SPANISH II

UNIT 1- HUMAN TOWERS OF BARCELONA (CASTELLS DE BARCELONA)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	Communication:	Communication:	Communication:	Communication:	Communication:	Communication:
5 days	Tukumukiu	Communication	The students books to	Charles to a second	Charles and the set to	All constant cons	1211644
	Interpretive, Interpersonal	Can you apprise the celebration of La fiesta	The students know the history, purpose,	Students can demonstrate knowledge	Students will be able to apprise the history,	All vocabulary related to the	12.1.1.54. <i>A</i> 12.1.1.54. <i>B</i>
	and	de la Señora de la	practices, perspectives,	on the history, purpose,	purpose, practices,	Castells in	12.1.1.54.C
	Presentational	Mercé and the Castells?	customs and religious	practices, perspectives,	perspectives, customs	Barcelona.	12.1.1.54.D
			aspects to the celebration.	customs and religious aspects to the celebration.	and religious aspects to La fiesta de la Señora de la Mercé and Castells in Barcelona.		12.1.1.54.E 12.1.1.54.F
					Students will be able to create comparisons between the Castells and some cultural celebration/event in our country.		
					Students will be able to understand the different perspectives that exist in other countries and how certain events/people are celebrated.		

				Resources:		
				*Teacher-created informational sheets on the celebration of La fiesta de la Señora de la Mercé and Castells in Barcelona. *Visuals of the Castells and celebration *Authentic video clips of the Castells being		
<u>Cultures</u> :	<u>Cultures</u> :	<u>C</u> ultures:	Cultures:	created <u>Cultures</u> :	<u>C</u> ultures:	<u>Cultures</u> :
Relating cultural practices to perspectives and relating cultural products to perspectives	How does their practice of this celebration relate and yet differ from the practices in our country?	The students know the history, purpose, practices, perspectives, customs and religious aspects to the celebration. The skills to analyze between the Castells and an event in our culture. The students are well versed in the celebrations, practices and perspectives in our culture.	Students can demonstrate knowledge on the history, purpose, practices, perspectives, customs and religious aspects to the celebration. Analyze between the Castells and an event in our country in order to determine the similarities and differences between the cultures. The students can apprise the celebrations, practices and perspectives in our culture.	Students will be able to apprise the history, purpose, practices, perspectives, customs and religious aspects to La fiesta de la Señora de la Mercé and Castells in Barcelona. Students will be able to create comparisons between the Castells and some cultural celebration/event in our country. Students will be able to understand the different perspectives that exist in other countries and how certain events/people are celebrated.	All vocabulary related to the Castells in Barcelona.	12.2.1.54.A 12.2.1.54.B 12.2.1.54.C

Connections:	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:
Making connections and acquiring information and diverse perspectives	How does their practice of this celebration relate and yet differ from the practices in our country?	The students know the history, purpose, practices, perspectives, customs and religious aspects to the celebration. The skills to analyze between the Castells and an event in our culture. The students are well versed in the celebrations, practices and perspectives in our culture.	Students can demonstrate knowledge on the history, purpose, practices, perspectives, customs and religious aspects to the celebration. Analyze between the Castells and an event in our country in order to determine the similarities and differences between the cultures. The students can apprise the celebrations, practices and perspectives in our culture.	Students will be able to apprise the history, purpose, practices, perspectives, customs and religious aspects to La fiesta de la Señora de la Mercé and Castells in Barcelona. Students will be able to create comparisons between the Castells and some cultural celebration/event in our country. Students will be able to understand the different perspectives that exist in other countries and how certain events/people are celebrated.	All vocabulary related to the Castells in Barcelona.	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C 12.3.1.54.D
<u>Comparisons:</u>	Comparisons:	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>
Language comparisons and Cultural comparisons	How does their practice of this celebration relate and yet differ from the practices in our country?	The students know the history, purpose, practices, perspectives, customs and religious aspects to the celebration. The skills to analyze between the Castells and an event in our culture.	Students can demonstrate knowledge on the history, purpose, practices, perspectives, customs and religious aspects to the celebration. Analyze between the Castells and an event in our country in order to determine the	Students will be able to apprise the history, purpose, practices, perspectives, customs and religious aspects to La fiesta de la Señora de la Mercé and Castells in Barcelona. Students will be able to create comparisons	All vocabulary related to the Castells in Barcelona.	12.4.1.54. <i>A</i> 12.4.1.54. <i>B</i> 12.4.1.54. <i>C</i>

		The students are well versed in the celebrations, practices and perspectives in our culture.	similarities and differences between the cultures. The students can apprise the celebrations, practices and perspectives in our culture.	between the Castells and some cultural celebration/event in our country. Students will be able to understand the different perspectives that exist in other countries and how certain events/people are celebrated.		
School and global communities and Lifelong Learning	Communities: Would you ever participate in the Castells why or why not? If so, where would you be on the human tower at the bottom, middle or on top?	Communities: The students know the history, purpose, practices, perspectives, customs and religious aspects to the celebration. The students know their personal opinion and willingness to be a part of a cultural practice that may seem different from our own.	Students can demonstrate knowledge on the history, purpose, practices, perspectives, customs and religious aspects to the celebration. Students can apprise their personal opinion and willingness to be a part of a cultural practice that may seem different from their own.	Communities: Students will be able to apprise the history, purpose, practices, perspectives, customs and religious aspects to La fiesta de la Señora de la Mercé and Castells in Barcelona. Students will be able to create comparisons between the Castells and some cultural celebration/event in our country. Students will be able to understand the different perspectives that exist in other countries and how certain events/people are celebrated.	Communities: All vocabulary related to the Castells in Barcelona.	12.5.1.54.A 12.5.1.54.B 12.5.1.54.C 12.5.1.54.D

ASSESSMENT UNIT 1

UNIT 2- REGULAR AND IRREGULAR VERBS (CONTINUED FROM SPANISH I) PRESENT TENSE (VERBOS REGULARES E IRREGULARES DEL PRESENTE)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	<u>Communication:</u>	Communication:	Communication:	Communication:	<u>Communication</u>	<u>Communication</u>
20 days							
	Interpretive,	How can we express and	Knows the present	In realistic interactions	Students will be able to	All regular and	12.1.1.54.A
	Interpersonal	comprehend	tense irregular and	the students can	produce and recognize	irregular	12.1.1.54.B
	and	information about	regular verbs	communicate in all forms	authentic communication	verbs in	12.1.1.54.C
	Presentational	events that are	conjugations and, most	(interpersonal,	in all forms using the	Spanish	12.1.1.54.D
		currently happening (all	importantly, can apply	interpretive and	irregular and regular	(infinite)	12.1.1.54.E
		verbs) with another	this knowledge through	presentational) about	verbs in present tense in		12.1.1.54.F
		person or a group of	self-created written	the present.	Spanish.	What the	
		people?	and oral communication	•	•	present tense	
			in a wide variety of	Describe a normal day in	Students will be able to	irregular	
			ways.	their life, describe in	describe a normal day in	verbs look like	
			•	detail about their	their life, describe in	in English	
			Knows how to describe	friends and family, their	detail about their friends		
			in great detail	favorite activities in	and family, their favorite	Reinforcement	
			information they are	their free time, etc.	activities in their free	from previous	
			trying to share and	utilizing the irregular	time, etc. utilizing the	years'	
			communicate (in at	and regular verbs in	irregular and regular	vocabulary	
			least 2 pages worth of	present tense	verbs in present tense	words	
			discourse) about	appropriately (at least 2	appropriately (at least 2		
			present events using all	pages in length).	pages in length).		

		verbs necessary				
		(regular and irregular)		Resources:		
				*In- class teacher-		
				created handouts on the		
				regular and irregular		
				verbs in the present		
				tense and in-class notes.		
				Tense and m-class notes.		
				*Song lyrics and audio		
<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
Relating cultural	How can activities vary	Knows the present	Describe a normal day in	Students will be able to	All regular and	12.2.1.54.A
practices to	depending on the	tense regular and	their life, describe in	produce and recognize	irregular	12.2.1.54.B
perspectives	culture and country in	irregular verbs'	detail about their	authentic communication	verbs in	12.2.1.54.C
and relating	which one is raised?	conjugations and, most	friends and family, their	in all forms using the	Spanish	
cultural		importantly, can apply	favorite activities in	irregular and regular	(infinite)	
products to		this knowledge through	their free time, etc.	verbs in present tense in	(,)	
perspectives		self-created written	utilizing the irregular	Spanish.	What the	
perspectives		and oral communication	and regular verbs in	Spanish.	present tense	
		in a wide variety of	present tense	Students will be able to	irregular	
		ways.	appropriately (at least 2	describe a normal day in	verbs look like	
		ways.	pages in length).	their life, describe in	in English	
		The student knows	pages in length).	detail about their friends	in English	
		activities in various	In realistic interactions	and family, their favorite	Reinforcement	
		countries and how they	the students can	activities in their free	from previous	
		are similar and are	communicate in all forms		•	
		· ·		time, etc. utilizing the	years'	
		different depending on	(interpersonal,	irregular and regular	vocabulary	
		where one is raised.	interpretive and	verbs in present tense	words	
			presentational) about	appropriately (at least 2		
			the present.	pages in length).		
			The student can explain			
			activities in various			
			countries and how and			
			why they are similar and			
			are different depending			
			on where one is raised.			
			on where one is ruiseu.			
		J				

Connections:	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:
				<u> </u>		
Making	What grammatical	Knows the present	In realistic interactions	Students will be able to	All regular and	12.3.1.54.A
connections and	connections can you	tense irregular and	the students can	produce and recognize	irregular	12.3.1.54.B
acquiring	make between the	regular verbs'	communicate in all forms	authentic communication	verbs in	12.3.1.54. <i>C</i>
information and	present tense regular	conjugations and, most	(interpersonal,	in all forms using the	Spanish	12.3.1.54.D
diverse	and irregular verbs in	importantly, can apply	interpretive and	irregular and regular	(infinite)	
perspectives	Spanish and in English?	this knowledge through	presentational) about	verbs in present tense in		
		self-created written	the present.	Spanish.	What the	
		and oral communication			present tense	
		in a wide variety of	Demonstrate	Students will be able to	irregular	
		ways.	competency of the	describe a normal day in	verbs look like	
			grammatical structure of	their life, describe in	in English	
		Students know the	their L1 (native language)	detail about their friends		
		grammatical structure	and have the skills to	and family, their favorite	Reinforcement	
		of their L1 (native	analyze between the two	activities in their free	from previous	
		language) and have the	languages further	time, etc. utilizing the	years'	
		skills to analyze	strengthening their skills	irregular and regular	vocabulary	
		between the two	in English and other	verbs in present tense	words	
		languages further	subjects.	appropriately (at least 2		
		strengthening their		pages in length).		
		skills in English and				
		other subjects.				
<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>
Language	What comparisons can	Knows the present	In realistic interactions	Students will be able to	All regular and	12.4.1.54.A
comparisons and	you make between the	tense regular and	the students can	produce and recognize	irregular	12.4.1.54.B
Cultural	USE of the present	irregular verbs'	communicate in all forms	authentic communication	verbs in	12.4.1.54. <i>C</i>
comparisons	tense irregular and	conjugations and, most	(interpersonal,	in all forms using the	Spanish	12.4.1.54.0
comparisons	regular verbs in Spanish	importantly, can apply	interpretive and	irregular and regular	(infinite)	
	and in English?	this knowledge through	presentational) about	verbs in present tense in	(111,111110)	
	and in English.	self-created written	the present.	Spanish.	What the	
		and oral communication	,,,,,, p, ess	Opa	present tense	
		in a wide variety of		Students will be able to	irregular	
		ways.	Demonstrate	describe a normal day in	verbs look like	
		,	competency of the	their life, describe in	in English	
		Students know the	grammatical structure of	detail about their friends	,	
		grammatical structure	their L1 (native language)	and family, their favorite	Reinforcement	
		of their L1 (native	and have the skills to	activities in their free	from previous	
		language) and have the	analyze between the two	time, etc. utilizing the	years'	
		skills to analyze	languages finding	irregular and regular	vocabulary	

		between the two languages further strengthening their skills in English and	comparisons and further strengthening their skills in English and other subjects.	verbs in present tense appropriately (at least 2 pages in length).	words	
		other subjects.	345,0013.			
Communities:	<u>Communities:</u>	Communities:	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	Communities:
School and	Can you effectively	Knows the present	In realistic interactions	Students will be able to	All regular and	12.5.1.54.A
global	communicate with a	tense regular and	the students can	produce and recognize	irregular	12.5.1.54.B
communities and	native speaker using	irregular verbs	communicate in all forms	authentic communication	verbs in	12.5.1.54.C
Lifelong	the PRESENT tense	conjugations and, most	(interpersonal,	in all forms using the	Spanish	12.5.1.54.D
Learning	regular and irregular	importantly, can apply	interpretive and	irregular and regular	(infinite)	
	verbs appropriately and	this knowledge through	presentational) about	verbs in present tense in		
	at length (at least 2	self-created written	the present.	Spanish.	What the	
	pages worth of	and oral communication			present tense	
	discourse oral or	in a wide variety of		Students will be able to	irregular	
	written)?	ways.		describe a normal day in	verbs look like	
			Describe a normal day in	their life, describe in	in English	
		Knows how to describe	their life, describe in	detail about their friends		
		in great detail	detail about their	and family, their favorite	Reinforcement	
		information they are	friends and family, their	activities in their free	from previous	
		trying to share and	favorite activities in	time, etc. utilizing the	years'	
		communicate (in at	their free time, etc.	irregular and regular	vocabulary	
		least 2 pages worth of	utilizing the irregular	verbs in present tense	words	
		discourse) about	and regular verbs in	appropriately (at least 2		
		present events using all	present tense	pages in length).		
		verbs necessary	appropriately (at least 2			
		(regular and irregular)	pages in length).			

ASSESSMENT UNIT 2

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

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	Communication:	Communication:	<u>Communication:</u>	Communication:	Communication:	Communication:
7 days	Interpretive, Interpersonal and Presentational	What are your thoughts on the Day of the Dead celebrations? Why do you feel the way you do?	A depth of knowledge of the Day of the Dead celebration in Mexico and Guatemala.	Apprise the celebration, history, traditions, perspectives, products and cultural implications and significance.	Students will be able to effectively and thoroughly demonstrate knowledge of the Day of the Dead celebration in all facets and exchange opinions and ideas on this holiday comparing and differentiating it with our cultural perspective on death. Resources: *Teacher created handouts, articles on the Day of the Dead celebration, materials needed to make the various cultural artifacts (papel picado, ofrenda,	All vocabulary related to the Day of the Dead celebration (copal, ofrenda, pan de muerto, papel picado, mole, plantas de arena, tomba, etc.)	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D 12.1.1.54.E 12.1.1.54.F
	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	calaveritas etc.) <u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
	Relating cultural practices to perspectives and relating	What is the process and purpose of making an OFRENDA to celebrate the Day of	The purpose of OFRENDA as a cultural product and the cultural practice of	Create their very own OFRENDA for the Day of the Dead celebration and explain the process	Students will be able to effectively and thoroughly demonstrate	All vocabulary related to the Day of the Dead celebration	12.2.1.54.A 12.2.1.54.B 12.2.1.54.C

cultural products to	the Dead?	creating them during this holiday	and purpose of this cultural product.	knowledge of the Day of the Dead	(copal, ofrenda, pan de muerto,	
perspectives		This honday	currar ar product.	celebration in all	papel picado,	
				facets and exchange	mole, plantas de	
				opinions and ideas on	arena, tomba,	
				this holiday comparing	etc.)	
				and differentiating it		
				with our cultural		
				perspective on death		
				as well as creating		
				OFRENDA as a		
				cultural practice.		
Connections:	<u>Connections:</u>	Connections:	Connections:	Connections:	Connections:	Connections:
Making	What is your opinion on	A depth of knowledge	Apprise the celebration,	Students will be able	All vocabulary	12.3.1.54.A
connections and	the purpose of the Day	of the Day of the Dead	history, traditions,	to 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. <i>C</i>
information and	Mexican perspective on	and Guatemala.	cultural implications and	demonstrate	celebration	12.3.1.54.D
diverse	life and death and how		significance.	knowledge of the Day	(copal, ofrenda,	
perspectives	that may be similar			of the Dead	pan de muerto,	
	and/or different from		Demonstrate the ability	celebration in all	papel picado,	
	the perspective we have in the United States?		to express their opinions on the celebration and	facets and exchange opinions and ideas on	mole, plantas de arena, tomba,	
	in the United States?		connect it with our	this holiday comparing	etc.)	
			cultural perspectives and	and differentiating it	e1c.)	
			practices.	with our cultural		
			P. 33.1.3331	perspective on death.		
<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	Comparisons:	Comparisons:	<u>Comparisons:</u>	<u>Comparisons:</u>
Language	What is your opinion on	A depth of knowledge	Apprise the celebration,	Students will be able	All vocabulary	12.4.1.54.A
comparisons and	the purpose of the Day	of the Day of the Dead	history, traditions,	to 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. <i>C</i>
comparisons	Mexican perspective on	and Guatemala.	and cultural implications	demonstrate	celebration	
'	life and death and how		and significance.	knowledge of the Day	(copal, ofrenda,	
	that may be similar			of the Dead	pan de muerto,	
	and/or different from		Demonstrate the ability	celebration in all	papel picado,	
	the perspective we have		to express their opinions	facets and exchange	mole, plantas de	
	in the United States?		on the celebration and	opinions and ideas on	arena, tomba,	
			compare and	this holiday comparing	etc.)	
			differentiate it with our	and differentiating it		
			cultural perspectives and	with our cultural		

			practices.	perspective on death.		
<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>
School and global communities and Lifelong Learning	Have you/will you incorporate the Mexican perspective on death and life in your personal life? Why or why not?	A depth of knowledge of the Day of the Dead celebration in Mexico and Guatemala and their own personal perspective on the topic.	Apprise the celebration, history, traditions, perspectives, products and cultural implications and significance. Demonstrate the ability to express their opinions on the celebration and analyze any aspects that they can take away from it for their lives outside of school.	Students will be able to effectively and thoroughly demonstrate knowledge of the Day of the Dead celebration in all facets and exchange opinions and ideas on this holiday comparing and differentiating it with our cultural perspective on death.	All vocabulary related to the Day of the Dead celebration (copal, ofrenda, pan de muerto, papel picado, mole, plantas de arena, tomba, etc.)	12.5.1.54. <i>A</i> 12.5.1.54. <i>B</i> 12.5.1.54. <i>C</i> 12.5.1.54. <i>D</i>

ASSESSMENT UNIT 3

UNIT 4- PATRICIA GOES TO CALIFORNIA BOOK (EL LIBRO DE PATRICIA VA A CALIFORNIA)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	Communication:	Communication:
25 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	Students can read, comprehend and apprise the story PATRICIA VA A CALIFORNIA by Blaine Ray	Students can effectively read, comprehend and apprise the story PATRICIA VA A	A comprehensive amount of over 200 vocabulary in the target	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D 12.1.1.54.E

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		Negotiation strategies		CALIFORNIA by	language on a	12.1.1.54.F
		when not understood or		Blaine Ray.	wide variety of	
		not understanding			topics.	
				Students will be able		
		Circumlocution		to demonstrate		
		strategies by using		cultural knowledge,		
		known vocabulary to		practices, products		
		define or explain the		and perspectives of		
		unknown		the country of		
				Guatemala expressed		
		Students can		in the book.		
		effectively read,				
		comprehend and apprise		Resources:		
		the story PATRICIA				
		VA A CALIFORNIA by		*The novel PATRICIA		
		Blaine Ray		VA A CALIFORNIA by		
		•		Blaine Ray		
Cultures:	Cultures:	Cultures:	Cultures:	Cultures:	<u>Cultures</u> :	<u>Cultures</u> :
Relating cultural	What are some cultural	The students know the	Students can effectively	Students can	Α	12.2.1.54.A
practices to	products and practices	various cultural	read, comprehend and	effectively read,	comprehensive	12.2.1.54.B
perspectives	in Guatemala?	products, practices and	apprise the story	comprehend and	amount of over	12.2.1.54.C
and relating		perspectives in the	PATRICIA VA A	apprise the story	200 vocabulary	
cultural		country of Guatemala	CALIFORNIA by Blaine	PATRICIA VA A	in the target	
products to		based on in class	Ray	CALIFORNIA by	language on a	
perspectives		lessons throughout the	·	Blaine Ray.	wide variety of	
		year and comprehension	Apprise the various	·	topics.	
		of the book.	cultural products,	Students will be able		
		Students can	practices and	to demonstrate		
		effectively read,	perspectives in the	cultural knowledge,		
		comprehend and apprise	country of Guatemala	practices, products		
		the story PATRICIA	based on in class lessons	and perspectives of		
		VA A CALIFORNIA by	throughout the year and	the country of		
		Blaine Ray	comprehension of the	Guatemala expressed		
			book.	in the book.		
<u>Connections:</u>	Connections:	Connections:	Connections:	<u>Connections:</u>	Connections:	<u>Connections:</u>
Making	What different	The students know the	Students can effectively	Students can	A	12.3.1.54.A
connections and	perspectives exist	various cultural	read, comprehend and	effectively read,	comprehensive	12.3.1.54.B
acquiring	between the United	products, practices and	apprise the story	comprehend and	amount of over	12.3.1.54. <i>C</i>
information and	States and Guatemala	perspectives in the	PATRICIA VA A	apprise the story	200 vocabulary	12.3.1.54.D
 , or marion and	Crares and oddreniala	por spectives in the	17/11/2027// 47/ //	apprise me story	_oo vocabalal y	12.0.1.0 1.0

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	diverse	in relation to school?	country of Guatemala	CALIFORNIA by	PATRICIA VA A	in the target	
	perspectives		based on in class		CALIFORNIA by	language on a	
			lessons throughout the	Apprise the various	Blaine Ray.	wide variety of	
			year and comprehension	cultural products,		topics.	
			of the book.	practices and	Students will be able		
				perspectives in the	to demonstrate		
			Students can	country of Guatemala	cultural knowledge,		
			effectively read,	based on in class lessons	practices, products		
			comprehend and apprise	throughout the year and	and perspectives of		
			the story PATRICIA	comprehension of the	the country of		
			VA A CALIFORNIA by	book.	Guatemala expressed		
			Blaine Ray		in the book.		
			,	Connect, compare and			
				contrast it to their			
				cultural perspectives and			
				that of our own.			
	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:
	<u> </u>	<u></u>	<u>companisons:</u>	<u> </u>	- Companionio	<u> </u>	<u> </u>
	Language	How does reading a	Students can	Students can effectively	Students can	A	12.4.1.54.A
	comparisons and	book in Spanish	effectively read,	read, comprehend and	effectively read,	comprehensive	12.4.1.54.B
	Cultural	compare and	comprehend and apprise	apprise the story	comprehend and	amount of over	12.4.1.54. <i>C</i>
	comparisons	differentiate between	the story PATRICIA	PATRICIA VA A	apprise the story	200 vocabulary	12. 1.1.5 1.0
	comparisons	reading a book in your	VA A CALIFORNIA by	CALIFORNIA by Blaine	PATRICIA VA A	in the target	
		native language (L1)?	Blaine Ray	•	CALIFORNIA by	language on a	
		native language (L1)?	Bluine Ruy	Ray	Blaine Ray.	wide variety of	
			The students know the	Annuise the venieus	biaine Ray.	· ·	
			various cultural	Apprise the various	Students will be able	topics.	
				cultural products,			
			products, practices and	practices and	to demonstrate		
			perspectives in the	perspectives in the	cultural knowledge,		
			country of Guatemala	country of Guatemala	practices, products		
			based on in class	based on in class lessons	and perspectives of		
			lessons throughout the	throughout the year and	the country of		
			year and comprehension	comprehension of the	Guatemala expressed		
			of the book.	book.	in the book.		
				Connect, compare and			
				contrast it to their			
				cultural perspectives and			
				that of our own			

<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	Communities:	Communities:
School and global communities and Lifelong Learning	Can you read and comprehend authentic novels in the target language?	Students can effectively read, comprehend and apprise the story PATRICIA VA A CALIFORNIA by Blaine Ray The students know the various cultural products, practices and perspectives in the country of Guatemala based on in class lessons throughout the year and comprehension of the book. 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 PATRICIA VA A CALIFORNIA by Blaine Ray	Students can effectively read, comprehend and apprise the story PATRICIA VA A CALIFORNIA by Blaine Ray. Students will be able to demonstrate cultural knowledge, practices, products and perspectives of the country of Guatemala expressed in the book.	A comprehensive amount of over 200 vocabulary in the target language on a wide variety of topics.	12.5.1.54.A 12.5.1.54.B 12.5.1.54.C 12.5.1.54.D

ASSESSMENT UNIT 4

UNIT 5- CHRISTMAS AND NEW YEARS IN THE SPANISH-SPEAKING WORLD (LA NAVIDAD Y EL AÑO NUEVO)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	Communication:	Communication:	<u>Communication:</u>	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	All regular and irregular verbs and all tenses as well as necessary vocabulary related to Christmas and New Year's (uvas, Navidad, Año Nuevo, arbol, el reloj, etc.)	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D 12.1.1.54.E 12.1.1.54.F
					Year's in the Spanish-		

				speaking world		
				*12 grapes each		
				student (Spanish New		
				Year's tradition)		
<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
Relating cultural	Why is Christmas and	The skills to	Communicate effectively	Students will be able	All regular and	12.2.1.54.A
practices to	New Year's Eve	communicate	in an authentic manner	to communicate	irregular verbs	12.2.1.54.B
perspectives	celebrated in different	effectively in an	using all tenses and	effectively in an	and all tenses as	12.2.1.54.C
and relating	ways and with	authentic manner using	appropriate vocabulary in	authentic manner	well as	
cultural	sometimes different	all tenses and	the target language.	using all tenses and	necessary	
products to	practices and products	appropriate vocabulary		appropriate vocabulary	vocabulary	
perspectives	throughout the world	in the target language.	Demonstrate higher level	in the target language.	related to	
F F	when these holidays can		thinking when apprising		Christmas and	
	be found in many	The cultural knowledge	their cultural knowledge	Students will be able	New Year's	
	countries?	of the Christmas and	of the Christmas and	to demonstrate higher	(uvas, Navidad,	
	edum ies.	New Year's holidays in	New Year's holidays in	level thinking when	Año Nuevo,	
		our country and in	our country and in	apprising their	arbol, el reloj,	
		various Spanish-	various Spanish-speaking	knowledge of the	etc.)	
		speaking countries	countries throughout the	Christmas and New	616.)	
		,	world.	Year's holidays in our		
		throughout the world.	world.	•		
				country and in various		
				Spanish-speaking		
				countries throughout		
				the world.		
Connections:	<u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>
	and .	- 1				40.04.04.
Making	What connections can	The skills to	Communicate effectively	Students will be able	All regular and	12.3.1.54.A
connections and	you make in relation to	communicate	in an authentic manner	to communicate	irregular verbs	12.3.1.54.B
acquiring	Christmas and New	effectively in an	using all tenses and	effectively in an	and all tenses as	12.3.1.54. <i>C</i>
information and	Year's Eve in the	authentic manner using	appropriate vocabulary in	authentic manner	well as	12.3.1.54.D
diverse	Spanish-speaking world	all tenses and	the target language.	using all tenses and	necessary	
perspectives	and our world? How do	appropriate vocabulary		appropriate vocabulary	vocabulary	
	their perspectives and	in the target language.	Demonstrate higher level	in the target language.	related to	
	practices differ or are		thinking when apprising		Christmas and	
	similar to ours?	The knowledge of the	their knowledge of the	Students will be able	New Year's	
		Christmas and New	Christmas and New	to demonstrate higher	(uvas, Navidad,	
		Year's holidays in our	Year's holidays in our	level thinking when	Año Nuevo,	
		country and in various	country and in various	apprising their	arbol, el reloj,	
		Spanish-speaking	Spanish-speaking	knowledge of the	etc.)	
		countries throughout	countries throughout the	Christmas and New		

		the world.	world.	Year's holidays in our		
				country and in various		
				Spanish-speaking		
				countries throughout		
				the world.		
Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	<u>Comparisons:</u>
Language comparisons and	Compare and differentiate between	The skills to communicate	Communicate effectively in an authentic manner	Students will be able	All regular and irregular verbs	12.4.1.54. <i>A</i> 12.4.1.54.B
Cultural	Christmas and New	effectively in an	using all tenses and	effectively in an	and all tenses as	12.4.1.54.C
comparisons	Year's in the Spanish-	authentic manner using	appropriate vocabulary in	authentic manner	well as	
	speaking world and in	all tenses and	the target language.	using all tenses and	necessary	
	the United States?	appropriate vocabulary in the target language.	Demonstrate higher level	appropriate vocabulary in the target language.	vocabulary related to	
		in the larger language.	thinking when apprising	in the farger language.	Christmas and	
		The knowledge of the	their knowledge of the	Students will be able	New Year's	
		Christmas and New	Christmas and New	to demonstrate higher	(uvas, Navidad,	
		Year's holidays in our	Year's holidays in our	level thinking when	Año Nuevo,	
		country and in various	country and in various	apprising their	arbol, el reloj,	
		Spanish-speaking	Spanish-speaking	knowledge of the	etc.)	
		countries throughout	countries throughout the	Christmas and New		
		the world.	world.	Year's holidays in our		
				country and in various		
				Spanish-speaking		
				countries throughout		
C	C	C	Ci+i	the world.	C	Ci+i
<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 communicate	The skills to	Communicate effectively	Students will be able	All regular and	12.5.1.54.A
global	with a native speaker of	communicate	in an authentic manner	to communicate	irregular verbs	12.5.1.54.B
communities and	Spanish to understand	effectively in an	using all tenses and	effectively in an	and all tenses as	12.5.1.S4. <i>C</i>
Lifelong	how these holidays are	authentic manner using	appropriate vocabulary in	authentic manner	well as	12.5.1.S4.D
Learning	celebrated where they	all tenses and	the target language.	using all tenses and	necessary	
	live and share how they	appropriate vocabulary		appropriate vocabulary	vocabulary	
	are celebrated here?	in the target language.	Demonstrate higher level	in the target language.	related to	
			thinking when apprising	6. 1	Christmas and	
		The knowledge of the	their knowledge of the	Students will be able	New Year's	
		Christmas and New	Christmas and New	to demonstrate higher	(uvas, Navidad,	
		Year's holidays in our	Year's holidays in our	level thinking when	Año Nuevo,	
		country and in various	country and in various	apprising their	arbol, el reloj,	
		Spanish-speaking	Spanish-speaking	knowledge of the	etc.)	

	countries throughout	countries throughout the	Christmas and New	
	the world.	world.	Year's holidays in our	
			country and in various	
			Spanish-speaking	
			countries throughout	
			the world.	

ASSESSMENT UNIT 5

UNIT 6-THE WEATHER, THE SEASONS, TRAGIC WEATHER AND CLOTHING (EL TIEMPO, LAS ESTACIONES, TIEMPO TRÁGICO Y ROPA)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	<u>Communication:</u>	Communication:	Communication:	Communication:	Communication:	Communication:
20 days	Interpretive, Interpersonal and Presentational	Can you describe the current and future weather, seasons and what clothing would be appropriate to wear for each?	The students can produce and recognize the weather, tragic weather, seasons and clothing appropriately depending on the conversation at hand. The students have the skills to negotiate meaning when necessary in order to make meaningful communication.	Produce and recognize the weather, tragic weather, seasons and clothing appropriately depending on the conversation at hand. Negotiate meaning when necessary in order to make meaningful communication. The students will create and describe a five-day	Students will be able to produce and recognize all vocabulary learned related to tragic weather, weather, seasons and clothing. Students will be able to apprise a wealth of information about a Spanish-speaking country of their choice including	All necessary vocabulary related to weather, tragic weather, clothing and seasons (hace calor, hace frío, otoño, primavera, verano, tifón, terremoto, maremoto, pantelones,	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D 12.1.1.54.E 12.1.1.54.F

			forecast for Pittsburgh and a Spanish-speaking country of their choice.	weather patterns, history, culture, customs, traditions, perspectives, foods,	camisa, vestido, guantes, pendiente, collar, anillo,	
				etc. Students will be able	pantelones cortos, etc.)	
				to create and describe		
				a five-day forecast		
				for Pittsburgh and a		
				Spanish-speaking		
				country of their choice.		
				choice.		
				Resources:		
				*Weather, tragic		
				weather, seasons and		
				clothing vocabulary		
				visuals		
				*Project guidelines		
				and rubric		
				* Computer (for		
				research purposes)		
4 11	a 1.	a 1,	4 1.	*Poster board	a 1.	a 1:
<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 explain how	The students know the	The students can	Students will be able	All necessary	12.2.1.54.A
practices to	weather may vary	different weather in	effectively communicate	to produce and	vocabulary	12.2.1.54.B
perspectives	depending on the	their Spanish-speaking	how the weather may be	recognize all	related to	12.2.1.54.C
and relating	country and city you are	country and can	different in other parts	vocabulary learned	weather, tragic	
cultural	in?"	compare and contrast	of the world and create	related to tragic	weather,	
products to		that with the weather	connections and	weather, weather,	clothing and	
perspectives		in Pittsburgh.	contrasts between those	seasons and clothing.	seasons (hace	
			countries and Pittsburgh.		calor, hace frío,	
				Students will be able	otoño,	
		The students can	Produce and recognize	to apprise a wealth of	primavera,	
		produce and recognize	the weather, tragic	information about a	verano, tifón,	
		the weather, tragic	weather, seasons and	Spanish-speaking	terremoto,	
		weather, seasons and	clothing appropriately	country of their	maremoto,	
		clothing appropriately	depending on the	choice including	pantelones,	

		depending on the conversation at hand. The students have the skills to negotiate meaning when necessary in order to make meaningful communication.	conversation at hand. Negotiate meaning when necessary in order to make meaningful communication. The students will create and describe a five-day forecast for Pittsburgh and a Spanish-speaking country of their choice.	weather patterns, history, culture, customs, traditions, perspectives, foods, etc. Students will be able to create and describe a five-day forecast for Pittsburgh and a Spanish-speaking country of their choice.	camisa, vestido, guantes, pendiente, collar, anillo, pantelones cortos, etc.)	
<u>Connections:</u>	Connections:	Connections:	Connections:	<u>Connections:</u>	Connections:	Connections:
Making connections and acquiring information and diverse perspectives	What cultural perspectives have you been exposed to in other countries that we view differently in the United States in relation to the seasons?	The students know the different seasons and weather in their Spanish-speaking country and can compare and contrast that with the weather in Pittsburgh. The students can produce and recognize the weather, tragic weather, seasons and clothing appropriately depending on the conversation at hand. The students have the skills to negotiate meaning when necessary in order to make meaningful communication.	The students can effectively communicate how the seasons and weather may be different in other parts of the world and create connections and contrasts between those countries and Pittsburgh. Communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language. Demonstrate higher level thinking when apprising the cultural perspectives and how those may be different than ours in the United States. Produce and recognize the weather, tragic	Students will be able to produce and recognize all vocabulary learned related to tragic weather, weather, seasons and clothing. Students will be able to apprise a wealth of information about a Spanish-speaking country of their choice including weather patterns, history, culture, customs, traditions, perspectives, foods, etc. Students will be able to create and describe a five-day forecast for Pittsburgh and a Spanish-speaking	All necessary vocabulary related to weather, tragic weather, clothing and seasons (hace calor, hace frío, otoño, primavera, verano, tifón, terremoto, maremoto, pantelones, camisa, vestido, guantes, pendiente, collar, anillo, pantelones cortos, etc.)	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C 12.3.1.54.D

 <u> </u>		Τ	T		T	
			clothing appropriately	choice.		
			depending on the			
			conversation at hand.			
			Negotiate meaning when			
			necessary in order to			
			make meaningful			
			communication.			
			The students will create			
			and describe a five-day			
			forecast for Pittsburgh			
			and a Spanish-speaking			
			country of their choice.			
Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:
Language	Compare and	The students have the	Communicate effectively	Students will be able	All necessary	12.4.1.54.A
comparisons and	differentiate the	skills to compare and	in an authentic manner	to produce and	vocabulary	12.4.1.54.B
Cultural	seasons and weather	contrast the two	using all tenses and	recognize all	related to	12.4.1.54.C
comparisons	between the Spanish-	countries in relation to	appropriate vocabulary in	vocabulary learned	weather, tragic	
,	speaking country you	their seasons and	the target language.	related to tragic	weather,	
	are presenting and	typical weather.		weather, weather,	clothing and	
	Pittsburgh in the			seasons and clothing.	seasons (hace	
	United States?	The students know the	Demonstrate higher level		calor, hace frío,	
		different weather in	thinking when comparing	Students will be able	otoño,	
		their Spanish-speaking	and differentiating	to apprise a wealth of	primavera,	
		country and can	between the Spanish-	information about a	verano, tifón,	
		compare and contrast	speaking country and the	Spanish-speaking	terremoto,	
		that with the weather	United States.	country of their	maremoto,	
		in Pittsburgh.		choice including	pantelones,	
			The students can	weather patterns,	camisa, vestido,	
		The students can	effectively communicate	history, culture,	guantes,	
		produce and recognize	how the weather may be	customs, traditions,	pendiente,	
		the weather, tragic	different in other parts	perspectives, foods,	collar, anillo,	
		weather, seasons and	of the world and create	etc.	pantelones	
		clothing appropriately	connections and	0.6.	cortos, etc.)	
		depending on the	contrasts between those	Students will be able	201 103, 212.)	
		conversation at hand.	countries and Pittsburgh.	to create and describe		
		conversation at mana.	countries and in isbuigh.	a five-day forecast		
		The students have the	Produce and recognize	for Pittsburgh and a		
			the weather, tragic			
		skills to negotiate	The weather, tragic	Spanish-speaking		

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		meaning when necessary	weather, seasons and	country of their		
		in order to make	clothing appropriately	choice.		
		meaningful	depending on the			
		communication.	conversation at hand.			
			Negotiate meaning when			
			necessary in order to			
			make meaningful			
			communication.			
			The students will create			
			and describe a five-day			
			forecast for Pittsburgh			
			and a Spanish-speaking			
			country of their choice.			
Communities:	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	Communities:	Communities:	Communities:
School and	How will you apply this	Their knowledge of how	Explain how this unit will	Students will be able	All necessary	12.5.1.54.A
global	knowledge in your life	this may apply to their	be applied to their life	to produce and	vocabulary	12.5.1.54.B
communities and	now and in the future?	life outside of school.	outside of school.	recognize all	related to	12.5.1.54.C
Lifelong				vocabulary learned	weather, tragic	12.5.1.54.D
Learning		The students can	The students can	related to tragic	weather,	
		produce and recognize	effectively communicate	weather, weather,	clothing and	
		the weather, tragic	how the weather may be	seasons and clothing.	seasons (hace	
		weather, seasons and	different in other parts		calor, hace frío,	
		clothing appropriately	of the world and create	Students will be able	otoño,	
		depending on the	connections and	to apprise a wealth of	primavera,	
		conversation at hand.	contrasts between those	information about a	verano, tifón,	
			countries and Pittsburgh.	Spanish-speaking	terremoto,	
		The students have the		country of their	maremoto,	
		skills to negotiate	Communicate effectively	choice including	pantelones,	
		meaning when necessary	in an authentic manner	weather patterns,	camisa, vestido,	
		in order to make	using all tenses and	history, culture,	guantes,	
		meaningful	appropriate vocabulary in	customs, traditions,	pendiente,	
		communication.	the target language.	perspectives, foods,	collar, anillo,	
				etc.	pantelones	
		The cultural knowledge	Produce and recognize		cortos, etc.)	
		of the Spanish-speaking	the weather, tragic	Students will be able		
		country researched and	weather, seasons and	to create and describe		
		the United States.	clothing appropriately	a five-day forecast		
			depending on the	for Pittsburgh and a		

1	conversation at hand. Negotiate meaning when necessary in order to make meaningful communication.	Spanish-speaking country of their choice.	
	The students will create and describe a five-day forecast for Pittsburgh and a Spanish-speaking country of their choice.		

ASSESSMENT UNIT 6

UNIT 7- SETTING THE TABLE, EVERYDAY FOOD AND MEXICAN FOOD (EXPANDED FROM SPANISH I) (PONIENDO LA MESA, COMIDA COTIDIANA Y COMIDA MEXICANA)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	Communication:	<u>Communication:</u>	<u>Communication:</u>	Communication:	Communication:	Communication:
25 days	Interpretive, Interpersonal and Presentational	Can you order from an authentic Mexican restaurant with native speakers in the target	Know the many different foods in Mexican cuisine.	Demonstrate knowledge of the many different foods in Mexican cuisine.	Students will be able to go on a field trip to an authentic Mexican restaurant (El	Vocabulary of ordering from a restaurant and all necessary	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D
		language communicating specifically what you would like?	Know how to communicate effectively with native speakers in all tenses	Communicate effectively with native speakers in all tenses and forms utilizing all appropriate	Campesino in McMurray) and order completely in the target language	elements needed when eating, etc.	12.1.1.54.E 12.1.1.54.F

	Can you properly set the table identifying the utensils and items used and the etiquette involved at a dinner table?	and forms utilizing all appropriate vocabulary. Know how to produce and recognize food and silverware vocabulary. The students know how to set the table the proper way and the specific etiquette involved in various situations relating to food.	vocabulary and negotiating meaning when necessary. Produce and recognize food and silverware vocabulary. Set the table the proper way and the specific etiquette involved in various situations relating to food (what to do when you first sit down at a table, where	communicating all needs. Students will be able to effectively produce and recognize all vocabulary learned relating to food, Mexican foods and setting the table. Students will be able to set the table the proper way and the specific etiquette	Also Mexican food names, other food names and setting the table vocabulary (tenedor, pastel de tres leches, sopapillas, cuchillo, guisantes, etc.).	
			to put your napkin when finished with the meal and where to put it when not finished with the meal).	involved in various situations relating to food (what to do when you first sit down at a table, where to put your napkin when finished with the meal and where to put it when not finished with the meal). Resources:		
				*Visuals of the many different foods and the foods in the Mexican cuisine *Silverware and other materials needed to set a table		
<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	Why are certain foods eaten in different cultures while those same foods may not be	Know the many different foods in Mexican cuisine.	Produce and recognize food and silverware vocabulary.	Students will be able to connect the foods eaten in one more with the foods eaten in	Vocabulary of ordering from a restaurant and all necessary	12.2.1.54.A 12.2.1.54.B 12.2.1.54.C

cultural	eaten at all in another?	Know how to	Set the table the proper	another as well as any	elements	
products to	caron ar an in anomer	communicate	way and the specific	etiquette or traditions	needed when	
perspectives	Is there different	effectively with native	etiquette involved in	in relation to food and	eating, etc.	
ps. spscss	etiquette and traditions	speakers in all tenses	various situations	eating food that exist		
	in relation to food and	and forms utilizing all	relating to food (what to	in the culture.	Also Mexican	
	eating food between	appropriate vocabulary.	do when you first sit		food names,	
	Spain and the United	app. opa.o .coaba.a. /.	down at a table, where	Students will be able	other food	
	States?	Know how to produce	to put your napkin when	to compare and	names and	
		and recognize food and	finished with the meal	differentiate between	setting the	
	Can you order from an	silverware vocabulary.	and where to put it when	the foods eaten in one	table vocabulary	
	authentic Mexican	<i>,</i> .	not finished with the	more with the foods	(tenedor, pastel	
	restaurant with native	The students know how	meal).	eaten in another.	de tres leches,	
	speakers in the target	to set the table the	,		sopapillas,	
	language communicating	proper way and the	Demonstrate knowledge	Students will be able	cuchillo,	
	specifically what you	specific etiquette	of the many different	to partake and	guisantes, etc.).	
	would like?	involved in various	foods in Mexican cuisine.	experience firsthand	-	
		situations relating to		the authentic foods of		
	Can you properly set	food.	Communicate effectively	the countries we have		
	the table identifying		with native speakers in	learned about in a real		
	the utensils and items		all tenses and forms	life setting outside of		
	used and the etiquette		utilizing all appropriate	the school on a field		
	involved at a dinner		vocabulary.	trip.		
	table?					
				Students will be able		
				to effectively produce		
				and recognize all		
				vocabulary learned		
				relating to food,		
				Mexican foods and		
				setting the table.		
				Students will be able		
				to set the table the		
				proper way and the		
				specific etiquette		
				involved in various		
				situations relating to		
				food (what to do when		
				you first sit down at a		
				table, where to put		
				your napkin when		

1				finished with the meal		
				and where to put it		
				when not finished with		
				the meal).		
Connections:	<u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>	Connections:	<u>Connections:</u>	<u>Connections:</u>
Making	Why are certain foods	Know the many	Demonstrate knowledge	Students will be able	Vocabulary of	12.3.1.54.A
connections and	eaten in different	different foods in	of the many different	to connect the foods	ordering from a	12.3.1.54.B
acquiring	cultures while those	Mexican cuisine.	foods in Mexican cuisine.	eaten in one more with	restaurant and	12.3.1.54. <i>C</i>
information and	same foods may not be	Mexican calame.	Todas in Mexican caisine.	the foods eaten in	all necessary	12.3.1.54.D
diverse	eaten at all in another?	Know how to	Communicate effectively	another as well as any	elements	12.3.1.3 1.8
perspectives	earen ar an in anomer s	communicate	with native speakers in	etiquette or traditions	needed when	
perspectives	Is there different	effectively with native	all tenses and forms	in relation to food and	eating, etc.	
	etiquette and traditions	speakers in all tenses	utilizing all appropriate	eating food that exist	earing, erc.	
	in relation to food and	and forms utilizing all	vocabulary.	in the culture.	Also Mexican	
	eating food between	appropriate vocabulary.	vocabalal y.	in the currie.	food names,	
	Mexico and the United	appropriate vocabulary.	Set the table the proper	Students will be able	other food	
	States?	The students know how	way and the specific	to effectively produce	names and	
	Siures	to set the table the	etiquette involved in	and recognize all	setting the	
		proper way and the	various situations	vocabulary learned	table vocabulary	
		specific etiquette	relating to food (what to	relating to food,	(tenedor, pastel	
		involved in various	do when you first sit	Mexican foods and	de tres leches,	
		situations relating to	down at a table, where		•	
		food.	to put your napkin when	setting the table.	sopapillas, cuchillo,	
		1000.	finished with the meal	Students will be able		
				to set the table the	guisantes, etc.).	
			and where to put it when not finished with the			
				proper way and the		
			meal).	specific etiquette		
				involved in various		
				situations relating to		
				food (what to do when		
				you first sit down at a		
				table, where to put		
				your napkin when		
				finished with the meal		
				and where to put it		
				when not finished with		
				the meal).		

<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	Comparisons:	Comparisons:	Comparisons:	Comparisons:
Language comparisons and Cultural comparisons	Can we compare and differentiate between certain foods eaten in one culture not eaten at all in another? Can we compare and differentiate between the etiquette and traditions in relation to food and eating food between Spain and the United States?	Know the many different foods in Mexican cuisine. Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary. They know how to synthesize, analyze and extrapolate information to be used appropriately to accomplish the task at hand.	Demonstrate knowledge of the many different foods in Mexican cuisine. Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary. Synthesize, analyze and extrapolate information to be used appropriately to accomplish the task at hand.	Students will be able to compare and differentiate between the foods eaten in one more with the foods eaten in another. Students will be able to effectively produce and recognize all vocabulary learned relating to food, Mexican foods and setting the table. Students will be able to set the table the proper way and the specific etiquette involved in various situations relating to food (what to do when you first sit down at a table, where to put your napkin when finished with the meal and where to put it when not finished with the meal).	Vocabulary of ordering from a restaurant and all necessary elements needed when eating, etc. Also Mexican food names, other food names and setting the table vocabulary (tenedor, pastel de tres leches, sopapillas, cuchillo, guisantes, etc.).	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>	<u>Communities:</u>	<u>Communities:</u>
School and global communities and Lifelong Learning	Can you order from an authentic Mexican restaurant with native speakers in the target language communicating	Know the many different foods in Mexican cuisine. Know how to	Demonstrate knowledge of the many different foods in Mexican cuisine. Communicate effectively	Students will be able to go on a field trip to an authentic Mexican restaurant (El Campesino in	Vocabulary of ordering from a restaurant and all necessary elements	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>
	specifically what you would like?	communicate effectively with native speakers in all tenses	with native speakers in all tenses and forms utilizing all appropriate	McMurray) and order completely in the target language	needed when eating, etc.	

		and forms utilizing all appropriate vocabulary.	vocabulary.	communicating all needs. Students will be able to effectively produce and recognize all vocabulary learned relating to food, Mexican foods and setting the table. Students will be able to set the table the proper way and the specific etiquette involved in various situations relating to food (what to do when you first sit down at a table, where to put your napkin when finished with the meal and where to put it when not finished with the meal).	Also Mexican food names, other food names and setting the table vocabulary (tenedor, pastel de tres leches, sopapillas, cuchillo, guisantes, etc.).				
	REVIEW UNIT 7								
ASSESSMENT UNIT 7									
	UNIT 8- THE PRETERIT TENSE (EL PRETÉRITO)								

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	Communication:	Communication:	Communication:	Communication:	Communication:	Communication:
25 days	Interpretive, Interpersonal and Presentational	How can we express and comprehend information about events that happened in the past and are complete with another person or a group of people? Can you explain what you did in the PAST and comprehend information told to you about the PAST in Spanish?	Knows the pretérito conjugations and, most importantly, can apply this knowledge through self-created written and oral communication in a wide variety of ways.	In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about events that are completed in the past. Students can communicate about any event that occurred in the past utilizing the pretérito appropriately.	Students will be able to produce and recognize authentic communication in all forms using the pretérito tense in Spanish. Students will be able to communicate in both written and oral form about any event that occurred in the past utilizing the pretérito appropriately (at least two pages in length). Resources: *In- class teachercreated handouts on the pretérito tense and in-class notes. *Song lyrics and audio *Short stories, Legends (Los novios—	All regular and irregular verbs in Spanish (infinite) What the pretérito tense looks like in English Vocabulary relating to the past (ayer, la semana pasada, el mes pasado, anoche, el verano pasado, anteayer, etc.)	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>
	Cultures:	Cultures:	<u>Cultures</u> :	Cultures:	Aztec legend) <u>Cultures</u> :	Cultures:	Cultures:
	Relating cultural practices to perspectives and relating cultural products to	How can activities vary depending on the culture and country in which one is raised?	Knows the pretérito 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	Students will be able to produce and recognize authentic communication in all forms using the pretérito tense in	All regular and irregular verbs in Spanish (infinite)	12.2.1.54. <i>A</i> 12.2.1.54. <i>B</i> 12.2.1.54. <i>C</i>

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persp	ectives		in a wide variety of	events that are	Spanish.	pretérito tense	
			ways.	completed in the past.	G. 1	looks like in	
			_, , , , , , ,		Students will be able	English	
			The student knows	Students can tell a whole	to communicate in		
			activities in various	range of stories from	both written and oral	Vocabulary	
			countries and how they	their past utilizing the	form about any event	relating to the	
			are similar and are	pretérito appropriately.	that occurred in the	past (ayer, la	
			different depending on		past utilizing the	semana pasada,	
			where one is raised.	The student can explain	pretérito	el mes pasado,	
				activities in various	appropriately (at least	anoche, el	
				countries and how and	two pages in length).	verano pasado,	
				why they are similar and		anteayer, etc.)	
				are different depending			
				on where one is raised.			
Conne	ections:	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:
Mo	aking	What grammatical	Knows the pretérito	In realistic interactions	Students will be able	All regular and	12.3.1.54.A
connec	tions and	connections can you	conjugations and, most	the students can	to produce and	irregular verbs	12.3.1.54.B
acqu	uiring	make between the	importantly, can apply	communicate in all forms	recognize authentic	in Spanish	12.3.1.54.C
informa	ation and	pretérito and the	this knowledge through	(interpersonal,	communication in all	(infinite)	12.3.1.54.D
div	verse	imperfecto tenses in	self-created written	interpretive and	forms using the		
persp	ectives	Spanish and in English?	and oral communication	presentational) about	pretérito tense in	What the	
			in a wide variety of	events that are	Spanish.	pretérito tense	
			ways.	completed in the past.	·	looks like in	
			Knows the pretérito and		Students will be able	English	
			el imperfect	Students can tell a whole	to communicate in	_	
			conjugations and, most	range of stories from	both written and oral	Vocabulary	
			importantly, can apply	their past utilizing the	form about any event	relating to the	
			this knowledge through	pretérito appropriately.	that occurred in the	past (ayer, la	
			self-created written	,	past utilizing the	semana pasada,	
			and oral communication.		pretérito	el mes pasado,	
					appropriately (at least	anoche, el	
					two pages in length).	verano pasado,	
						anteayer, etc.)	
					The students will		
					detail the grammatical		
					structure of the		
					English language in the		
					el pretérito and el		
					imperfect tenses and		
					make pathways		
					make parnways		

Comparisons: Language comparisons and Cultural comparisons	Comparisons: What comparisons can you make between the USE of the pretérito tense in Spanish and in English?	Comparisons: Knows the pretérito conjugations and, most importantly, can apply this knowledge through self-created written and oral communication in a wide variety of ways. The students know how to compare and contrast both languages in relation to grammar and thus reinforce their knowledge in other subject areas (English for example)	Comparisons: In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about events that are completed in the past. Students can tell a whole range of stories from their past utilizing the pretérito appropriately. The students will compare and contrast both languages in relation to grammar and thus reinforce their knowledge in other subject areas (English for example) and apprise this information with the teacher and classmates.	between the two languages to enhance comprehension and application. Comparisons: Students will be able to produce and recognize authentic communication in all forms using the pretérito tense in Spanish. Students will be able to communicate in both written and oral form about any event that occurred in the past utilizing the pretérito appropriately (at least two pages in length).	Comparisons: All regular and irregular verbs in Spanish (infinite) What the pretérito tense looks like in English Vocabulary relating to the past (ayer, la semana pasada, el mes pasado, anoche, el verano pasado, anteayer, etc.)	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>	<u>Communities:</u>	<u>Communities:</u>
School and global communities and Lifelong Learning	Can you effectively communicate with a native speaker using the pretérito tense appropriately about events that took place before today?	Students know how to negotiate meaning to make authentic communication. Knows the pretérito conjugations and, most importantly, can apply this knowledge through	In realistic interactions the students with their E-pals students can communicate in all forms (interpersonal, interpretive and presentational) about events that are completed in the past.	Students will be able to produce and recognize authentic communication in all forms using the pretérito tense in Spanish. Students will be able	All regular and irregular verbs in Spanish (infinite) What the pretérito tense looks like in English	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>

	self-created written and oral communication.	Students can tell a whole range of stories from their past utilizing the pretérito appropriately.	to communicate in both written and oral form about any event that occurred in the past utilizing the pretérito appropriately (at least two pages in length). Students will be able to tell a whole range of stories from their past utilizing the pretérito appropriately.	Vocabulary relating to the past (ayer, la semana pasada, el mes pasado, anoche, el verano pasado, anteayer, etc.)	
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ASSESSMENT UNIT 8

UNIT 9- DIRECTIONS & BUILDINGS IN A CITY (DIRECCIONES Y EDIFICIOS EN LA CIUDAD)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	Communication:	Communication:	Communication:	Communication:	Communication:	Communication:
12 days	Interpretive, Interpersonal and Presentational	Can you effectively give and receive directions around a city in the target language?	Students can produce and recognize all vocabulary related to directions and buildings.	Students will direct their classmates around the Spanish classroom both eyes open and eyes closed demonstrating	Students will be able to produce and recognize all vocabulary related to directions and	All vocabulary related to giving and receiving directions around a normal	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>

Г			Charlanta	alor dellaror to alor	f :1 dt	and demonstrated	12.1.1.64.5
			Students can	the ability to both give	buildings.	modern day city	12.1.1.54.F
			effectively utilize this	and receive appropriate	6. 1	(enfrente,	
			vocabulary to navigate	directions when	Students will be able	izquierda,	
			themselves or someone	necessary.	to effectively utilize	derecha, debajo,	
			else around a city in		this vocabulary to	arriba, dónde	
			Spanish.	Students will also direct	navigate themselves or	está, etc.).	
				(and follow) their	someone else around a		
			Students know how to	classmates and teacher	city in Spanish.	All vocabulary	
			negotiate meaning when	around a make believe		related to	
			necessary to create	and a real Spanish city.	Students will be able	buildings in a	
			authentic and		to negotiate meaning	city	
			successful	Students can produce	when necessary to	(Universidad,	
			communication.	and recognize all	create authentic and	correos,	
				vocabulary related to	successful	escuela,	
				directions and buildings.	communication.	restaurant,	
						tienda,	
				Students can effectively	Resources:	supermercado,	
				utilize this vocabulary to		etc.).	
				navigate themselves or	*Vocabulary lists for	,	
				someone else around a	directions and		
				city in Spanish.	buildings		
				, op a	*Maps of central		
				Students know how to	Madrid and Barcelona		
				negotiate meaning when	*A teacher created		
				necessary to create	"city"		
				authentic and successful	*Video on asking for		
				communication.	directions in a city		
				communication:	from Teacher's		
					Discovery		
	Cultumaai	Cultura	Cultuman	Cultumon	'	Cultumaa	Cultumaa
	<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 Spanish cities	Students know the	Students can apprise the	Students will be able	All vocabulary	12.2.1.54.A
	practices to	differ in planning and	cultural practices and	cultural practices and	to produce and	related to giving	12.2.1.54.B
	practices to perspectives	layout than our city of	perspectives in relation	perspectives in relation	recognize all	and receiving	12.2.1.54.B 12.2.1.54.C
		•		' ' '	_		14.4.1.34.6
	and relating	Pittsburgh?	to the central focus of	to the central focus of	vocabulary related to	directions	
	cultural		Spanish cities and	Spanish cities and why as	directions and	around a normal	
	products to		where they expand	well as how they differ	buildings.	modern day city	
	perspectives		from there.	from Pittsburgh's city	6. 1	(enfrente,	
				planning.	Students will be able	izquierda,	
					to effectively utilize	derecha, debajo,	
					this vocabulary to	arriba, dónde	

				navigate themselves or someone else around a city in Spanish. Students will be able to negotiate meaning when necessary to create authentic and successful communication.	está, etc.). All vocabulary related to buildings in a city (Universidad, correos, escuela, restaurant, tienda,	
					supermercado,	
Connections:	Connections:	Connections:	Connections:	Connections:	etc.). Connections:	Connections:
Making connections and acquiring information and diverse perspectives	What connections can you make between asking for and receiving directions in English and in Spanish?	Students know how to ask for and receive directions in both the target language and their L1 (native language) and thus can make connections between their use. Students can produce and recognize all vocabulary related to directions and buildings. Students can effectively utilize this vocabulary to navigate themselves or someone else around a city in Spanish. Students know how to negotiate meaning when necessary to create authentic and	Students can ask for and receive directions in both the target language and their L1 (native language) and thus can make connections between their use. Students can produce and recognize all vocabulary related to directions and buildings. Students can effectively utilize this vocabulary to navigate themselves or someone else around a city in Spanish. Students know how to negotiate meaning when necessary to create authentic and successful communication.	Students will be able to produce and recognize all vocabulary related to directions and buildings. Students will be able to effectively utilize this vocabulary to navigate themselves or someone else around a city in Spanish. Students will be able to negotiate meaning when necessary to create authentic and successful communication.	All vocabulary related to giving and receiving directions around a normal modern day city (enfrente, izquierda, derecha, debajo, arriba, dónde está, etc.). All vocabulary related to buildings in a city (Universidad, correos, escuela, restaurant, tienda, supermercado, etc.).	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C 12.3.1.54.D

		successful				
		communication.				
<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	Comparisons:
Language	Can you compare and	Students know how to	Students will analyze and	Students will be able	All vocabulary	12.4.1.54.A
comparisons and	contrast Spanish cities	analyze and formulate	formulate how the two	to produce and	related to giving	12.4.1.54.B
Cultural	from our city of	how the two countries'	countries' cities are	recognize all	and receiving	12.4.1.54.C
comparisons	Pittsburgh?	cities are similar and	similar and different.	vocabulary related to	directions	
		different.		directions and	around a normal	
				buildings.	modern day city	
		Students can produce	Students can produce		(enfrente,	
		and recognize all	and recognize all	Students will be able	izquierda,	
		vocabulary related to	vocabulary related to	to effectively utilize	derecha, debajo,	
		directions and buildings.	directions and buildings.	this vocabulary to	arriba, dónde	
				navigate themselves or	está, etc.).	
		Students can	Students can effectively	someone else around a		
		effectively utilize this	utilize this vocabulary to	city in Spanish.	All vocabulary	
		vocabulary to navigate	navigate themselves or		related to	
		themselves or someone	someone else around a	Students will be able	buildings in a	
		else around a city in	city in Spanish.	to negotiate meaning	city	
		Spanish.		when necessary to	(Universidad,	
			Students know how to	create authentic and	correos,	
		Students know how to	negotiate meaning when	successful	escuela,	
		negotiate meaning when	necessary to create	communication.	restaurant,	
		necessary to create	authentic and successful		tienda,	
		authentic and	communication.	Students will be able	supermercado,	
		successful		to compare and	etc.).	
		communication.		contrast cities in		
				Spain and the city of		
				Pittsburgh.		
<u>Communities:</u>	<u>Communities:</u>	Communities:	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	Communities:
School and	Can you effectively give	Students can produce	Students can produce	Students will be able	All vocabulary	12.5.1.S4.A
global	and receive directions	and recognize all	and recognize all	to produce and	related to giving	12.5.1.54.B
communities and	around a city in the	vocabulary related to	vocabulary related to	recognize all	and receiving	12.5.1.54. <i>C</i>
Lifelong	target language with	directions and buildings.	directions and buildings.	vocabulary related to	directions	12.5.1.54.D
Learning	native speakers?			directions and	around a normal	
		Students can	Students can effectively	buildings.	modern day city	
	How will you	effectively utilize this	utilize this vocabulary to		(enfrente,	
	incorporate this ability	vocabulary to navigate	navigate themselves or	Students will be able	izquierda,	
	in your life outside of	themselves or someone	someone else around a	to effectively utilize	derecha, debajo,	

Carlynto	else around a city in	city in Spanish.	this vocabulary to	arriba, dónde
	Spanish.		navigate themselves or	está, etc.).
		Students know how to	someone else around a	
	Students know how to	negotiate meaning when	city in Spanish.	All vocabulary
	negotiate meaning when	necessary to create		related to
	necessary to create	authentic and successful	Students will be able	buildings in a
	authentic and	communication.	to negotiate meaning	city
	successful		when necessary to	(Universidad,
	communication.		create authentic and	correos,
			successful	escuela,
			communication.	restaurant,
				tienda,
				supermercado,
				etc.).

ASSESSMENT UNIT 9

UNIT 10- FREE TIME ACTIVITIES, SHOPPING AND THE MOVIES (ACTIVIDADES DEL PASATIEMPO, IR DE COMPRAS Y EL CINE)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	<u>Communication</u>	<u>Communication</u>
11 days	Interpretive, Interpersonal and Presentational	Can you go to the movies in a Spanish-speaking country?	Students can produce and recognize vocabulary related to activities, shopping and	Produce and recognize vocabulary related to activities, shopping and going to the movies.	Students will be able to produce and recognize vocabulary related to activities, shopping and	All vocabulary related to shopping, activities, and	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D
		Can you describe in great detail the	going to the movies.	Communicate in great	going to the movies.	the movies (tienda, ir de	12.1.1.54.E 12.1.1.54.F

	T			T	1	
	activities that you	Students know how to	detail activities they	Students will be able to	compras,	
	participate in and do in	communicate in great	participate in, shopping	communicate in great	nadir, corer,	
	your free time?	detail activities they	and going to the movies.	detail activities they	jugar fútbol,	
		participate in, shopping	(in at least two pages	participate in, shopping	el cine,	
	Can you go shopping	and going to the movies.	worth of discourse)	and going to the movies.	película,	
	whether in a mall, the				asiento,	
	supermarket, a	Students have the skills	Demonstrate the ability	Students will be able to	puerta, etc.).	
	neighborhood store,	to successfully go to	to successfully go to the	successfully go to the		
	etc. in a Spanish-	the movies in Spanish.	movies in Spanish.	movies in Spanish.		
	speaking country?	·	·	·		
		Students know how to	Demonstrate the ability	Students will be able to		
		go shopping in a	to go shopping in a	go shopping in a Spanish-		
		Spanish-speaking	Spanish-speaking	speaking country		
		country communicating	country communicating al	communicating al wants		
		al wants and needs	wants and needs	and needs effectively.		
		effectively.	effectively.			
				Students will be able to		
		Students know how to	Apprise the cultural	apprise the cultural		
		apprise the cultural	perspectives and	perspectives and		
		perspectives and	practices in relation to	practices in relation to		
		practices in relation to	going to the movies in a	going to the movies in a		
		•	5 5			
		going to the movies in a	Spanish-speaking	Spanish-speaking country		
		Spanish-speaking	country			
		country		Resources:		
				*Vocabulary lists for		
				activities, shopping and		
				going to the movies		
				*Materials needed to		
				create authentic scenario		
				relating to going to the		
				movies and shopping in		
				the target language.		
<u>Cultures</u> :	<u>Cultures</u> :	Cultures:	Cultures:	<u>Cultures</u> :	Cultures:	Cultures:
Relating cultural	How are the cultural	Students can produce	Produce and recognize	Students will be able to	All vocabulary	12.2.1.54.A
practices to	perspectives and	and recognize	vocabulary related to	produce and recognize	related to	12.2.1.54.B
perspectives	practices in relation to	vocabulary related to	going to the movies.	vocabulary related to	shopping,	12.2.1.54.C
and relating	going to the movies in a	going to the movies.		activities, shopping and	activities, and	
cultural				,	the movies	
		Students have the skills	Demonstrate the ability			
	Spanish-speaking country different from	Students have the skills	Demonstrate the ability	going to the movies.	·	

			I				
	perspectives	going to the movies at	to successfully go to	to successfully go to the	Students will be able to	compras,	
		Cinemark in Settler's	the movies in Spanish.	movies in Spanish.	communicate in great	nadir, corer,	
		Ridge?			detail activities they	jugar fútbol,	
					participate in, shopping	el cine,	
			Students know how to	Apprise the cultural	and going to the movies.	película,	
			apprise the cultural	perspectives and		asiento,	
			perspectives and	practices in relation to	Students will be able to	puerta, etc.).	
			practices in relation to	going to the movies in a	successfully go to the		
			going to the movies in a	Spanish-speaking	movies in Spanish.		
			Spanish-speaking	country	morres in Spainerii		
			country	Country	Students will be able to		
			Country		go shopping in a Spanish-		
					speaking country		
					communicating al wants		
					and needs effectively.		
					Students will be able to		
					apprise the cultural		
					perspectives and		
					practices in relation to		
					going to the movies in a		
					Spanish-speaking country.		
	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:
	Making	How are the cultural	Students can produce	Produce and recognize	Students will be able to	All vocabulary	12.3.1.54.A
	connections and	perspectives and	and recognize	vocabulary related to	produce and recognize	related to	12.3.1.54.B
	acquiring	practices in relation to	vocabulary related to	going to the movies.	vocabulary related to	shopping,	12.3.1.54.C
	information and	going to the movies in a	going to the movies.		activities, shopping and	activities, and	12.3.1.54.D
	diverse	Spanish-speaking			going to the movies.	the movies	
	perspectives	country different from	Students have the skills	Demonstrate the ability		(tienda, ir de	
	' '	going to the movies at	to successfully go to	to successfully go to the	Students will be able to	compras,	
		Cinemark in Settler's	the movies in Spanish.	movies in Spanish.	communicate in great	nadir, corer,	
		Ridge?	paration in Spanishin		detail activities they	jugar fútbol,	
					participate in, shopping	el cine,	
			Students know how to	Apprise the cultural	and going to the movies.	película,	
			apprise the cultural	perspectives and	and going to the movies.	asiento,	
			perspectives and	practices in relation to	Students will be able to	puerta, etc.).	
			practices in relation to	, ·		puer iu, e ic.).	
	1		1 .	going to the movies in a	successfully go to the		
ĺ			l coinc to the manica in -				
			going to the movies in a	Spanish-speaking	movies in Spanish.		
			going to the movies in a Spanish-speaking country	Spanish-speaking country	movies in Spanish. Students will be able to		

Comparisons: Language comparisons and Cultural comparisons	Comparisons: What cultural comparisons can you make in relation to going to the movies in a Spanish-speaking country different from going to the movies at Cinemark in Settler's Ridge?	Comparisons: Students can produce and recognize vocabulary related to going to the movies. Students have the skills to successfully go to the movies in Spanish. Students know how to apprise the cultural perspectives and practices in relation to	Comparisons: Produce and recognize vocabulary related to going to the movies. Communicate in great detail activities they participate in, shopping and going to the movies. (in at least two pages worth of discourse) Demonstrate the ability to successfully go to the movies in Spanish.	go shopping in a Spanish- speaking country communicating al wants and needs effectively. Students will be able to apprise the cultural perspectives and practices in relation to going to the movies in a Spanish-speaking country Comparisons: Students will be able to produce and recognize vocabulary related to activities, shopping and going to the movies. Students will be able to communicate in great detail activities they participate in, shopping and going to the movies. Students will be able to successfully go to the	Comparisons: All vocabulary related to shopping, activities, and the movies (tienda, ir de compras, nadir, corer, jugar fútbol, el cine, película, asiento, puerta, etc.).	Comparisons: 12.4.1.54.A 12.4.1.54.B 12.4.1.54.C
		apprise the cultural perspectives and	to successfully go to the	Students will be able to	asiento,	
		country	Apprise the cultural perspectives and practices in relation to going to the movies in a Spanish-speaking country	Students will be able to go shopping in a Spanish- speaking country communicating al wants and needs effectively.		
				Students will be able to apprise the cultural perspectives and practices in relation to going to the movies in a Spanish-speaking country		

<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	Communities:	Communities:
School and global communities and Lifelong Learning	Can you go to the movies in a Spanish-speaking country? Can you go shopping whether in a mall, the supermarket, a neighborhood store, etc. in a Spanish-speaking country?	Students can produce and recognize vocabulary related to activities, shopping and going to the movies. Students know how to communicate in great detail activities they participate in, shopping and going to the movies.	Produce and recognize vocabulary related to activities, shopping and going to the movies. Communicate in great detail activities they participate in, shopping and going to the movies. (in at least two pages worth of discourse)	Students will be able to produce and recognize vocabulary related to activities, shopping and going to the movies. Students will be able to communicate in great detail activities they participate in, shopping and going to the movies.	All vocabulary related to shopping, activities, and the movies (tienda, ir de compras, nadir, corer, jugar fútbol, el cine, película, asiento,	12.5.1.54.A 12.5.1.54.B 12.5.1.54.C 12.5.1.54.D
	How will you use this knowledge in your life?	Students have the skills to successfully go to the movies in Spanish. Students know how to go shopping in a Spanish-speaking country communicating al wants and needs effectively. Students know how to apprise the cultural perspectives and practices in relation to going to the movies in a Spanish-speaking country	Demonstrate the ability to successfully go to the movies in Spanish. Demonstrate the ability to go shopping in a Spanish-speaking country communicating al wants and needs effectively. Apprise the cultural perspectives and practices in relation to going to the movies in a Spanish-speaking country	Students will be able to successfully go to the movies in Spanish. Students will be able to go shopping in a Spanish-speaking country communicating al wants and needs effectively. Students will be able to apprise the cultural perspectives and practices in relation to going to the movies in a Spanish-speaking country	puerta, etc.).	

ASSESSMENT UNIT 10

UNIT 11- THE NOVEL MY OWN CAR (MI PROPIO AUTO)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	Communication:	Communication:	Communication:	Communication:	Communication:	Communication:
25 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 understanding Circumlocution strategies by using known vocabulary to define or explain the unknown Students can effectively read, comprehend and apprise the story MI PROPIO AUTO by Blaine Ray	Students can read, comprehend and apprise the story MI PROPIO AUTO by Blaine Ray	Students can effectively read, comprehend and apprise the story MI PROPIO AUTO by Blaine Ray. Students will be able to demonstrate cultural knowledge, practices, products and perspectives of the country of El Salvador expressed in the book. Resources: *The novel MI PROPIO AUTO by	A comprehensive amount of over 300 vocabulary in the target language on a wide variety of topics.	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D 12.1.1.54.E 12.1.1.54.F
	Cultures:	<i>C</i> ultures:	Cultures:	<u>Cultures</u> :	Blaine Ray <u>Cultures</u> :	<u>Cultures</u> :	Cultures:
	Relating cultural practices to perspectives and relating cultural products to perspectives	What are some cultural products and practices in El Salvador?	The students know the various cultural products, practices and perspectives in the country of El Salvador based on in class lessons throughout the	Students can effectively read, comprehend and apprise the story MI PROPIO AUTO by Blaine Ray Apprise the various	Students can effectively read, comprehend and apprise the story MI PROPIO AUTO by Blaine Ray.	A comprehensive amount of over 300 vocabulary in the target language on a wide variety of	12.2.1.54. <i>A</i> 12.2.1.54. <i>B</i> 12.2.1.54. <i>C</i>

Connections: Making connections and acquiring information and diverse perspectives	Connections: What different perspectives exist between the United States and El Salvador in relation to material objects?	year and comprehension of the book. Students can effectively read, comprehend and apprise the story MI PROPIO AUTO by Blaine Ray Connections: The students know the various cultural products, practices and perspectives in the country of El Salvador based on in class lessons throughout the year and comprehension of the book. Students can effectively read, comprehend and apprise the story MI PROPIO AUTO by Blaine Ray	cultural products, practices and perspectives in the country of El Salvador based on in class lessons throughout the year and comprehension of the book. Connections: Students can effectively read, comprehend and apprise the story MI PROPIO AUTO by Apprise the various cultural products, practices and perspectives in the country of El Salvador based on in class lessons throughout the year and comprehension of the book. Connect, compare and contrast it to their cultural perspectives and that of our own.	Students will be able to demonstrate cultural knowledge, practices, products and perspectives of the country of El Salvador expressed in the book. Connections: Students can effectively read, comprehend and apprise the story MI PROPIO AUTO by Blaine Ray. Students will be able to demonstrate cultural knowledge, practices, products and perspectives of the country of El Salvador expressed in the book.	Connections: A comprehensive amount of over 300 vocabulary in the target language on a wide variety of topics.	Connections: 12.3.1.54.A 12.3.1.54.B 12.3.1.54.C 12.3.1.54.D
<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>
Language comparisons and Cultural comparisons	How does reading a book in Spanish compare and differentiate between reading a book in your native language (L1)?	Students can effectively read, comprehend and apprise the story MI PROPIO AUTO by Blaine Ray The students know the various cultural products, practices and perspectives in the	Students can effectively read, comprehend and apprise the story MI PROPIO AUTO by Blaine Ray Apprise the various cultural products, practices and perspectives in the	Students can effectively read, comprehend and apprise the story MI PROPIO AUTO by Blaine Ray. Students will be able to demonstrate cultural knowledge,	A comprehensive amount of over 300 vocabulary in the target language on a wide variety of topics.	12.4.1.54.A 12.4.1.54.B 12.4.1.54.C

Communities: School and global communities and Lifelong Learning	Communities: Can you read and comprehend authentic novels in the target language?	country of El Salvador based on in class lessons throughout the year and comprehension of the book. Communities: Students can effectively read, comprehend and apprise the story MI PROPIO AUTO by Blaine Ray The students know the various cultural products, practices and	country of El Salvador based on in class lessons throughout the year and comprehension of the book. Connect, compare and contrast it to their cultural perspectives and that of our own Communities: Students can effectively read, comprehend and apprise the MI PROPIO AUTO by Blaine Ray	practices, products and perspectives of the country of El Salvador expressed in the book. Communities: Students can effectively read, comprehend and apprise the story MI PROPIO AUTO by Blaine Ray. Students will be able to demonstrate	Communities: A comprehensive amount of over 300 vocabulary in the target language on a wide variety of topics.	Communities: 12.5.1.54.A 12.5.1.54.B 12.5.1.54.C 12.5.1.54.D
		based on in class lessons throughout the year and comprehension of the book. Strategies to keep a conversation going beyond simple question/answer Negotiation strategies when not understood ornot understanding Circumlocution strategies by using known vocabulary to define or explain the		and perspectives of the country of El Salvador expressed in the book.		

	unknown				
REVIEW UNIT 11					
ASSESSMENT UNIT 11					
	ASSESSM	IENI ONII II			