

# 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
5 days	<b><u>Communication:</u></b>  Interpretive, Interpersonal and Presentational	<b><u>Communication:</u></b>  Can you apprise the celebration of La fiesta de la Señora de la Mercé and the Castells?	<b><u>Communication:</u></b>  The students know the history, purpose, practices, perspectives, customs and religious aspects to the celebration.	<b><u>Communication:</u></b>  Students can demonstrate knowledge on the history, purpose, practices, perspectives, customs and religious aspects to the celebration.	<b><u>Communication:</u></b>  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.	<b><u>Communication:</u></b>  All vocabulary related to the Castells in Barcelona.	<b><u>Communication:</u></b>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F

					<u><b>Resources:</b></u>  *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 created		
	<u><b>Cultures:</b></u>  Relating cultural practices to perspectives and relating cultural products to perspectives	<u><b>Cultures:</b></u>  How does their practice of this celebration relate and yet differ from the practices in our country?	<u><b>Cultures:</b></u>  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.	<u><b>Cultures:</b></u>  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.	<u><b>Cultures:</b></u>  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.	<u><b>Cultures:</b></u>  All vocabulary related to the Castells in Barcelona.	<u><b>Cultures:</b></u>  12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C

	<p><b><u>Connections:</u></b></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><b><u>Connections:</u></b></p> <p>How does their practice of this celebration relate and yet differ from the practices in our country?</p>	<p><b><u>Connections:</u></b></p> <p>The students know the history, purpose, practices, perspectives, customs and religious aspects to the celebration.</p> <p>The skills to analyze between the Castells and an event in our culture.</p> <p>The students are well versed in the celebrations, practices and perspectives in our culture.</p>	<p><b><u>Connections:</u></b></p> <p>Students can demonstrate knowledge on the history, purpose, practices, perspectives, customs and religious aspects to the celebration.</p> <p>Analyze between the Castells and an event in our country in order to determine the similarities and differences between the cultures.</p> <p>The students can apprise the celebrations, practices and perspectives in our culture.</p>	<p><b><u>Connections:</u></b></p> <p>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.</p> <p>Students will be able to create comparisons between the Castells and some cultural celebration/event in our country.</p> <p>Students will be able to understand the different perspectives that exist in other countries and how certain events/people are celebrated.</p>	<p><b><u>Connections:</u></b></p> <p>All vocabulary related to the Castells in Barcelona.</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>
	<p><b><u>Comparisons:</u></b></p> <p>Language comparisons and Cultural comparisons</p>	<p><b><u>Comparisons:</u></b></p> <p>How does their practice of this celebration relate and yet differ from the practices in our country?</p>	<p><b><u>Comparisons:</u></b></p> <p>The students know the history, purpose, practices, perspectives, customs and religious aspects to the celebration.</p> <p>The skills to analyze between the Castells and an event in our culture.</p>	<p><b><u>Comparisons:</u></b></p> <p>Students can demonstrate knowledge on the history, purpose, practices, perspectives, customs and religious aspects to the celebration.</p> <p>Analyze between the Castells and an event in our country in order to determine the</p>	<p><b><u>Comparisons:</u></b></p> <p>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.</p> <p>Students will be able to create comparisons</p>	<p><b><u>Comparisons:</u></b></p> <p>All vocabulary related to the Castells in Barcelona.</p>	<p><b><u>Comparisons:</u></b></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

			<p>The students are well versed in the celebrations, practices and perspectives in our culture.</p>	<p>similarities and differences between the cultures.</p> <p>The students can apprise the celebrations, practices and perspectives in our culture.</p>	<p>between the Castells and some cultural celebration/event in our country.</p> <p>Students will be able to understand the different perspectives that exist in other countries and how certain events/people are celebrated.</p>		
	<p><b><u>Communities:</u></b></p> <p>School and global communities and Lifelong Learning</p>	<p><b><u>Communities:</u></b></p> <p>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?</p>	<p><b><u>Communities:</u></b></p> <p>The students know the history, purpose, practices, perspectives, customs and religious aspects to the celebration.</p> <p>The students know their personal opinion and willingness to be a part of a cultural practice that may seem different from our own.</p>	<p><b><u>Communities:</u></b></p> <p>Students can demonstrate knowledge on the history, purpose, practices, perspectives, customs and religious aspects to the celebration.</p> <p>Students can apprise their personal opinion and willingness to be a part of a cultural practice that may seem different from their own.</p>	<p><b><u>Communities:</u></b></p> <p>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.</p> <p>Students will be able to create comparisons between the Castells and some cultural celebration/event in our country.</p> <p>Students will be able to understand the different perspectives that exist in other countries and how certain events/people are celebrated.</p>	<p><b><u>Communities:</u></b></p> <p>All vocabulary related to the Castells in Barcelona.</p>	<p><b><u>Communities:</u></b></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>

# REVIEW UNIT 1

## 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
20 days	<u>Communication:</u>  Interpretive, Interpersonal and Presentational	<u>Communication:</u>  How can we express and comprehend information about events that are currently happening (all verbs) with another person or a group of people?	<u>Communication:</u>  Knows the present tense irregular and regular verbs conjugations and, most importantly, can apply this knowledge through self-created written and oral communication in a wide variety of ways.  Knows how to describe in great detail information they are trying to share and communicate (in at least 2 pages worth of discourse) about present events using all	<u>Communication:</u>  In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about the present.  Describe a normal day in their life, describe in detail about their friends and family, their favorite activities in their free time, etc. utilizing the irregular and regular verbs in present tense appropriately (at least 2 pages in length).	<u>Communication:</u>  Students will be able to produce and recognize authentic communication in all forms using the irregular and regular verbs in present tense in Spanish.  Students will be able to describe a normal day in their life, describe in detail about their friends and family, their favorite activities in their free time, etc. utilizing the irregular and regular verbs in present tense appropriately (at least 2 pages in length).	<u>Communication</u>  All regular and irregular verbs in Spanish (infinite)  What the present tense irregular verbs look like in English  Reinforcement from previous years' vocabulary words	<u>Communication</u>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F

			verbs necessary (regular and irregular)		<p><b><u>Resources:</u></b></p> <p>*In- class teacher-created handouts on the regular and irregular verbs in the present tense and in-class notes.</p> <p>*Song lyrics and audio</p>		
	<p><b><u>Cultures:</u></b></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><b><u>Cultures:</u></b></p> <p>How can activities vary depending on the culture and country in which one is raised?</p>	<p><b><u>Cultures:</u></b></p> <p>Knows the present tense regular and irregular verbs' conjugations and, most importantly, can apply this knowledge through self-created written and oral communication in a wide variety of ways.</p> <p>The student knows activities in various countries and how they are similar and are different depending on where one is raised.</p>	<p><b><u>Cultures:</u></b></p> <p>Describe a normal day in their life, describe in detail about their friends and family, their favorite activities in their free time, etc. utilizing the irregular and regular verbs in present tense appropriately (at least 2 pages in length).</p> <p>In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about the present.</p> <p>The student can explain activities in various countries and how and why they are similar and are different depending on where one is raised.</p>	<p><b><u>Cultures:</u></b></p> <p>Students will be able to produce and recognize authentic communication in all forms using the irregular and regular verbs in present tense in Spanish.</p> <p>Students will be able to describe a normal day in their life, describe in detail about their friends and family, their favorite activities in their free time, etc. utilizing the irregular and regular verbs in present tense appropriately (at least 2 pages in length).</p>	<p><b><u>Cultures:</u></b></p> <p>All regular and irregular verbs in Spanish (infinite)</p> <p>What the present tense irregular verbs look like in English</p> <p>Reinforcement from previous years' vocabulary words</p>	<p><b><u>Cultures:</u></b></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

	<p><b><u>Connections:</u></b></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><b><u>Connections:</u></b></p> <p>What grammatical connections can you make between the present tense regular and irregular verbs in Spanish and in English?</p>	<p><b><u>Connections:</u></b></p> <p>Knows the present tense irregular and regular verbs' conjugations and, most importantly, can apply this knowledge through self-created written and oral communication in a wide variety of ways.</p> <p>Students know the grammatical structure of their L1 (native language) and have the skills to analyze between the two languages further strengthening their skills in English and other subjects.</p>	<p><b><u>Connections:</u></b></p> <p>In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about the present.</p> <p>Demonstrate competency of the grammatical structure of their L1 (native language) and have the skills to analyze between the two languages further strengthening their skills in English and other subjects.</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to produce and recognize authentic communication in all forms using the irregular and regular verbs in present tense in Spanish.</p> <p>Students will be able to describe a normal day in their life, describe in detail about their friends and family, their favorite activities in their free time, etc. utilizing the irregular and regular verbs in present tense appropriately (at least 2 pages in length).</p>	<p><b><u>Connections:</u></b></p> <p>All regular and irregular verbs in Spanish (infinite)</p> <p>What the present tense irregular verbs look like in English</p> <p>Reinforcement from previous years' vocabulary words</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>
	<p><b><u>Comparisons:</u></b></p> <p>Language comparisons and Cultural comparisons</p>	<p><b><u>Comparisons:</u></b></p> <p>What comparisons can you make between the USE of the present tense irregular and regular verbs in Spanish and in English?</p>	<p><b><u>Comparisons:</u></b></p> <p>Knows the present tense regular and irregular verbs' conjugations and, most importantly, can apply this knowledge through self-created written and oral communication in a wide variety of ways.</p> <p>Students know the grammatical structure of their L1 (native language) and have the skills to analyze</p>	<p><b><u>Comparisons:</u></b></p> <p>In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about the present.</p> <p>Demonstrate competency of the grammatical structure of their L1 (native language) and have the skills to analyze between the two languages finding</p>	<p><b><u>Comparisons:</u></b></p> <p>Students will be able to produce and recognize authentic communication in all forms using the irregular and regular verbs in present tense in Spanish.</p> <p>Students will be able to describe a normal day in their life, describe in detail about their friends and family, their favorite activities in their free time, etc. utilizing the irregular and regular</p>	<p><b><u>Comparisons:</u></b></p> <p>All regular and irregular verbs in Spanish (infinite)</p> <p>What the present tense irregular verbs look like in English</p> <p>Reinforcement from previous years' vocabulary</p>	<p><b><u>Comparisons:</u></b></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

			between the two languages further strengthening their skills in English and other subjects.	comparisons and further strengthening their skills in English and other subjects.	verbs in present tense appropriately (at least 2 pages in length).	words	
	<b><u>Communities:</u></b>  School and global communities and Lifelong Learning	<b><u>Communities:</u></b>  Can you effectively communicate with a native speaker using the PRESENT tense regular and irregular verbs appropriately and at length (at least 2 pages worth of discourse oral or written)?	<b><u>Communities:</u></b>  Knows the present tense regular and irregular verbs conjugations and, most importantly, can apply this knowledge through self-created written and oral communication in a wide variety of ways.  Knows how to describe in great detail information they are trying to share and communicate (in at least 2 pages worth of discourse) about present events using all verbs necessary (regular and irregular)	<b><u>Communities:</u></b>  In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about the present.  Describe a normal day in their life, describe in detail about their friends and family, their favorite activities in their free time, etc. utilizing the irregular and regular verbs in present tense appropriately (at least 2 pages in length).	<b><u>Communities:</u></b>  Students will be able to produce and recognize authentic communication in all forms using the irregular and regular verbs in present tense in Spanish.  Students will be able to describe a normal day in their life, describe in detail about their friends and family, their favorite activities in their free time, etc. utilizing the irregular and regular verbs in present tense appropriately (at least 2 pages in length).	<b><u>Communities:</u></b>  All regular and irregular verbs in Spanish (infinite)  What the present tense irregular verbs look like in English  Reinforcement from previous years' vocabulary words	<b><u>Communities:</u></b>  12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D

## REVIEW UNIT 2

## ASSESSMENT UNIT 2



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

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
7 days	<u>Communication:</u>  Interpretive, Interpersonal and Presentational	<u>Communication:</u>  What are your thoughts on the Day of the Dead celebrations? Why do you feel the way you do?	<u>Communication:</u>  A depth of knowledge of the Day of the Dead celebration in Mexico and Guatemala.	<u>Communication:</u>  Apprise the celebration, history, traditions, perspectives, products and cultural implications and significance.	<u>Communication:</u>  Students will be able to effectively and thoroughly demonstrate knowledge of the Day of the Dead celebration in all facets and exchange opinions and ideas on this holiday comparing and differentiating it with our cultural perspective on death.  <u>Resources:</u> *Teacher created handouts, articles on the Day of the Dead celebration, materials needed to make the various cultural artifacts (papel picado, ofrenda, calaveritas etc.)	<u>Communication:</u>  All vocabulary related to the Day of the Dead celebration (copal, ofrenda, pan de muerto, papel picado, mole, plantas de arena, tumba, etc.)	<u>Communication:</u>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F
	<u>Cultures:</u>  Relating cultural practices to perspectives and relating	<u>Cultures:</u>  What is the process and purpose of making an OFRENDA to celebrate the Day of	<u>Cultures:</u>  The purpose of OFRENDA as a cultural product and the cultural practice of	<u>Cultures:</u>  Create their very own OFRENDA for the Day of the Dead celebration and explain the process	<u>Cultures:</u>  Students will be able to effectively and thoroughly demonstrate	<u>Cultures:</u>  All vocabulary related to the Day of the Dead celebration	<u>Cultures:</u>  12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C

	cultural products to perspectives	the Dead?	creating them during this holiday	and purpose of this cultural product.	knowledge of the Day of the Dead celebration in all facets and exchange opinions and ideas on this holiday comparing and differentiating it with our cultural perspective on death as well as creating OFRENDA as a cultural practice.	(copal, ofrenda, pan de muerto, papel picado, mole, plantas de arena, tumba, etc.)	
	<b><u>Connections:</u></b>  Making connections and acquiring information and diverse perspectives	<b><u>Connections:</u></b>  What is your opinion on the purpose of the Day of the Dead and the Mexican perspective on life and death and how that may be similar and/or different from the perspective we have in the United States?	<b><u>Connections:</u></b>  A depth of knowledge of the Day of the Dead celebration in Mexico and Guatemala.	<b><u>Connections:</u></b>  Apprise the celebration, history, traditions, perspectives, products, cultural implications and significance.  Demonstrate the ability to express their opinions on the celebration and connect it with our cultural perspectives and practices.	<b><u>Connections:</u></b>  Students will be able to effectively and thoroughly demonstrate knowledge of the Day of the Dead celebration in all facets and exchange opinions and ideas on this holiday comparing and differentiating it with our cultural perspective on death.	<b><u>Connections:</u></b>  All vocabulary related to the Day of the Dead celebration (copal, ofrenda, pan de muerto, papel picado, mole, plantas de arena, tumba, etc.)	<b><u>Connections:</u></b>  12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D
	<b><u>Comparisons:</u></b>  Language comparisons and Cultural comparisons	<b><u>Comparisons:</u></b>  What is your opinion on the purpose of the Day of the Dead and the Mexican perspective on life and death and how that may be similar and/or different from the perspective we have in the United States?	<b><u>Comparisons:</u></b>  A depth of knowledge of the Day of the Dead celebration in Mexico and Guatemala.	<b><u>Comparisons:</u></b>  Apprise the celebration, history, traditions, perspectives, products and cultural implications and significance.  Demonstrate the ability to express their opinions on the celebration and compare and differentiate it with our cultural perspectives and	<b><u>Comparisons:</u></b>  Students will be able to effectively and thoroughly demonstrate knowledge of the Day of the Dead celebration in all facets and exchange opinions and ideas on this holiday comparing and differentiating it with our cultural	<b><u>Comparisons:</u></b>  All vocabulary related to the Day of the Dead celebration (copal, ofrenda, pan de muerto, papel picado, mole, plantas de arena, tumba, etc.)	<b><u>Comparisons:</u></b>  12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C

				practices.	perspective on death.		
	<b><u>Communities:</u></b>  School and global communities and Lifelong Learning	<b><u>Communities:</u></b>  Have you/will you incorporate the Mexican perspective on death and life in your personal life? Why or why not?	<b><u>Communities:</u></b>  A depth of knowledge of the Day of the Dead celebration in Mexico and Guatemala and their own personal perspective on the topic.	<b><u>Communities:</u></b>  Apprise the celebration, history, traditions, perspectives, products and cultural implications and significance.  Demonstrate the ability to express their opinions on the celebration and analyze any aspects that they can take away from it for their lives outside of school.	<b><u>Communities:</u></b>  Students will be able to effectively and thoroughly demonstrate knowledge of the Day of the Dead celebration in all facets and exchange opinions and ideas on this holiday comparing and differentiating it with our cultural perspective on death.	<b><u>Communities:</u></b>  All vocabulary related to the Day of the Dead celebration (copal, ofrenda, pan de muerto, papel picado, mole, plantas de arena, tumba, etc.)	<b><u>Communities:</u></b>  12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D

### REVIEW UNIT 3

### 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
25 days	<b><u>Communication:</u></b>  Interpretive, Interpersonal and Presentational	<b><u>Communication:</u></b>  Can you read and comprehend authentic novels in the target language?	<b><u>Communication:</u></b>  Strategies to keep a conversation going beyond simple question/answer	<b><u>Communication:</u></b>  Students can read, comprehend and apprise the story PATRICIA VA A CALIFORNIA by Blaine Ray	<b><u>Communication:</u></b>  Students can effectively read, comprehend and apprise the story PATRICIA VA A	<b><u>Communication:</u></b>  A comprehensive amount of over 200 vocabulary in the target	<b><u>Communication:</u></b>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E

			<p>Negotiation strategies when not understood or not understanding</p> <p>Circumlocution strategies by using known vocabulary to define or explain the unknown</p> <p>Students can effectively read, comprehend and apprise the story PATRICIA VA A CALIFORNIA by Blaine Ray</p>		<p>CALIFORNIA by Blaine Ray.</p> <p>Students will be able to demonstrate cultural knowledge, practices, products and perspectives of the country of Guatemala expressed in the book.</p> <p><b><u>Resources:</u></b></p> <p>*The novel PATRICIA VA A CALIFORNIA by Blaine Ray</p>	<p>language on a wide variety of topics.</p>	12.1.1.S4.F
	<p><b><u>Cultures:</u></b></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><b><u>Cultures:</u></b></p> <p>What are some cultural products and practices in Guatemala?</p>	<p><b><u>Cultures:</u></b></p> <p>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.</p> <p>Students can effectively read, comprehend and apprise the story PATRICIA VA A CALIFORNIA by Blaine Ray</p>	<p><b><u>Cultures:</u></b></p> <p>Students can effectively read, comprehend and apprise the story PATRICIA VA A CALIFORNIA by Blaine Ray</p> <p>Apprise 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.</p>	<p><b><u>Cultures:</u></b></p> <p>Students can effectively read, comprehend and apprise the story PATRICIA VA A CALIFORNIA by Blaine Ray.</p> <p>Students will be able to demonstrate cultural knowledge, practices, products and perspectives of the country of Guatemala expressed in the book.</p>	<p><b><u>Cultures:</u></b></p> <p>A comprehensive amount of over 200 vocabulary in the target language on a wide variety of topics.</p>	<p><b><u>Cultures:</u></b></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>
	<p><b><u>Connections:</u></b></p> <p>Making connections and acquiring information and</p>	<p><b><u>Connections:</u></b></p> <p>What different perspectives exist between the United States and Guatemala</p>	<p><b><u>Connections:</u></b></p> <p>The students know the various cultural products, practices and perspectives in the</p>	<p><b><u>Connections:</u></b></p> <p>Students can effectively read, comprehend and apprise the story PATRICIA VA A</p>	<p><b><u>Connections:</u></b></p> <p>Students can effectively read, comprehend and apprise the story</p>	<p><b><u>Connections:</u></b></p> <p>A comprehensive amount of over 200 vocabulary</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

	diverse perspectives	in relation to school?	<p>country of Guatemala based on in class lessons throughout the year and comprehension of the book.</p> <p>Students can effectively read, comprehend and apprise the story PATRICIA VA A CALIFORNIA by Blaine Ray</p>	<p>CALIFORNIA by</p> <p>Apprise 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.</p> <p>Connect, compare and contrast it to their cultural perspectives and that of our own.</p>	<p>PATRICIA VA A CALIFORNIA by Blaine Ray.</p> <p>Students will be able to demonstrate cultural knowledge, practices, products and perspectives of the country of Guatemala expressed in the book.</p>	in the target language on a wide variety of topics.	
	<p><b><u>Comparisons:</u></b></p> <p>Language comparisons and Cultural comparisons</p>	<p><b><u>Comparisons:</u></b></p> <p>How does reading a book in Spanish compare and differentiate between reading a book in your native language (L1)?</p>	<p><b><u>Comparisons:</u></b></p> <p>Students can effectively read, comprehend and apprise the story PATRICIA VA A CALIFORNIA by Blaine Ray</p> <p>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.</p>	<p><b><u>Comparisons:</u></b></p> <p>Students can effectively read, comprehend and apprise the story PATRICIA VA A CALIFORNIA by Blaine Ray</p> <p>Apprise 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.</p> <p>Connect, compare and contrast it to their cultural perspectives and that of our own</p>	<p><b><u>Comparisons:</u></b></p> <p>Students can effectively read, comprehend and apprise the story PATRICIA VA A CALIFORNIA by Blaine Ray.</p> <p>Students will be able to demonstrate cultural knowledge, practices, products and perspectives of the country of Guatemala expressed in the book.</p>	<p><b><u>Comparisons:</u></b></p> <p>A comprehensive amount of over 200 vocabulary in the target language on a wide variety of topics.</p>	<p><b><u>Comparisons:</u></b></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

	<u>Communities:</u>  School and global communities and Lifelong Learning	<u>Communities:</u>  Can you read and comprehend authentic novels in the target language?	<u>Communities:</u>  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	<u>Communities:</u>  Students can effectively read, comprehend and apprise the PATRICIA VA A CALIFORNIA by Blaine Ray	<u>Communities:</u>  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.	<u>Communities:</u>  A comprehensive amount of over 200 vocabulary in the target language on a wide variety of topics.	<u>Communities:</u>  12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D
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## REVIEW UNIT 4

## 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
5 days	<u>Communication:</u>  Interpretive, Interpersonal and Presentational	<u>Communication:</u>  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?	<u>Communication:</u>  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.	<u>Communication:</u>  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.	<u>Communication:</u>  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.  <u>Resources:</u>  *Information on Christmas and New Year's in the Spanish-	<u>Communication:</u>  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.)	<u>Communication:</u>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F

					speaking world *12 grapes each student (Spanish New Year's tradition)		
	<b><u>Cultures:</u></b>  Relating cultural practices to perspectives and relating cultural products to perspectives	<b><u>Cultures:</u></b>  Why is Christmas and New Year's Eve celebrated in different ways and with sometimes different practices and products throughout the world when these holidays can be found in many countries?	<b><u>Cultures:</u></b>  The skills to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  The cultural knowledge of the Christmas and New Year's holidays in our country and in various Spanish- speaking countries throughout the world.	<b><u>Cultures:</u></b>  Communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  Demonstrate higher level thinking when apprising their cultural knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	<b><u>Cultures:</u></b>  Students will be able to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  Students will be able to demonstrate higher level thinking when apprising their knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	<b><u>Cultures:</u></b>  All regular and irregular verbs and all tenses as well as necessary vocabulary related to Christmas and New Year's (uvas, Navidad, Año Nuevo, arbol, el reloj, etc.)	<b><u>Cultures:</u></b>  12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C
	<b><u>Connections:</u></b>  Making connections and acquiring information and diverse perspectives	<b><u>Connections:</u></b>  What connections can you make in relation to Christmas and New Year's Eve in the Spanish-speaking world and our world? How do their perspectives and practices differ or are similar to ours?	<b><u>Connections:</u></b>  The skills to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  The knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout	<b><u>Connections:</u></b>  Communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  Demonstrate higher level thinking when apprising their knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the	<b><u>Connections:</u></b>  Students will be able to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  Students will be able to demonstrate higher level thinking when apprising their knowledge of the Christmas and New	<b><u>Connections:</u></b>  All regular and irregular verbs and all tenses as well as necessary vocabulary related to Christmas and New Year's (uvas, Navidad, Año Nuevo, arbol, el reloj, etc.)	<b><u>Connections:</u></b>  12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D



			the world.	world.	Year's holidays in our country and in various Spanish-speaking countries throughout the world.		
	<u><b>Comparisons:</b></u>  Language comparisons and Cultural comparisons	<u><b>Comparisons:</b></u>  Compare and differentiate between Christmas and New Year's in the Spanish-speaking world and in the United States?	<u><b>Comparisons:</b></u>  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.	<u><b>Comparisons:</b></u>  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.	<u><b>Comparisons:</b></u>  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.	<u><b>Comparisons:</b></u>  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.)	<u><b>Comparisons:</b></u>  12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C
	<u><b>Communities:</b></u>  School and global communities and Lifelong Learning	<u><b>Communities:</b></u>  Can you communicate with a native speaker of Spanish to understand how these holidays are celebrated where they live and share how they are celebrated here?	<u><b>Communities:</b></u>  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	<u><b>Communities:</b></u>  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	<u><b>Communities:</b></u>  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	<u><b>Communities:</b></u>  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.)	<u><b>Communities:</b></u>  12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D

			countries throughout the world.	countries throughout the world.	Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.		
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## REVIEW UNIT 5

## 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
20 days	<u>Communication:</u>  Interpretive, Interpersonal and Presentational	<u>Communication:</u>  Can you describe the current and future weather, seasons and what clothing would be appropriate to wear for each?	<u>Communication:</u>  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.	<u>Communication:</u>  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	<u>Communication:</u>  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	<u>Communication:</u>  All necessary vocabulary related to weather, tragic weather, clothing and seasons (hace calor, hace frío, otoño, primavera, verano, tifón, terremoto, maremoto, pantelones,	<u>Communication:</u>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F

				<p>forecast for Pittsburgh and a Spanish-speaking country of their choice.</p>	<p>weather patterns, history, culture, customs, traditions, perspectives, foods, etc.</p> <p>Students will be able to create and describe a five-day forecast for Pittsburgh and a Spanish-speaking country of their choice.</p> <p><b><u>Resources:</u></b></p> <p>*Weather, tragic weather, seasons and clothing vocabulary visuals</p> <p>*Project guidelines and rubric</p> <p>* Computer (for research purposes)</p> <p>*Poster board</p>	<p>camisa, vestido, guantes, pendiente, collar, anillo, pantelones cortos, etc.)</p>	
	<p><b><u>Cultures:</u></b></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><b><u>Cultures:</u></b></p> <p>Can you explain how weather may vary depending on the country and city you are in?"</p>	<p><b><u>Cultures:</u></b></p> <p>The students know the different weather in their Spanish-speaking country and can compare and contrast that with the weather in Pittsburgh.</p> <p>The students can produce and recognize the weather, tragic weather, seasons and clothing appropriately</p>	<p><b><u>Cultures:</u></b></p> <p>The students can effectively communicate how the weather may be different in other parts of the world and create connections and contrasts between those countries and Pittsburgh.</p> <p>Produce and recognize the weather, tragic weather, seasons and clothing appropriately depending on the</p>	<p><b><u>Cultures:</u></b></p> <p>Students will be able to produce and recognize all vocabulary learned related to tragic weather, weather, seasons and clothing.</p> <p>Students will be able to apprise a wealth of information about a Spanish-speaking country of their choice including</p>	<p><b><u>Cultures:</u></b></p> <p>All necessary vocabulary related to weather, tragic weather, clothing and seasons (hace calor, hace frío, otoño, primavera, verano, tifón, terremoto, maremoto, pantelones,</p>	<p><b><u>Cultures:</u></b></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

			<p>depending on the conversation at hand.</p> <p>The students have the skills to negotiate meaning when necessary in order to make meaningful communication.</p>	<p>conversation at hand.</p> <p>Negotiate meaning when necessary in order to make meaningful communication.</p> <p>The students will create and describe a five-day forecast for Pittsburgh and a Spanish-speaking country of their choice.</p>	<p>weather patterns, history, culture, customs, traditions, perspectives, foods, etc.</p> <p>Students will be able to create and describe a five-day forecast for Pittsburgh and a Spanish-speaking country of their choice.</p>	<p>camisa, vestido, guantes, pendiente, collar, anillo, pantelones cortos, etc.)</p>	
	<p><b><u>Connections:</u></b></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><b><u>Connections:</u></b></p> <p>What cultural perspectives have you been exposed to in other countries that we view differently in the United States in relation to the seasons?</p>	<p><b><u>Connections:</u></b></p> <p>The students know the different seasons and weather in their Spanish-speaking country and can compare and contrast that with the weather in Pittsburgh.</p> <p>The students can produce and recognize the weather, tragic weather, seasons and clothing appropriately depending on the conversation at hand.</p> <p>The students have the skills to negotiate meaning when necessary in order to make meaningful communication.</p>	<p><b><u>Connections:</u></b></p> <p>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.</p> <p>Communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.</p> <p>Demonstrate higher level thinking when apprising the cultural perspectives and how those may be different than ours in the United States.</p> <p>Produce and recognize the weather, tragic weather, seasons and</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to produce and recognize all vocabulary learned related to tragic weather, weather, seasons and clothing.</p> <p>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.</p> <p>Students will be able to create and describe a five-day forecast for Pittsburgh and a Spanish-speaking country of their</p>	<p><b><u>Connections:</u></b></p> <p>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.)</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

				<p>clothing appropriately depending on the conversation at hand.</p> <p>Negotiate meaning when necessary in order to make meaningful communication.</p> <p>The students will create and describe a five-day forecast for Pittsburgh and a Spanish-speaking country of their choice.</p>	choice.		
	<p><b><u>Comparisons:</u></b></p> <p>Language comparisons and Cultural comparisons</p>	<p><b><u>Comparisons:</u></b></p> <p>Compare and differentiate the seasons and weather between the Spanish-speaking country you are presenting and Pittsburgh in the United States?</p>	<p><b><u>Comparisons:</u></b></p> <p>The students have the skills to compare and contrast the two countries in relation to their seasons and typical weather.</p> <p>The students know the different weather in their Spanish-speaking country and can compare and contrast that with the weather in Pittsburgh.</p> <p>The students can produce and recognize the weather, tragic weather, seasons and clothing appropriately depending on the conversation at hand.</p> <p>The students have the skills to negotiate</p>	<p><b><u>Comparisons:</u></b></p> <p>Communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.</p> <p>Demonstrate higher level thinking when comparing and differentiating between the Spanish-speaking country and the United States.</p> <p>The students can effectively communicate how the weather may be different in other parts of the world and create connections and contrasts between those countries and Pittsburgh.</p> <p>Produce and recognize the weather, tragic</p>	<p><b><u>Comparisons:</u></b></p> <p>Students will be able to produce and recognize all vocabulary learned related to tragic weather, weather, seasons and clothing.</p> <p>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.</p> <p>Students will be able to create and describe a five-day forecast for Pittsburgh and a Spanish-speaking</p>	<p><b><u>Comparisons:</u></b></p> <p>All necessary vocabulary related to weather, tragic weather, clothing and seasons (hace calor, hace frío, otoño, primavera, verano, tifón, terremoto, maremoto, pantalones, camisa, vestido, guantes, pendiente, collar, anillo, pantalones cortos, etc.)</p>	<p><b><u>Comparisons:</u></b></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

			<p>meaning when necessary in order to make meaningful communication.</p> <p>Negotiate meaning when necessary in order to make meaningful communication.</p> <p>The students will create and describe a five-day forecast for Pittsburgh and a Spanish-speaking country of their choice.</p>	<p>weather, seasons and clothing appropriately depending on the conversation at hand.</p> <p>Negotiate meaning when necessary in order to make meaningful communication.</p> <p>The students will create and describe a five-day forecast for Pittsburgh and a Spanish-speaking country of their choice.</p>	country of their choice.		
	<p><b><u>Communities:</u></b></p> <p>School and global communities and Lifelong Learning</p>	<p><b><u>Communities:</u></b></p> <p>How will you apply this knowledge in your life now and in the future?</p>	<p><b><u>Communities:</u></b></p> <p>Their knowledge of how this may apply to their life outside of school.</p> <p>The students can produce and recognize the weather, tragic weather, seasons and clothing appropriately depending on the conversation at hand.</p> <p>The students have the skills to negotiate meaning when necessary in order to make meaningful communication.</p> <p>The cultural knowledge of the Spanish-speaking country researched and the United States.</p>	<p><b><u>Communities:</u></b></p> <p>Explain how this unit will be applied to their life outside of school.</p> <p>The students can effectively communicate how the weather may be different in other parts of the world and create connections and contrasts between those countries and Pittsburgh.</p> <p>Communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.</p> <p>Produce and recognize the weather, tragic weather, seasons and clothing appropriately depending on the</p>	<p><b><u>Communities:</u></b></p> <p>Students will be able to produce and recognize all vocabulary learned related to tragic weather, weather, seasons and clothing.</p> <p>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.</p> <p>Students will be able to create and describe a five-day forecast for Pittsburgh and a</p>	<p><b><u>Communities:</u></b></p> <p>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.)</p>	<p><b><u>Communities:</u></b></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>

				<p>conversation at hand.</p> <p>Negotiate meaning when necessary in order to make meaningful communication.</p> <p>The students will create and describe a five-day forecast for Pittsburgh and a Spanish-speaking country of their choice.</p>	Spanish-speaking country of their choice.		
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## REVIEW UNIT 6

## 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
25 days	<p><b>Communication:</b></p> <p>Interpretive, Interpersonal and Presentational</p>	<p><b>Communication:</b></p> <p>Can you order from an authentic Mexican restaurant with native speakers in the target language communicating specifically what you would like?</p>	<p><b>Communication:</b></p> <p>Know the many different foods in Mexican cuisine.</p> <p>Know how to communicate effectively with native speakers in all tenses</p>	<p><b>Communication:</b></p> <p>Demonstrate knowledge of the many different foods in Mexican cuisine.</p> <p>Communicate effectively with native speakers in all tenses and forms utilizing all appropriate</p>	<p><b>Communication:</b></p> <p>Students will be able to go on a field trip to an authentic Mexican restaurant (El Campesino in McMurray) and order completely in the target language</p>	<p><b>Communication:</b></p> <p>Vocabulary of ordering from a restaurant and all necessary elements needed when eating, etc.</p>	<p><b>Communication:</b></p> <p>12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F</p>

		Can you properly set the table identifying the utensils and items used and the etiquette involved at a dinner table?	<p>and forms utilizing all appropriate vocabulary.</p> <p>Know how to produce and recognize food and silverware vocabulary.</p> <p>The students know how to set the table the proper way and the specific etiquette involved in various situations relating to food.</p>	<p>vocabulary and negotiating meaning when necessary.</p> <p>Produce and recognize food and silverware vocabulary.</p> <p>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).</p>	<p>communicating all needs.</p> <p>Students will be able to effectively produce and recognize all vocabulary learned relating to food, Mexican foods and setting the table.</p> <p>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).</p> <p><b><u>Resources:</u></b></p> <p>*Visuals of the many different foods and the foods in the Mexican cuisine</p> <p>*Silverware and other materials needed to set a table</p>	Also Mexican food names, other food names and setting the table vocabulary (tenedor, pastel de tres leches, sopapillas, cuchillo, guisantes, etc.).	
	<b><u>Cultures:</u></b>	<b><u>Cultures:</u></b>	<b><u>Cultures:</u></b>	<b><u>Cultures:</u></b>	<b><u>Cultures:</u></b>	<b><u>Cultures:</u></b>	<b><u>Cultures:</u></b>
	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.S4.A 12.2.1.S4.B 12.2.1.S4.C



	<p>cultural products to perspectives</p>	<p>eaten at all in another?</p> <p>Is there different etiquette and traditions in relation to food and eating food between Spain and the United States?</p> <p>Can you order from an authentic Mexican restaurant with native speakers in the target language communicating specifically what you would like?</p> <p>Can you properly set the table identifying the utensils and items used and the etiquette involved at a dinner table?</p>	<p>Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.</p> <p>Know how to produce and recognize food and silverware vocabulary.</p> <p>The students know how to set the table the proper way and the specific etiquette involved in various situations relating to food.</p>	<p>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).</p> <p>Demonstrate knowledge of the many different foods in Mexican cuisine.</p> <p>Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.</p>	<p>another as well as any etiquette or traditions in relation to food and eating food that exist in the culture.</p> <p>Students will be able to compare and differentiate between the foods eaten in one more with the foods eaten in another.</p> <p>Students will be able to partake and experience firsthand the authentic foods of the countries we have learned about in a real life setting outside of the school on a field trip.</p> <p>Students will be able to effectively produce and recognize all vocabulary learned relating to food, Mexican foods and setting the table.</p> <p>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</p>	<p>elements needed when eating, etc.</p> <p>Also Mexican food names, other food names and setting the table vocabulary (tenedor, pastel de tres leches, sopapillas, cuchillo, guisantes, etc.).</p>	
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					finished with the meal and where to put it when not finished with the meal).		
	<p><b><u>Connections:</u></b></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><b><u>Connections:</u></b></p> <p>Why are certain foods eaten in different cultures while those same foods may not be eaten at all in another?</p> <p>Is there different etiquette and traditions in relation to food and eating food between Mexico and the United States?</p>	<p><b><u>Connections:</u></b></p> <p>Know the many different foods in Mexican cuisine.</p> <p>Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.</p> <p>The students know how to set the table the proper way and the specific etiquette involved in various situations relating to food.</p>	<p><b><u>Connections:</u></b></p> <p>Demonstrate knowledge of the many different foods in Mexican cuisine.</p> <p>Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.</p> <p>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).</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to connect the foods eaten in one more with the foods eaten in another as well as any etiquette or traditions in relation to food and eating food that exist in the culture.</p> <p>Students will be able to effectively produce and recognize all vocabulary learned relating to food, Mexican foods and setting the table.</p> <p>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).</p>	<p><b><u>Connections:</u></b></p> <p>Vocabulary of ordering from a restaurant and all necessary elements needed when eating, etc.</p> <p>Also Mexican food names, other food names and setting the table vocabulary (tenedor, pastel de tres leches, sopapillas, cuchillo, guisantes, etc.).</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

	<p><b><u>Comparisons:</u></b></p> <p>Language comparisons and Cultural comparisons</p>	<p><b><u>Comparisons:</u></b></p> <p>Can we compare and differentiate between certain foods eaten in one culture not eaten at all in another?</p> <p>Can we compare and differentiate between the etiquette and traditions in relation to food and eating food between Spain and the United States?</p>	<p><b><u>Comparisons:</u></b></p> <p>Know the many different foods in Mexican cuisine.</p> <p>Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.</p> <p>They know how to synthesize, analyze and extrapolate information to be used appropriately to accomplish the task at hand.</p>	<p><b><u>Comparisons:</u></b></p> <p>Demonstrate knowledge of the many different foods in Mexican cuisine.</p> <p>Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.</p> <p>Synthesize, analyze and extrapolate information to be used appropriately to accomplish the task at hand.</p>	<p><b><u>Comparisons:</u></b></p> <p>Students will be able to compare and differentiate between the foods eaten in one more with the foods eaten in another.</p> <p>Students will be able to effectively produce and recognize all vocabulary learned relating to food, Mexican foods and setting the table.</p> <p>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).</p>	<p><b><u>Comparisons:</u></b></p> <p>Vocabulary of ordering from a restaurant and all necessary elements needed when eating, etc.</p> <p>Also Mexican food names, other food names and setting the table vocabulary (tenedor, pastel de tres leches, sopapillas, cuchillo, guisantes, etc.).</p>	<p><b><u>Comparisons:</u></b></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>
	<p><b><u>Communities:</u></b></p> <p>School and global communities and Lifelong Learning</p>	<p><b><u>Communities:</u></b></p> <p>Can you order from an authentic Mexican restaurant with native speakers in the target language communicating specifically what you would like?</p>	<p><b><u>Communities:</u></b></p> <p>Know the many different foods in Mexican cuisine.</p> <p>Know how to communicate effectively with native speakers in all tenses</p>	<p><b><u>Communities:</u></b></p> <p>Demonstrate knowledge of the many different foods in Mexican cuisine.</p> <p>Communicate effectively with native speakers in all tenses and forms utilizing all appropriate</p>	<p><b><u>Communities:</u></b></p> <p>Students will be able to go on a field trip to an authentic Mexican restaurant (El Campesino in McMurray) and order completely in the target language</p>	<p><b><u>Communities:</u></b></p> <p>Vocabulary of ordering from a restaurant and all necessary elements needed when eating, etc.</p>	<p><b><u>Communities:</u></b></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>

			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.).	
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## 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
25 days	<p><b><u>Communication:</u></b></p> <p>Interpretive, Interpersonal and Presentational</p>	<p><b><u>Communication:</u></b></p> <p>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?</p> <p>Can you explain what you did in the PAST and comprehend information told to you about the PAST in Spanish?</p>	<p><b><u>Communication:</u></b></p> <p>Knows the pretérito conjugations and, most importantly, can apply this knowledge through self-created written and oral communication in a wide variety of ways.</p>	<p><b><u>Communication:</u></b></p> <p>In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about events that are completed in the past.</p> <p>Students can communicate about any event that occurred in the past utilizing the pretérito appropriately.</p>	<p><b><u>Communication:</u></b></p> <p>Students will be able to produce and recognize authentic communication in all forms using the pretérito tense in Spanish.</p> <p>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).</p> <p><b><u>Resources:</u></b></p> <p>*In- class teacher-created handouts on the pretérito tense and in-class notes.</p> <p>*Song lyrics and audio</p> <p>*Short stories, Legends (Los novios— Aztec legend)</p>	<p><b><u>Communication:</u></b></p> <p>All regular and irregular verbs in Spanish (infinite)</p> <p>What the pretérito tense looks like in English</p> <p>Vocabulary relating to the past (ayer, la semana pasada, el mes pasado, anoche, el verano pasado, anteaayer, etc.)</p>	<p><b><u>Communication:</u></b></p> <p>12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F</p>
	<p><b><u>Cultures:</u></b></p> <p>Relating cultural practices to perspectives and relating cultural products to</p>	<p><b><u>Cultures:</u></b></p> <p>How can activities vary depending on the culture and country in which one is raised?</p>	<p><b><u>Cultures:</u></b></p> <p>Knows the pretérito conjugations and, most importantly, can apply this knowledge through self-created written and oral communication</p>	<p><b><u>Cultures:</u></b></p> <p>In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about</p>	<p><b><u>Cultures:</u></b></p> <p>Students will be able to produce and recognize authentic communication in all forms using the pretérito tense in</p>	<p><b><u>Cultures:</u></b></p> <p>All regular and irregular verbs in Spanish (infinite)</p> <p>What the</p>	<p><b><u>Cultures:</u></b></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

	perspectives		<p>in a wide variety of ways.</p> <p>The student knows activities in various countries and how they are similar and are different depending on where one is raised.</p>	<p>events that are completed in the past.</p> <p>Students can tell a whole range of stories from their past utilizing the pretérito appropriately.</p> <p>The student can explain activities in various countries and how and why they are similar and are different depending on where one is raised.</p>	<p>Spanish.</p> <p>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).</p>	<p>pretérito tense looks like in English</p> <p>Vocabulary relating to the past (ayer, la semana pasada, el mes pasado, anoche, el verano pasado, anteaayer, etc.)</p>	
	<p><b><u>Connections:</u></b></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><b><u>Connections:</u></b></p> <p>What grammatical connections can you make between the pretérito and the imperfecto tenses in Spanish and in English?</p>	<p><b><u>Connections:</u></b></p> <p>Knows the pretérito conjugations and, most importantly, can apply this knowledge through self-created written and oral communication in a wide variety of ways.</p> <p>Knows the pretérito and el imperfect conjugations and, most importantly, can apply this knowledge through self-created written and oral communication.</p>	<p><b><u>Connections:</u></b></p> <p>In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about events that are completed in the past.</p> <p>Students can tell a whole range of stories from their past utilizing the pretérito appropriately.</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to produce and recognize authentic communication in all forms using the pretérito tense in Spanish.</p> <p>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).</p> <p>The students will detail the grammatical structure of the English language in the el pretérito and el imperfect tenses and make pathways</p>	<p><b><u>Connections:</u></b></p> <p>All regular and irregular verbs in Spanish (infinite)</p> <p>What the pretérito tense looks like in English</p> <p>Vocabulary relating to the past (ayer, la semana pasada, el mes pasado, anoche, el verano pasado, anteaayer, etc.)</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

					between the two languages to enhance comprehension and application.		
	<p><b><u>Comparisons:</u></b></p> <p>Language comparisons and Cultural comparisons</p>	<p><b><u>Comparisons:</u></b></p> <p>What comparisons can you make between the USE of the pretérito tense in Spanish and in English?</p>	<p><b><u>Comparisons:</u></b></p> <p>Knows the pretérito conjugations and, most importantly, can apply this knowledge through self-created written and oral communication in a wide variety of ways.</p> <p>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)</p>	<p><b><u>Comparisons:</u></b></p> <p>In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about events that are completed in the past.</p> <p>Students can tell a whole range of stories from their past utilizing the pretérito appropriately.</p> <p>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.</p>	<p><b><u>Comparisons:</u></b></p> <p>Students will be able to produce and recognize authentic communication in all forms using the pretérito tense in Spanish.</p> <p>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).</p>	<p><b><u>Comparisons:</u></b></p> <p>All regular and irregular verbs in Spanish (infinite)</p> <p>What the pretérito tense looks like in English</p> <p>Vocabulary relating to the past (ayer, la semana pasada, el mes pasado, anoche, el verano pasado, anteaer, etc.)</p>	<p><b><u>Comparisons:</u></b></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>
	<p><b><u>Communities:</u></b></p> <p>School and global communities and Lifelong Learning</p>	<p><b><u>Communities:</u></b></p> <p>Can you effectively communicate with a native speaker using the pretérito tense appropriately about events that took place before today?</p>	<p><b><u>Communities:</u></b></p> <p>Students know how to negotiate meaning to make authentic communication.</p> <p>Knows the pretérito conjugations and, most importantly, can apply this knowledge through</p>	<p><b><u>Communities:</u></b></p> <p>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.</p>	<p><b><u>Communities:</u></b></p> <p>Students will be able to produce and recognize authentic communication in all forms using the pretérito tense in Spanish.</p> <p>Students will be able</p>	<p><b><u>Communities:</u></b></p> <p>All regular and irregular verbs in Spanish (infinite)</p> <p>What the pretérito tense looks like in English</p>	<p><b><u>Communities:</u></b></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>

			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, anteaer, etc.)	
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## REVIEW UNIT 8

## 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
12 days	<u>Communication:</u>  Interpretive, Interpersonal and Presentational	<u>Communication:</u>  Can you effectively give and receive directions around a city in the target language?	<u>Communication:</u>  Students can produce and recognize all vocabulary related to directions and buildings.	<u>Communication:</u>  Students will direct their classmates around the Spanish classroom both eyes open and eyes closed demonstrating	<u>Communication:</u>  Students will be able to produce and recognize all vocabulary related to directions and	<u>Communication:</u>  All vocabulary related to giving and receiving directions around a normal	<u>Communication:</u>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E



			<p>Students can effectively utilize this vocabulary to navigate themselves or someone else around a city in Spanish.</p> <p>Students know how to negotiate meaning when necessary to create authentic and successful communication.</p>	<p>the ability to both give and receive appropriate directions when necessary.</p> <p>Students will also direct (and follow) their classmates and teacher around a make believe and a real Spanish city.</p> <p>Students can produce and recognize all vocabulary related to directions and buildings.</p> <p>Students can effectively utilize this vocabulary to navigate themselves or someone else around a city in Spanish.</p> <p>Students know how to negotiate meaning when necessary to create authentic and successful communication.</p>	<p>buildings.</p> <p>Students will be able to effectively utilize this vocabulary to navigate themselves or someone else around a city in Spanish.</p> <p>Students will be able to negotiate meaning when necessary to create authentic and successful communication.</p> <p><b><u>Resources:</u></b></p> <p>*Vocabulary lists for directions and buildings</p> <p>*Maps of central Madrid and Barcelona</p> <p>*A teacher created "city"</p> <p>*Video on asking for directions in a city from Teacher's Discovery</p>	<p>modern day city (enfrente, izquierda, derecha, debajo, arriba, dónde está, etc.).</p> <p>All vocabulary related to buildings in a city (Universidad, correos, escuela, restaurant, tienda, supermercado, etc.).</p>	12.1.1.S4.F
	<p><b><u>Cultures:</u></b></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><b><u>Cultures:</u></b></p> <p>How do Spanish cities differ in planning and layout than our city of Pittsburgh?</p>	<p><b><u>Cultures:</u></b></p> <p>Students know the cultural practices and perspectives in relation to the central focus of Spanish cities and where they expand from there.</p>	<p><b><u>Cultures:</u></b></p> <p>Students can apprise the cultural practices and perspectives in relation to the central focus of Spanish cities and why as well as how they differ from Pittsburgh's city planning.</p>	<p><b><u>Cultures:</u></b></p> <p>Students will be able to produce and recognize all vocabulary related to directions and buildings.</p> <p>Students will be able to effectively utilize this vocabulary to</p>	<p><b><u>Cultures:</u></b></p> <p>All vocabulary related to giving and receiving directions around a normal modern day city (enfrente, izquierda, derecha, debajo, arriba, dónde</p>	<p><b><u>Cultures:</u></b></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

					<p>navigate themselves or someone else around a city in Spanish.</p> <p>Students will be able to negotiate meaning when necessary to create authentic and successful communication.</p>	<p>está, etc.).</p> <p>All vocabulary related to buildings in a city (Universidad, correos, escuela, restaurant, tienda, supermercado, etc.).</p>	
	<p><b><u>Connections:</u></b></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><b><u>Connections:</u></b></p> <p>What connections can you make between asking for and receiving directions in English and in Spanish?</p>	<p><b><u>Connections:</u></b></p> <p>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.</p> <p>Students can produce and recognize all vocabulary related to directions and buildings.</p> <p>Students can effectively utilize this vocabulary to navigate themselves or someone else around a city in Spanish.</p> <p>Students know how to negotiate meaning when necessary to create authentic and</p>	<p><b><u>Connections:</u></b></p> <p>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.</p> <p>Students can produce and recognize all vocabulary related to directions and buildings.</p> <p>Students can effectively utilize this vocabulary to navigate themselves or someone else around a city in Spanish.</p> <p>Students know how to negotiate meaning when necessary to create authentic and successful communication.</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to produce and recognize all vocabulary related to directions and buildings.</p> <p>Students will be able to effectively utilize this vocabulary to navigate themselves or someone else around a city in Spanish.</p> <p>Students will be able to negotiate meaning when necessary to create authentic and successful communication.</p>	<p><b><u>Connections:</u></b></p> <p>All vocabulary related to giving and receiving directions around a normal modern day city (enfrente, izquierda, derecha, debajo, arriba, dónde está, etc.).</p> <p>All vocabulary related to buildings in a city (Universidad, correos, escuela, restaurant, tienda, supermercado, etc.).</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

			successful communication.				
	<b><u>Comparisons:</u></b>  Language comparisons and Cultural comparisons	<b><u>Comparisons:</u></b>  Can you compare and contrast Spanish cities from our city of Pittsburgh?	<b><u>Comparisons:</u></b>  Students know how to analyze and formulate how the two countries' cities are similar and different.  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.	<b><u>Comparisons:</u></b>  Students will analyze and formulate how the two countries' cities are similar and different.  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.	<b><u>Comparisons:</u></b>  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.  Students will be able to compare and contrast cities in Spain and the city of Pittsburgh.	<b><u>Comparisons:</u></b>  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.).	<b><u>Comparisons:</u></b>  12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C
	<b><u>Communities:</u></b>  School and global communities and Lifelong Learning	<b><u>Communities:</u></b>  Can you effectively give and receive directions around a city in the target language with native speakers?  How will you incorporate this ability in your life outside of	<b><u>Communities:</u></b>  Students can produce and recognize all vocabulary related to directions and buildings.  Students can effectively utilize this vocabulary to navigate themselves or someone	<b><u>Communities:</u></b>  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	<b><u>Communities:</u></b>  Students will be able to produce and recognize all vocabulary related to directions and buildings.  Students will be able to effectively utilize	<b><u>Communities:</u></b>  All vocabulary related to giving and receiving directions around a normal modern day city (enfrente, izquierda, derecha, debajo,	<b><u>Communities:</u></b>  12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D

		Carlynton?	<p>else around a city in Spanish.</p> <p>Students know how to negotiate meaning when necessary to create authentic and successful communication.</p>	<p>city in Spanish.</p> <p>Students know how to negotiate meaning when necessary to create authentic and successful communication.</p>	<p>this vocabulary to navigate themselves or someone else around a city in Spanish.</p> <p>Students will be able to negotiate meaning when necessary to create authentic and successful communication.</p>	<p>arriba, dónde está, etc.).</p> <p>All vocabulary related to buildings in a city (Universidad, correos, escuela, restaurant, tienda, supermercado, etc.).</p>	
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## REVIEW UNIT 9

## 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
11 days	<p><u>Communication:</u></p> <p>Interpretive, Interpersonal and Presentational</p>	<p><u>Communication:</u></p> <p>Can you go to the movies in a Spanish-speaking country?</p> <p>Can you describe in great detail the</p>	<p><u>Communication:</u></p> <p>Students can produce and recognize vocabulary related to activities, shopping and going to the movies.</p>	<p><u>Communication:</u></p> <p>Produce and recognize vocabulary related to activities, shopping and going to the movies.</p> <p>Communicate in great</p>	<p><u>Communication:</u></p> <p>Students will be able to produce and recognize vocabulary related to activities, shopping and going to the movies.</p>	<p><u>Communication</u></p> <p>All vocabulary related to shopping, activities, and the movies (tienda, ir de</p>	<p><u>Communication</u></p> <p>12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F</p>

		<p>activities that you participate in and do in your free time?</p> <p>Can you go shopping whether in a mall, the supermarket, a neighborhood store, etc. in a Spanish-speaking country?</p>	<p>Students know how to communicate in great detail activities they participate in, shopping and going to the movies.</p> <p>Students have the skills to successfully go to the movies in Spanish.</p> <p>Students know how to go shopping in a Spanish-speaking country communicating all wants and needs effectively.</p> <p>Students know how to apprise the cultural perspectives and practices in relation to going to the movies in a Spanish-speaking country</p>	<p>detail activities they participate in, shopping and going to the movies. (in at least two pages worth of discourse)</p> <p>Demonstrate the ability to successfully go to the movies in Spanish.</p> <p>Demonstrate the ability to go shopping in a Spanish-speaking country communicating all wants and needs effectively.</p> <p>Apprise the cultural perspectives and practices in relation to going to the movies in a Spanish-speaking country</p>	<p>Students will be able to communicate in great detail activities they participate in, shopping and going to the movies.</p> <p>Students will be able to successfully go to the movies in Spanish.</p> <p>Students will be able to go shopping in a Spanish-speaking country communicating all wants and needs effectively.</p> <p>Students will be able to apprise the cultural perspectives and practices in relation to going to the movies in a Spanish-speaking country</p> <p><b><u>Resources:</u></b></p> <p>*Vocabulary lists for activities, shopping and going to the movies</p> <p>*Materials needed to create authentic scenario relating to going to the movies and shopping in the target language.</p>	<p>compras, nadir, correr, jugar fútbol, el cine, película, asiento, puerta, etc.).</p>	
	<p><b><u>Cultures:</u></b></p> <p>Relating cultural practices to perspectives and relating cultural products to</p>	<p><b><u>Cultures:</u></b></p> <p>How are the cultural perspectives and practices in relation to going to the movies in a Spanish-speaking country different from</p>	<p><b><u>Cultures:</u></b></p> <p>Students can produce and recognize vocabulary related to going to the movies.</p> <p>Students have the skills</p>	<p><b><u>Cultures:</u></b></p> <p>Produce and recognize vocabulary related to going to the movies.</p> <p>Demonstrate the ability</p>	<p><b><u>Cultures:</u></b></p> <p>Students will be able to produce and recognize vocabulary related to activities, shopping and going to the movies.</p>	<p><b><u>Cultures:</u></b></p> <p>All vocabulary related to shopping, activities, and the movies (tienda, ir de</p>	<p><b><u>Cultures:</u></b></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

	perspectives	going to the movies at Cinemark in Settler's Ridge?	<p>to successfully go to the movies in Spanish.</p> <p>Students know how to apprise the cultural perspectives and practices in relation to going to the movies in a Spanish-speaking country</p>	<p>to successfully go to the movies in Spanish.</p> <p>Apprise the cultural perspectives and practices in relation to going to the movies in a Spanish-speaking country</p>	<p>Students will be able to communicate in great detail activities they participate in, shopping and going to the movies.</p> <p>Students will be able to successfully go to the movies in Spanish.</p> <p>Students will be able to go shopping in a Spanish-speaking country communicating al wants and needs effectively.</p> <p>Students will be able to apprise the cultural perspectives and practices in relation to going to the movies in a Spanish-speaking country.</p>	<p>compras, nadir, corer, jugar fútbol, el cine, película, asiento, puerta, etc.).</p>	
	<p><b><u>Connections:</u></b></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><b><u>Connections:</u></b></p> <p>How are the cultural perspectives and practices in relation to going to the movies in a Spanish-speaking country different from going to the movies at Cinemark in Settler's Ridge?</p>	<p><b><u>Connections:</u></b></p> <p>Students can produce and recognize vocabulary related to going to the movies.</p> <p>Students have the skills to successfully go to the movies in Spanish.</p> <p>Students know how to apprise the cultural perspectives and practices in relation to going to the movies in a Spanish-speaking country</p>	<p><b><u>Connections:</u></b></p> <p>Produce and recognize vocabulary related to going to the movies.</p> <p>Demonstrate the ability to successfully go to the movies in Spanish.</p> <p>Apprise the cultural perspectives and practices in relation to going to the movies in a Spanish-speaking country</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to produce and recognize vocabulary related to activities, shopping and going to the movies.</p> <p>Students will be able to communicate in great detail activities they participate in, shopping and going to the movies.</p> <p>Students will be able to successfully go to the movies in Spanish.</p> <p>Students will be able to</p>	<p><b><u>Connections:</u></b></p> <p>All vocabulary related to shopping, activities, and the movies (tienda, ir de compras, nadir, corer, jugar fútbol, el cine, película, asiento, puerta, etc.).</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

					<p>go shopping in a Spanish-speaking country communicating al wants and needs effectively.</p> <p>Students will be able to apprise the cultural perspectives and practices in relation to going to the movies in a Spanish-speaking country</p>		
	<p><b><u>Comparisons:</u></b></p> <p>Language comparisons and Cultural comparisons</p>	<p><b><u>Comparisons:</u></b></p> <p>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?</p>	<p><b><u>Comparisons:</u></b></p> <p>Students can produce and recognize vocabulary related to going to the movies.</p> <p>Students have the skills to successfully go to the movies in Spanish.</p> <p>Students know how to apprise the cultural perspectives and practices in relation to going to the movies in a Spanish-speaking country</p>	<p><b><u>Comparisons:</u></b></p> <p>Produce and recognize vocabulary related to going to the movies.</p> <p>Communicate in great detail activities they participate in, shopping and going to the movies. (in at least two pages worth of discourse)</p> <p>Demonstrate the ability to successfully go to the movies in Spanish.</p> <p>Apprise the cultural perspectives and practices in relation to going to the movies in a Spanish-speaking country</p>	<p><b><u>Comparisons:</u></b></p> <p>Students will be able to produce and recognize vocabulary related to activities, shopping and going to the movies.</p> <p>Students will be able to communicate in great detail activities they participate in, shopping and going to the movies.</p> <p>Students will be able to successfully go to the movies in Spanish.</p> <p>Students will be able to go shopping in a Spanish-speaking country communicating al wants and needs effectively.</p> <p>Students will be able to apprise the cultural perspectives and practices in relation to going to the movies in a Spanish-speaking country</p>	<p><b><u>Comparisons:</u></b></p> <p>All vocabulary related to shopping, activities, and the movies (tienda, ir de compras, nadir, corer, jugar fútbol, el cine, película, asiento, puerta, etc.).</p>	<p><b><u>Comparisons:</u></b></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

	<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 go to the movies in a Spanish-speaking country?	Students can produce and recognize vocabulary related to activities, shopping and going to the movies.	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 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, puerta, etc.).	12.5.1.S4.A	
	Can you go shopping whether in a mall, the supermarket, a neighborhood store, etc. in a Spanish-speaking country?	Students know how to communicate in great detail activities they participate in, 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 communicate in great detail activities they participate in, shopping and going to the movies.		12.5.1.S4.B	
	How will you use this knowledge in your life?	Students have the skills to successfully go to the movies in Spanish.	Demonstrate the ability to successfully go to the movies in Spanish.	Students will be able to successfully go to the movies in Spanish.		12.5.1.S4.C	
		Students know how to go shopping in a Spanish-speaking country communicating al wants and needs effectively.	Demonstrate the ability to go shopping in a Spanish-speaking country communicating al wants and needs effectively.	Students will be able to go shopping in a Spanish-speaking country communicating al wants and needs effectively.		12.5.1.S4.D	
		Students know how to apprise the cultural perspectives and practices in relation to going to the movies in a Spanish-speaking country	Apprise the cultural perspectives and practices in relation to going to the movies in a Spanish-speaking country	Students will be able to apprise the cultural perspectives and practices in relation to going to the movies in a Spanish-speaking country			

## REVIEW UNIT 10

## 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
25 days	<u>Communication:</u>  Interpretive, Interpersonal and Presentational	<u>Communication:</u>  Can you read and comprehend authentic novels in the target language?	<u>Communication:</u>  Strategies to keep a conversation going beyond simple question/answer  Negotiation strategies when not understood or not understanding  Circumlocution strategies by using known vocabulary to define or explain the unknown  Students can effectively read, comprehend and apprise the story MI PROPIO AUTO by Blaine Ray	<u>Communication:</u>  Students can read, comprehend and apprise the story MI PROPIO AUTO by Blaine Ray	<u>Communication:</u>  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.  <u>Resources:</u>  *The novel MI PROPIO AUTO by Blaine Ray	<u>Communication:</u>  A comprehensive amount of over 300 vocabulary in the target language on a wide variety of topics.	<u>Communication:</u>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F
	<u>Cultures:</u>  Relating cultural practices to perspectives and relating cultural products to perspectives	<u>Cultures:</u>  What are some cultural products and practices in El Salvador?	<u>Cultures:</u>  The students know the various cultural products, practices and perspectives in the country of El Salvador based on in class lessons throughout the	<u>Cultures:</u>  Students can effectively read, comprehend and apprise the story MI PROPIO AUTO by Blaine Ray  Apprise the various	<u>Cultures:</u>  Students can effectively read, comprehend and apprise the story MI PROPIO AUTO by Blaine Ray.	<u>Cultures:</u>  A comprehensive amount of over 300 vocabulary in the target language on a wide variety of	<u>Cultures:</u>  12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C

			<p>year and comprehension of the book.</p> <p>Students can effectively read, comprehend and apprise the story MI PROPIO AUTO by Blaine Ray</p>	<p>cultural products, practices and perspectives in the country of El Salvador based on in class lessons throughout the year and comprehension of the book.</p>	<p>Students will be able to demonstrate cultural knowledge, practices, products and perspectives of the country of El Salvador expressed in the book.</p>	<p>topics.</p>	
	<p><b><u>Connections:</u></b></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><b><u>Connections:</u></b></p> <p>What different perspectives exist between the United States and El Salvador in relation to material objects?</p>	<p><b><u>Connections:</u></b></p> <p>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.</p> <p>Students can effectively read, comprehend and apprise the story MI PROPIO AUTO by Blaine Ray</p>	<p><b><u>Connections:</u></b></p> <p>Students can effectively read, comprehend and apprise the story MI PROPIO AUTO by</p> <p>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.</p> <p>Connect, compare and contrast it to their cultural perspectives and that of our own.</p>	<p><b><u>Connections:</u></b></p> <p>Students can effectively read, comprehend and apprise the story MI PROPIO AUTO by Blaine Ray.</p> <p>Students will be able to demonstrate cultural knowledge, practices, products and perspectives of the country of El Salvador expressed in the book.</p>	<p><b><u>Connections:</u></b></p> <p>A comprehensive amount of over 300 vocabulary in the target language on a wide variety of topics.</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>
	<p><b><u>Comparisons:</u></b></p> <p>Language comparisons and Cultural comparisons</p>	<p><b><u>Comparisons:</u></b></p> <p>How does reading a book in Spanish compare and differentiate between reading a book in your native language (L1)?</p>	<p><b><u>Comparisons:</u></b></p> <p>Students can effectively read, comprehend and apprise the story MI PROPIO AUTO by Blaine Ray</p> <p>The students know the various cultural products, practices and perspectives in the</p>	<p><b><u>Comparisons:</u></b></p> <p>Students can effectively read, comprehend and apprise the story MI PROPIO AUTO by Blaine Ray</p> <p>Apprise the various cultural products, practices and perspectives in the</p>	<p><b><u>Comparisons:</u></b></p> <p>Students can effectively read, comprehend and apprise the story MI PROPIO AUTO by Blaine Ray.</p> <p>Students will be able to demonstrate cultural knowledge,</p>	<p><b><u>Comparisons:</u></b></p> <p>A comprehensive amount of over 300 vocabulary in the target language on a wide variety of topics.</p>	<p><b><u>Comparisons:</u></b></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

			country of El Salvador based on in class lessons throughout the year and comprehension of the book.	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	practices, products and perspectives of the country of El Salvador expressed in the book.		
	<b><u>Communities:</u></b>  School and global communities and Lifelong Learning	<b><u>Communities:</u></b>  Can you read and comprehend authentic novels in the target language?	<b><u>Communities:</u></b>  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 country of El Salvador 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	<b><u>Communities:</u></b>  Students can effectively read, comprehend and apprise the MI PROPIO AUTO by Blaine Ray	<b><u>Communities:</u></b>  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.	<b><u>Communities:</u></b>  A comprehensive amount of over 300 vocabulary in the target language on a wide variety of topics.	<b><u>Communities:</u></b>  12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D

**REVIEW UNIT 11****ASSESSMENT UNIT 11**