |                          |          |
|                         | presented in the Spanish   |                          |          |
|                         | films in this unit through |                          |          |
|                         | in class group discussions |                          |          |
|                         | and debates.               |                          |          |
| Students know the plot, |                            |                          |          |
| main characters and     |                            |                          |          |
| message to the Spanish  | Students describe the      |                          |          |
| films presented in this | plot, main characters and  |                          |          |
|                         | production and actions and |                          | <u> </u> |

|                | unit in the target language.  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. |  |  |  |  |
|----------------|---|------------------------------|--|--|--|--|
| REVIEW UNIT 20 |   |                              |  |  |  |  |

### ASSESSMENT UNIT 20