## SPANISH I

## UNIT 1- LA TOMATINA (TOMATO THROWING CELEBRATION IN SPAIN)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	Communication:	Communication:	<u>Communication:</u>	Communication:	Communication:	Communication:
3 days	Interpretive, Interpersonal and Presentational	Can you apprise the celebration of La Tomatina and teach a friend about it in its entirety?	The students know the history, purpose, practices, perspectives, and customs to the celebration.	Students can demonstrate knowledge on the history, purpose, practices, perspectives and customs to the celebration.	Students will be able to apprise the history, purpose, practices, perspectives and customs to La Tomatina in Buñol, Valencia, Spain.  Students will be able to create comparisons between La Tomatina and some cultural celebration/event in our country.  Students will be able to understand the different perspectives that exist in other countries and how certain events/people are celebrated.	All vocabulary related to La Tomatina in Buñol, Valencia, Spain.	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D 12.1.1.54.E 12.1.1.54.F
					Resources:		

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

<u>Connections:</u>	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:
Making	How does their practice	The students know the	Students can	Students will be able to	All vocabulary	12.3.1.54.A
connections and	of this celebration	history, purpose,	demonstrate knowledge	apprise the history,	related to La	12.3.1.54.B
acquiring	relate and yet differ	practices, perspectives	on the history, purpose,	purpose, practices,	Tomatina in	12.3.1.54. <i>C</i>
information and	from the practices in	and customs to the	practices, perspectives	perspectives and	Buñol, Valencia,	12.3.1.54.D
diverse	our country?	celebration.	and customs to the	customs to La Tomatina	Spain.	
perspectives			celebration.	in Buñol, Valencia,		
		The skills to analyze		Spain.		
		between La Tomatina	Analyze between La			
		and an event in our	Tomatina and an event in	Students will be able to		
		culture.	our country in order to	create comparisons		
		<b>T</b> I II.	determine the	between La Tomatina		
		The students are well	similarities and	and some cultural		
		versed in the	differences between the	celebration/event in		
		celebrations, practices	cultures.	our country.		
		and perspectives in our	The standards are surely	Students will be able		
		culture.	The students can apprise			
			the celebrations,	to understand the		
			practices and	different perspectives		
			perspectives in our	that exist in other		
			culture.	countries and how		
				certain events/people are celebrated.		
Composicono	Composiconal	Componicons	Composiconal		Composiconos	Composiconos
<u>Comparisons:</u>	<u>Comparisons:</u>	Comparisons:	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>
Language	How does their practice	The students know the	Students can	Students will be able to	All vocabulary	12.4.1.54.A
comparisons and	'	history, purpose,	demonstrate knowledge	apprise the history,	related to La	12.4.1.54.B
Cultural	relate and yet differ	practices, perspectives	on the history, purpose,	purpose, practices,	Tomatina in	12.4.1.54.C
comparisons	from the practices in	and customs to the	practices, perspectives	perspectives and	Buñol, Valencia,	
	our country?	celebration.	and customs to the	customs to La Tomatina	Spain.	
			celebration.	in Buñol, Valencia,		
		The skills to analyze		Spain.		
		between La Tomatina	Analyze between La	·		
		and an event in our	Tomatina and an event in	Students will be able to		
		culture.	our country in order to	create comparisons		
			determine the	between La Tomatina		
		The students are well	similarities and	and some cultural		
		versed in the	differences between the	celebration/event in		
		celebrations, practices	cultures.	our country.		
		and perspectives in our				

	culture.	The students can apprise the celebrations, practices and perspectives in our	Students will be able to understand the different perspectives that exist in other		
		perspectives in our			
		•			
		_	mar exist in other		
		culture.	countries and how		
			certain events/people		
			are celebrated.		
<u>Communities:</u> <u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>
School and Would you eve	The students know the	Students can	Students will be able to	All vocabulary	12.5.1.S4.A
global participate in the		demonstrate knowledge	apprise the history,	related to La	12.5.1.54.A 12.5.1.54.B
communities and Castells why or v		on the history, purpose,	purpose, practices,	Tomatina in	12.5.1.54. <i>C</i>
Lifelong not? If so, where w		practices, perspectives	perspectives and	Buñol, Valencia,	12.5.1.54.D
Learning you be on the hur		and customs to the	customs to La Tomatina	Spain.	12,0,1,0 1,0
tower at the bott		celebration.	in Buñol, Valencia,		
middle or on to	·		Spain.		
	The students know	Students can apprise	'		
	their personal opinion	their personal opinion	Students will be able to		
	and willingness to be a	and willingness to be a	create comparisons		
	part of a cultural	part of a cultural	between La Tomatina		
	practice that may seem	practice that may seem	and some cultural		
	different from our own.	different from their	celebration/event in		
		own.	our country.		
			Charles have still be a till		
			Students will be able		
			to understand the		
			different perspectives that exist in other		
			countries and how		
			certain events/people		
			are celebrated.		

## ASSESSMENT UNIT 1

## UNIT 2- SPANISH-SPEAKING COUNTRIES AND CAPITALS (LOS PAISES Y CAPITALES DE LOS PAISES HISPANOHABLANTES)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	Communication:	Communication:	<u>Communication:</u>	Communication:	Communication:	Communication:
15 days	Interpretive, Interpersonal and Presentational	Can you produce and recognize all of the Spanish-speaking countries in the world?  Can you locate each of them on a map of the world and produce the country and capital in the target language?	The students know the over 20 Spanish-speaking countries and capitals in the target language.  The students also know their geographic locations on blank maps of the world.	The students demonstrate the ability to produce and recognize over 20 Spanish- speaking countries and capitals in the target language.  The students demonstrate the ability to locate their geographic positions on blank maps of the world both hard copies and on the promethean board.	Students will be able to produce and recognize the over 20 Spanish-speaking countries and capitals in the target language.  Students will be able to locate their geographic positions on blank maps of the world.  Students will be able to apprise cultural, topographic, social, geographic and political information about the countries learned.  Students will be able to connect material learned in this unit with other subject areas (Social Studies, Geography, English, Science and	All vocabulary related to the countries and capitals in Spanish.  Other geographical and topographical vocabulary (mountain range, equator, north, south, volcanos, desert, landlocked, port, etc.)	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D 12.1.1.54.E 12.1.1.54.F

Students will be able to compare and differentrate between our country and the Spanish-speaking countries in relation to cultural, topographic, social, geographic and political information.  Students will be able to apprise the diverse perspective presented in the different countries focused on in this unit.  Students will be able to utilize this information in their life outside of Carlynton.  Ressurces:  **Blank maps of each region of the Spanish-speaking world **Spanish I textbook pages identifying the countries discussed **Promethean board for physical manipulation of the countries discussed **Promethean board for physical manipulation of the countries and capitals **Manipulation of the countries of Carlynton **The students apprise the over 20 Spanish- to produce and related to the 12.21.54 A related to the 12.21.54 B				T		Т	
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practices to Can you apprise The students know the over 20 Spanish- to produce and related to the 12.2.1.54.B					Students will be able		
	practices to	Can you apprise	The students know the	over 20 Spanish-	to produce and	related to the	12.2.1.54.B

perspectives	cultural, topographic,	over 20 Spanish-	speaking countries and	recognize the over 20	countries and	12.2.1.54.C
and relating	social, geographic and	speaking countries and	capitals in the target	Spanish-speaking	capitals in	12.2.1.5 1.6
cultural	political information	capitals in the target	language and also know	countries and capitals	Spanish.	
products to	about the Spanish-	language and also know	their geographic	in the target language.	оранізн.	
perspectives	speaking countries we	their geographic	locations on blank maps	in the farger language.	Other	
perspectives	will learn?	locations on blank maps	of the world.	Students will be able	geographical and	
	wiii ledi ii.	of the world.	of the world.	to locate their	topographical	
		of the world.	The students	geographic positions	vocabulary	
		The students know	demonstrate factual	on blank maps of the	•	
		factual information	· · · · · · · · · · · · · · · · · · ·	world.	(mountain range,	
			knowledge relating to	worla.	equator, north,	
		relating to the culture,	the culture, topography,	Students will be able	south, volcanos,	
		topography, social,	social, geography and		desert,	
		geography and politics	politics of the Spanish-	to apprise cultural,	landlocked, port,	
		of the Spanish-speaking	speaking countries	topographic, social,	etc.)	
		countries.	through oral as well as	geographic and		
			written communication.	political information		
				about the countries		
				learned.		
				Students will be able		
				to connect material		
				learned in this unit		
				with other subject		
				areas (Social Studies,		
				Geography, English,		
				Science and		
				Mathematics)		
				,		
				Students will be able		
				to compare and		
				differentiate between		
				our country and the		
				Spanish-speaking		
				countries in relation to		
				cultural, topographic,		
				social, geographic and		
				political information.		
				6. 1		
				Students will be able		
				to apprise the diverse		
				perspective presented		

Connections:	Connections:	Connections:	Connections:	in the different countries focused on in this unit.  Students will be able to utilize this information in their life outside of Carlynton.  Connections:	Connections:	Connections:
Making connections and acquiring information and diverse perspectives	Can we apprise the diverse perspectives of the different countries and how life there may be different and yet the same with varying viewpoints on things?	The students know the over 20 Spanish- speaking countries and capitals in the target language and also know their geographic locations on blank maps of the world.  The students know factual information relating to the culture, topography, social, geography and politics of the Spanish-speaking countries.  Students know the diverse perspectives presented in the different countries focused on in this unit and how those may be similar and yet different from our viewpoints.	The students apprise the over 20 Spanish- speaking countries and capitals in the target language and also know their geographic locations on blank maps of the world.  The students demonstrate factual knowledge relating to the culture, topography, social, geography and politics of the Spanish-speaking countries through oral as well as written communication.  Students demonstrate their knowledge of the diverse perspectives in the Spanish-speaking countries focused on in this unit and how those may be similar and yet different from our viewpoints.	Students will be able to produce and recognize the over 20 Spanish-speaking countries and capitals in the target language.  Students will be able to locate their geographic positions on blank maps of the world.  Students will be able to apprise cultural, topographic, social, geographic and political information about the countries learned.  Students will be able to connect material learned in this unit with other subject areas (Social Studies, Geography, English, Science and Mathematics)	All vocabulary related to the countries and capitals in Spanish.  Other geographical and topographical vocabulary (mountain range, equator, north, south, volcanos, desert, landlocked, port, etc.)	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C 12.3.1.54.D

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					Students will be able		
					to compare and		
					differentiate between		
					our country and the		
					Spanish-speaking		
					countries in relation to		
					cultural, topographic,		
					social, geographic and		
					political information.		
					Students will be able		
					to apprise the diverse		
					perspective presented		
					in the different		
					countries focused on		
					in this unit.		
					in mis unit.		
					Students will be able		
					to utilize this		
					information in their		
					life outside of		
					Carlynton.		
	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:
1	Language	Students will be able to	The students know the	The students apprise the	Students will be able	All vocabulary	12.4.1.54.A
	Language comparisons and	Students will be able to compare and	The students know the over 20 Spanish-	• •	Students will be able to produce and	All vocabulary related to the	12.4.1.54. <i>A</i> 12.4.1.54.B
			over 20 Spanish-	over 20 Spanish-		,	
	comparisons and Cultural	compare and differentiate between	over 20 Spanish- speaking countries and	over 20 Spanish- speaking countries and	to produce and	related to the countries and	12.4.1.54.B
	comparisons and	compare and differentiate between our country and the	over 20 Spanish- speaking countries and capitals in the target	over 20 Spanish- speaking countries and capitals in the target	to produce and recognize the over 20	related to the countries and capitals in	12.4.1.54.B
	comparisons and Cultural	compare and differentiate between our country and the Spanish-speaking	over 20 Spanish- speaking countries and capitals in the target language and also know	over 20 Spanish- speaking countries and capitals in the target language and also know	to produce and recognize the over 20 Spanish-speaking	related to the countries and	12.4.1.54.B
	comparisons and Cultural	compare and differentiate between our country and the Spanish-speaking countries in relation to	over 20 Spanish- speaking countries and capitals in the target language and also know their geographic	over 20 Spanish- speaking countries and capitals in the target language and also know their geographic	to produce and recognize the over 20 Spanish-speaking countries and capitals	related to the countries and capitals in	12.4.1.54.B
	comparisons and Cultural	compare and differentiate between our country and the Spanish-speaking countries in relation to cultural, topographic,	over 20 Spanish- speaking countries and capitals in the target language and also know their geographic locations on blank maps	over 20 Spanish- speaking countries and capitals in the target language and also know their geographic locations on blank maps	to produce and recognize the over 20 Spanish-speaking countries and capitals	related to the countries and capitals in Spanish.	12.4.1.54.B
	comparisons and Cultural	compare and differentiate between our country and the Spanish-speaking countries in relation to cultural, topographic, social, geographic and	over 20 Spanish- speaking countries and capitals in the target language and also know their geographic	over 20 Spanish- speaking countries and capitals in the target language and also know their geographic	to produce and recognize the over 20 Spanish-speaking countries and capitals in the target language.	related to the countries and capitals in Spanish. Other geographical and	12.4.1.54.B
	comparisons and Cultural	compare and differentiate between our country and the Spanish-speaking countries in relation to cultural, topographic,	over 20 Spanish- speaking countries and capitals in the target language and also know their geographic locations on blank maps of the world.	over 20 Spanish- speaking countries and capitals in the target language and also know their geographic locations on blank maps of the world.	to produce and recognize the over 20 Spanish-speaking countries and capitals in the target language.  Students will be able to locate their	related to the countries and capitals in Spanish.  Other geographical and topographical	12.4.1.54.B
	comparisons and Cultural	compare and differentiate between our country and the Spanish-speaking countries in relation to cultural, topographic, social, geographic and	over 20 Spanish- speaking countries and capitals in the target language and also know their geographic locations on blank maps of the world.  The students know	over 20 Spanish- speaking countries and capitals in the target language and also know their geographic locations on blank maps of the world.  The students	to produce and recognize the over 20 Spanish-speaking countries and capitals in the target language.  Students will be able	related to the countries and capitals in Spanish.  Other geographical and topographical vocabulary	12.4.1.54.B
	comparisons and Cultural	compare and differentiate between our country and the Spanish-speaking countries in relation to cultural, topographic, social, geographic and	over 20 Spanish- speaking countries and capitals in the target language and also know their geographic locations on blank maps of the world.  The students know factual information	over 20 Spanish- speaking countries and capitals in the target language and also know their geographic locations on blank maps of the world.  The students demonstrate factual	to produce and recognize the over 20 Spanish-speaking countries and capitals in the target language.  Students will be able to locate their geographic positions	related to the countries and capitals in Spanish.  Other geographical and topographical vocabulary (mountain range,	12.4.1.54.B
	comparisons and Cultural	compare and differentiate between our country and the Spanish-speaking countries in relation to cultural, topographic, social, geographic and	over 20 Spanish- speaking countries and capitals in the target language and also know their geographic locations on blank maps of the world.  The students know factual information relating to the culture,	over 20 Spanish- speaking countries and capitals in the target language and also know their geographic locations on blank maps of the world.  The students demonstrate factual knowledge relating to	to produce and recognize the over 20 Spanish-speaking countries and capitals in the target language.  Students will be able to locate their geographic positions on blank maps of the	related to the countries and capitals in Spanish.  Other geographical and topographical vocabulary (mountain range, equator, north,	12.4.1.54.B
	comparisons and Cultural	compare and differentiate between our country and the Spanish-speaking countries in relation to cultural, topographic, social, geographic and	over 20 Spanish- speaking countries and capitals in the target language and also know their geographic locations on blank maps of the world.  The students know factual information relating to the culture, topography, social,	over 20 Spanish- speaking countries and capitals in the target language and also know their geographic locations on blank maps of the world.  The students demonstrate factual knowledge relating to the culture, topography,	to produce and recognize the over 20 Spanish-speaking countries and capitals in the target language.  Students will be able to locate their geographic positions on blank maps of the	related to the countries and capitals in Spanish.  Other geographical and topographical vocabulary (mountain range, equator, north, south, volcanos,	12.4.1.54.B
	comparisons and Cultural	compare and differentiate between our country and the Spanish-speaking countries in relation to cultural, topographic, social, geographic and	over 20 Spanish- speaking countries and capitals in the target language and also know their geographic locations on blank maps of the world.  The students know factual information relating to the culture, topography, social, geography and politics	over 20 Spanish- speaking countries and capitals in the target language and also know their geographic locations on blank maps of the world.  The students demonstrate factual knowledge relating to the culture, topography, social, geography and	to produce and recognize the over 20 Spanish-speaking countries and capitals in the target language.  Students will be able to locate their geographic positions on blank maps of the world.	related to the countries and capitals in Spanish.  Other geographical and topographical vocabulary (mountain range, equator, north, south, volcanos, desert,	12.4.1.54.B
	comparisons and Cultural	compare and differentiate between our country and the Spanish-speaking countries in relation to cultural, topographic, social, geographic and	over 20 Spanish- speaking countries and capitals in the target language and also know their geographic locations on blank maps of the world.  The students know factual information relating to the culture, topography, social, geography and politics of the Spanish-speaking	over 20 Spanish- speaking countries and capitals in the target language and also know their geographic locations on blank maps of the world.  The students demonstrate factual knowledge relating to the culture, topography, social, geography and politics of the Spanish-	to produce and recognize the over 20 Spanish-speaking countries and capitals in the target language.  Students will be able to locate their geographic positions on blank maps of the world.  Students will be able to apprise cultural,	related to the countries and capitals in Spanish.  Other geographical and topographical vocabulary (mountain range, equator, north, south, volcanos, desert, landlocked, port,	12.4.1.54.B
	comparisons and Cultural	compare and differentiate between our country and the Spanish-speaking countries in relation to cultural, topographic, social, geographic and	over 20 Spanish- speaking countries and capitals in the target language and also know their geographic locations on blank maps of the world.  The students know factual information relating to the culture, topography, social, geography and politics	over 20 Spanish- speaking countries and capitals in the target language and also know their geographic locations on blank maps of the world.  The students demonstrate factual knowledge relating to the culture, topography, social, geography and	to produce and recognize the over 20 Spanish-speaking countries and capitals in the target language.  Students will be able to locate their geographic positions on blank maps of the world.	related to the countries and capitals in Spanish.  Other geographical and topographical vocabulary (mountain range, equator, north, south, volcanos, desert,	12.4.1.54.B

		Students know the diverse perspectives presented in the different countries focused on in this unit and how those may be similar and yet different from our viewpoints.  The students have the necessary skills to compare and contrast between the United States and the Spanish-speaking countries	written communication.  Students demonstrate their knowledge of the diverse perspectives in the Spanish-speaking countries focused on in this unit and how those may be similar and yet different from our viewpoints.  Students demonstrate the ability to compare and contrast between the Spanish-speaking world and the United States on a wide variety of topics.	political information about the countries learned.  Students will be able to connect material learned in this unit with other subject areas (Social Studies, Geography, English, Science and Mathematics)  Students will be able to compare and differentiate between our country and the Spanish-speaking countries in relation to cultural, topographic, social, geographic and political information.  Students will be able to apprise the diverse perspective presented in the different countries focused on in this unit.  Students will be able to utilize this information in their life outside of Carlynton.		
Communities:	Communities:	Communities:	Communities:	Communities:	Communities:	Communities:
<u>communities.</u>		<u>communities.</u>	Octimida i i i i i i i i i i i i i i i i i i			
School and global communities and	How will you incorporate this knowledge in your other	The students know their own ability to utilize this information	The students can demonstrate their use of this information in their	Students will be able to produce and recognize the over 20 Spanish-speaking	All vocabulary related to the countries and	12.5.1.54.A 12.5.1.54.B 12.5.1.54.C

	Lifelong	classes and your life	in their personal life as	personal life as well as in	countries and capitals	capitals in	12.5.1.54.D
	-	outside of Carlynton?	well as in an	an interdisciplinary	in the target language.	Spanish.	12.5.1.54.0
	Learning	outside of Cartymon?	interdisciplinary	manner in other classes	in the target language.	Spanish.	
			' '	at our school (Social	Students will be able	Other	
			manner.	· ·	to locate their	geographical and	
				Studies, Geography,		• • •	
				English, Science and	geographic positions	topographical	
				Mathematics).	on blank maps of the	vocabulary	
					world.	(mountain range,	
					6	equator, north,	
			The students know the	The students know the	Students will be able	south, volcanos,	
			over 20 Spanish-	over 20 Spanish-	to apprise cultural,	desert,	
			speaking countries and	speaking countries and	topographic, social,	landlocked, port,	
			capitals in the target	capitals in the target	geographic and	etc.)	
			language and also know	language and also know	political information		
			their geographic	their geographic	about the countries		
			locations on blank maps	locations on blank maps	learned.		
			of the world.	of the world.			
					Students will be able		
			The students know	The students know	to connect material		
			factual information	factual information	learned in this unit		
			relating to the culture,	relating to the culture,	with other subject		
			topography, social,	topography, social,	areas (Social Studies,		
			geography and politics	geography and politics of	Geography, English,		
			of the Spanish-speaking	the Spanish-speaking	Science and		
			countries.	countries.	Mathematics)		
			Students know the	Students know the	Students will be able		
			diverse perspectives	diverse perspectives	to compare and		
			presented in the	presented in the	differentiate between		
			different countries	different countries	our country and the		
			focused on in this unit	focused on in this unit	Spanish-speaking		
			and how those may be	and how those may be	countries in relation to		
			similar and yet	similar and yet different	cultural, topographic,		
			different from our	from our viewpoints.	social, geographic and		
			viewpoints.		political information.		
				The students have the			
			The students have the	necessary skills to	Students will be able		
			necessary skills to	compare and contrast	to apprise the diverse		
			compare and contrast	between the United	perspective presented		
			between the United	States and the Spanish-	in the different		
			States and the	speaking countries	countries focused on		

	Spanish-speaking	in this unit.	
	countries		
		Students will be able	
		to utilize this	
		information in their	
		life outside of	
		Carlynton.	

#### **ASSESSMENT UNIT 2**

# UNIT 4- THE SPANISH ALPHABET, PRONUNCIATION AND SPELLING (EL ALFABETO ESPAÑOL, PRONUNCIACIÓN Y ORTOGRAFÍA)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	<u>Communication:</u>	<u>Communication:</u>	Communication:	<u>Communication:</u>	Communication:	<u>Communication:</u>
5 days	Interpretive, Interpersonal and Presentational	Can you produce and recognize the Spanish alphabet?  Can you spell words in Spanish when necessary (for others as well as the recognition of letters said to you)?	The students know the Spanish alphabet when pronounced to them as well as the ability to pronounce the letters to others.  The students have the ability to connect the	Recognize the Spanish alphabet when pronounced to them as well as producing letters of the alphabet to others (i.e. spelling words.) The students have the	Students will be able produce and recognize the Spanish alphabet.  Students will be able to spell words in Spanish when necessary (for others as well as the recognition of letters	All the letters of the Spanish alphabet.	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D 12.1.1.54.E 12.1.1.54.F
		Can you pronounce the Spanish words that you	individual pronunciation of each letter to create words and thus	ability to connect the individual pronunciation of each letter to create	said to you). Students will be able to		

	are exposed to with the	sentences.	words and thus	pronounce the Spanish		
		sentences.		, ·		
	correct native speaker	The students know the	sentences.	words that they are		
	pronunciation		The standard for an all a	exposed to with the		
	regardless of the	sound that each letter	The students know the	correct native speaker		
	dialect?	in the Spanish alphabet	sound that each letter in	pronunciation		
		makes and thus can use	the Spanish alphabet	regardless of the		
		that knowledge to	makes and thus can use	dialect.		
		speak the language with	that knowledge to speak			
		the appropriate	the language with the	Students will be able to		
		pronunciation.	appropriate	compare and contrast		
			pronunciation.	the Spanish alphabet		
				with our English		
				alphabet.		
				Students will be able to		
				make connections		
				between the Spanish		
				alphabet and ours		
				noting the same Latin		
				roots.		
				Students will be able to		
				use their knowledge of		
				the Spanish alphabet		
				and its pronunciation in		
				their lives outside of		
				school both personal		
				and professional.		
				, ,		
				Resources:		
				*Informational sheet		
				on the letters of the		
				Spanish alphabet		
<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
Relating cultural	From what language	The students know the	The students	Students will be able	All the letters	12.2.1.54.A
practices to	family does Spanish	language family that	demonstrate the	produce and recognize	of the Spanish	12.2.1.54.B
perspectives	derive and which other	Spanish stems from and	knowledge that Spanish	the Spanish alphabet.	alphabet.	12.2.1.54. <i>C</i>
and relating	languages come from	the other four	is an Indo-European	The Spanish alphabet.	aipilabet.	12,2,1,37,0
_	the same root?		•	Students will be able to		
cultural	The same root?	languages from the	language and is one of	Students will be able to		

products to perspectives	How does the Spanish language pronunciation relate to their perspectives on how language should sound?	The students know the Spanish perspective of their language and the importance of the pronunciation.  The students know the Spanish alphabet when pronounced to them as well as the ability to pronounce the letters to others.  The students have the ability to connect the individual pronunciation of each letter to create words and thus sentences.  The students know the sound that each letter in the Spanish alphabet makes and thus can use that knowledge to speak the language with the appropriate pronunciation.	the Romance languages along with French, Romanian, Italian and Portuguese.  The students apprise the Spanish perspective of their language and the importance of the pronunciation.  Recognize the Spanish alphabet when pronounced to them as well as producing letters of the alphabet to others (i.e. spelling words.)  The students have the ability to connect the individual pronunciation of each letter to create words and thus sentences.  The students know the sound that each letter in the Spanish alphabet makes and thus can use that knowledge to speak the language with the appropriate pronunciation.	spell words in Spanish when necessary (for others as well as the recognition of letters said to you).  Students will be able to pronounce the Spanish words that they are exposed to with the correct native speaker pronunciation regardless of the dialect.  Students will be able to compare and contrast the Spanish alphabet with our English alphabet.  Students will be able to make connections between the Spanish alphabet and ours noting the same Latin roots.  Students will be able to use their knowledge of the Spanish alphabet and its pronunciation in their lives outside of school both personal and professional.		
Connections:	Connections:	Connections:	pronunciation.  Connections:	and professional.  Connections:	Connections:	Connections:
Making connections and acquiring information and	What connections do you see between the Spanish alphabet and ours?	The students know the language family that Spanish stems from and the other four	The students demonstrate the knowledge that Spanish is an Indo-European	Students will be able produce and recognize the Spanish alphabet.  Students will be able to	All the letters of the Spanish alphabet.	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C 12.3.1.54.D

1.						
diverse perspectives		languages from the same tree.	language and is one of the Romance languages	spell words in Spanish when necessary (for		
po. opcomics		Sumo m so.	along with French,	others as well as the		
		The students know the	Romanian, Italian and	recognition of letters		
		Spanish alphabet when	Portuguese.	said to you).		
		pronounced to them as				
		well as the ability to	Recognize the Spanish	Students will be able to		
		pronounce the letters	alphabet when	pronounce the Spanish		
		to others.	pronounced to them as	words that they are		
		<del>-</del> 1	well as producing letters	exposed to with the		
		The students have the	of the alphabet to	correct native speaker		
		ability to connect the	others (i.e. spelling	pronunciation		
		individual pronunciation of each letter to create	words.)	regardless of the dialect.		
		words and thus	The students have the	uidiect.		
		sentences.	ability to connect the	Students will be able to		
		Sentences.	individual pronunciation	compare and contrast		
		The students know the	of each letter to create	the Spanish alphabet		
		sound that each letter	words and thus	with our English		
		in the Spanish alphabet	sentences.	alphabet.		
		makes and thus can use		'		
		that knowledge to	The students know the	Students will be able to		
		speak the language with	sound that each letter in	make connections		
		the appropriate	the Spanish alphabet	between the Spanish		
		pronunciation.	makes and thus can use	alphabet and ours		
			that knowledge to speak	noting the same Latin		
			the language with the	roots.		
			appropriate			
			pronunciation.	Students will be able to		
				use their knowledge of		
				the Spanish alphabet		
				and its pronunciation in		
				their lives outside of school both personal		
				and professional.		
				and professional.		
<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	Comparisons:	<u>Comparisons:</u>	Comparisons:	Comparisons:
Language	Students will be able to	The students have the	The students compare	Students will be able	All the letters	12.4.1.54.A
comparisons and	compare and contrast	skills to compare and	and contrast between	produce and recognize	of the Spanish	12.4.1.54.B
Cultural	the Spanish alphabet	contrast between two	two or more different	the Spanish alphabet.	alphabet.	12.4.1.54.C
comparisons	with our English	or more different	perspectives,			

	alphabet.	perspectives,	grammatical points,	Students will be able to		
	aiphaber.	grammatical points,	cultural practices, etc.	spell words in Spanish		
		cultural practices, etc.	currar ar pracrices, ere.	when necessary (for		
		carrarar pracrices, ere.	The students	others as well as the		
		The students know the	demonstrate the	recognition of letters		
		language family that	knowledge that Spanish	said to you).		
		Spanish stems from and	is an Indo-European	3did 10 you).		
		the other four	language and is one of	Students will be able to		
		languages from the	the Romance languages	pronounce the Spanish		
		same tree.	along with French,	words that they are		
		Same Tree.	Romanian, Italian and	exposed to with the		
		The students know the	Portuguese.	correct native speaker		
		Spanish alphabet when	rorruguese.	pronunciation		
		pronounced to them as	Recognize the Spanish	regardless of the		
		well as the ability to	alphabet when	dialect.		
		pronounce the letters	pronounced to them as	a.a.oc1.		
		to others.	well as producing letters	Students will be able to		
		re emers.	of the alphabet to	compare and contrast		
		The students have the	others (i.e. spelling	the Spanish alphabet		
		ability to connect the	words.)	with our English		
		individual pronunciation	wo. as.,	alphabet.		
		of each letter to create	The students have the	u.p.142011		
		words and thus	ability to connect the	Students will be able to		
		sentences.	individual pronunciation	make connections		
		Sentrences.	of each letter to create	between the Spanish		
		The students know the	words and thus	alphabet and ours		
		sound that each letter	sentences.	noting the same Latin		
		in the Spanish alphabet		roots.		
		makes and thus can use	The students know the			
		that knowledge to	sound that each letter in	Students will be able to		
		speak the language with	the Spanish alphabet	use their knowledge of		
		the appropriate	makes and thus can use	the Spanish alphabet		
		pronunciation.	that knowledge to speak	and its pronunciation in		
		F	the language with the	their lives outside of		
			appropriate	school both personal		
			pronunciation.	and professional.		
			L			
Communities:	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>
				والمواط النسوم معمولات	411.41	40.54.54.5
School and	How will you utilize this	The students know how	The students apprise	Students will be able	All the letters	12.5.1.54.A
global	knowledge in your life	this information will	how this information will	produce and recognize	of the Spanish	12.5.1.54.B
communities and	outside of school?	play a part in their lives	play a part in their lives	the Spanish alphabet.	alphabet.	12.5.1.54. <i>C</i>

Lifelong	now and in the future.	now and in the future.		12.5.1.54.D
Learning	The students know the	Recognize the Spanish	Students will be able to	
	Spanish alphabet when	alphabet when	spell words in Spanish	
	pronounced to them as	pronounced to them as	when necessary (for	
	well as the ability to	well as producing letters	others as well as the	
	pronounce the letters	of the alphabet to	recognition of letters	
	to others.	others (i.e. spelling words.)	said to you).	
	The students have the	wor as.y	Students will be able to	
	ability to connect the	The students have the	pronounce the Spanish	
	individual pronunciation	ability to connect the	words that they are	
	of each letter to create	•	exposed to with the	
	words and thus	of each letter to create	correct native speaker	
	sentences.	words and thus	pronunciation	
		sentences.	regardless of the	
	The students know the		dialect.	
	sound that each letter	The students know the		
	in the Spanish alphabet	sound that each letter in	Students will be able to	
	makes and thus can use	the Spanish alphabet	compare and contrast	
	that knowledge to	makes and thus can use	the Spanish alphabet	
	speak the language with	that knowledge to speak	with our English	
	the appropriate	the language with the	alphabet.	
	pronunciation.	appropriate		
		pronunciation.	Students will be able to	
			make connections	
			between the Spanish	
			alphabet and ours	
			noting the same Latin	
			roots.	
			Students will be able to	
			use their knowledge of	
			the Spanish alphabet	
			and its pronunciation in	
			their lives outside of	
			school both personal	
			and professional.	

#### ASSESSMENT UNIT 4

# UNIT 5- MEETING A NEW FRIEND- GREETINGS AND BASIC CONVERSATION) (CONOCIENDO UN AMIGO NUEVO- SALUDOS Y CONVERSACIÓN NORMAL)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	Communication:	Communication:	Communication:	Communication:	Communication:	Communication:
15 days	Interpretive, Interpersonal and Presentational	How do you meet a new friend for the first time in the target language?  Can you effectively greet someone in the appropriate manner, ask someone their name, share your name, ask how someone is, share how you are, ask someone where they are from, share where you are from, say a farewell and say it's nice to meet you?	Students know how to produce and recognize all vocabulary related to meeting someone for the first time in the target language (greeting someone in the appropriate manner, asking someone their name, sharing your name, asking how someone is, sharing how you are, asking someone where they are from, sharing where you are from, saying a farewell and saying it's nice to meet you.)	Students can produce and recognize all vocabulary related to meeting someone for the first time in the target language (greeting someone in the appropriate manner, asking someone their name, sharing your name, asking how someone is, sharing how you are, asking someone where they are from, sharing where you are from, saying a farewell and saying it's nice to meet you.)	Students will be able to produce and recognize all vocabulary related to meeting someone for the first time in the target language (greeting someone in the appropriate manner, asking someone their name, sharing your name, asking how someone is, sharing how you are, asking someone where they are from, sharing where you are from, saying a farewell and saying it's nice to meet you.)  Students will be able to meet a new friend in the target language without difficulty.	All vocabulary related to meeting a new friend in the target language (greeting someone in the appropriate manner, asking someone their name, sharing your name, asking how someone is, sharing how you are, asking someone where they are from, sharing where you are from, saying a farewell and saying it's nice to meet	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D 12.1.1.54.F
						, ,	

Г		<del>,                                     </del>
	communicate basic	
	greetings and	
	pleasantries in the	
	target language.	
	Students will be able to	
	apprise the cultural	
	differences when	
	meeting a new friend in	
	the United States and	
	in Latin America.	
	in Latin Aillei ica.	
	Students will be able to	
	apprise the different	
	perspectives on	
	proximity and physical	
	boundaries between the	
	target culture and our	
	own.	
	Students will be able to	
	make connections	
	between meeting	
	someone for the first	
	time from Latin	
	America and from the	
	United States.	
	Students will be able to	
	utilize this knowledge	
	in their lives outside of	
	school.	
	Resources:	
	*Teacher-created	
	vocabulary lists for	
	meeting a new friend	
	for the first time.	
	,	

				*Line activity *Fly swatters		
<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
Relating cultural practices to perspectives and relating cultural products to perspectives	How do you greet someone from Latin America?  How is this similar and yet different from greeting a new friend in the United States?	Students know the customs in Latin America in relation to greeting someone.  The students can differentiate between greeting someone (known or unknown) in Latin America and the United States.  Students know how to produce and recognize all vocabulary related to meeting someone for the first time in the target language (greeting someone in the appropriate manner, asking someone their name, sharing your name, asking how someone is, sharing how you are, asking someone where they are from, sharing where you are from, saying a farewell and saying it's nice to meet you.)	Students can explain the customs in Latin America in relation to greeting someone.  The students differentiate between greeting someone (known or unknown) in Latin America and the United States.  Students can produce and recognize all vocabulary related to meeting someone for the first time in the target language (greeting someone in the appropriate manner, asking someone their name, sharing your name, asking how someone is, sharing how you are, asking someone where they are from, sharing where you are from, saying a farewell and saying it's nice to meet you.)	Students will be able to produce and recognize all vocabulary related to meeting someone for the first time in the target language (greeting someone in the appropriate manner, asking someone their name, sharing your name, asking how someone is, sharing how you are, asking someone where they are from, sharing where you are from, saying a farewell and saying it's nice to meet you.)  Students will be able to meet a new friend in the target language without difficulty.  Students will be able to communicate basic greetings and pleasantries in the target language.  Students will be able to apprise the cultural differences when meeting a new friend in the United States and	All vocabulary related to meeting a new friend in the target language (greeting someone in the appropriate manner, asking someone their name, sharing your name, asking how someone is, sharing how you are, asking someone where they are from, sharing where you are from, saying a farewell and saying it's nice to meet you.)	12.2.1.54.A 12.2.1.54.B 12.2.1.54.C

					in Latin America.		
					Students will be able to		
					apprise the different		
					perspectives on		
					proximity and physical		
					boundaries between the		
					target culture and our		
					own.		
					Students will be able to		
					make connections		
					between meeting		
					someone for the first		
					time from Latin		
					America and from the		
					United States.		
					Students will be able to		
					utilize this knowledge		
					in their lives outside of		
	<b>a</b> .:				school.	<b>a</b> .:	
	Connections:	<u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>
	Making	How is greeting	Students know the	Students can explain the	Students will be able to	All vocabulary	12.3.1.54.A
	connections and	someone similar and yet	customs in Latin	customs in Latin America	produce and recognize	related to	12.3.1.54.B
l i					I •	•	
"				1	_		12.0.1.0
			01 00/1.)	01 027.7	target language		
	r		The students can	The students			
		Can you explain the	differentiate between	differentiate between	the appropriate		
		• •			manner, asking someone		
		•			their name, sharing		
		related to that from a		· ·	your name, asking how		
		•			someone is, sharing how	_	
		1			you are, asking someone	•	
			Students know how to	Students can produce	where they are from,	_	
				•	· · · · · · · · · · · · · · · · · · ·		
				_		• .	
			to meeting someone for	meeting someone for the	and saying it's nice to	someone where	
					meet you.)		
	acquiring information and diverse perspectives	different in Latin America from greeting a new friend in the United States?  Can you explain the "time of day" and the appropriate greetings	America in relation to greeting someone (and the time of day.)  The students can differentiate between greeting someone (known or unknown) in Latin America and the United States.  Students know how to produce and recognize all vocabulary related	in relation to greeting someone (and the time of day.)  The students differentiate between greeting someone (known or unknown) in Latin America and the United States.  Students can produce and recognize all vocabulary related to	manner, asking someone their name, sharing your name, asking how someone is, sharing how you are, asking someone where they are from, sharing where you are from, saying a farewell	meeting a new friend in the target language (greeting someone in the appropriate manner, asking someone their name, sharing your name, asking how someone is, sharing how you are, asking	12.3.1.54.C 12.3.1.54.D

Students will be able to	Comp	arisons: Comparisons:	someone is, sharing how you are, asking someone where they are from, sharing where you are from, saying a farewell and saying it's nice to meet you.)	sharing how you are, asking someone where they are from, sharing where you are from, saying a farewell and saying it's nice to meet you.)	communicate basic greetings and pleasantries in the target language.  Students will be able to apprise the cultural differences when meeting a new friend in the United States and in Latin America.  Students will be able to apprise the different perspectives on proximity and physical boundaries between the target culture and our own.  Students will be able to make connections between meeting someone for the first time from Latin America and from the United States.  Students will be able to utilize this knowledge in their lives outside of school.  Comparisons:	<u>Comparisons:</u>	Comparisons:
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Language	Can you compare and	Students know the	Students can explain the	produce and recognize	All vocabulary	12.4.1.54.A
comparisons and	contrast greeting	customs in Latin	customs in Latin America	all vocabulary related	related to	12.4.1.54.B
Cultural	someone in Latin	America in relation to	in relation to greeting	to meeting someone for	meeting a new	12.4.1.54. <i>C</i>
comparisons	America and the United	greeting someone (and	someone (and the time	the first time in the	friend in the	
	States?	the time of day.)	of day.)	target language	target language	
				(greeting someone in	(greeting	
	How is the "time of	The students can	The students	the appropriate	someone in the	
	day" and the	differentiate between	differentiate between	manner, asking someone	appropriate	
	appropriate greetings	greeting someone	greeting someone (known	their name, sharing	manner, asking	
	cultural different?	(known or unknown) in	or unknown) in Latin	your name, asking how	someone their	
		Latin America and the	America and the United	someone is, sharing how	name, sharing	
		United States.	States.	you are, asking someone	your name,	
				where they are from,	asking how	
		Students know how to	Students can produce	sharing where you are	someone is,	
		produce and recognize	and recognize all	from, saying a farewell	sharing how you	
		all vocabulary related	vocabulary related to	and saying it's nice to	are, asking	
		to meeting someone for	meeting someone for the	meet you.)	someone where	
		the first time in the	first time in the target		they are from,	
		target language	language (greeting	Students will be able to	sharing where	
		(greeting someone in	someone in the	meet a new friend in	you are from,	
		the appropriate manner,	appropriate manner,	the target language	saying a farewell	
		asking someone their	asking someone their	without difficulty.	and saying it's	
		name, sharing your	name, sharing your name,	william arrically.	nice to meet	
		name, asking how	asking how someone is,	Students will be able to	you.)	
		someone is, sharing how	sharing how you are,	communicate basic	you.)	
		you are, asking someone	asking someone where	greetings and		
		, ,	they are from, sharing	pleasantries in the		
		where they are from,	where you are from,	•		
		sharing where you are	•	target language.		
		from, saying a farewell	saying a farewell and	Students will be able to		
		and saying it's nice to	saying it's nice to meet			
		meet you.)	you.)	apprise the cultural		
				differences when		
				meeting a new friend in		
				the United States and		
				in Latin America.		
				Students will be able to		
				apprise the different		
				perspectives on		
				proximity and physical		
				boundaries between the		į

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				target culture and our		
				own.		
				Students will be able to		
				make connections		
				between meeting		
				someone for the first		
				time from Latin		
				America and from the		
				United States.		
				Students will be able to		
				utilize this knowledge		
				in their lives outside of		
				school.		
Communities:	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	Communities:	Communities:
School and	Can you successfully	Students know the	Students can explain the	Students will be able to	All vocabulary	12.5.1.54.A
global	meet a new friend in	customs in Latin	customs in Latin America	produce and recognize	related to	12.5.1.S4.B
communities and	the target language	America in relation to	in relation to greeting	all vocabulary related	meeting a new	12.5.1.S4.C
Lifelong	inside and outside of	greeting someone.	someone.	to meeting someone for	friend in the	12.5.1.54.D
Learning	school?			the first time in the	target language	
		The students can	The students	target language	(greeting	
		differentiate between	differentiate between	(greeting someone in	someone in the	
		greeting someone	greeting someone (known	the appropriate	appropriate	
		(known or unknown) in	or unknown) in Latin	manner, asking someone	manner, asking	
		Latin America and the	America and the United	their name, sharing	someone their	
		United States.	States.	your name, asking how	name, sharing	
				someone is, sharing how	your name,	
		Students know how to	Students can produce	you are, asking someone	asking how	
		produce and recognize	and recognize all	where they are from,	someone is,	
		all vocabulary related	vocabulary related to	sharing where you are	sharing how you	
		to meeting someone for	meeting someone for the	from, saying a farewell	are, asking	
		the first time in the	first time in the target	and saying it's nice to	someone where	
		target language	language (greeting	meet you.)	they are from,	
		(greeting someone in	someone in the		sharing where	
		the appropriate manner,	appropriate manner,	Students will be able to	you are from,	
		asking someone their	asking someone their	meet a new friend in	saying a farewell	
		name, sharing your	name, sharing your name,	the target language	and saying it's	
		name, asking how	asking how someone is,	without difficulty.	nice to meet	
		someone is, sharing how	sharing how you are,	·	you.)	
		, 5	, , , , , ,	Students will be able to		

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you are, asking someone	asking someone where	communicate basic		
where they are from,	they are from, sharing	greetings and		
sharing where you are	where you are from,	pleasantries in the		
from, saying a farewell	saying a farewell and	target language.		
and saying it's nice to	saying it's nice to meet			
meet you.)	you.)	Students will be able to		
		apprise the cultural		
		differences when		
		meeting a new friend in		
		the United States and		
		in Latin America.		
		Students will be able to		
		apprise the different		
		perspectives on		
		proximity and physical		
		boundaries between the		
		target culture and our		
		own.		
		Students will be able to		
		make connections		
		between meeting		
		someone for the first		
		time from Latin		
		America and from the		
		United States.		
		Students will be able to		
		utilize this knowledge		
		in their lives outside of		
		school.		
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### ASSESSMENT UNIT 5

# UNIT 6- NUMBERS, DAYS OF THE WEEK, MONTHS OF THE YEAR (LOS NÚMEROS, DÍAS DE LA SEMANA Y MESES DEL AÑO)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	<u>Communication:</u>	<u>Communication:</u>	Communication:	<u>Communication:</u>	Communication:	Communication:
15 days	Interpretive, Interpersonal and Presentational	Can you produce and recognize the numbers from zero to one billion in Spanish?  Can you produce and recognize the days of the week in the target language?  Can you produce and recognize the months of the year in Spanish?  How do you write the date and express your birthday in Spanish?  Can you successfully answer math problems in the target language?	Students know how to produce and recognize the numbers from zero to one billion, the days of the week and the months of the year in Spanish.  The students know how to express the date and share when their birthday is in the target language.  The students know how to solve basic mathematics and can connect that knowledge with their knowledge of the numbers in Spanish.	Produce and recognize the numbers from zero to one billion, the days of the week and the months of the year in Spanish.  The students express the date and share when their birthday is in the target language.  Solve basic mathematics and can connect that knowledge with their knowledge of the numbers in Spanish to accomplish the task.	The students will be able to produce and recognize all numbers between zero and one billion.  The students will be able to produce and recognize the days of the week.  The students will be able to produce and recognize the months of the year.  Students will be able to complete mathematics problems in the target language.  Students will be able to write the date correctly in the target language.  Students will be able to communicate their birthday (in proper	Vocabulary for all of the following: All numbers in Spanish from zero to one billion.  All seven days of the week.  All 12 months of the year.	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D 12.1.1.54.F 12.1.1.54.F

				the target language.  Students will be able to apprise cultural perspectives in relation		
				to calendars in Spanish.  Students will be able to connect learning numbers as high as one billion based on their		
				knowledge of numbers one through 30.  Resources:  *Teacher-created		
				vocabulary lists for the numbers, days of the week, months of the year *Spanish calendar		
				*Handouts of math problems in the target language *Fly swatters *Manipulatives *Dice		
Culturas	Culturas	Culturas	Culturas	*"Templo" boards  Cultures:	Culturas	Culturas
<u>Cultures</u> : Relating cultural	<u>Cultures</u> : How are Spanish	<u>Cultures</u> : The students know the	<u>Cultures</u> : The students know the	Cuitures:  The students will be	<u>Cultures</u> : Vocabulary for	<u>Cultures</u> : 12.2.1.54.A
practices to	calendars and calendars	cultural perspectives	cultural perspectives	able to produce and	all of the	12.2.1.54.A 12.2.1.54.B
perspectives	in the United States	between the United	between the United	recognize all numbers	following:	12.2.1.54. <i>C</i>
and relating	the same and yet	States, Latin America	States, Latin America	between zero and one	All numbers in	
cultural	different?	and Spain.	and Spain.	billion.	Spanish from	
products to					zero to one	
perspectives	Why does this cultural perspective exist	The students are well versed in the calendars	The students demonstrate how the	The students will be able to produce and	billion.	

	How is the Aztec calendar different from calendars today? Which is more accurate?	and how they are expressed between our nations.  The students know about the Aztec calendar, its appearance and a basic knowledge of how days are recorded.  Students know how to produce and recognize the numbers from zero to one billion, the days of the week and the months of the year in Spanish.  The students know how to express the date and share when their birthday is in the target language.  The students know how to solve basic mathematics and can connect that knowledge with their knowledge of the numbers in Spanish.	calendars appear and are expressed between our nations (On what day the Spanish calendar begins and on what day our calendar begins.)  The students can apprise the Aztec calendar, its appearance and a basic knowledge of how days are recorded.  Produce and recognize the numbers from zero to one billion, the days of the week and the months of the year in Spanish.  The students express the date and share when their birthday is in the target language.  Solve basic mathematics and can connect that knowledge with their knowledge of the numbers in Spanish to accomplish the task.	recognize the days of the week.  The students will be able to produce and recognize the months of the year.  Students will be able to complete mathematics problems in the target language.  Students will be able to write the date correctly in the target language.  Students will be able to communicate their birthday (in proper grammatical form) in the target language.  Students will be able to apprise cultural perspectives in relation to calendars in Spanish.  Students will be able to connect learning numbers as high as one billion based on their knowledge of numbers one through 30.	All seven days of the week.  All 12 months of the year.	
Connections:  Making connections and	Connections:  Can you see connections that allow you to learn	Connections:  The students know the cultural perspectives	Connections:  The students know the cultural perspectives	Connections:  The students will be able to produce and recognize all numbers	Connections:  Vocabulary for all of the	Connections: 12.3.1.54.A 12.3.1.54.B

acquiring	numbers as high as one	between the United	between the United	between zero and one	following:	12.3.1.54. <i>C</i>
information and	d billion more easily	States, Latin America	States, Latin America	billion.	All numbers in	12.3.1.54.D
diverse	based on your	and Spain.	and Spain.		Spanish from	
perspectives	knowledge of numbers			The students will be	zero to one	
	one through 30?	The students are well	The students	able to produce and	billion.	
		versed in the calendars	demonstrate how the	recognize the days of		
	How are Spanish	and how they are	calendars appear and are	the week.	All seven days	
	calendars and calendars	expressed between our	expressed between our		of the week.	
	in the United States	nations.	nations (On what day the	The students will be		
	the same and yet		Spanish calendar begins	able to produce and	All 12 months of	
	different?	The students know	and on what day our	recognize the months	the year.	
		about the Aztec	calendar begins.)	of the year.	,	
	Why does this cultural	calendar, its appearance		,		
	perspective in relation	and a basic knowledge	The students can apprise	Students will be able to		
	to calendars exist	of how days are	the Aztec calendar, its	complete mathematics		
	between our nations?	recorded.	appearance and a basic	problems in the target		
			knowledge of how days	language.		
	How is the Aztec	Students know how to	are recorded.			
	calendar different from	produce and recognize		Students will be able to		
	calendars today? Which	the numbers from zero	Produce and recognize	write the date		
	is more accurate?	to one billion, the days	the numbers from zero	correctly in the target		
		of the week and the	to one billion, the days	language.		
		months of the year in	of the week and the			
		Spanish.	months of the year in	Students will be able to		
			Spanish.	communicate their		
		The students know how	·	birthday (in proper		
		to express the date and	The students express	grammatical form) in		
		share when their	the date and share when	the target language.		
		birthday is in the	their birthday is in the			
		target language.	target language.	Students will be able to		
				apprise cultural		
		The students know how	Solve basic mathematics	perspectives in relation		
		to solve basic	and can connect that	to calendars in Spanish.		
		mathematics and can	knowledge with their	·		
		connect that knowledge	knowledge of the	Students will be able to		
		with their knowledge of	numbers in Spanish to	connect learning		
		the numbers in Spanish.	accomplish the task.	numbers as high as one		
		,	,	billion based on their		
				knowledge of numbers		
				one through 30.		
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<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	Comparisons:	<u>Comparisons:</u>	Comparisons:
Language comparisons and Cultural comparisons	Comparisons:  How are numbers in Spanish similar and yet different from how we communicate numbers in English?  What linguistic structures do you see?  How are Spanish calendars and calendars in the United States the same and yet different?  Why does this cultural perspective in relation to calendars exist between our nations?  How is the Aztec calendar different from calendars today? Which is more accurate?	Comparisons:  The students know the cultural perspectives between the United States, Latin America and Spain.  The students are well versed in the calendars and how they are expressed between our nations.  The students know about the Aztec calendar, its appearance and a basic knowledge of how days are recorded.  Students know how to produce and recognize the numbers from zero to one billion, the days of the week and the months of the year in Spanish.  The students know how to express the date and share when their birthday is in the target language.  The students know how to solve basic mathematics and can	Comparisons:  The students know the cultural perspectives between the United States, Latin America and Spain.  The students demonstrate how the calendars appear and are expressed between our nations (On what day the Spanish calendar begins and on what day our calendar begins.)  The students can apprise the Aztec calendar, its appearance and a basic knowledge of how days are recorded.  Produce and recognize the numbers from zero to one billion, the days of the week and the months of the year in Spanish.  The students express the date and share when their birthday is in the target language.  Solve basic mathematics and can connect that knowledge with their	Comparisons:  The students will be able to produce and recognize all numbers between zero and one billion.  The students will be able to produce and recognize the days of the week.  The students will be able to produce and recognize the months of the year.  Students will be able to complete mathematics problems in the target language.  Students will be able to write the date correctly in the target language.  Students will be able to communicate their birthday (in proper grammatical form) in the target language.  Students will be able to apprise cultural perspectives in relation to calendars in Spanish.	Comparisons:  Vocabulary for all of the following: All numbers in Spanish from zero to one billion.  All seven days of the week.  All 12 months of the year.	2.4.1.54.A 12.4.1.54.B 12.4.1.54.C
		to solve basic	and can connect that	perspectives in relation		

				billion based on their knowledge of numbers one through 30.		
<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	Communities:	Communities:
School and global communities and Lifelong Learning	Do you feel that you can successfully communicate any task that relates to numbers in the target language (shopping, counting, dealing with money, time, date, etc.)?  Can you effectively use your knowledge of the days of the week and the months of the year as a lifelong learner?	The students know the cultural perspectives between the United States, Latin America and Spain.  The students are well versed in the calendars and how they are expressed between our nations.  The students know about the Aztec calendar, its appearance and a basic knowledge of how days are recorded.  Students know how to produce and recognize the numbers from zero to one billion, the days of the week and the months of the year in Spanish.  The students know how to express the date and share when their birthday is in the target language.  The students know how	The students know the cultural perspectives between the United States, Latin America and Spain.  The students demonstrate how the calendars appear and are expressed between our nations (On what day the Spanish calendar begins and on what day our calendar begins.)  The students can apprise the Aztec calendar, its appearance and a basic knowledge of how days are recorded.  Produce and recognize the numbers from zero to one billion, the days of the week and the months of the year in Spanish.  The students express the date and share when their birthday is in the target language.  Solve basic mathematics	The students will be able to produce and recognize all numbers between zero and one billion.  The students will be able to produce and recognize the days of the week.  The students will be able to produce and recognize the months of the year.  Students will be able to complete mathematics problems in the target language.  Students will be able to write the date correctly in the target language.  Students will be able to communicate their birthday (in proper grammatical form) in the target language.  Students will be able to apprise cultural	Vocabulary for all of the following: All numbers in Spanish from zero to one billion.  All seven days of the week.  All 12 months of the year.	12.5.1.54.A 12.5.1.54.B 12.5.1.54.C 12.5.1.54.D
		to solve basic mathematics and can	and can connect that knowledge with their	perspectives in relation to calendars in Spanish.		

knowledge of numbers one through 30.
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### ASSESSMENT UNIT 6

# UNIT 7- GOING TO THE ZOO- ANIMALS (VOY AL ZOOLÓGICO- ANIMALES)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	Communication:	Communication:
15 days	Interpretive, Interpersonal and Presentational	Can you produce and recognize all of the animals in a zoo?	Students know the vocabulary in order to produce and recognize all zoo animals.	Students produce and recognize animals in a zoo in the target language.	Students will be able to produce and recognize the animals in a zoo and all vocabulary related to a zoo.  Students will be able to apprise different animals that can be found in the Spanish-speaking world with those that can be found in our country.	All vocabulary relating to "zoo" animals and vocabulary relating to the zoo in the target language (león, girafa, oso polar, zoológico, cerca, etc.)	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D 12.1.1.54.E 12.1.1.54.F

Cultures:  Relating cultural practices to perspectives and relating cultural products to perspectives	Cultures:  What different animals can be found in the Spanish-speaking world compared with those that can be found in our country?	Cultures:  Students know the animals that can be found throughout the Spanish-speaking countries.  Students know the vocabulary in order to produce and recognize all zoo animals.	Cultures:  Students apprise what animals can be found in Central America, Spain and South America accordingly.  Students produce and recognize animals in a zoo in the target language.	*Visuals of all the zoo animals and vocabulary related to the zoo.  *Teacher-created vocabulary lists  *Manipulatives for the zoo animals  *Fly swatters  *TPR  *Cultures:  Students will be able to produce and recognize the animals in a zoo and all vocabulary related to a zoo.  Students will be able to apprise different animals that can be found in the Spanish-speaking world with those that can be found in our country.	Cultures:  All vocabulary relating to "zoo" animals and vocabulary relating to the zoo in the target language (león, girafa, oso polar, zoológico, cerca, etc.)	<u>Cultures</u> : 12.2.1.54.A 12.2.1.54.B 12.2.1.54.C
Connections:	Connections:	Connections:	<u>Connections:</u>	Connections:	Connections:	Connections:
Making connections and acquiring information and diverse perspectives	What similar and different animals can be found in the Spanish-speaking world compared with those that can be found in our country?	Students know the animals that can be found throughout the Spanish-speaking countries and in our own.  Students know the	Students apprise what animals can be found in the United States, Central America, Spain and South America accordingly. Students produce and	Students will be able to produce and recognize the animals in a zoo and all vocabulary related to a zoo.  Students will be able to apprise different animals that can be	All vocabulary relating to "zoo" animals and vocabulary relating to the zoo in the target language (león, girafa, oso	12.3.1.54. <i>A</i> 12.3.1.54. <i>B</i> 12.3.1.54. <i>C</i> 12.3.1.54. <i>D</i>

		vocabulary in order to produce and recognize all zoo animals.	recognize animals in a zoo in the target language.	found in the Spanish- speaking world with those that can be found in our country.	polar, zoológico, cerca, etc.)	
<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	Comparisons:	Comparisons:
Language comparisons and Cultural comparisons	Can you compare and contrast the animals that can be seen in a zoo in Latin America and a zoo in our country?	Students have the skills to compare and contrast the animals that can be found in the different regions of the world.  Students know the animals that can be found throughout the Spanish-speaking countries and in our own.  Students know the vocabulary in order to produce and recognize all zoo animals.	The students can demonstrate the ability to compare and contrast animals that are native to the various countries of Latin America and those animals that can be found in the United States.  Students apprise what animals can be found in the United States, Central America, Spain and South America accordingly.  Students produce and recognize animals in a zoo in the target language.	Students will be able to produce and recognize the animals in a zoo and all vocabulary related to a zoo.  Students will be able to apprise different animals that can be found in the Spanish-speaking world with those that can be found in our country.	All vocabulary relating to "zoo" animals and vocabulary relating to the zoo in the target language (león, girafa, oso polar, zoológico, cerca, etc.)	12.4.1.54. <i>A</i> 12.4.1.54. <i>B</i> 12.4.1.54. <i>C</i>
Communities:	Communities:	Communities:	Communities:	Communities:	Communities:	Communities:
School and global communities and Lifelong Learning	How can you utilize this knowledge in your other classes and life outside of school?	The students know how this knowledge can be useful in their other subjects (Science, English, Social Studies, etc.)  Students know the vocabulary in order to produce and recognize all zoo animals.	Students will use this information to enhance their knowledge and skills in other subject areas in a variety of ways depending on the units covered in those classes (Science, English, Social Studies, etc.)  Students produce and recognize animals in a	Students will be able to produce and recognize the animals in a zoo and all vocabulary related to a zoo.  Students will be able to apprise different animals that can be found in the Spanish-speaking world with those that can be	All vocabulary relating to "zoo" animals and vocabulary relating to the zoo in the target language (león, girafa, oso polar, zoológico, cerca, etc.)	12.5.1.54. <i>A</i> 12.5.1.54. <i>B</i> 12.5.1.54. <i>C</i> 12.5.1.54. <i>D</i>

		zoo in the target	found in our country.	
		language.		1

#### ASSESSMENT UNIT 7

## UNIT 8- THE FAMILY AND DESCRIBING PEOPLE/PLACES WITH ADJECTIVES (LA FAMILIA Y DESCRIBIENDO PERSONAS/LUGARES CON ADJETIVOS)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	<u>Communication:</u>	<u>Communication:</u>	Communication:	<u>Communication:</u>	Communication:	Communication:
10 days	Interpretive, Interpersonal and Presentational	Can you describe your family and friends in the target language?  Can you comprehend when someone is describing others in the target language?  Can you apprise the similarities and the differences between family units in Spain, the United States and Latin America?	Students know the family and adjective vocabulary with the skills to produce and recognize them.  Students know how to describe family and friends using the appropriate vocabulary and grammatical structures.  Students have acquired the knowledge of different family units around the world.	Demonstrate the ability to produce and recognize the family and adjective vocabulary in the target language.  Students describe their own family and friends using the appropriate vocabulary and grammatical structures.  Students explain the different family units around the world.	Students will be able to produce and recognize the family vocabulary.  Students will be able to describe their family and friends using adjectives in the target languages as well as the proper grammatical structures.  Students will be able to apprise family units in Latin America and Spain.  Students will be able to compare family units in	All vocabulary related to the family and adjectives (alto, bajo, simpático, fuerte, chistoso, malo, bueno, madre, padre, hermano, hermana, abuela, abuelo, tío, tía, etc.	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D 12.1.1.54.E 12.1.1.54.F

				the Spanish-speaking countries with those in our country.  Students will be able to apprise a typical Mayan family and cultural perspectives relating to their clothing and where they live.  Resources:  *Visuals of all the family and adjectives vocabulary  *Visuals of the Mayan people  *Teacher-created vocabulary lists  *Manipulatives for the family and adjectives  *Fly swatters  *TPR (Total Physical		
Cultumos	Cultumos	Cultumor	Cultumos	Response)	Cultumos	Cultures:
<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	Cuitures;
Relating cultural practices to	Can you apprise a typical Mayan family	Students are knowledgeable about	Students can apprise typical Mayan families	Students will be able to produce and recognize	All vocabulary related to the	12.2.1.54.A 12.2.1.54.B
perspectives	and cultural	typical Mayan families	and the cultural	the family vocabulary.	family and	12.2.1.54.C
and relating	perspectives relating to	and the cultural	perspectives relating to	Students will be able to	adjectives (alto,	
cultural products to	their clothing and where they live?	perspectives relating to their clothing and	their clothing and how that is indicative of	describe their family	bajo, simpático, fuerte, chistoso,	
perspectives	, , , , , ,	where they live.	specifically where they	and friends using	malo, bueno,	
			live.	adjectives in the target	madre, padre,	
		Students know the		languages as well as the	hermano,	

	т						
			family and adjective	Demonstrate the ability	proper grammatical	hermana, abuela,	
			vocabulary with the	to produce and recognize	structures.	abuelo, tío, tía,	
			skills to produce and	the family and adjective		etc.	
			recognize them.	vocabulary in the target	Students will be able to		
				language.	apprise family units in		
			Students know how to		Latin America and		
			describe family and	Students describe their	Spain.		
			friends using the	own family and friends			
			appropriate vocabulary	using the appropriate	Students will be able to		
			and grammatical	vocabulary and	compare family units in		
			structures.	grammatical structures.	the Spanish-speaking		
					countries with those in		
			Students have acquired	Students explain the	our country.		
			the knowledge of	different family units			
			different family units	around the world.	Students will be able to		
			around the world.		apprise a typical Mayan		
					family and cultural		
					perspectives relating to		
					their clothing and		
					where they live.		
	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:
	Making	Can you apprise a	Students are	Students can apprise	Students will be able to	All vocabulary	12.3.1.54.A
	connections and	typical Mayan family	knowledgeable about	typical Mayan families	produce and recognize	related to the	12.3.1.54.B
	acquiring	and cultural	typical Mayan families	and the cultural	the family vocabulary.	family and	12.3.1.54.C
i	information and	perspectives relating to	and the cultural	perspectives relating to		adjectives (alto,	12.3.1.54.D
	diverse	their clothing and	perspectives relating to	their clothing and how	Students will be able to	bajo, simpático,	
	perspectives	where they live?	their clothing and	that is indicative of	describe their family	fuerte, chistoso,	
		·	where they live.	specifically where they	and friends using	malo, bueno,	
		How is describing	•	live.	adjectives in the target	madre, padre,	
		someone with	Students know the		languages as well as the	hermano,	
		adjectives in Spanish	family and adjective	Demonstrate the ability	proper grammatical	hermana, abuela,	
		similar and yet	vocabulary with the	to produce and recognize	structures.	abuelo, tío, tía,	
		different from English?	skills to produce and	the family and adjective		etc.	
		-	recognize them.	vocabulary in the target	Students will be able to		
				language.	apprise family units in		
			Students know how to		Latin America and		
			describe family and	Students describe their	Spain.		
			friends using the	own family and friends			
			appropriate vocabulary	using the appropriate	Students will be able to		
			and grammatical	vocabulary and	compare family units in		
			J	<b>/</b>	the Spanish-speaking		

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		structures.	grammatical structures.	countries with those in		
				our country.		
		Students have the	Students describe			
		ability to describe	people in their L1 (native	Students will be able to		
		people in English.	language).	apprise a typical Mayan		
				family and cultural		
		Students have acquired	Students explain the	perspectives relating to		
		the knowledge of	different family units	their clothing and		
		different family units	around the world.	where they live.		
		around the world.				
Comparisons:	<u>Comparisons:</u>	<u>Comparisons:</u>	Comparisons:	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>
Language	Can you apprise a	Students are	Students can apprise	Students will be able to	All vocabulary	12.4.1.54.A
comparisons and	typical Mayan family	knowledgeable about	typical Mayan families	produce and recognize	related to the	12.4.1.54.B
Cultural	and cultural	typical Mayan families	and the cultural	the family vocabulary.	family and	12.4.1.54.C
comparisons	perspectives relating to	and the cultural	perspectives relating to		adjectives (alto,	
	their clothing and	perspectives relating to	their clothing and how	Students will be able to	bajo, simpático,	
	where they live?	their clothing and	that is indicative of	describe their family	fuerte, chistoso,	
		where they live.	specifically where they	and friends using	malo, bueno,	
	How is describing		live.	adjectives in the target	madre, padre,	
	someone with	Students have the		languages as well as the	hermano,	
	adjectives in Spanish	ability to describe	Students describe	proper grammatical	hermana, abuela,	
	similar and yet	people in English.	people in their L1 (native	structures.	abuelo, tío, tía,	
	different from English?		language).		etc.	
		Students know the		Students will be able to		
		family and adjective	Demonstrate the ability	apprise family units in		
		vocabulary with the	to produce and recognize	Latin America and		
		skills to produce and	the family and adjective	Spain.		
		recognize them.	vocabulary in the target			
			language.	Students will be able to		
		Students know how to		compare family units in		
		describe family and	Students describe their	the Spanish-speaking		
		friends using the	own family and friends	countries with those in		
		appropriate vocabulary	using the appropriate	our country.		
		and grammatical	vocabulary and			
		structures.	grammatical structures.	Students will be able to		
				apprise a typical Mayan		
		Students have acquired	Students explain the	family and cultural		
		the knowledge of	different family units	perspectives relating to		
		different family units	around the world.	their clothing and		
		around the world.		where they live.		

School and global communities and Lifelong Learning  Lea

# **ASSESSMENT UNIT 8**

# UNIT 9- THE DAY OF THE DEAD (EL DÍA DE LOS MUERTOS)

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

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products to		this holiday	cultural product.	celebration in all facets	pan de muerto,	
perspectives				and exchange opinions	papel picado,	
				and ideas on this	mole, plantas de	
				holiday comparing and	arena, tomba,	
				differentiating it with	etc.)	
				our cultural perspective		
				on death as well as		
				creating OFRENDA as		
				a cultural practice.		
Connections:	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:
Making	What is your opinion on	A depth of knowledge	Apprise the celebration,	Students will be able to	All vocabulary	12.3.1.54.A
connections and	the purpose of the Day	of the Day of the Dead	history, traditions,	effectively and	related to the	12.3.1.54.B
acquiring	of the Dead and the	celebration in Mexico	perspectives, products,	thoroughly	Day of the Dead	12.3.1.54.C
information and	Mexican perspective on	and Guatemala.	cultural implications and	demonstrate knowledge	celebration	12.3.1.54.D
diverse	life and death and how		significance.	of the Day of the Dead	(copal, ofrenda,	
perspectives	that may be similar			celebration in all facets	pan de muerto,	
' '	and/or different from		Demonstrate the ability	and exchange opinions	papel picado,	
	the perspective we have		to express their opinions	and ideas on this	mole, plantas de	
	in the United States?		on the celebration and	holiday comparing and	arena, tomba,	
			connect it with our	differentiating it with	etc.)	
			cultural perspectives and	our cultural perspective	0.0.,	
			practices.	on death.		
			practices.	on dearn.		
Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:
<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u>companionios</u>
Language	What is your opinion on	A depth of knowledge	Apprise the celebration,	Students will be able to	All vocabulary	12.4.1.54.A
comparisons and	the purpose of the Day	of the Day of the Dead	history, traditions,	effectively and	related to the	12.4.1.54.B
Cultural	of the Dead and the	celebration in Mexico	perspectives, products	thoroughly	Day of the Dead	12.4.1.54.C
comparisons	Mexican perspective on	and Guatemala.	and cultural implications	demonstrate knowledge	celebration	12.4.1.54.0
Comparisons	life and death and how	ana Buatemaia.	and significance.	of the Day of the Dead	(copal, ofrenda,	
			and significance.	celebration in all facets	pan de muerto,	
	that may be similar		Namanataata tha ability	<u> </u>	•	
	and/or different from		Demonstrate the ability	and exchange opinions	papel picado,	
	the perspective we have		to express their opinions	and ideas on this	mole, plantas de	
	in the United States?		on the celebration and	holiday comparing and	arena, tomba,	
			compare and	differentiating it with	etc.)	
			differentiate it with our	our cultural perspective		
	i	1	cultural perspectives and	on death.		
				on asam.		
			practices.	on dodini.		
				on asam.		

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

### **ASSESSMENT UNIT 9**

# UNIT 10- SETTING THE TABLE, EVERYDAY FOOD AND MEXICAN FOOD (PONIENDO LA MESA, COMIDA COTIDIANA Y COMIDA MEXICANA)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	Communication:	Communication:	Communication:	Communication:	Communication:	<u>Communication:</u>
<b>26</b> days	Interpretive, Interpersonal and Presentational	Can you order from an authentic Mexican restaurant with native speakers in the target	Know the many different foods in Mexican cuisine.	Demonstrate knowledge of the many different foods in Mexican cuisine.	Students will be able to go on a field trip to an authentic Mexican restaurant (El	Vocabulary of ordering from a restaurant and all necessary	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D
		language communicating specifically what you	Know how to communicate	Communicate effectively with native speakers in	Campesino in McMurray) and order	elements needed when	12.1.1.54.E 12.1.1.54.F

	would like?  Can you properly set the table identifying the utensils and items used and the etiquette involved at a dinner table?	effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.  Know how to produce and recognize food and silverware vocabulary.  The students know how to set the table the proper way and the specific etiquette involved in various situations relating to food.	all tenses and forms utilizing all appropriate vocabulary and negotiating meaning when necessary.  Produce and recognize food and silverware vocabulary.  Set the table the proper way and the specific etiquette involved in various situations relating to food (what to do when you first sit down at a table, where to put your napkin when finished with the meal and where to put it when not finished with the meal).	completely in the target language 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).  Resources:  *Visuals of the many different foods and	eating, etc.  Also Mexican food names, other food names and setting the table vocabulary (tenedor, pastel de tres leches, sopapillas, cuchillo, guisantes, etc.).	
				Resources:  *Visuals of the many		
<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
Relating cultural practices to	Why are certain foods eaten in different	Know the many different foods in	Produce and recognize food and silverware	Students will be able to connect the foods	Vocabulary of ordering from a	12.2.1.54. <i>A</i> 12.2.1.54. <i>B</i>

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perspectives	cultures while those	Mexican cuisine.	vocabulary.	eaten in one more with	restaurant and	12.2.1.54. <i>C</i>
and relating	same foods may not be			the foods eaten in	all necessary	
cultural	eaten at all in another?	Know how to	Set the table the proper	another as well as any	elements	
products to		communicate	way and the specific	etiquette or traditions	needed when	
perspectives	Is there different	effectively with native	etiquette involved in	in relation to food and	eating, etc.	
	etiquette and traditions	speakers in all tenses	various situations	eating food that exist		
	in relation to food and	and forms utilizing all	relating to food (what to	in the culture.	Also Mexican	
	eating food between	appropriate vocabulary.	do when you first sit		food names,	
	Spain and the United		down at a table, where	Students will be able to	other food	
	States?	Know how to produce	to put your napkin when	compare and	names and	
		and recognize food and	finished with the meal	differentiate between	setting the	
	Can you order from an	silverware vocabulary.	and where to put it when	the foods eaten in one	table vocabulary	
	authentic Mexican	•	not finished with the	more with the foods	(tenedor, pastel	
	restaurant with native	The students know how	meal).	eaten in another.	de tres leches,	
	speakers in the target	to set the table the	•		sopapillas,	
	language communicating	proper way and the	Demonstrate knowledge	Students will be able to	cuchillo,	
	specifically what you	specific etiquette	of the many different	partake and experience	guisantes, etc.).	
	would like?	involved in various	foods in Mexican cuisine.	firsthand the authentic	, ,	
		situations relating to	,	foods of the countries		
	Can you properly set	food.	Communicate effectively	we have learned about		
	the table identifying	1000.	with native speakers in	in a real life setting		
	the utensils and items		all tenses and forms	outside of the school		
	used and the etiquette		utilizing all appropriate	on a field trip.		
	involved at a dinner		vocabulary.	on a field mip.		
	table?		vocabalal y.	Students will be able to		
	Tubler			effectively produce and		
				recognize all vocabulary		
				learned relating to		
				food, Mexican foods		
				and setting the table.		
				الترام الترام الترام الترام الترام الترام الترام		
				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		

co	Connections:  Making Innections and acquiring formation and diverse Derspectives	Connections:  Why are certain foods eaten in different cultures while those same foods may not be eaten at all in another?  Is there different etiquette and traditions in relation to food and eating food between Mexico and the United States?	Connections:  Know the many different foods in Mexican cuisine.  Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.  The students know how to set the table the proper way and the specific etiquette involved in various situations relating to food.	Connections:  Demonstrate knowledge of the many different foods in Mexican cuisine.  Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.  Set the table the proper way and the specific etiquette involved in various situations relating to food (what to do when you first sit down at a table, where to put your napkin when finished with the meal and where to put it when not finished with the meal).	finished with the meal and where to put it when not finished with the meal).  Connections:  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.  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).	Connections:  Vocabulary of ordering from a restaurant and all necessary elements needed when eating, etc.  Also Mexican food names, other food names and setting the table vocabulary (tenedor, pastel de tres leches, sopapillas, cuchillo, guisantes, etc.).	Connections:  12.3.1.54.A 12.3.1.54.B 12.3.1.54.C 12.3.1.54.D
<u> </u>	Comparisons:	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	Comparisons:
со	Language mparisons and	Can we compare and differentiate between	Know the many different foods in	Demonstrate knowledge of the many different	Students will be able to compare and	Vocabulary of ordering from a	12.4.1.54.A 12.4.1.54.B

Cultural	certain foods eaten in	Mexican cuisine.	foods in Mexican cuisine.	differentiate between	restaurant and	12.4.1.54. <i>C</i>
comparisons	one culture not eaten at	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		the foods eaten in one	all necessary	
	all in another?	Know how to	Communicate effectively	more with the foods	elements	
		communicate	with native speakers in	eaten in another.	needed when	
	Can we compare and	effectively with native	all tenses and forms		eating, etc.	
	differentiate between	speakers in all tenses	utilizing all appropriate	Students will be able to	, , , , , , , , , , , , , , , , , , ,	
	the etiquette and	and forms utilizing all	vocabulary.	effectively produce and	Also Mexican	
	traditions in relation to	appropriate vocabulary.	Synthesize, analyze and	recognize all vocabulary	food names,	
	food and eating food	,	extrapolate information	learned relating to	other food	
	between Spain and the	They know how to	to be used appropriately	food, Mexican foods	names and	
	United States?	synthesize, analyze and	to accomplish the task at	and setting the table.	setting the	
		extrapolate information	hand.		table vocabulary	
		to be used		Students will be able to	(tenedor, pastel	
		appropriately to		set the table the	de tres leches,	
		accomplish the task at		proper way and the	sopapillas,	
		hand.		specific etiquette	cuchillo,	
				involved in various	guisantes, etc.).	
				situations relating to	<b>J</b> ,.	
				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).		
Communities:	Communities:	Communities:	<u>Communities:</u>	Communities:	Communities:	Communities:
School and	Can you order from an	Know the many	Demonstrate knowledge	Students will be able to	Vocabulary of	12.5.1.54.A
global	authentic Mexican	different foods in	of the many different	go on a field trip to an	ordering from a	12.5.1.54.B
communities and	restaurant with native	Mexican cuisine.	foods in Mexican cuisine.	authentic Mexican	restaurant and	12.5.1.54.C
Lifelong	speakers in the target			restaurant (El	all necessary	12.5.1.54.D
Learning	language communicating	Know how to	Communicate effectively	Campesino in	elements	
	specifically what you	communicate	with native speakers in	McMurray) and order	needed when	
	would like?	effectively with native	all tenses and forms	completely in the	eating, etc.	
		speakers in all tenses	utilizing all appropriate	target language		
		and forms utilizing all	vocabulary.	communicating all	Also Mexican	
		appropriate vocabulary.		needs.	food names,	
					other food	
				Students will be able to	names and	
				effectively produce and	setting the	

	recognize all vocabulary	table vocabulary
	learned relating to	(tenedor, pastel
	food, Mexican foods	de tres leches,
	and setting the table.	sopapillas, cuchillo,
	Students will be able to	guisantes, etc.).
	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).	

### **ASSESSMENT UNIT 10**

# UNIT 11- CHRISTMAS AND NEW YEARS IN THE SPANISH-SPEAKING WORLD (LA NAVIDAD Y EL AÑO NUEVO)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	Communication:	Communication:	Communication:	<u>Communication:</u>	Communication:	Communication:
<b>5</b> days	Interpretive, Interpersonal	Why is Christmas and New Year's Eve	The skills to communicate	Communicate effectively in an authentic manner	Students will be able to communicate	All regular and irregular verbs	12.1.1.54. <i>A</i> 12.1.1.54.B

	nd ntational	celebrated in different ways and with sometimes different practices and products throughout the world when these holidays can be found in many countries?	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.	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.	effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  Students will be able to demonstrate higher level thinking when apprising their knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.  Resources:  *Information on Christmas and New Year's in the Spanish-speaking world *12 grapes each student (Spanish New	and all tenses as well as necessary vocabulary related to Christmas and New Year's (uvas, Navidad, Año Nuevo, arbol, el reloj, etc.)	12.1.1.54. <i>C</i> 12.1.1.54. <i>D</i> 12.1.1.54. <i>E</i> 12.1.1.54. <i>F</i>
<u>Cult</u>	ures:	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	Year's tradition) <u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
pract perspo and ro cult produ	g cultural ices to ectives elating tural ucts to ectives	Why is Christmas and New Year's Eve celebrated in different ways and with sometimes different practices and products throughout the world when these holidays can be found in many countries?	The skills to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  The cultural knowledge of the Christmas and New Year's holidays in our country and in	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	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	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,	12.2.1.54.A 12.2.1.54.B 12.2.1.54.C

T			T .			
		various Spanish-	various Spanish-speaking	knowledge of the	etc.)	
		speaking countries	countries throughout the	Christmas and New		
		throughout the world.	world.	Year's holidays in our		
				country and in various		
				Spanish-speaking		
				countries throughout		
				the world.		
Connections:	Connections:	<u>Connections:</u>	<u>Connections:</u>	Connections:	<u>Connections:</u>	Connections:
Making	What connections can	The skills to	Communicate effectively	Students will be able to	All regular and	12.3.1.54.A
connections and	you make in relation to	communicate	in an authentic manner	communicate	irregular verbs	12.3.1.54.B
acquiring	Christmas and New	effectively in an	using all tenses and	effectively in an	and all tenses as	12.3.1.54.C
information and	Year's Eve in the	authentic manner using	appropriate vocabulary in	authentic manner using	well as	12.3.1.54.D
diverse	Spanish-speaking world	all tenses and	the target language.	all tenses and	necessary	
perspectives	and our world? How do	appropriate vocabulary		appropriate vocabulary	vocabulary	
	their perspectives and	in the target language.	Demonstrate higher level	in the target language.	related to	
	practices differ or are		thinking when apprising		Christmas and	
	similar to ours?	The knowledge of the	their knowledge of the	Students will be able to	New Year's	
		Christmas and New	Christmas and New	demonstrate higher	(uvas, Navidad,	
		Year's holidays in our	Year's holidays in our	level thinking when	Año Nuevo,	
		country and in various	country and in various	apprising their	arbol, el reloj,	
		Spanish-speaking	Spanish-speaking	knowledge of the	etc.)	
		countries throughout	countries throughout the	Christmas and New	5,	
		the world.	world.	Year's holidays in our		
		me werre.	Worra.	country and in various		
				Spanish-speaking		
				countries throughout		
				the world.		
Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:
<u>comparisons.</u>	<u>comparisons.</u>	<u>comparisons.</u>	<u>comparisons.</u>	<u>comparisons.</u>	<u>comparisons.</u>	<u>comparisons.</u>
Language	Compare and	The skills to	Communicate effectively	Students will be able to	All regular and	12.4.1.54.A
comparisons and	differentiate between	communicate	in an authentic manner	communicate	irregular verbs	12.4.1.54.B
Cultural	Christmas and New	effectively in an	using all tenses and	effectively in an	and all tenses as	12.4.1.54.C
comparisons	Year's in the Spanish-	authentic manner using	appropriate vocabulary in	authentic manner using	well as	
	speaking world and in	all tenses and	the target language.	all tenses and	necessary	
	the United States?	appropriate vocabulary		appropriate vocabulary	vocabulary	
		in the target language.	Demonstrate higher level	in the target language.	related to	
			thinking when apprising		Christmas and	
		The knowledge of the	their knowledge of the	Students will be able to	New Year's	
		Christmas and New	Christmas and New	demonstrate higher	(uvas, Navidad,	
		Year's holidays in our	Year's holidays in our	level thinking when	Año Nuevo,	

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

# ASSESSMENT UNIT 11

# UNIT 12- THE SPANISH INDEFINITE AND DEFINITE ARTICLES, MAKING NOUNS PLURALS AND THE PERSONAL SUBJECT PRONOUNS (LOS ARTÍCULOS, SUSTANTIVOS PLURALES Y LOS PRONOMBRES SUBJETOS PERSONALES)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	Communication:	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	Communication:	<u>Communication:</u>
17 days	Communication:  Interpretive, Interpersonal and Presentational	Can you produce and recognize the definite and indefinite articles in Spanish?  Can you distinguish between masculine, feminine, singular and plural definite and indefinite articles?  Do you feel that you can adjust the articles of nouns to properly communicate in Spanish putting into consideration all grammatical requirements?	Communication:  Students know the learned vocabulary to produce and recognize the indefinite and definite articles in Spanish.  Students know the difference between masculine and feminine articles and the singular and plural articles.  Students know how to manipulate the language to create communication using definite and indefinite singular and plural articles when	Communication:  Students produce and recognize the indefinite and definite articles in Spanish.  Students differentiate between masculine and feminine articles and the singular and plural articles.  Students manipulate the language to create communication using definite and indefinite singular and plural articles when appropriate grammatically.	Communication:  Students will be able to produce and recognize the indefinite and definite articles in Spanish.  Students will be able to distinguish between the masculine and feminine articles and the singular and plural articles.  Students will be able to manipulate the language to create communication using definite and indefinite singular and plural articles when	Communication:  All vocabulary related to the definite and indefinite articles, altering nouns and plural articles, the ten subject pronouns in the target language as well as this same vocabulary in the L1 (native language).	
		Can you produce and recognize the Spanish	appropriate grammatically.	Students produce and recognize the subject	appropriate grammatically.		
		subject pronouns?	j	pronouns in Spanish.	Students will be able to		
		·	Students know the	, ,	produce and recognize		
		Can you effectively	appropriate vocabulary	Students identify to	the subject pronouns in		
		communicate to whom	to produce and	whom one is speaking or	Spanish.		
		one is speaking or who	recognize the subject	who is speaking when			

	is speaking when using	pronouns in Spanish.	using each of the	Students will be able to		
	each of the subject		subject pronouns in	identify to whom one is		
	pronouns	Students know how to	Spanish.	speaking or who is		
		identify to whom one is		speaking when using		
		speaking or who is		each of the subject		
		speaking when using		pronouns.		
		each of the subject		D		
		pronouns in Spanish.		Resources:		
				*Teacher-created		
				informational sheets on		
				the definite and		
				indefinite articles,		
				making nouns and		
				articles plural and the		
				ten subject pronouns.		
				*Visuals for the		
				subject pronouns		
				*Manipulatives to		
				reinforce learning		
				*Dice		
				<b></b>		
				*Fly swatters		
<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
Relating cultural	What cultural practices	Students know the	Students apprise the	Students will be able to	All vocabulary	12.2.1.54.A
practices to	have you realized in	different subject	different subject	produce and recognize	related to the	12.2.1.54.B
perspectives	relation to making nouns	pronouns to be used	pronouns to be used	the indefinite and	definite and	12.2.1.54. <i>C</i>
and relating	plural that connects to	when addressing a	when addressing a friend	definite articles in	indefinite	
cultural	Hispanic/Spanish	friend and when	and when addressing	Spanish.	articles, altering	
products to	cultural perspectives	addressing someone in	someone in which to		nouns and plural	
perspectives	(manifested in the	which to show respect.	show respect.	Students will be able to	articles, the ten	
	language)?			distinguish between the	subject	
		Students know that	Students apprise that	masculine and feminine	pronouns in the	
	What have you noticed	everything must agree	everything must agree in	articles and the	target language	
	culturally about the	in Spanish so that the	Spanish so that the	singular and plural	as well as this	
	subject pronouns that	language flows and rolls	language flows and rolls	articles.	same vocabulary	

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articles when appropriate grammatically.  Students know the appropriate vocabulary to produce and recognize the subject pronouns in Spanish.  Students know how to identify to whom one is speaking or who is speaking when using each of the subject pronouns in Spanish.  Connections:  Connections:  Connections:  Connections:  Connections:  Students produce and recognize the subject pronouns in Spanish.  Students identify to whom one is speaking when using each of the subject pronouns in Spanish.  Connections:  Students wind to speaking when using each of the subject pronouns in Spanish.  Students wind to speaking when using each of the subject pronouns in Spanish.  Students will be able to All vocabulary 12.3.1.54.A			singular and plural		<u> </u>		
grammatically.  Students know the appropriate vocabulary to produce and recognize the subject pronouns in Spanish.  Students know how to identify to whom one is speaking or who is speaking when using each of the subject pronouns in Spanish.  Connections:  Connections:  Making  What connections have  Students know the Students apprise the Students will be able to  Students subject pronouns in Spanish.  Connections:  Students identify to whom one is speaking or who is speaking when using each of the subject pronouns in Spanish.  Students identify to whom one is speaking or who is speaking when using each of the subject pronouns in Spanish.  Students identify to whom one is speaking or who i			,		,		
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appropriate vocabulary to produce and recognize the subject pronouns in Spanish.  Students know how to identify to whom one is speaking or who is speaking when using each of the subject pronouns in Spanish.  Connections:  Connections:  Making  Making  What connections have  Students know the  Students identify to whom one is speaking or who is speaking when using each of the subject pronouns in Spanish.  Spanish.  Connections:  Connections:  Connections:  Students will be able to  All vocabulary  12.3.1.54.A				pronouns in Spanish.			
to produce and recognize the subject pronouns in Spanish.  Students know how to identify to whom one is speaking when using each of the subject pronouns in Spanish.  Connections:  Connections:  Making  What connections have  to produce and recognize the subject pronouns in Spanish.  whom one is speaking or who is speaking when using each of the subject pronouns in Spanish.  Connections:  Connections:  Connections:  Connections:  Students know the  Students apprise the  Students will be able to  All vocabulary  12.3.1.54.A			Students know the				
recognize the subject pronouns in Spanish.  Students know how to identify to whom one is speaking or who is speaking or who is speaking when using each of the subject pronouns in Spanish.  Connections:  Connections:  Making  What connections have  Connections bave  Students know the  Students apprise the  Who is speaking when using when using each of the subject pronouns in Spanish.  Connections:  Connections:  Connections:  Students will be able to  All vocabulary  12.3.1.54.A			appropriate vocabulary	Students identify to			
pronouns in Spanish.  Students know how to identify to whom one is speaking or who is speaking when using each of the subject pronouns in Spanish.  Connections:  Connections:  Making  What connections have  Students know the  Students know the  Using each of the subject pronouns in Spanish.  Spanish.  Connections:  Connections:  Connections:  Connections:  Students apprise the  Students will be able to  All vocabulary  12.3.1.54.A			to produce and	whom one is speaking or			
Students know how to identify to whom one is speaking or who is speaking when using each of the subject pronouns in Spanish.  Connections:  Making  What connections have  Students know the Students apprise the Students will be able to All vocabulary  Subject pronouns in Spanish.  Students will be able to All vocabulary  12.3.1.54.A			recognize the subject	who is speaking when			
Students know how to identify to whom one is speaking or who is speaking when using each of the subject pronouns in Spanish.  Connections:  Connections:  Connections:  Connections:  Students know the Students apprise the Students will be able to All vocabulary 12.3.1.54.A			pronouns in Spanish.	using each of the			
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speaking or who is speaking when using each of the subject pronouns in Spanish.  Connections: Connections: Connections: Connections: Connections: Connections: Students apprise the Students will be able to All vocabulary 12.3.1.54.A			Students know how to	Spanish.			
speaking when using each of the subject pronouns in Spanish.  Connections: Connections: Connections: Connections: Connections: Connections: Students apprise the Students will be able to All vocabulary 12.3.1.54.A			identify to whom one is				
each of the subject pronouns in Spanish.  Connections: Connections: Connections: Connections: Connections: Connections: Students apprise the Students will be able to All vocabulary 12.3.1.54.A			speaking or who is				
Connections:     All vocabulary     12.3.1.54.A			speaking when using				
Connections:     C			each of the subject				
Making What connections have Students know the Students apprise the Students will be able to All vocabulary 12.3.1.54.A			pronouns in Spanish.				
Making What control of accuse the oracline approach the	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:
	Making	What connections have	Students know the	Students apprise the	Students will be able to produce and recognize	All vocabulary	12.3.1.54.A

			I		I	1
connections and	you made in relation to	different subject	different subject	the indefinite and	related to the	12.3.1.54.B
acquiring	making nouns plural?	pronouns to be used	pronouns to be used	definite articles in	definite and	12.3.1.54.C
information and		when addressing a	when addressing a friend	Spanish.	indefinite	12.3.1.54.D
diverse	What have you noticed	friend and when	and when addressing		articles, altering	
perspectives	from a diverse cultural	addressing someone in	someone in which to	Students will be able to	nouns and plural	
	perspective about the	which to show respect.	show respect.	distinguish between the	articles, the ten	
	subject pronouns that	•	•	masculine and feminine	subject	
	is unique to the	Students know that	Students apprise that	articles and the	pronouns in the	
	Romance languages?	everything must agree	everything must agree in	singular and plural	target language	
	5 5	in Spanish so that the	Spanish so that the	articles.	as well as this	
		language flows and rolls	language flows and rolls		same vocabulary	
		along like a song.	along like a song.	Students will be able to	in the L1 (native	
		]		manipulate the language	language).	
		Students know the	Students produce and	to create	3 3 7	
		learned vocabulary to	recognize the indefinite	communication using		
		produce and recognize	and definite articles in	definite and indefinite		
		the indefinite and	Spanish.	singular and plural		
		definite articles in	<b>- F</b> 3 2	articles when		
		Spanish.	Students differentiate	appropriate		
		<b> </b>	between masculine and	grammatically.		
		Students know the	feminine articles and the	Students will be able to		
		difference between	singular and plural	produce and recognize		
		masculine and feminine	articles.	the subject pronouns in		
		articles and the singular	di meres.	Spanish.		
		and plural articles.	Students manipulate the	opanisn.		
		and prair air air ricies.	language to create	Students will be able to		
		Students know how to	communication using	identify to whom one is		
		manipulate the language	definite and indefinite	speaking or who is		
		to create	singular and plural	speaking when using		
		communication using	articles when	each of the subject		
		definite and indefinite	appropriate	pronouns.		
		singular and plural	grammatically.	pi onouns.		
		articles when	grammaricany.			
		appropriate	Students produce and			
		''''	recognize the subject			
		grammatically.	pronouns in Spanish.			
		Students know the	pronouns in Spanish.			
			Studenta identify to			
		appropriate vocabulary	Students identify to			
		to produce and	whom one is speaking or			
		recognize the subject	who is speaking when			
		pronouns in Spanish.	using each of the			

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		Students know how to identify to whom one is speaking or who is speaking when using each of the subject pronouns in Spanish.	subject pronouns in Spanish.			
<u>Comparisons:</u>	<u>Comparisons:</u>	Comparisons:	<u>Comparisons:</u>	<u>Comparisons:</u>	Comparisons:	Comparisons:
Language comparisons and Cultural comparisons	Compare and contrast making nouns plural in the target language with English?  What cultural comparisons have you noticed about the subject pronouns that is unique to the Romance languages?	Students know how to compare and contrast cultural as well as linguistic topics.  Students know the different subject pronouns to be used when addressing a friend and when addressing someone in which to show respect.  Students know that everything must agree in Spanish so that the language flows and rolls along like a song.  Students know the learned vocabulary to produce and recognize the indefinite and definite articles in Spanish.  Students know the difference between masculine and feminine articles and the singular	Students compare and contrast cultural as well as linguistic topics in relation to signs of respect and grammatical nuisances of the language.  Students apprise the different subject pronouns to be used when addressing a friend and when addressing someone in which to show respect.  Students apprise that everything must agree in Spanish so that the language flows and rolls along like a song.  Students produce and recognize the indefinite and definite articles in Spanish.  Students differentiate between masculine and feminine articles and the	Students will be able to produce and recognize the indefinite and definite articles in Spanish.  Students will be able to distinguish between the masculine and feminine articles and the singular and plural articles.  Students will be able to manipulate the language to create communication using definite and indefinite singular and plural articles when appropriate grammatically.  Students will be able to produce and recognize the subject pronouns in Spanish.  Students will be able to identify to whom one is speaking or who is	All vocabulary related to the definite and indefinite articles, altering nouns and plural articles, the ten subject pronouns in the target language as well as this same vocabulary in the L1 (native language).	12.4.1.54.A 12.4.1.54.B 12.4.1.54.C
		and plural articles.	singular and plural	speaking when using each of the subject		

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				articles.	pronouns.		
			Students know how to				
			manipulate the language	Students manipulate the			
			to create	language to create			
			communication using	communication using			
			definite and indefinite	definite and indefinite			
			singular and plural	singular and plural			
			articles when	articles when			
			appropriate	appropriate			
			grammatically.	grammatically.			
			Charles to the same	Charles to a second			
			Students know the	Students produce and			
			appropriate vocabulary	recognize the subject			
			to produce and	pronouns in Spanish.			
			recognize the subject				
			pronouns in Spanish.	Students identify to			
				whom one is speaking or			
			Students know how to	who is speaking when			
			identify to whom one is	using each of the			
			speaking or who is	subject pronouns in			
			speaking when using	Spanish.			
			each of the subject				
			pronouns in Spanish.				
	Communities	Communities	Communities	Communities	Communities	Cammunitiaa	Communities
	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>
	School and	How can this knowledge	Students are aware of	Students apply what was	Students will be able to	All vocabulary	12.5.1.S4.A
	global	enhance your knowledge	how this knowledge can	learned in Spanish in	produce and recognize	related to the	12.5.1.54.B
	communities and	or abilities in other	be applied in other	other subject areas and	the indefinite and	definite and	12.5.1.54. <i>C</i>
	Lifelong	subject areas like	subject areas	reinforcing learning in all	definite articles in	indefinite	12.5.1.54.D
	Learning	Social Studies and	supplementing what is	of their classes.	Spanish.	articles, altering	11.0.1.0
	253	English?	learned in those classes		•	nouns and plural	
			and reinforcing learning	Students compare and	Students will be able to	articles, the ten	
		How will you use this	in all of their classes.	contrast cultural as well	distinguish between the	subject	
		information in your life		as linguistic topics in	masculine and feminine	pronouns in the	
		outside of school?	Students know how to	relation to signs of	articles and the	target language	
		12.5.25 37 33.133.1	compare and contrast	respect and grammatical	singular and plural	as well as this	
			cultural as well as	nuisances of the	articles.	same vocabulary	
			linguistic topics.	language.		in the L1 (native	
			inigatoric ropies.	iangaago.	Students will be able to	language).	
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			Students know the	Students annrise the	manipulate the language		
			Students know the	Students apprise the	manipulate the language to create	3 3 7	

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different subject	different subject	communication using		
pronouns to be used	pronouns to be used	definite and indefinite		
when addressing a	when addressing a friend	singular and plural		
friend and when	and when addressing	articles when		
addressing someone in	someone in which to	appropriate		
which to show respect.	show respect.	grammatically.		
		Students will be able to		
Students know that	Students apprise that	produce and recognize		
everything must agree	everything must agree in	the subject pronouns in		
in Spanish so that the	Spanish so that the	Spanish.		
language flows and rolls	language flows and rolls			
along like a song.	along like a song.	Students will be able to		
		identify to whom one is		
Students know the	Students produce and	speaking or who is		
learned vocabulary to	recognize the indefinite	speaking when using		
produce and recognize	and definite articles in	each of the subject		
the indefinite and	Spanish.	pronouns.		
definite articles in	'	•		
Spanish.	Students differentiate			
1	between masculine and			
Students know the	feminine articles and the			
difference between	singular and plural			
masculine and feminine	articles.			
articles and the singular				
and plural articles.	Students manipulate the			
	language to create			
Students know how to	communication using			
manipulate the language	definite and indefinite			
to create	singular and plural			
communication using	articles when			
definite and indefinite	appropriate			
singular and plural	grammatically.			
articles when	gi aiiiila ricaii,			
appropriate	Students produce and			
grammatically.	recognize the subject			
grammaricany.	pronouns in Spanish.			
Students know the	pi onouns in opunish.			
	Students identify to			
appropriate vocabulary to produce and	whom one is speaking or			
•				
recognize the subject	who is speaking when			
pronouns in Spanish.	using each of the			

	subject pronouns in		
Students know how to	Spanish.		
identify to whom one is			
speaking or who is			
speaking when using			
each of the subject			
pronouns in Spanish.			

### ASSESSMENT UNIT 12

# UNIT 13- TELLING TIME, WORLD TIME ZONES AND EUROPEAN (MILITARY) TIME (LA HORA, LAS ZONAS DEL MUNDO Y TIEMPO EUROPEO)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	<u>Communication:</u>	Communication:	Communication:	<u>Communication:</u>	Communication:	<u>Communication:</u>
17 days	Interpretive, Interpersonal and	Can you tell time in Spanish?	Students have the ability to produce and recognize telling time in	Students produce and recognize telling time in Spanish with their	Students will be able to tell time in the target language.	All vocabulary related to telling time,	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C
	Presentational	Can you comprehend time when someone	Spanish.	teacher and classmates.	Students will be able to	world time zones, and	12.1.1.54.D 12.1.1.54.E
		communicates it to you?	Students know how to produce and recognize	Students produce and recognize time on a 24-	comprehend time	European (military) time (	12.1.1.54.F
		Can you successfully communicate using the	time on a 24-hour clock.	hour clock with their classmates and teacher.	in Spanish.	¿Qué hora es?, Es la, son las,	
		24-hour clock?	Students comprehend world time zones and	Students apprise world	Students will be able to apprise the different	y media, y cuarto, menos	
		Can you comprehend time when someone is	their significance in many areas of one's life.	time zones and their significance in many	time zones in the world and their effect on	cuarto, menos cinco, en punto,	

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using the 24-hour		areas of one's life.	travel, communicating	mediodía,	
clock?			with others in the	medianoche,	
			world and one's own	Eastern	
Can you apprise world			body clock while	Standard Time,	
time zones and their			traveling abroad.	time zones, etc.)	
effect on travel,					
communicating with			Students will be able to		
others in the world and			tell European (military)		
one's own body clock			time on a 24-hour		
while traveling abroad?			clock.		
writte it avening abi odd?			CIOCK.		
			Students will be able to		
			successfully		
			comprehend someone		
			using European time.		
			l		
			Students will be able to		
			comprehend the hours		
			of operation of a		
			store/supermarket,		
			movie times, train/bus		
			schedules and arrival		
			and departure times of		
			aircraft, etc.		
			·		
			Students will be able to		
			compare and		
			differentiate between		
			using the 12-hour clock		
			and the 24-hour clock.		
			and the ET-Hour Clock.		
			Students will be able to		
			apprise telling time in		
			Spanish and in English.		
			Students will be able to		
			comprehend the		
			diverse perspectives of		
			telling time in Spanish		
			(Son las 2 menos diez).		

				Students will be able to utilize this knowledge in their lives outside of school as lifelong learners.  Resources:  *Teacher-created telling time vocabulary list, world time zones handouts and European time informational materials.  *A class set of foam clocks to practice.  *One large foam teacher clock for instruction.  *Paper plates		
				*Yarn		
<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
Relating culture practices to perspectives and relating cultural products to perspectives	Can you apprise the diverse perspectives of telling time in Spanish (i.e. Son las 2 menos diez)?  Why do countries use the 24-hour clock in everyday life whereas it is not used as exclusively in our country?	Students have the ability to produce and recognize telling time in Spanish.  Students know how to produce and recognize time on a 24-hour clock.  Students know the cultural practice of using the 24-hour clock.	Students produce and recognize telling time in Spanish with their teacher and classmates.  Students produce and recognize time on a 24-hour clock with their classmates and teacher.  Students describe the cultural practice of using the 24-hour clock.	Students will be able to tell time in the target language.  Students will be able to comprehend time communicated to them in Spanish.  Students will be able to apprise the different time zones in the world and their effect on	All vocabulary related to telling time, world time zones, and European (military) time ( ¿Qué hora es?, Es la, son las, y media, y cuarto, menos cuarto, menos cinco, en punto,	12.2.1.54.A 12.2.1.54.B 12.2.1.54.C

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Students comprehend		travel, communicating	mediodía,
world time zones and	Students apprise world	with others in the	medianoche,
their significance in	time zones and their	world and one's own	Eastern
many areas of one's life.	significance in many	body clock while	Standard Time,
·	areas of one's life.	traveling abroad.	time zones, etc.)
		Students will be able to	
		tell European (military)	
		time on a 24-hour	
		clock.	
		CIOCK.	
		Students will be able to	
		successfully	
		comprehend someone	
		using European time.	
		Students will be able to	
		comprehend the hours	
		of operation of a	
		store/supermarket,	
		movie times, train/bus	
		schedules and arrival	
		and departure times of	
		aircraft, etc.	
		Students will be able to	
		compare and	
		differentiate between	
		using the 12-hour clock	
		and the 24-hour clock.	
		Students will be able to	
		apprise telling time in	
		Spanish and in English.	
		Spanish and in English.	
		Students will be able to	
		comprehend the	
		diverse perspectives of	
		telling time in Spanish	
		(Son las 2 menos diez).	

Connections:  Making connections and acquiring information and diverse perspectives	Connections:  How do world time zones have an effect on one's travel abroad?  How is the 24-hour clock used in the Spanish-speaking world?	Connections:  Students have the ability to produce and recognize telling time in Spanish.  Students know how to produce and recognize time on a 24-hour clock.  Students know the cultural practice of using the 24-hour clock.	Connections:  Students produce and recognize telling time in Spanish with their teacher and classmates.  Students produce and recognize time on a 24-hour clock with their classmates and teacher.  Students describe the cultural practice of using	Students will be able to utilize this knowledge in their lives outside of school as lifelong learners.  Connections:  Students will be able to tell time in the target language.  Students will be able to comprehend time communicated to them in Spanish.  Students will be able to apprise the different time zones in the world and their effect on	Connections:  All vocabulary related to telling time, world time zones, and European (military) time (¿Qué hora es?, Es la, son las, y media, y cuarto, menos cuarto, menos	Connections:  12.3.1.54.A 12.3.1.54.B 12.3.1.54.C 12.3.1.54.D
		using the 24-hour clock.  Students comprehend world time zones and their significance in many areas of one's life.	cultural practice of using the 24-hour clock.  Students apprise world time zones and their significance in many areas of one's life.	and their effect on travel, communicating with others in the world and one's own body clock while traveling abroad.  Students will be able to tell European (military) time on a 24-hour clock.  Students will be able to	cuarto, menos cinco, en punto, mediodía, medianoche, Eastern Standard Time, time zones, etc.)	
				successfully comprehend someone using European time.  Students will be able to comprehend the hours of operation of a store/supermarket, movie times, train/bus schedules and arrival		

<del>_</del>					
			and departure times of		
			aircraft, etc.		
			Students will be able to		
			compare and		
			differentiate between		
			using the 12-hour clock		
			and the 24-hour clock.		
			Students will be able to		
			apprise telling time in		
			Spanish and in English.		
			Spanish and in English.		
			Students will be able to		
			comprehend the		
			•		
			diverse perspectives of		
			telling time in Spanish		
			(Son las 2 menos diez).		
			Students will be able to		
			utilize this knowledge		
			in their lives outside of		
			school as lifelong		
Anna i anna		Compositores de	learners.		
<u>Comparisons:</u> <u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>
			Students will be able to	411 ( )	10.44.64.4
Language	Students have the	Students produce and	tell time in the target	All vocabulary	12.4.1.54.A
comparisons and Can you successfully	ability to produce and	recognize telling time in	language.	related to	12.4.1.54.B
Cultural compare and	recognize telling time in	Spanish with their		telling time,	12.4.1.54. <i>C</i>
comparisons differentiate between	Spanish.	teacher and classmates.	Students will be able to	world time	
using the 12-hour clock			comprehend time	zones, and	
and the 24-hour clock?	Students know how to	Students produce and	communicated to them	European	
	produce and recognize	recognize time on a 24-	in Spanish.	(military) time (	
	time on a 24-hour clock.	hour clock with their		¿Qué hora es?,	
		classmates and teacher.	Students will be able to	Es la, son las,	
	Students know the		apprise the different	y media, y	
	cultural practice of	Students describe the	time zones in the world	cuarto, menos	
	using the 24-hour clock.	cultural practice of using	and their effect on	cuarto, menos	
		the 24-hour clock.	travel, communicating	cinco, en punto,	
	Students comprehend		with others in the	mediodía,	
	world time zones and	Students apprise world	world and one's own	medianoche,	

their significance in	time zones and their	body clock while	Eastern
many areas of one's life.	significance in many	traveling abroad.	Standard Time,
many areas of ones in e.	areas of one's life.	in avening abi odd.	time zones, etc.)
	areas of ones life.	Students will be able to	Time Zones, ere.)
		tell European (military)	
		time on a 24-hour	
		clock.	
		CIOCK.	
		Students will be able to	
		successfully	
		comprehend someone	
		using European time.	
		using Lui opean Time.	
		Students will be able to	
		comprehend the hours	
		of operation of a	
		store/supermarket,	
		movie times, train/bus	
		schedules and arrival	
		and departure times of	
		aircraft, etc.	
		an or arr, or o.	
		Students will be able to	
		compare and	
		differentiate between	
		using the 12-hour clock	
		and the 24-hour clock.	
		Students will be able to	
		apprise telling time in	
		Spanish and in English.	
		Students will be able to	
		comprehend the	
		diverse perspectives of	
		telling time in Spanish	
		(Son las 2 menos diez).	
		Students will be able to	
		utilize this knowledge	
		in their lives outside of	

<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	school as lifelong learners. <u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>
School and global communities and Lifelong Learning	How will you utilize this knowledge in your life outside of school as a lifelong learner?	Students know how this information is relevant and can be utilized in their lives.  Students have the ability to produce and recognize telling time in Spanish.  Students know how to produce and recognize time on a 24-hour clock.  Students know the cultural practice of using the 24-hour clock.  Students comprehend world time zones and their significance in many areas of one's life.	Students describe how this information is relevant and can be utilized in their lives.  Students produce and recognize telling time in Spanish with their teacher and classmates.  Students produce and recognize time on a 24-hour clock with their classmates and teacher.  Students describe the cultural practice of using the 24-hour clock.  Students apprise world time zones and their significance in many areas of one's life.	Students will be able to tell time in the target language.  Students will be able to comprehend time communicated to them in Spanish.  Students will be able to apprise the different time zones in the world and their effect on travel, communicating with others in the world and one's own body clock while traveling abroad.  Students will be able to tell European (military) time on a 24-hour clock.  Students will be able to successfully comprehend someone using European time.  Students will be able to comprehend the hours of operation of a store/supermarket, movie times, train/bus schedules and arrival and departure times of aircraft, etc.	All vocabulary related to telling time, world time zones, and European (military) time ( ¿Qué hora es?, Es la, son las, y media, y cuarto, menos cuarto, menos cinco, en punto, mediodía, medianoche, Eastern Standard Time, time zones, etc.)	12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D

					Students will be able to compare and differentiate between using the 12-hour clock and the 24-hour clock.  Students will be able to apprise telling time in Spanish and in English.  Students will be able to comprehend the diverse perspectives of telling time in Spanish (Son las 2 menos diez).  Students will be able to utilize this knowledge in their lives outside of school as lifelong learners.				
	REVIEW UNIT 13								
	ASSESSMENT UNIT 13								
UNIT 14- EASTER IN MÉXICO AND CASCARONES (PASQUA EN MÉXICO Y LOS CASCARONES)									
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content		

	Communication:	Communication:	Communication:	Communication:	Communication:	Communication:	Communication:
5 days	Interpretive, Interpersonal and Presentational	Can you describe in depth the traditions, practices, customs and perspectives relating to Easter in México?	Students know the history, religious significance, traditions, practices, customs and perspectives of Easter in México.	Students apprise the history, religious significance, traditions, practices, customs and perspectives of Easter in México to their teacher and classmates.	Students will be able to apprise Easter in México, its traditions, customs, practices, perspectives and religious significance.  Students will be able to experience the cultural practice of cascarones with their classmates.  Students will be able to comprehend the diverse perspectives that exist in México in relation to this religious holiday.  Students will be able to compare and differentiate Easter in México with the same holiday in our country.  Students will be able to apprise how they may teach, incorporate this tradition of cascarones in their personal lives outside of school.  Resources:  *Cascarones (teacher & student created Mexican confetti filled eggs!!)	All vocabulary related to Easter in México (cascarones, Pascua, romper, cabeza, etc.)	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D 12.1.1.54.F

<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	*Teacher-created informational handouts relating to Easer in México <u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
Relating cultural practices to perspectives and relating cultural products to perspectives	Explain the tradition of cascarones in México and your own thoughts on it?	Students know the history, religious significance, traditions, practices, customs and perspectives of Easter in México.  Students comprehend the tradition of cascarones during Easter in México well and know their own thoughts on the tradition based from their experience with the cultural practice.	Students apprise the history, religious significance, traditions, practices, customs and perspectives of Easter in México to their teacher and classmates.  Students demonstrate their ability to describe the tradition of cascarones during Easter in México well and know their own thoughts on the tradition based from their experience with the cultural practice.	Students will be able to apprise Easter in México, its traditions, customs, practices, perspectives and religious significance.  Students will be able to experience the cultural practice of cascarones with their classmates.  Students will be able to comprehend the diverse perspectives that exist in México in relation to this religious holiday.  Students will be able to compare and differentiate Easter in México with the same holiday in our country.  Students will be able to apprise how they may teach, incorporate this tradition of cascarones in their personal lives outside of school.	All vocabulary related to Easter in México (cascarones, Pascua, romper, cabeza, etc.)	12.2.1.54.A 12.2.1.54.B 12.2.1.54.C

Connections	<u>Connections:</u>	Connections:	<u>Connections:</u>	Connections:	Connections:	Connections:
Making connections at acquiring information at diverse perspectives	México and a cultural practice in our country.	Students know the history, religious significance, traditions, practices, customs and perspectives of Easter in México.  Students comprehend the tradition of cascarones during Easter in México well and know their own thoughts on the tradition based from their experience with the cultural practice.  Students are familiar with the various cultural practices we do in our own country.  Students have the analytical skills to connect cultural practices between countries.	Students apprise the history, religious significance, traditions, practices, customs and perspectives of Easter in México to their teacher and classmates.  Students demonstrate their ability to describe the tradition of cascarones during Easter in México well and know their own thoughts on the tradition based from their experience with the cultural practice.  Students describe the various cultural practices we do in our own country.  Students analyze and connect cultural practices between countries.	Students will be able to apprise Easter in México, its traditions, customs, practices, perspectives and religious significance.  Students will be able to experience the cultural practice of cascarones with their classmates.  Students will be able to comprehend the diverse perspectives that exist in México in relation to this religious holiday.  Students will be able to compare and differentiate Easter in México with the same holiday in our country.  Students will be able to apprise how they may teach, incorporate this tradition of cascarones in their personal lives outside of school.	All vocabulary related to Easter in México (cascarones, Pascua, romper, cabeza, etc.)	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C 12.3.1.54.D
Comparisons	: <u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	Comparisons:	Comparisons:
Language comparisons a Cultural comparisons	Easter is practiced in	Students are familiar with the various cultural practices we do in our own country. Students have the	Students describe the various cultural practices we do in our own country.  Students analyze and connect cultural	Students will be able to apprise Easter in México, its traditions, customs, practices, perspectives and religious significance.	All vocabulary related to Easter in México (cascarones, Pascua, romper,	12.4.1.54.A 12.4.1.54.B 12.4.1.54.C

	peza, etc.)
connect cultural countries. Students will be able to	
practices between experience the cultural	
countries. Students apprise the practice of cascarones	
history, religious with their classmates.	
Students know the significance, traditions,	
history, religious practices, customs and Students will be able to	
significance, traditions, perspectives of Easter in comprehend the	
practices, customs and México to their teacher diverse perspectives	
perspectives of Easter and classmates. that exist in México in	
in México. relation to this	
Students demonstrate religious holiday.	
Students comprehend their ability to describe	
the tradition of the tradition of Students will be able to	
cascarones during cascarones during Easter compare and	
Easter in México well in México well and know differentiate Easter in	
and know their own thoughts on México with the same	
their experience with the cultural practice. Students will be able to	
the cultural practice. apprise how they may	
teach, incorporate this	
tradition of cascarones	
in their personal lives	
outside of school.	
<u>Communities:</u> <u>Communities:</u> <u>Communities:</u> <u>Communities:</u> <u>Communities:</u> <u>Communities:</u>	<u>nmunities:</u> <u>Communities:</u>
School and Will you make Students know the Students apprise the Students will be able to All v	
- The state of the	vocabulary 12.5.1.54.A
	elated to 12.5.1.54.B
	aster in 12.5.1.54.C
	México 12.5.1.54.D
	iscarones,
	ua, romper,
and classmates. cabe	oeza, etc.)
Students comprehend Students will be able to	
the tradition of Students demonstrate experience the cultural	
cascarones during their ability to describe practice of cascarones	
Easter in México well the tradition of with their classmates.	
and know their own cascarones during Easter	
thoughts on the in México well and know Students will be able to	
tradition based from their own thoughts on comprehend the	

their experience with the cultural practice.	the tradition based from their experience with the cultural practice.	diverse perspectives that exist in México in relation to this religious holiday.  Students will be able to compare and differentiate Easter in	
		México with the same holiday in our country.	
		Students will be able to apprise how they may teach, incorporate this tradition of cascarones in their personal lives outside of school.	

### **ASSESSMENT UNIT 14**

# UNIT 15- REGULAR AND IRREGULAR VERBS IN THE PRESENT TENSE (VERBOS REGULARES E IRREGULARES DEL PRESENTE)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
	Communication:	Communication:	Communication:	<u>Communication:</u>	Communication:	Communication:	Communication:
<b>19</b> days							
	Interpretive,	How can we express and	Knows the present	In realistic interactions	Students will be able to	All regular and	12.1.1.54.A
	Interpersonal	comprehend	tense irregular and	the students can	produce and recognize	irregular verbs	12.1.1.54.B
	and	information about	regular verbs	communicate in all forms	authentic	in Spanish	12.1.1.54. <i>C</i>

	Presentational	events that are	conjugations and, most	(interpersonal,	communication in all	(infinite)	12.1.1.54.D
	rresentational	currently happening (all	importantly, can apply	interpretive and	forms using the	(minine)	12.1.1.54.E
		verbs) with another	this knowledge through	presentational) about	irregular and regular	What the	12.1.1.54.F
		person or a group of	self-created written	the present.	verbs in present tense	present tense	12.1.1.54.1
		people?	and oral communication	me present.	in Spanish.	irregular verbs	
		peoples	in a wide variety of	Describe a normal day in	m Spanish.	look like in	
			ways.	their life, describe in	Students will be able to	English	
			ways.	detail about their	describe a normal day	Chghan	
			Knows how to describe	friends and family, their	in their life, describe in	Reinforcement	
			in great detail	favorite activities in	detail about their	from previous	
			information they are	their free time, etc.	friends and family,	years'	
			trying to share and	utilizing the irregular	their favorite activities	vocabulary	
			communicate (in at	and regular verbs in	in their free time, etc.	words	
			least 1 page worth of	present tense	utilizing the irregular		
			discourse) about	appropriately (at least 1	and regular verbs in		
			present events using all	page in length).	present tense		
			verbs necessary	p 191	appropriately (at least		
			(regular and irregular)		1 page in length).		
					Resources:		
					*In- class teacher-		
					created handouts on		
					the regular and		
					irregular verbs in the		
					present tense and in-		
					class notes.		
		<b>4</b> 1:		4.	*Song lyrics and audio	<b>4.</b>	<b>7</b> 1:
	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
	Relating cultural	How can activities vary	Knows the present	Describe a normal day in	Students will be able to	All regular and	12.2.1.54. <i>A</i>
'	practices to	depending on the	tense regular and	their life, describe in	produce and recognize	irregular verbs	12.2.1.54.B
	perspectives	culture and country in	irregular verbs'	detail about their	authentic	in Spanish	12.2.1.54. <i>C</i>
	and relating	which one is raised?	conjugations and, most	friends and family, their	communication in all	(infinite)	11.1.2.0 1.0
		William one is raisear		•		(,)	
					_	What the	
	•						
	r				T	'	
				_			
			•	<u> </u>	Students will be able to		
	cultural products to perspectives		importantly, can apply this knowledge through self-created written and oral communication in a wide variety of ways.	favorite activities in their free time, etc. utilizing the irregular and regular verbs in present tense appropriately (at least 1	forms using the irregular and regular verbs in present tense in Spanish. Students will be able to	What the present tense irregular verbs look like in English	

		The student knows activities in various countries and how they are similar and are different depending on where one is raised.	page in length).  In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about the present.  The student can explain activities in various countries and how and why they are similar and are different depending on where one is raised.	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 1 page in length).	Reinforcement from previous years' vocabulary words	
Connections:	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:
Making connections and acquiring information and diverse perspectives	What grammatical connections can you make between the present tense regular and irregular verbs in Spanish and in English?	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.  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.	In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about the present.  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.	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 1 page in length).	All regular and irregular verbs in Spanish (infinite)  What the present tense irregular verbs look like in English  Reinforcement from previous years' vocabulary words	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C 12.3.1.54.D

<u>Comparisons</u>	: Comparisons:	<u>Comparisons:</u>	<u>Comparisons:</u>	Comparisons:	Comparisons:	Comparisons:
Language comparisons of Cultural comparison.	What comparisons can nd you make between the USE of the present	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.  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.	In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about the present.  Demonstrate competency of the grammatical structure of their L1 (native language) and have the skills to analyze between the two languages finding comparisons and further strengthening their skills in English and other subjects.	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 1 page in length).	All regular and irregular verbs in Spanish (infinite)  What the present tense irregular verbs look like in English  Reinforcement from previous years' vocabulary words	12.4.1.54.A 12.4.1.54.B 12.4.1.54.C
School and global communities of Lifelong Learning	Can you effectively communicate with a	Communities:  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	Communities:  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	Communities:  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,	Communities:  All regular and irregular verbs in Spanish (infinite)  What the present tense irregular verbs look like in English  Reinforcement from previous years'	2.5.1.54.A 12.5.1.54.B 12.5.1.54.C 12.5.1.54.D

least 1 page worth of discourse) about and regular verbs in present events using all verbs necessary (regular and irregular)  least 1 page worth of discourse) about and regular verbs in present tense appropriately (at least 1 pages in length).  utilizing the irregular and regular and regular verbs in present tense appropriately (at least 1 pages in length).
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# ASSESSMENT UNIT 15