

# 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
3 days	<u>Communication:</u>  Interpretive, Interpersonal and Presentational	<u>Communication:</u>  Can you apprise the celebration of La Tomatina and teach a friend about it in its entirety?	<u>Communication:</u>  The students know the history, purpose, practices, perspectives, and customs to the celebration.	<u>Communication:</u>  Students can demonstrate knowledge on the history, purpose, practices, perspectives and customs to the celebration.	<u>Communication:</u>  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.  <u>Resources:</u>	<u>Communication:</u>  All vocabulary related to La Tomatina in Buñol, Valencia, Spain.	<u>Communication:</u>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F

					<p>*Teacher-created informational sheets on the celebration of La Tomatina in Buñol, Valencia, Spain.</p> <p>*Visuals of La Tomatina and the celebration.</p> <p>*Authentic video clips of La Tomatina taking place.</p> <p>*Newspaper and magazine articles on La Tomatina.</p>		
	<p><b><u>Cultures:</u></b></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><b><u>Cultures:</u></b></p> <p>How does their practice of this celebration relate and yet differ from the practices in our country?</p>	<p><b><u>Cultures:</u></b></p> <p>The students know the history, purpose, practices, perspectives and customs to the celebration.</p> <p>The skills to analyze between La Tomatina and an event in our culture.</p> <p>The students are well versed in the celebrations, practices and perspectives in our culture.</p>	<p><b><u>Cultures:</u></b></p> <p>Students can demonstrate knowledge on the history, purpose, practices, perspectives and customs to the celebration.</p> <p>Analyze between La Tomatina and an event in our country in order to determine the similarities and differences between the cultures.</p> <p>The students can apprise the celebrations, practices and perspectives in our culture.</p>	<p><b><u>Cultures:</u></b></p> <p>Students will be able to apprise the history, purpose, practices, perspectives and customs to La Tomatina in Buñol, Valencia, Spain.</p> <p>Students will be able to create comparisons between La Tomatina and some cultural celebration/event in our country.</p> <p>Students will be able to understand the different perspectives that exist in other countries and how certain events/people are celebrated.</p>	<p><b><u>Cultures:</u></b></p> <p>All vocabulary related to La Tomatina in Buñol, Valencia, Spain.</p>	<p><b><u>Cultures:</u></b></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

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

			culture.	The students can apprise the celebrations, practices and perspectives in our culture.	Students will be able to understand the different perspectives that exist in other countries and how certain events/people are celebrated.		
	<u><b>Communities:</b></u>  School and global communities and Lifelong Learning	<u><b>Communities:</b></u>  Would you ever participate in the Castells why or why not? If so, where would you be on the human tower at the bottom, middle or on top?	<u><b>Communities:</b></u>  The students know the history, purpose, practices, perspectives and customs to the celebration.  The students know their personal opinion and willingness to be a part of a cultural practice that may seem different from our own.	<u><b>Communities:</b></u>  Students can demonstrate knowledge on the history, purpose, practices, perspectives and customs to the celebration.  Students can apprise their personal opinion and willingness to be a part of a cultural practice that may seem different from their own.	<u><b>Communities:</b></u>  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.	<u><b>Communities:</b></u>  All vocabulary related to La Tomatina in Buñol, Valencia, Spain.	<u><b>Communities:</b></u>  12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D

## REVIEW UNIT 1

## ASSESSMENT UNIT 1

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

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
15 days	<u>Communication:</u>  Interpretive, Interpersonal and Presentational	<u>Communication:</u>  Can you 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?	<u>Communication:</u>  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.	<u>Communication:</u>  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.	<u>Communication:</u>  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)	<u>Communication:</u>  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.)	<u>Communication:</u>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F

					<p>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.</p> <p>Students will be able to apprise the diverse perspective presented in the different countries focused on in this unit.</p> <p>Students will be able to utilize this information in their life outside of Carlynton.</p> <p><b><u>Resources:</u></b></p> <p>*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 and capitals          *Manipulatives</p>		
	<p><b><u>Cultures:</u></b></p> <p>Relating cultural practices to</p>	<p><b><u>Cultures:</u></b></p> <p>Can you apprise</p>	<p><b><u>Cultures:</u></b></p> <p>The students know the</p>	<p><b><u>Cultures:</u></b></p> <p>The students apprise the over 20 Spanish-</p>	<p><b><u>Cultures:</u></b></p> <p>Students will be able to produce and</p>	<p><b><u>Cultures:</u></b></p> <p>All vocabulary related to the</p>	<p><b><u>Cultures:</u></b></p> <p>12.2.1.S4.A 12.2.1.S4.B</p>

	<p>perspectives and relating cultural products to perspectives</p>	<p>cultural, topographic, social, geographic and political information about the Spanish-speaking countries we will learn?</p>	<p>over 20 Spanish-speaking countries and capitals in the target language and also know their geographic locations on blank maps of the world.</p> <p>The students know factual information relating to the culture, topography, social, geography and politics of the Spanish-speaking countries.</p>	<p>speaking countries and capitals in the target language and also know their geographic locations on blank maps of the world.</p> <p>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.</p>	<p>recognize the over 20 Spanish-speaking countries and capitals in the target language.</p> <p>Students will be able to locate their geographic positions on blank maps of the world.</p> <p>Students will be able to apprise cultural, topographic, social, geographic and political information about the countries learned.</p> <p>Students will be able to connect material learned in this unit with other subject areas (Social Studies, Geography, English, Science and Mathematics)</p> <p>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.</p> <p>Students will be able to apprise the diverse perspective presented</p>	<p>countries and capitals in Spanish.</p> <p>Other geographical and topographical vocabulary (mountain range, equator, north, south, volcanos, desert, landlocked, port, etc.)</p>	12.2.1.S4.C
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					<p>in the different countries focused on in this unit.</p> <p>Students will be able to utilize this information in their life outside of Carlynton.</p>		
	<p><b><u>Connections:</u></b></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><b><u>Connections:</u></b></p> <p>Can 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?</p>	<p><b><u>Connections:</u></b></p> <p>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.</p> <p>The students know factual information relating to the culture, topography, social, geography and politics of the Spanish-speaking countries.</p> <p>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.</p>	<p><b><u>Connections:</u></b></p> <p>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.</p> <p>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.</p> <p>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.</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to produce and recognize the over 20 Spanish-speaking countries and capitals in the target language.</p> <p>Students will be able to locate their geographic positions on blank maps of the world.</p> <p>Students will be able to apprise cultural, topographic, social, geographic and political information about the countries learned.</p> <p>Students will be able to connect material learned in this unit with other subject areas (Social Studies, Geography, English, Science and Mathematics)</p>	<p><b><u>Connections:</u></b></p> <p>All vocabulary related to the countries and capitals in Spanish.</p> <p>Other geographical and topographical vocabulary (mountain range, equator, north, south, volcanos, desert, landlocked, port, etc.)</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>



					<p>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.</p> <p>Students will be able to apprise the diverse perspective presented in the different countries focused on in this unit.</p> <p>Students will be able to utilize this information in their life outside of Carlynton.</p>		
	<p><b><u>Comparisons:</u></b></p> <p>Language comparisons and Cultural comparisons</p>	<p><b><u>Comparisons:</u></b></p> <p>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.</p>	<p><b><u>Comparisons:</u></b></p> <p>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.</p> <p>The students know factual information relating to the culture, topography, social, geography and politics of the Spanish-speaking countries.</p>	<p><b><u>Comparisons:</u></b></p> <p>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.</p> <p>The students demonstrate factual knowledge relating to the culture, topography, social, geography and politics of the Spanish-speaking countries through oral as well as</p>	<p><b><u>Comparisons:</u></b></p> <p>Students will be able to produce and recognize the over 20 Spanish-speaking countries and capitals in the target language.</p> <p>Students will be able to locate their geographic positions on blank maps of the world.</p> <p>Students will be able to apprise cultural, topographic, social, geographic and</p>	<p><b><u>Comparisons:</u></b></p> <p>All vocabulary related to the countries and capitals in Spanish.</p> <p>Other geographical and topographical vocabulary (mountain range, equator, north, south, volcanos, desert, landlocked, port, etc.)</p>	<p><b><u>Comparisons:</u></b></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

			<p>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.</p> <p>The students have the necessary skills to compare and contrast between the United States and the Spanish-speaking countries</p>	<p>written communication.</p> <p>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.</p> <p>Students demonstrate the ability to compare and contrast between the Spanish-speaking world and the United States on a wide variety of topics.</p>	<p>political information about the countries learned.</p> <p>Students will be able to connect material learned in this unit with other subject areas (Social Studies, Geography, English, Science and Mathematics)</p> <p>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.</p> <p>Students will be able to apprise the diverse perspective presented in the different countries focused on in this unit.</p> <p>Students will be able to utilize this information in their life outside of Carlynton.</p>		
	<p><b><u>Communities:</u></b></p> <p>School and global communities and</p>	<p><b><u>Communities:</u></b></p> <p>How will you incorporate this knowledge in your other</p>	<p><b><u>Communities:</u></b></p> <p>The students know their own ability to utilize this information</p>	<p><b><u>Communities:</u></b></p> <p>The students can demonstrate their use of this information in their</p>	<p><b><u>Communities:</u></b></p> <p>Students will be able to produce and recognize the over 20 Spanish-speaking</p>	<p><b><u>Communities:</u></b></p> <p>All vocabulary related to the countries and</p>	<p><b><u>Communities:</u></b></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C</p>

	Lifelong Learning	classes and your life outside of Carlynton?	<p>in their personal life as well as in an interdisciplinary manner.</p> <p>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.</p> <p>The students know factual information relating to the culture, topography, social, geography and politics of the Spanish-speaking countries.</p> <p>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.</p> <p>The students have the necessary skills to compare and contrast between the United States and the</p>	<p>personal life as well as in an interdisciplinary manner in other classes at our school (Social Studies, Geography, English, Science and Mathematics).</p> <p>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.</p> <p>The students know factual information relating to the culture, topography, social, geography and politics of the Spanish-speaking countries.</p> <p>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.</p> <p>The students have the necessary skills to compare and contrast between the United States and the Spanish-speaking countries</p>	<p>countries and capitals in the target language.</p> <p>Students will be able to locate their geographic positions on blank maps of the world.</p> <p>Students will be able to apprise cultural, topographic, social, geographic and political information about the countries learned.</p> <p>Students will be able to connect material learned in this unit with other subject areas (Social Studies, Geography, English, Science and Mathematics)</p> <p>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.</p> <p>Students will be able to apprise the diverse perspective presented in the different countries focused on</p>	<p>capitals in Spanish.</p> <p>Other geographical and topographical vocabulary (mountain range, equator, north, south, volcanos, desert, landlocked, port, etc.)</p>	12.5.1.S4.D
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			Spanish-speaking countries		in this unit.  Students will be able to utilize this information in their life outside of Carlynton.		
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## REVIEW UNIT 2

## 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
<b>5 days</b>	<b><u>Communication:</u></b>  Interpretive, Interpersonal and Presentational	<b><u>Communication:</u></b>  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)?  Can you pronounce the Spanish words that you	<b><u>Communication:</u></b>  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	<b><u>Communication:</u></b>  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	<b><u>Communication:</u></b>  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 said to you).  Students will be able to	<b><u>Communication:</u></b>  All the letters of the Spanish alphabet.	<b><u>Communication:</u></b>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F

		are exposed to with the correct native speaker pronunciation regardless of the dialect?	<p>sentences.</p> <p>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.</p>	<p>words and thus sentences.</p> <p>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.</p>	<p>pronounce the Spanish words that they are exposed to with the correct native speaker pronunciation regardless of the dialect.</p> <p>Students will be able to compare and contrast the Spanish alphabet with our English alphabet.</p> <p>Students will be able to make connections between the Spanish alphabet and ours noting the same Latin roots.</p> <p>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.</p> <p><b><u>Resources:</u></b></p> <p>*Informational sheet on the letters of the Spanish alphabet</p>		
	<b><u>Cultures:</u></b>  Relating cultural practices to perspectives and relating cultural	<b><u>Cultures:</u></b>  From what language family does Spanish derive and which other languages come from the same root?	<b><u>Cultures:</u></b>  The students know the language family that Spanish stems from and the other four languages from the	<b><u>Cultures:</u></b>  The students demonstrate the knowledge that Spanish is an Indo-European language and is one of	<b><u>Cultures:</u></b>  Students will be able to produce and recognize the Spanish alphabet.  Students will be able to	<b><u>Cultures:</u></b>  All the letters of the Spanish alphabet.	<b><u>Cultures:</u></b>  12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C

	products to perspectives	How does the Spanish language pronunciation relate to their perspectives on how language should sound?	<p>same tree.</p> <p>The students know the Spanish perspective of their language and the importance of the pronunciation.</p> <p>The students know the Spanish alphabet when pronounced to them as well as the ability to pronounce the letters to others.</p> <p>The students have the ability to connect the individual pronunciation of each letter to create words and thus sentences.</p> <p>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.</p>	<p>the Romance languages along with French, Romanian, Italian and Portuguese.</p> <p>The students apprise the Spanish perspective of their language and the importance of the pronunciation.</p> <p>Recognize the Spanish alphabet when pronounced to them as well as producing letters of the alphabet to others (i.e. spelling words.)</p> <p>The students have the ability to connect the individual pronunciation of each letter to create words and thus sentences.</p> <p>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.</p>	<p>spell words in Spanish when necessary (for others as well as the recognition of letters said to you).</p> <p>Students will be able to pronounce the Spanish words that they are exposed to with the correct native speaker pronunciation regardless of the dialect.</p> <p>Students will be able to compare and contrast the Spanish alphabet with our English alphabet.</p> <p>Students will be able to make connections between the Spanish alphabet and ours noting the same Latin roots.</p> <p>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.</p>		
	<b><u>Connections:</u></b>  Making connections and acquiring information and	<b><u>Connections:</u></b>  What connections do you see between the Spanish alphabet and ours?	<b><u>Connections:</u></b>  The students know the language family that Spanish stems from and the other four	<b><u>Connections:</u></b>  The students demonstrate the knowledge that Spanish is an Indo-European	<b><u>Connections:</u></b>  Students will be able to produce and recognize the Spanish alphabet.  Students will be able to	<b><u>Connections:</u></b>  All the letters of the Spanish alphabet.	<b><u>Connections:</u></b>  12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D

	diverse perspectives		<p>languages from the same tree.</p> <p>The students know the Spanish alphabet when pronounced to them as well as the ability to pronounce the letters to others.</p> <p>The students have the ability to connect the individual pronunciation of each letter to create words and thus sentences.</p> <p>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.</p>	<p>language and is one of the Romance languages along with French, Romanian, Italian and Portuguese.</p> <p>Recognize the Spanish alphabet when pronounced to them as well as producing letters of the alphabet to others (i.e. spelling words.)</p> <p>The students have the ability to connect the individual pronunciation of each letter to create words and thus sentences.</p> <p>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.</p>	<p>spell words in Spanish when necessary (for others as well as the recognition of letters said to you).</p> <p>Students will be able to pronounce the Spanish words that they are exposed to with the correct native speaker pronunciation regardless of the dialect.</p> <p>Students will be able to compare and contrast the Spanish alphabet with our English alphabet.</p> <p>Students will be able to make connections between the Spanish alphabet and ours noting the same Latin roots.</p> <p>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.</p>		
	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>
	Language comparisons and Cultural comparisons	Students will be able to compare and contrast the Spanish alphabet with our English	The students have the skills to compare and contrast between two or more different	The students compare and contrast between two or more different perspectives,	Students will be able to produce and recognize the Spanish alphabet.	All the letters of the Spanish alphabet.	12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C

		alphabet.	<p>perspectives, grammatical points, cultural practices, etc.</p> <p>The students know the language family that Spanish stems from and the other four languages from the same tree.</p> <p>The students know the Spanish alphabet when pronounced to them as well as the ability to pronounce the letters to others.</p> <p>The students have the ability to connect the individual pronunciation of each letter to create words and thus sentences.</p> <p>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.</p>	<p>grammatical points, cultural practices, etc.</p> <p>The students demonstrate the knowledge that Spanish is an Indo-European language and is one of the Romance languages along with French, Romanian, Italian and Portuguese.</p> <p>Recognize the Spanish alphabet when pronounced to them as well as producing letters of the alphabet to others (i.e. spelling words.)</p> <p>The students have the ability to connect the individual pronunciation of each letter to create words and thus sentences.</p> <p>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.</p>	<p>Students will be able to spell words in Spanish when necessary (for others as well as the recognition of letters said to you).</p> <p>Students will be able to pronounce the Spanish words that they are exposed to with the correct native speaker pronunciation regardless of the dialect.</p> <p>Students will be able to compare and contrast the Spanish alphabet with our English alphabet.</p> <p>Students will be able to make connections between the Spanish alphabet and ours noting the same Latin roots.</p> <p>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.</p>		
	<b><u>Communities:</u></b>	<b><u>Communities:</u></b>	<b><u>Communities:</u></b>	<b><u>Communities:</u></b>	<b><u>Communities:</u></b>	<b><u>Communities:</u></b>	<b><u>Communities:</u></b>
	School and global communities and	How will you utilize this knowledge in your life outside of school?	The students know how this information will play a part in their lives	The students apprise how this information will play a part in their lives	Students will be able to produce and recognize the Spanish alphabet.	All the letters of the Spanish alphabet.	12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C



	Lifelong Learning		<p>now and in the future. The students know the Spanish alphabet when pronounced to them as well as the ability to pronounce the letters to others.</p> <p>The students have the ability to connect the individual pronunciation of each letter to create words and thus sentences.</p> <p>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.</p>	<p>now and in the future. Recognize the Spanish alphabet when pronounced to them as well as producing letters of the alphabet to others (i.e. spelling words.)</p> <p>The students have the ability to connect the individual pronunciation of each letter to create words and thus sentences.</p> <p>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.</p>	<p>Students will be able to spell words in Spanish when necessary (for others as well as the recognition of letters said to you).</p> <p>Students will be able to pronounce the Spanish words that they are exposed to with the correct native speaker pronunciation regardless of the dialect.</p> <p>Students will be able to compare and contrast the Spanish alphabet with our English alphabet.</p> <p>Students will be able to make connections between the Spanish alphabet and ours noting the same Latin roots.</p> <p>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.</p>		12.5.1.S4.D
REVIEW UNIT 4							

## 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
15 days	<u>Communication:</u>  Interpretive, Interpersonal and Presentational	<u>Communication:</u>  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?	<u>Communication:</u>  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.)	<u>Communication:</u>  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.)	<u>Communication:</u>  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	<u>Communication:</u>  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.)	<u>Communication:</u>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F

					<p>communicate basic greetings and pleasantries in the target language.</p> <p>Students will be able to apprise the cultural differences when meeting a new friend in the United States and in Latin America.</p> <p>Students will be able to apprise the different perspectives on proximity and physical boundaries between the target culture and our own.</p> <p>Students will be able to make connections between meeting someone for the first time from Latin America and from the United States.</p> <p>Students will be able to utilize this knowledge in their lives outside of school.</p> <p><b><u>Resources:</u></b></p> <p>*Teacher-created vocabulary lists for meeting a new friend for the first time.</p>		
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					*Line activity *Fly swatters		
	<p><b><u>Cultures:</u></b></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><b><u>Cultures:</u></b></p> <p>How do you greet someone from Latin America?</p> <p>How is this similar and yet different from greeting a new friend in the United States?</p>	<p><b><u>Cultures:</u></b></p> <p>Students know the customs in Latin America in relation to greeting someone.</p> <p>The students can differentiate between greeting someone (known or unknown) in Latin America and the United States.</p> <p>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.)</p>	<p><b><u>Cultures:</u></b></p> <p>Students can explain the customs in Latin America in relation to greeting someone.</p> <p>The students differentiate between greeting someone (known or unknown) in Latin America and the United States.</p> <p>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.)</p>	<p><b><u>Cultures:</u></b></p> <p>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.)</p> <p>Students will be able to meet a new friend in the target language without difficulty.</p> <p>Students will be able to communicate basic greetings and pleasantries in the target language.</p> <p>Students will be able to apprise the cultural differences when meeting a new friend in the United States and</p>	<p><b><u>Cultures:</u></b></p> <p>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.)</p>	<p><b><u>Cultures:</u></b></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

					<p>in Latin America.</p> <p>Students will be able to apprise the different perspectives on proximity and physical boundaries between the target culture and our own.</p> <p>Students will be able to make connections between meeting someone for the first time from Latin America and from the United States.</p> <p>Students will be able to utilize this knowledge in their lives outside of school.</p>		
	<p><b><u>Connections:</u></b></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><b><u>Connections:</u></b></p> <p>How is greeting someone similar and yet different in Latin America from greeting a new friend in the United States?</p> <p>Can you explain the "time of day" and the appropriate greetings related to that from a cultural perspective?</p>	<p><b><u>Connections:</u></b></p> <p>Students know the customs in Latin America in relation to greeting someone (and the time of day.)</p> <p>The students can differentiate between greeting someone (known or unknown) in Latin America and the United States.</p> <p>Students know how to produce and recognize all vocabulary related to meeting someone for</p>	<p><b><u>Connections:</u></b></p> <p>Students can explain the customs in Latin America in relation to greeting someone (and the time of day.)</p> <p>The students differentiate between greeting someone (known or unknown) in Latin America and the United States.</p> <p>Students can produce and recognize all vocabulary related to meeting someone for the</p>	<p><b><u>Connections:</u></b></p> <p>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.)</p>	<p><b><u>Connections:</u></b></p> <p>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</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

			the 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.)	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.)	<p>Students will be able to meet a new friend in the target language without difficulty.</p> <p>Students will be able to communicate basic greetings and pleasantries in the target language.</p> <p>Students will be able to apprise the cultural differences when meeting a new friend in the United States and in Latin America.</p> <p>Students will be able to apprise the different perspectives on proximity and physical boundaries between the target culture and our own.</p> <p>Students will be able to make connections between meeting someone for the first time from Latin America and from the United States.</p> <p>Students will be able to utilize this knowledge in their lives outside of school.</p>	they are from, sharing where you are from, saying a farewell and saying it's nice to meet you.)	
	<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		

	<p>Language comparisons and Cultural comparisons</p>	<p>Can you compare and contrast greeting someone in Latin America and the United States?</p> <p>How is the "time of day" and the appropriate greetings cultural different?</p>	<p>Students know the customs in Latin America in relation to greeting someone (and the time of day.)</p> <p>The students can differentiate between greeting someone (known or unknown) in Latin America and the United States.</p> <p>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.)</p>	<p>Students can explain the customs in Latin America in relation to greeting someone (and the time of day.)</p> <p>The students differentiate between greeting someone (known or unknown) in Latin America and the United States.</p> <p>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.)</p>	<p>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.)</p> <p>Students will be able to meet a new friend in the target language without difficulty.</p> <p>Students will be able to communicate basic greetings and pleasantries in the target language.</p> <p>Students will be able to apprise the cultural differences when meeting a new friend in the United States and in Latin America.</p> <p>Students will be able to apprise the different perspectives on proximity and physical boundaries between the</p>	<p>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.)</p>	<p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>
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					<p>target culture and our own.</p> <p>Students will be able to make connections between meeting someone for the first time from Latin America and from the United States.</p> <p>Students will be able to utilize this knowledge in their lives outside of school.</p>		
	<p><b><u>Communities:</u></b></p> <p>School and global communities and Lifelong Learning</p>	<p><b><u>Communities:</u></b></p> <p>Can you successfully meet a new friend in the target language inside and outside of school?</p>	<p><b><u>Communities:</u></b></p> <p>Students know the customs in Latin America in relation to greeting someone.</p> <p>The students can differentiate between greeting someone (known or unknown) in Latin America and the United States.</p> <p>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</p>	<p><b><u>Communities:</u></b></p> <p>Students can explain the customs in Latin America in relation to greeting someone.</p> <p>The students differentiate between greeting someone (known or unknown) in Latin America and the United States.</p> <p>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,</p>	<p><b><u>Communities:</u></b></p> <p>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.)</p> <p>Students will be able to meet a new friend in the target language without difficulty.</p> <p>Students will be able to</p>	<p><b><u>Communities:</u></b></p> <p>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.)</p>	<p><b><u>Communities:</u></b></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>



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

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
15 days	<p><u>Communication:</u></p> <p>Interpretive, Interpersonal and Presentational</p>	<p><u>Communication:</u></p> <p>Can you produce and recognize the numbers from zero to one billion in Spanish?</p> <p>Can you produce and recognize the days of the week in the target language?</p> <p>Can you produce and recognize the months of the year in Spanish?</p> <p>How do you write the date and express your birthday in Spanish?</p> <p>Can you successfully answer math problems in the target language?</p>	<p><u>Communication:</u></p> <p>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.</p> <p>The students know how to express the date and share when their birthday is in the target language.</p> <p>The students know how to solve basic mathematics and can connect that knowledge with their knowledge of the numbers in Spanish.</p>	<p><u>Communication:</u></p> <p>Produce and recognize the numbers from zero to one billion, the days of the week and the months of the year in Spanish.</p> <p>The students express the date and share when their birthday is in the target language.</p> <p>Solve basic mathematics and can connect that knowledge with their knowledge of the numbers in Spanish to accomplish the task.</p>	<p><u>Communication:</u></p> <p>The students will be able to produce and recognize all numbers between zero and one billion.</p> <p>The students will be able to produce and recognize the days of the week.</p> <p>The students will be able to produce and recognize the months of the year.</p> <p>Students will be able to complete mathematics problems in the target language.</p> <p>Students will be able to write the date correctly in the target language.</p> <p>Students will be able to communicate their birthday (in proper grammatical form) in</p>	<p><u>Communication:</u></p> <p>Vocabulary for all of the following: All numbers in Spanish from zero to one billion.</p> <p>All seven days of the week.</p> <p>All 12 months of the year.</p>	<p><u>Communication:</u></p> <p>12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F</p>

					<p>the target language.</p> <p>Students will be able to apprise cultural perspectives in relation to calendars in Spanish.</p> <p>Students will be able to connect learning numbers as high as one billion based on their knowledge of numbers one through 30.</p> <p><b><u>Resources:</u></b></p> <p>*Teacher-created vocabulary lists for the numbers, days of the week, months of the year</p> <p>*Spanish calendar</p> <p>*Handouts of math problems in the target language</p> <p>*Fly swatters</p> <p>*Manipulatives</p> <p>*Dice</p> <p>*"Templo" boards</p>		
	<p><b><u>Cultures:</u></b></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><b><u>Cultures:</u></b></p> <p>How are Spanish calendars and calendars in the United States the same and yet different?</p> <p>Why does this cultural perspective exist</p>	<p><b><u>Cultures:</u></b></p> <p>The students know the cultural perspectives between the United States, Latin America and Spain.</p> <p>The students are well versed in the calendars</p>	<p><b><u>Cultures:</u></b></p> <p>The students know the cultural perspectives between the United States, Latin America and Spain.</p> <p>The students demonstrate how the</p>	<p><b><u>Cultures:</u></b></p> <p>The students will be able to produce and recognize all numbers between zero and one billion.</p> <p>The students will be able to produce and</p>	<p><b><u>Cultures:</u></b></p> <p>Vocabulary for all of the following: All numbers in Spanish from zero to one billion.</p>	<p><b><u>Cultures:</u></b></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

		<p>between our nations?</p> <p>How is the Aztec calendar different from calendars today? Which is more accurate?</p>	<p>and how they are expressed between our nations.</p> <p>The students know about the Aztec calendar, its appearance and a basic knowledge of how days are recorded.</p> <p>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.</p> <p>The students know how to express the date and share when their birthday is in the target language.</p> <p>The students know how to solve basic mathematics and can connect that knowledge with their knowledge of the numbers in Spanish.</p>	<p>calendars appear and are expressed between our nations (On what day the Spanish calendar begins and on what day our calendar begins.)</p> <p>The students can apprise the Aztec calendar, its appearance and a basic knowledge of how days are recorded.</p> <p>Produce and recognize the numbers from zero to one billion, the days of the week and the months of the year in Spanish.</p> <p>The students express the date and share when their birthday is in the target language.</p> <p>Solve basic mathematics and can connect that knowledge with their knowledge of the numbers in Spanish to accomplish the task.</p>	<p>recognize the days of the week.</p> <p>The students will be able to produce and recognize the months of the year.</p> <p>Students will be able to complete mathematics problems in the target language.</p> <p>Students will be able to write the date correctly in the target language.</p> <p>Students will be able to communicate their birthday (in proper grammatical form) in the target language.</p> <p>Students will be able to apprise cultural perspectives in relation to calendars in Spanish.</p> <p>Students will be able to connect learning numbers as high as one billion based on their knowledge of numbers one through 30.</p>	<p>All seven days of the week.</p> <p>All 12 months of the year.</p>	
	<p><u>Connections:</u></p> <p>Making connections and</p>	<p><u>Connections:</u></p> <p>Can you see connections that allow you to learn</p>	<p><u>Connections:</u></p> <p>The students know the cultural perspectives</p>	<p><u>Connections:</u></p> <p>The students know the cultural perspectives</p>	<p><u>Connections:</u></p> <p>The students will be able to produce and recognize all numbers</p>	<p><u>Connections:</u></p> <p>Vocabulary for all of the</p>	<p><u>Connections:</u></p> <p>12.3.1.S4.A 12.3.1.S4.B</p>

	<p>acquiring information and diverse perspectives</p>	<p>numbers as high as one billion more easily based on your knowledge of numbers one through 30?</p> <p>How are Spanish calendars and calendars in the United States the same and yet different?</p> <p>Why does this cultural perspective in relation to calendars exist between our nations?</p> <p>How is the Aztec calendar different from calendars today? Which is more accurate?</p>	<p>between the United States, Latin America and Spain.</p> <p>The students are well versed in the calendars and how they are expressed between our nations.</p> <p>The students know about the Aztec calendar, its appearance and a basic knowledge of how days are recorded.</p> <p>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.</p> <p>The students know how to express the date and share when their birthday is in the target language.</p> <p>The students know how to solve basic mathematics and can connect that knowledge with their knowledge of the numbers in Spanish.</p>	<p>between the United States, Latin America and Spain.</p> <p>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.)</p> <p>The students can apprise the Aztec calendar, its appearance and a basic knowledge of how days are recorded.</p> <p>Produce and recognize the numbers from zero to one billion, the days of the week and the months of the year in Spanish.</p> <p>The students express the date and share when their birthday is in the target language.</p> <p>Solve basic mathematics and can connect that knowledge with their knowledge of the numbers in Spanish to accomplish the task.</p>	<p>between zero and one billion.</p> <p>The students will be able to produce and recognize the days of the week.</p> <p>The students will be able to produce and recognize the months of the year.</p> <p>Students will be able to complete mathematics problems in the target language.</p> <p>Students will be able to write the date correctly in the target language.</p> <p>Students will be able to communicate their birthday (in proper grammatical form) in the target language.</p> <p>Students will be able to apprise cultural perspectives in relation to calendars in Spanish.</p> <p>Students will be able to connect learning numbers as high as one billion based on their knowledge of numbers one through 30.</p>	<p>following: All numbers in Spanish from zero to one billion.</p> <p>All seven days of the week.</p> <p>All 12 months of the year.</p>	<p>12.3.1.S4.C 12.3.1.S4.D</p>
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	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>
	<p>Language comparisons and Cultural comparisons</p>	<p>How are numbers in Spanish similar and yet different from how we communicate numbers in English?</p> <p>What linguistic structures do you see?</p> <p>How are Spanish calendars and calendars in the United States the same and yet different?</p> <p>Why does this cultural perspective in relation to calendars exist between our nations?</p> <p>How is the Aztec calendar different from calendars today? Which is more accurate?</p>	<p>The students know the cultural perspectives between the United States, Latin America and Spain.</p> <p>The students are well versed in the calendars and how they are expressed between our nations.</p> <p>The students know about the Aztec calendar, its appearance and a basic knowledge of how days are recorded.</p> <p>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.</p> <p>The students know how to express the date and share when their birthday is in the target language.</p> <p>The students know how to solve basic mathematics and can connect that knowledge with their knowledge of the numbers in Spanish.</p>	<p>The students know the cultural perspectives between the United States, Latin America and Spain.</p> <p>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.)</p> <p>The students can apprise the Aztec calendar, its appearance and a basic knowledge of how days are recorded.</p> <p>Produce and recognize the numbers from zero to one billion, the days of the week and the months of the year in Spanish.</p> <p>The students express the date and share when their birthday is in the target language.</p> <p>Solve basic mathematics and can connect that knowledge with their knowledge of the numbers in Spanish to accomplish the task.</p>	<p>The students will be able to produce and recognize all numbers between zero and one billion.</p> <p>The students will be able to produce and recognize the days of the week.</p> <p>The students will be able to produce and recognize the months of the year.</p> <p>Students will be able to complete mathematics problems in the target language.</p> <p>Students will be able to write the date correctly in the target language.</p> <p>Students will be able to communicate their birthday (in proper grammatical form) in the target language.</p> <p>Students will be able to apprise cultural perspectives in relation to calendars in Spanish.</p> <p>Students will be able to connect learning numbers as high as one</p>	<p>Vocabulary for all of the following: All numbers in Spanish from zero to one billion.</p> <p>All seven days of the week.</p> <p>All 12 months of the year.</p>	<p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

					billion based on their knowledge of numbers one through 30.		
	<b><u>Communities:</u></b>  School and global communities and Lifelong Learning	<b><u>Communities:</u></b>  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?	<b><u>Communities:</u></b>  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	<b><u>Communities:</u></b>  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	<b><u>Communities:</u></b>  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.	<b><u>Communities:</u></b>  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.	<b><u>Communities:</u></b>  12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D

			connect that knowledge with their knowledge of the numbers in Spanish.	knowledge of the numbers in Spanish to accomplish the task.	Students will be able to connect learning numbers as high as one billion based on their knowledge of numbers one through 30.		
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## REVIEW UNIT 6

## 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
<b>15 days</b>	<u>Communication:</u>  Interpretive, Interpersonal and Presentational	<u>Communication:</u>  Can you produce and recognize all of the animals in a zoo?	<u>Communication:</u>  Students know the vocabulary in order to produce and recognize all zoo animals.	<u>Communication:</u>  Students produce and recognize animals in a zoo in the target language.	<u>Communication:</u>  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.	<u>Communication:</u>  All vocabulary relating to "zoo" animals and vocabulary relating to the zoo in the target language (león, girafa, oso polar, zoológico, cerca, etc.)	<u>Communication:</u>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F



					<p><b><u>Resources:</u></b></p> <p>*Visuals of all the zoo animals and vocabulary related to the zoo.</p> <p>*Teacher-created vocabulary lists</p> <p>*Manipulatives for the zoo animals</p> <p>*Fly swatters</p> <p>*TPR</p>		
	<p><b><u>Cultures:</u></b></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><b><u>Cultures:</u></b></p> <p>What different animals can be found in the Spanish-speaking world compared with those that can be found in our country?</p>	<p><b><u>Cultures:</u></b></p> <p>Students know the animals that can be found throughout the Spanish-speaking countries.</p> <p>Students know the vocabulary in order to produce and recognize all zoo animals.</p>	<p><b><u>Cultures:</u></b></p> <p>Students apprise what animals can be found in Central America, Spain and South America accordingly.</p> <p>Students produce and recognize animals in a zoo in the target language.</p>	<p><b><u>Cultures:</u></b></p> <p>Students will be able to produce and recognize the animals in a zoo and all vocabulary related to a zoo.</p> <p>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.</p>	<p><b><u>Cultures:</u></b></p> <p>All vocabulary relating to "zoo" animals and vocabulary relating to the zoo in the target language (león, girafa, oso polar, zoológico, cerca, etc.)</p>	<p><b><u>Cultures:</u></b></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>
	<p><b><u>Connections:</u></b></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><b><u>Connections:</u></b></p> <p>What similar and different animals can be found in the Spanish-speaking world compared with those that can be found in our country?</p>	<p><b><u>Connections:</u></b></p> <p>Students know the animals that can be found throughout the Spanish-speaking countries and in our own.</p> <p>Students know the</p>	<p><b><u>Connections:</u></b></p> <p>Students apprise what animals can be found in the United States, Central America, Spain and South America accordingly.</p> <p>Students produce and</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to produce and recognize the animals in a zoo and all vocabulary related to a zoo.</p> <p>Students will be able to apprise different animals that can be</p>	<p><b><u>Connections:</u></b></p> <p>All vocabulary relating to "zoo" animals and vocabulary relating to the zoo in the target language (león, girafa, oso</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

			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.)	
	<b><u>Comparisons:</u></b>  Language comparisons and Cultural comparisons	<b><u>Comparisons:</u></b>  Can you compare and contrast the animals that can be seen in a zoo in Latin America and a zoo in our country?	<b><u>Comparisons:</u></b>  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.	<b><u>Comparisons:</u></b>  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.	<b><u>Comparisons:</u></b>  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.	<b><u>Comparisons:</u></b>  All vocabulary relating to "zoo" animals and vocabulary relating to the zoo in the target language (león, girafa, oso polar, zoológico, cerca, etc.)	<b><u>Comparisons:</u></b>  12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C
	<b><u>Communities:</u></b>  School and global communities and Lifelong Learning	<b><u>Communities:</u></b>  How can you utilize this knowledge in your other classes and life outside of school?	<b><u>Communities:</u></b>  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.	<b><u>Communities:</u></b>  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	<b><u>Communities:</u></b>  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	<b><u>Communities:</u></b>  All vocabulary relating to "zoo" animals and vocabulary relating to the zoo in the target language (león, girafa, oso polar, zoológico, cerca, etc.)	<b><u>Communities:</u></b>  12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D

				zoo in the target language.	found in our country.		
REVIEW UNIT 7							
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
10 days	<u>Communication:</u>  Interpretive, Interpersonal and Presentational	<u>Communication:</u>  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?	<u>Communication:</u>  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.	<u>Communication:</u>  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.	<u>Communication:</u>  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	<u>Communication:</u>  All vocabulary related to the family and adjectives (alto, bajo, simpático, fuerte, chistoso, malo, bueno, madre, padre, hermano, hermana, abuela, abuelo, tío, tía, etc.	<u>Communication:</u>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F

					<p>the Spanish-speaking countries with those in our country.</p> <p>Students will be able to apprise a typical Mayan family and cultural perspectives relating to their clothing and where they live.</p> <p><b><u>Resources:</u></b></p> <p>*Visuals of all the family and adjectives vocabulary</p> <p>*Visuals of the Mayan people</p> <p>*Teacher-created vocabulary lists</p> <p>*Manipulatives for the family and adjectives</p> <p>*Fly swatters</p> <p>*TPR (Total Physical Response)</p>		
	<p><b><u>Cultures:</u></b></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><b><u>Cultures:</u></b></p> <p>Can you apprise a typical Mayan family and cultural perspectives relating to their clothing and where they live?</p>	<p><b><u>Cultures:</u></b></p> <p>Students are knowledgeable about typical Mayan families and the cultural perspectives relating to their clothing and where they live.</p> <p>Students know the</p>	<p><b><u>Cultures:</u></b></p> <p>Students can apprise typical Mayan families and the cultural perspectives relating to their clothing and how that is indicative of specifically where they live.</p>	<p><b><u>Cultures:</u></b></p> <p>Students will be able to produce and recognize the family vocabulary.</p> <p>Students will be able to describe their family and friends using adjectives in the target languages as well as the</p>	<p><b><u>Cultures:</u></b></p> <p>All vocabulary related to the family and adjectives (alto, bajo, simpático, fuerte, chistoso, malo, bueno, madre, padre, hermano,</p>	<p><b><u>Cultures:</u></b></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

			<p>family and adjective vocabulary with the skills to produce and recognize them.</p> <p>Students know how to describe family and friends using the appropriate vocabulary and grammatical structures.</p> <p>Students have acquired the knowledge of different family units around the world.</p>	<p>Demonstrate the ability to produce and recognize the family and adjective vocabulary in the target language.</p> <p>Students describe their own family and friends using the appropriate vocabulary and grammatical structures.</p> <p>Students explain the different family units around the world.</p>	<p>proper grammatical structures.</p> <p>Students will be able to apprise family units in Latin America and Spain.</p> <p>Students will be able to compare family units in the Spanish-speaking countries with those in our country.</p> <p>Students will be able to apprise a typical Mayan family and cultural perspectives relating to their clothing and where they live.</p>	<p>hermana, abuela, abuelo, tío, tía, etc.</p>	
	<p><b><u>Connections:</u></b></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><b><u>Connections:</u></b></p> <p>Can you apprise a typical Mayan family and cultural perspectives relating to their clothing and where they live?</p> <p>How is describing someone with adjectives in Spanish similar and yet different from English?</p>	<p><b><u>Connections:</u></b></p> <p>Students are knowledgeable about typical Mayan families and the cultural perspectives relating to their clothing and where they live.</p> <p>Students know the family and adjective vocabulary with the skills to produce and recognize them.</p> <p>Students know how to describe family and friends using the appropriate vocabulary and grammatical</p>	<p><b><u>Connections:</u></b></p> <p>Students can apprise typical Mayan families and the cultural perspectives relating to their clothing and how that is indicative of specifically where they live.</p> <p>Demonstrate the ability to produce and recognize the family and adjective vocabulary in the target language.</p> <p>Students describe their own family and friends using the appropriate vocabulary and</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to produce and recognize the family vocabulary.</p> <p>Students will be able to describe their family and friends using adjectives in the target languages as well as the proper grammatical structures.</p> <p>Students will be able to apprise family units in Latin America and Spain.</p> <p>Students will be able to compare family units in the Spanish-speaking</p>	<p><b><u>Connections:</u></b></p> <p>All vocabulary related to the family and adjectives (alto, bajo, simpático, fuerte, chistoso, malo, bueno, madre, padre, hermano, hermana, abuela, abuelo, tío, tía, etc.</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

			<p>structures.</p> <p>Students have the ability to describe people in English.</p> <p>Students have acquired the knowledge of different family units around the world.</p>	<p>grammatical structures.</p> <p>Students describe people in their L1 (native language).</p> <p>Students explain the different family units around the world.</p>	<p>countries with those in our country.</p> <p>Students will be able to apprise a typical Mayan family and cultural perspectives relating to their clothing and where they live.</p>		
	<p><b><u>Comparisons:</u></b></p> <p>Language comparisons and Cultural comparisons</p>	<p><b><u>Comparisons:</u></b></p> <p>Can you apprise a typical Mayan family and cultural perspectives relating to their clothing and where they live?</p> <p>How is describing someone with adjectives in Spanish similar and yet different from English?</p>	<p><b><u>Comparisons:</u></b></p> <p>Students are knowledgeable about typical Mayan families and the cultural perspectives relating to their clothing and where they live.</p> <p>Students have the ability to describe people in English.</p> <p>Students know the family and adjective vocabulary with the skills to produce and recognize them.</p> <p>Students know how to describe family and friends using the appropriate vocabulary and grammatical structures.</p> <p>Students have acquired the knowledge of different family units around the world.</p>	<p><b><u>Comparisons:</u></b></p> <p>Students can apprise typical Mayan families and the cultural perspectives relating to their clothing and how that is indicative of specifically where they live.</p> <p>Students describe people in their L1 (native language).</p> <p>Demonstrate the ability to produce and recognize the family and adjective vocabulary in the target language.</p> <p>Students describe their own family and friends using the appropriate vocabulary and grammatical structures.</p> <p>Students explain the different family units around the world.</p>	<p><b><u>Comparisons:</u></b></p> <p>Students will be able to produce and recognize the family vocabulary.</p> <p>Students will be able to describe their family and friends using adjectives in the target languages as well as the proper grammatical structures.</p> <p>Students will be able to apprise family units in Latin America and Spain.</p> <p>Students will be able to compare family units in the Spanish-speaking countries with those in our country.</p> <p>Students will be able to apprise a typical Mayan family and cultural perspectives relating to their clothing and where they live.</p>	<p><b><u>Comparisons:</u></b></p> <p>All vocabulary related to the family and adjectives (alto, bajo, simpático, fuerte, chistoso, malo, bueno, madre, padre, hermano, hermana, abuela, abuelo, tío, tía, etc.</p>	<p><b><u>Comparisons:</u></b></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

	<p><b><u>Communities:</u></b></p> <p>School and global communities and Lifelong Learning</p>	<p><b><u>Communities:</u></b></p> <p>How will you use this knowledge outside of school and in your other classes?</p>	<p><b><u>Communities:</u></b></p> <p>Students are knowledgeable about typical Mayan families and the cultural perspectives relating to their clothing and where they live.</p> <p>Students have the ability to describe people in English.</p> <p>Students know the family and adjective vocabulary with the skills to produce and recognize them.</p> <p>Students know how to describe family and friends using the appropriate vocabulary and grammatical structures.</p> <p>Students have acquired the knowledge of different family units around the world.</p>	<p><b><u>Communities:</u></b></p> <p>Students can apprise typical Mayan families and the cultural perspectives relating to their clothing and how that is indicative of specifically where they live.</p> <p>Students describe people in their L1 (native language).</p> <p>Demonstrate the ability to produce and recognize the family and adjective vocabulary in the target language.</p> <p>Students describe their own family and friends using the appropriate vocabulary and grammatical structures.</p> <p>Students explain the different family units around the world.</p>	<p><b><u>Communities:</u></b></p> <p>Students will be able to produce and recognize the family vocabulary.</p> <p>Students will be able to describe their family and friends using adjectives in the target languages as well as the proper grammatical structures.</p> <p>Students will be able to apprise family units in Latin America and Spain.</p> <p>Students will be able to compare family units in the Spanish-speaking countries with those in our country.</p> <p>Students will be able to apprise a typical Mayan family and cultural perspectives relating to their clothing and where they live.</p>	<p><b><u>Communities:</u></b></p> <p>All vocabulary related to the family and adjectives (alto, bajo, simpático, fuerte, chistoso, malo, bueno, madre, padre, hermano, hermana, abuela, abuelo, tío, tía, etc.</p>	<p><b><u>Communities:</u></b></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>
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## REVIEW UNIT 8

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



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

	<b><u>Communities:</u></b>  School and global communities and Lifelong Learning	<b><u>Communities:</u></b>  Have you/will you incorporate the Mexican perspective on death and life in your personal life? Why or why not?	<b><u>Communities:</u></b>  A depth of knowledge of the Day of the Dead celebration in Mexico and Guatemala and their own personal perspective on the topic.	<b><u>Communities:</u></b>  Apprise the celebration, history, traditions, perspectives, products and cultural implications and significance.  Demonstrate the ability to express their opinions on the celebration and analyze any aspects that they can take away from it for their lives outside of school.	<b><u>Communities:</u></b>  Students will be able to effectively and thoroughly demonstrate knowledge of the Day of the Dead celebration in all facets and exchange opinions and ideas on this holiday comparing and differentiating it with our cultural perspective on death.	<b><u>Communities:</u></b>  All vocabulary related to the Day of the Dead celebration (copal, ofrenda, pan de muerto, papel picado, mole, plantas de arena, tumba, etc.)	<b><u>Communities:</u></b>  12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D
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## REVIEW UNIT 9

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

		<p>would like?</p> <p>Can you properly set the table identifying the utensils and items used and the etiquette involved at a dinner table?</p>	<p>effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.</p> <p>Know how to produce and recognize food and silverware vocabulary.</p> <p>The students know how to set the table the proper way and the specific etiquette involved in various situations relating to food.</p>	<p>all tenses and forms utilizing all appropriate vocabulary and negotiating meaning when necessary.</p> <p>Produce and recognize food and silverware vocabulary.</p> <p>Set the table the proper way and the specific etiquette involved in various situations relating to food (what to do when you first sit down at a table, where to put your napkin when finished with the meal and where to put it when not finished with the meal).</p>	<p>completely in the target language communicating all needs.</p> <p>Students will be able to effectively produce and recognize all vocabulary learned relating to food, Mexican foods and setting the table.</p> <p>Students will be able to set the table the proper way and the specific etiquette involved in various situations relating to food (what to do when you first sit down at a table, where to put your napkin when finished with the meal and where to put it when not finished with the meal).</p> <p><b><u>Resources:</u></b></p> <p>*Visuals of the many different foods and the foods in the Mexican cuisine</p> <p>*Silverware and other materials needed to set a table</p>	<p>eating, etc.</p> <p>Also Mexican food names, other food names and setting the table vocabulary (tenedor, pastel de tres leches, sopapillas, cuchillo, guisantes, etc.).</p>	
	<p><b><u>Cultures:</u></b></p> <p>Relating cultural practices to</p>	<p><b><u>Cultures:</u></b></p> <p>Why are certain foods eaten in different</p>	<p><b><u>Cultures:</u></b></p> <p>Know the many different foods in</p>	<p><b><u>Cultures:</u></b></p> <p>Produce and recognize food and silverware</p>	<p><b><u>Cultures:</u></b></p> <p>Students will be able to connect the foods</p>	<p><b><u>Cultures:</u></b></p> <p>Vocabulary of ordering from a</p>	<p><b><u>Cultures:</u></b></p> <p>12.2.1.S4.A 12.2.1.S4.B</p>

	<p>perspectives and relating cultural products to perspectives</p>	<p>cultures while those same foods may not be eaten at all in another?</p> <p>Is there different etiquette and traditions in relation to food and eating food between Spain and the United States?</p> <p>Can you order from an authentic Mexican restaurant with native speakers in the target language communicating specifically what you would like?</p> <p>Can you properly set the table identifying the utensils and items used and the etiquette involved at a dinner table?</p>	<p>Mexican cuisine.</p> <p>Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.</p> <p>Know how to produce and recognize food and silverware vocabulary.</p> <p>The students know how to set the table the proper way and the specific etiquette involved in various situations relating to food.</p>	<p>vocabulary.</p> <p>Set the table the proper way and the specific etiquette involved in various situations relating to food (what to do when you first sit down at a table, where to put your napkin when finished with the meal and where to put it when not finished with the meal).</p> <p>Demonstrate knowledge of the many different foods in Mexican cuisine.</p> <p>Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.</p>	<p>eaten in one more with the foods eaten in another as well as any etiquette or traditions in relation to food and eating food that exist in the culture.</p> <p>Students will be able to compare and differentiate between the foods eaten in one more with the foods eaten in another.</p> <p>Students will be able to partake and experience firsthand the authentic foods of the countries we have learned about in a real life setting outside of the school on a field trip.</p> <p>Students will be able to effectively produce and recognize all vocabulary learned relating to food, Mexican foods and setting the table.</p> <p>Students will be able to set the table the proper way and the specific etiquette involved in various situations relating to food (what to do when you first sit down at a table, where to put your napkin when</p>	<p>restaurant and all necessary elements needed when eating, etc.</p> <p>Also Mexican food names, other food names and setting the table vocabulary (tenedor, pastel de tres leches, sopapillas, cuchillo, guisantes, etc.).</p>	12.2.1.54.C
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					finished with the meal and where to put it when not finished with the meal).		
	<p><b><u>Connections:</u></b></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><b><u>Connections:</u></b></p> <p>Why are certain foods eaten in different cultures while those same foods may not be eaten at all in another?</p> <p>Is there different etiquette and traditions in relation to food and eating food between Mexico and the United States?</p>	<p><b><u>Connections:</u></b></p> <p>Know the many different foods in Mexican cuisine.</p> <p>Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.</p> <p>The students know how to set the table the proper way and the specific etiquette involved in various situations relating to food.</p>	<p><b><u>Connections:</u></b></p> <p>Demonstrate knowledge of the many different foods in Mexican cuisine.</p> <p>Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.</p> <p>Set the table the proper way and the specific etiquette involved in various situations relating to food (what to do when you first sit down at a table, where to put your napkin when finished with the meal and where to put it when not finished with the meal).</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to connect the foods eaten in one more with the foods eaten in another as well as any etiquette or traditions in relation to food and eating food that exist in the culture.</p> <p>Students will be able to effectively produce and recognize all vocabulary learned relating to food, Mexican foods and setting the table.</p> <p>Students will be able to set the table the proper way and the specific etiquette involved in various situations relating to food (what to do when you first sit down at a table, where to put your napkin when finished with the meal and where to put it when not finished with the meal).</p>	<p><b><u>Connections:</u></b></p> <p>Vocabulary of ordering from a restaurant and all necessary elements needed when eating, etc.</p> <p>Also Mexican food names, other food names and setting the table vocabulary (tenedor, pastel de tres leches, sopapillas, cuchillo, guisantes, etc.).</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>
	<p><b><u>Comparisons:</u></b></p> <p>Language comparisons and</p>	<p><b><u>Comparisons:</u></b></p> <p>Can we compare and differentiate between</p>	<p><b><u>Comparisons:</u></b></p> <p>Know the many different foods in</p>	<p><b><u>Comparisons:</u></b></p> <p>Demonstrate knowledge of the many different</p>	<p><b><u>Comparisons:</u></b></p> <p>Students will be able to compare and</p>	<p><b><u>Comparisons:</u></b></p> <p>Vocabulary of ordering from a</p>	<p><b><u>Comparisons:</u></b></p> <p>12.4.1.S4.A 12.4.1.S4.B</p>

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

					<p>recognize all vocabulary learned relating to food, Mexican foods and setting the table.</p> <p>Students will be able to set the table the proper way and the specific etiquette involved in various situations relating to food (what to do when you first sit down at a table, where to put your napkin when finished with the meal and where to put it when not finished with the meal).</p>	<p>table vocabulary (tenedor, pastel de tres leches, sopapillas, cuchillo, guisantes, etc.).</p>	
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## REVIEW UNIT 10

## 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
5 days	<u>Communication:</u>  Interpretive, Interpersonal	<u>Communication:</u>  Why is Christmas and New Year's Eve	<u>Communication:</u>  The skills to communicate	<u>Communication:</u>  Communicate effectively in an authentic manner	<u>Communication:</u>  Students will be able to communicate	<u>Communication:</u>  All regular and irregular verbs	<u>Communication:</u>  12.1.1.S4.A 12.1.1.S4.B

	and Presentational	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.  <u>Resources:</u>  *Information on Christmas and New Year's in the Spanish-speaking world *12 grapes each student (Spanish New Year's tradition)	and all tenses as well as necessary vocabulary related to Christmas and New Year's (uvas, Navidad, Año Nuevo, árbol, el reloj, etc.)	12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F
	<u>Cultures:</u>  Relating cultural practices to perspectives and relating cultural products to perspectives	<u>Cultures:</u>  Why is Christmas and New Year's Eve celebrated in different ways and with sometimes different practices and products throughout the world when these holidays can be found in many countries?	<u>Cultures:</u>  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	<u>Cultures:</u>  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	<u>Cultures:</u>  Students will be able to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  Students will be able to demonstrate higher level thinking when apprising their	<u>Cultures:</u>  All regular and irregular verbs and all tenses as well as necessary vocabulary related to Christmas and New Year's (uvas, Navidad, Año Nuevo, árbol, el reloj,	12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C



			various Spanish-speaking countries throughout the world.	various Spanish-speaking countries throughout the world.	knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	etc.)	
	<b><u>Connections:</u></b>  Making connections and acquiring information and diverse perspectives	<b><u>Connections:</u></b>  What connections can you make in relation to Christmas and New Year's Eve in the Spanish-speaking world and our world? How do their perspectives and practices differ or are similar to ours?	<b><u>Connections:</u></b>  The skills to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  The knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	<b><u>Connections:</u></b>  Communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  Demonstrate higher level thinking when apprising their knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	<b><u>Connections:</u></b>  Students will be able to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  Students will be able to demonstrate higher level thinking when apprising their knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	<b><u>Connections:</u></b>  All regular and irregular verbs and all tenses as well as necessary vocabulary related to Christmas and New Year's (uvas, Navidad, Año Nuevo, árbol, el reloj, etc.)	<b><u>Connections:</u></b>  12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D
	<b><u>Comparisons:</u></b>  Language comparisons and Cultural comparisons	<b><u>Comparisons:</u></b>  Compare and differentiate between Christmas and New Year's in the Spanish-speaking world and in the United States?	<b><u>Comparisons:</u></b>  The skills to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  The knowledge of the Christmas and New Year's holidays in our	<b><u>Comparisons:</u></b>  Communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  Demonstrate higher level thinking when apprising their knowledge of the Christmas and New Year's holidays in our	<b><u>Comparisons:</u></b>  Students will be able to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  Students will be able to demonstrate higher level thinking when	<b><u>Comparisons:</u></b>  All regular and irregular verbs and all tenses as well as necessary vocabulary related to Christmas and New Year's (uvas, Navidad, Año Nuevo,	<b><u>Comparisons:</u></b>  12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C

			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.)	
	<b><u>Communities:</u></b>  School and global communities and Lifelong Learning	<b><u>Communities:</u></b>  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?	<b><u>Communities:</u></b>  The skills to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  The knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	<b><u>Communities:</u></b>  Communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  Demonstrate higher level thinking when apprising their knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	<b><u>Communities:</u></b>  Students will be able to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  Students will be able to demonstrate higher level thinking when apprising their knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	<b><u>Communities:</u></b>  All regular and irregular verbs and all tenses as well as necessary vocabulary related to Christmas and New Year's (uvas, Navidad, Año Nuevo, arbol, el reloj, etc.)	<b><u>Communities:</u></b>  12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D

## REVIEW UNIT 11

## ASSESSMENT UNIT 11

# 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
17 days	<b><u>Communication:</u></b>  Interpretive, Interpersonal and Presentational	<b><u>Communication:</u></b>  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?  Can you produce and recognize the Spanish subject pronouns?  Can you effectively communicate to whom one is speaking or who	<b><u>Communication:</u></b>  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 appropriate grammatically.  Students know the appropriate vocabulary to produce and recognize the subject	<b><u>Communication:</u></b>  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.  Students produce and recognize the subject pronouns in Spanish.  Students identify to whom one is speaking or who is speaking when	<b><u>Communication:</u></b>  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.	<b><u>Communication:</u></b>  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).	<b><u>Communication:</u></b>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F

		is speaking when using each of the subject pronouns	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.	using each of the subject pronouns in Spanish.	Students will be able to identify to whom one is speaking or who is speaking when using each of the subject pronouns.  <b><u>Resources:</u></b>  *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  *Fly swatters		
	<b><u>Cultures:</u></b>  Relating cultural practices to perspectives and relating cultural products to perspectives	<b><u>Cultures:</u></b>  What cultural practices have you realized in relation to making nouns plural that connects to Hispanic/Spanish cultural perspectives (manifested in the language)?  What have you noticed culturally about the subject pronouns that	<b><u>Cultures:</u></b>  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	<b><u>Cultures:</u></b>  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	<b><u>Cultures:</u></b>  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.	<b><u>Cultures:</u></b>  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	<b><u>Cultures:</u></b>  12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C

		is unique to the Romance languages?	<p>along like a song.</p> <p>Students know the learned vocabulary to produce and recognize the indefinite and definite articles in Spanish.</p> <p>Students know the difference between masculine and feminine articles and the singular and plural articles.</p> <p>Students know how to manipulate the language to create communication using definite and indefinite singular and plural articles when appropriate grammatically.</p> <p>Students know the appropriate vocabulary to produce and recognize the subject pronouns in Spanish.</p> <p>Students know how to identify to whom one is speaking or who is speaking when using each of the subject pronouns in Spanish.</p>	<p>along like a song.</p> <p>Students produce and recognize the indefinite and definite articles in Spanish.</p> <p>Students differentiate between masculine and feminine articles and the singular and plural articles.</p> <p>Students manipulate the language to create communication using definite and indefinite singular and plural articles when appropriate grammatically.</p> <p>Students produce and recognize the subject pronouns in Spanish.</p> <p>Students identify to whom one is speaking or who is speaking when using each of the subject pronouns in Spanish.</p>	<p>Students will be able to manipulate the language to create communication using definite and indefinite singular and plural articles when appropriate grammatically.</p> <p>Students will be able to produce and recognize the subject pronouns in Spanish.</p> <p>Students will be able to identify to whom one is speaking or who is speaking when using each of the subject pronouns.</p>	in the L1 (native language).	
	<b><u>Connections:</u></b>  Making	<b><u>Connections:</u></b>  What connections have	<b><u>Connections:</u></b>  Students know the	<b><u>Connections:</u></b>  Students apprise the	<b><u>Connections:</u></b>  Students will be able to produce and recognize	<b><u>Connections:</u></b>  All vocabulary	<b><u>Connections:</u></b>  12.3.1.S4.A

	connections and acquiring information and diverse perspectives	<p>you made in relation to making nouns plural?</p> <p>What have you noticed from a diverse cultural perspective about the subject pronouns that is unique to the Romance languages?</p>	<p>different subject pronouns to be used when addressing a friend and when addressing someone in which to show respect.</p> <p>Students know that everything must agree in Spanish so that the language flows and rolls along like a song.</p> <p>Students know the learned vocabulary to produce and recognize the indefinite and definite articles in Spanish.</p> <p>Students know the difference between masculine and feminine articles and the singular and plural articles.</p> <p>Students know how to manipulate the language to create communication using definite and indefinite singular and plural articles when appropriate grammatically.</p> <p>Students know the appropriate vocabulary to produce and recognize the subject pronouns in Spanish.</p>	<p>different subject pronouns to be used when addressing a friend and when addressing someone in which to show respect.</p> <p>Students apprise that everything must agree in Spanish so that the language flows and rolls along like a song.</p> <p>Students produce and recognize the indefinite and definite articles in Spanish.</p> <p>Students differentiate between masculine and feminine articles and the singular and plural articles.</p> <p>Students manipulate the language to create communication using definite and indefinite singular and plural articles when appropriate grammatically.</p> <p>Students produce and recognize the subject pronouns in Spanish.</p> <p>Students identify to whom one is speaking or who is speaking when using each of the</p>	<p>the indefinite and definite articles in Spanish.</p> <p>Students will be able to distinguish between the masculine and feminine articles and the singular and plural articles.</p> <p>Students will be able to manipulate the language to create communication using definite and indefinite singular and plural articles when appropriate grammatically.</p> <p>Students will be able to produce and recognize the subject pronouns in Spanish.</p> <p>Students will be able to identify to whom one is speaking or who is speaking when using each of the subject pronouns.</p>	<p>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).</p>	<p>12.3.1.S4.B</p> <p>12.3.1.S4.C</p> <p>12.3.1.S4.D</p>
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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.			
	<p><b><u>Comparisons:</u></b></p> <p>Language comparisons and Cultural comparisons</p>	<p><b><u>Comparisons:</u></b></p> <p>Compare and contrast making nouns plural in the target language with English?</p> <p>What cultural comparisons have you noticed about the subject pronouns that is unique to the Romance languages?</p>	<p><b><u>Comparisons:</u></b></p> <p>Students know how to compare and contrast cultural as well as linguistic topics.</p> <p>Students know the different subject pronouns to be used when addressing a friend and when addressing someone in which to show respect.</p> <p>Students know that everything must agree in Spanish so that the language flows and rolls along like a song.</p> <p>Students know the learned vocabulary to produce and recognize the indefinite and definite articles in Spanish.</p> <p>Students know the difference between masculine and feminine articles and the singular and plural articles.</p>	<p><b><u>Comparisons:</u></b></p> <p>Students compare and contrast cultural as well as linguistic topics in relation to signs of respect and grammatical nuances of the language.</p> <p>Students apprise the different subject pronouns to be used when addressing a friend and when addressing someone in which to show respect.</p> <p>Students apprise that everything must agree in Spanish so that the language flows and rolls along like a song.</p> <p>Students produce and recognize the indefinite and definite articles in Spanish.</p> <p>Students differentiate between masculine and feminine articles and the singular and plural</p>	<p><b><u>Comparisons:</u></b></p> <p>Students will be able to produce and recognize the indefinite and definite articles in Spanish.</p> <p>Students will be able to distinguish between the masculine and feminine articles and the singular and plural articles.</p> <p>Students will be able to manipulate the language to create communication using definite and indefinite singular and plural articles when appropriate grammatically.</p> <p>Students will be able to produce and recognize the subject pronouns in Spanish.</p> <p>Students will be able to identify to whom one is speaking or who is speaking when using each of the subject</p>	<p><b><u>Comparisons:</u></b></p> <p>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).</p>	<p><b><u>Comparisons:</u></b></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

			<p>Students know how to manipulate the language to create communication using definite and indefinite singular and plural articles when appropriate grammatically.</p> <p>Students know the appropriate vocabulary to produce and recognize the subject pronouns in Spanish.</p> <p>Students know how to identify to whom one is speaking or who is speaking when using each of the subject pronouns in Spanish.</p>	<p>articles.</p> <p>Students manipulate the language to create communication using definite and indefinite singular and plural articles when appropriate grammatically.</p> <p>Students produce and recognize the subject pronouns in Spanish.</p> <p>Students identify to whom one is speaking or who is speaking when using each of the subject pronouns in Spanish.</p>	pronouns.		
	<p><b><u>Communities:</u></b></p> <p>School and global communities and Lifelong Learning</p>	<p><b><u>Communities:</u></b></p> <p>How can this knowledge enhance your knowledge or abilities in other subject areas like Social Studies and English?</p> <p>How will you use this information in your life outside of school?</p>	<p><b><u>Communities:</u></b></p> <p>Students are aware of how this knowledge can be applied in other subject areas supplementing what is learned in those classes and reinforcing learning in all of their classes.</p> <p>Students know how to compare and contrast cultural as well as linguistic topics.</p> <p>Students know the</p>	<p><b><u>Communities:</u></b></p> <p>Students apply what was learned in Spanish in other subject areas and reinforcing learning in all of their classes.</p> <p>Students compare and contrast cultural as well as linguistic topics in relation to signs of respect and grammatical nuances of the language.</p> <p>Students apprise the</p>	<p><b><u>Communities:</u></b></p> <p>Students will be able to produce and recognize the indefinite and definite articles in Spanish.</p> <p>Students will be able to distinguish between the masculine and feminine articles and the singular and plural articles.</p> <p>Students will be able to manipulate the language to create</p>	<p><b><u>Communities:</u></b></p> <p>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).</p>	<p><b><u>Communities:</u></b></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>



			<p>different subject pronouns to be used when addressing a friend and when addressing someone in which to show respect.</p> <p>Students know that everything must agree in Spanish so that the language flows and rolls along like a song.</p> <p>Students know the learned vocabulary to produce and recognize the indefinite and definite articles in Spanish.</p> <p>Students know the difference between masculine and feminine articles and the singular and plural articles.</p> <p>Students know how to manipulate the language to create communication using definite and indefinite singular and plural articles when appropriate grammatically.</p> <p>Students know the appropriate vocabulary to produce and recognize the subject pronouns in Spanish.</p>	<p>different subject pronouns to be used when addressing a friend and when addressing someone in which to show respect.</p> <p>Students apprise that everything must agree in Spanish so that the language flows and rolls along like a song.</p> <p>Students produce and recognize the indefinite and definite articles in Spanish.</p> <p>Students differentiate between masculine and feminine articles and the singular and plural articles.</p> <p>Students manipulate the language to create communication using definite and indefinite singular and plural articles when appropriate grammatically.</p> <p>Students produce and recognize the subject pronouns in Spanish.</p> <p>Students identify to whom one is speaking or who is speaking when using each of the</p>	<p>communication using definite and indefinite singular and plural articles when appropriate grammatically.</p> <p>Students will be able to produce and recognize the subject pronouns in Spanish.</p> <p>Students will be able to identify to whom one is speaking or who is speaking when using each of the subject pronouns.</p>		
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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.			
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## REVIEW UNIT 12

## 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
17 days	<u>Communication:</u>  Interpretive, Interpersonal and Presentational	<u>Communication:</u>  Can you tell time in Spanish?  Can you comprehend time when someone communicates it to you?  Can you successfully communicate using the 24-hour clock?  Can you comprehend time when someone is	<u>Communication:</u>  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 comprehend world time zones and their significance in many areas of one's life.	<u>Communication:</u>  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 apprise world time zones and their significance in many	<u>Communication:</u>  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	<u>Communication:</u>  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,	<u>Communication:</u>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F

		<p>using the 24-hour clock?</p> <p>Can you apprise world time zones and their effect on travel, communicating with others in the world and one's own body clock while traveling abroad?</p>		<p>areas of one's life.</p>	<p>travel, communicating with others in the world and one's own body clock while traveling abroad.</p> <p>Students will be able to tell European (military) time on a 24-hour clock.</p> <p>Students will be able to successfully comprehend someone using European time.</p> <p>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.</p> <p>Students will be able to compare and differentiate between using the 12-hour clock and the 24-hour clock.</p> <p>Students will be able to apprise telling time in Spanish and in English.</p> <p>Students will be able to comprehend the diverse perspectives of telling time in Spanish (Son las 2 menos diez).</p>	<p>mediodía, medianoche, Eastern Standard Time, time zones, etc.)</p>	
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					<p>Students will be able to utilize this knowledge in their lives outside of school as lifelong learners.</p> <p><b><u>Resources:</u></b></p> <p>*Teacher-created telling time vocabulary list, world time zones handouts and European time informational materials.</p> <p>*A class set of foam clocks to practice.</p> <p>*One large foam teacher clock for instruction.</p> <p>*Paper plates</p> <p>*Yarn</p>		
	<p><b><u>Cultures:</u></b></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><b><u>Cultures:</u></b></p> <p>Can you apprise the diverse perspectives of telling time in Spanish (i.e. Son las 2 menos diez)?</p> <p>Why do countries use the 24-hour clock in everyday life whereas it is not used as exclusively in our country?</p>	<p><b><u>Cultures:</u></b></p> <p>Students have the ability to produce and recognize telling time in Spanish.</p> <p>Students know how to produce and recognize time on a 24-hour clock.</p> <p>Students know the cultural practice of using the 24-hour clock.</p>	<p><b><u>Cultures:</u></b></p> <p>Students produce and recognize telling time in Spanish with their teacher and classmates.</p> <p>Students produce and recognize time on a 24-hour clock with their classmates and teacher.</p> <p>Students describe the cultural practice of using the 24-hour clock.</p>	<p><b><u>Cultures:</u></b></p> <p>Students will be able to tell time in the target language.</p> <p>Students will be able to comprehend time communicated to them in Spanish.</p> <p>Students will be able to apprise the different time zones in the world and their effect on</p>	<p><b><u>Cultures:</u></b></p> <p>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,</p>	<p><b><u>Cultures:</u></b></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

			Students comprehend world time zones and their significance in many areas of one's life.	Students apprise world time zones and their significance in many areas of one's life.	<p>travel, communicating with others in the world and one's own body clock while traveling abroad.</p> <p>Students will be able to tell European (military) time on a 24-hour clock.</p> <p>Students will be able to successfully comprehend someone using European time.</p> <p>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.</p> <p>Students will be able to compare and differentiate between using the 12-hour clock and the 24-hour clock.</p> <p>Students will be able to apprise telling time in Spanish and in English.</p> <p>Students will be able to comprehend the diverse perspectives of telling time in Spanish (Son las 2 menos diez).</p>	mediodía, medianoche, Eastern Standard Time, time zones, etc.)	
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					Students will be able to utilize this knowledge in their lives outside of school as lifelong learners.		
	<p><b><u>Connections:</u></b></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><b><u>Connections:</u></b></p> <p>How do world time zones have an effect on one's travel abroad?</p> <p>How is the 24-hour clock used in the Spanish-speaking world?</p>	<p><b><u>Connections:</u></b></p> <p>Students have the ability to produce and recognize telling time in Spanish.</p> <p>Students know how to produce and recognize time on a 24-hour clock.</p> <p>Students know the cultural practice of using the 24-hour clock.</p> <p>Students comprehend world time zones and their significance in many areas of one's life.</p>	<p><b><u>Connections:</u></b></p> <p>Students produce and recognize telling time in Spanish with their teacher and classmates.</p> <p>Students produce and recognize time on a 24-hour clock with their classmates and teacher.</p> <p>Students describe the cultural practice of using the 24-hour clock.</p> <p>Students apprise world time zones and their significance in many areas of one's life.</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to tell time in the target language.</p> <p>Students will be able to comprehend time communicated to them in Spanish.</p> <p>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.</p> <p>Students will be able to tell European (military) time on a 24-hour clock.</p> <p>Students will be able to successfully comprehend someone using European time.</p> <p>Students will be able to comprehend the hours of operation of a store/supermarket, movie times, train/bus schedules and arrival</p>	<p><b><u>Connections:</u></b></p> <p>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.)</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

					<p>and departure times of aircraft, etc.</p> <p>Students will be able to compare and differentiate between using the 12-hour clock and the 24-hour clock.</p> <p>Students will be able to apprise telling time in Spanish and in English.</p> <p>Students will be able to comprehend the diverse perspectives of telling time in Spanish (Son las 2 menos diez).</p> <p>Students will be able to utilize this knowledge in their lives outside of school as lifelong learners.</p>		
	<p><b><u>Comparisons:</u></b></p> <p>Language comparisons and Cultural comparisons</p>	<p><b><u>Comparisons:</u></b></p> <p>Can you successfully compare and differentiate between using the 12-hour clock and the 24-hour clock?</p>	<p><b><u>Comparisons:</u></b></p> <p>Students have the ability to produce and recognize telling time in Spanish.</p> <p>Students know how to produce and recognize time on a 24-hour clock.</p> <p>Students know the cultural practice of using the 24-hour clock.</p> <p>Students comprehend world time zones and</p>	<p><b><u>Comparisons:</u></b></p> <p>Students produce and recognize telling time in Spanish with their teacher and classmates.</p> <p>Students produce and recognize time on a 24-hour clock with their classmates and teacher.</p> <p>Students describe the cultural practice of using the 24-hour clock.</p> <p>Students apprise world</p>	<p><b><u>Comparisons:</u></b></p> <p>Students will be able to tell time in the target language.</p> <p>Students will be able to comprehend time communicated to them in Spanish.</p> <p>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</p>	<p><b><u>Comparisons:</u></b></p> <p>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,</p>	<p><b><u>Comparisons:</u></b></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

			<p>their significance in many areas of one's life.</p>	<p>time zones and their significance in many areas of one's life.</p>	<p>body clock while traveling abroad.</p> <p>Students will be able to tell European (military) time on a 24-hour clock.</p> <p>Students will be able to successfully comprehend someone using European time.</p> <p>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.</p> <p>Students will be able to compare and differentiate between using the 12-hour clock and the 24-hour clock.</p> <p>Students will be able to apprise telling time in Spanish and in English.</p> <p>Students will be able to comprehend the diverse perspectives of telling time in Spanish (Son las 2 menos diez).</p> <p>Students will be able to utilize this knowledge in their lives outside of</p>	<p>Eastern Standard Time, time zones, etc.)</p>	
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					school as lifelong learners.		
	<b><u>Communities:</u></b>  School and global communities and Lifelong Learning	<b><u>Communities:</u></b>  How will you utilize this knowledge in your life outside of school as a lifelong learner?	<b><u>Communities:</u></b>  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.	<b><u>Communities:</u></b>  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.	<b><u>Communities:</u></b>  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.	<b><u>Communities:</u></b>  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.)	<b><u>Communities:</u></b>  12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D

					<p>Students will be able to compare and differentiate between using the 12-hour clock and the 24-hour clock.</p> <p>Students will be able to apprise telling time in Spanish and in English.</p> <p>Students will be able to comprehend the diverse perspectives of telling time in Spanish (Son las 2 menos diez).</p> <p>Students will be able to utilize this knowledge in their lives outside of school as lifelong learners.</p>		
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## 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
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	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>
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.	<p>Students will be able to apprise Easter in México, its traditions, customs, practices, perspectives and religious significance.</p> <p>Students will be able to experience the cultural practice of cascarones with their classmates.</p> <p>Students will be able to comprehend the diverse perspectives that exist in México in relation to this religious holiday.</p> <p>Students will be able to compare and differentiate Easter in México with the same holiday in our country.</p> <p>Students will be able to apprise how they may teach, incorporate this tradition of cascarones in their personal lives outside of school.</p> <p><b><u>Resources:</u></b></p> <p>*Cascarones (teacher &amp; student created Mexican confetti filled eggs!!)</p>	All vocabulary related to Easter in México (cascarones, Pascua, romper, cabeza, etc.)	12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F

					*Teacher-created informational handouts relating to Easter in México		
	<p><b><u>Cultures:</u></b></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><b><u>Cultures:</u></b></p> <p>Explain the tradition of cascarones in México and your own thoughts on it?</p>	<p><b><u>Cultures:</u></b></p> <p>Students know the history, religious significance, traditions, practices, customs and perspectives of Easter in México.</p> <p>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.</p>	<p><b><u>Cultures:</u></b></p> <p>Students apprise the history, religious significance, traditions, practices, customs and perspectives of Easter in México to their teacher and classmates.</p> <p>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.</p>	<p><b><u>Cultures:</u></b></p> <p>Students will be able to apprise Easter in México, its traditions, customs, practices, perspectives and religious significance.</p> <p>Students will be able to experience the cultural practice of cascarones with their classmates.</p> <p>Students will be able to comprehend the diverse perspectives that exist in México in relation to this religious holiday.</p> <p>Students will be able to compare and differentiate Easter in México with the same holiday in our country.</p> <p>Students will be able to apprise how they may teach, incorporate this tradition of cascarones in their personal lives outside of school.</p>	<p><b><u>Cultures:</u></b></p> <p>All vocabulary related to Easter in México (cascarones, Pascua, romper, cabeza, etc.)</p>	<p><b><u>Cultures:</u></b></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

	<p><b><u>Connections:</u></b></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><b><u>Connections:</u></b></p> <p>Make connections between cascarones in México and a cultural practice in our country.</p>	<p><b><u>Connections:</u></b></p> <p>Students know the history, religious significance, traditions, practices, customs and perspectives of Easter in México.</p> <p>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.</p> <p>Students are familiar with the various cultural practices we do in our own country.</p> <p>Students have the analytical skills to connect cultural practices between countries.</p>	<p><b><u>Connections:</u></b></p> <p>Students apprise the history, religious significance, traditions, practices, customs and perspectives of Easter in México to their teacher and classmates.</p> <p>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.</p> <p>Students describe the various cultural practices we do in our own country.</p> <p>Students analyze and connect cultural practices between countries.</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to apprise Easter in México, its traditions, customs, practices, perspectives and religious significance.</p> <p>Students will be able to experience the cultural practice of cascarones with their classmates.</p> <p>Students will be able to comprehend the diverse perspectives that exist in México in relation to this religious holiday.</p> <p>Students will be able to compare and differentiate Easter in México with the same holiday in our country.</p> <p>Students will be able to apprise how they may teach, incorporate this tradition of cascarones in their personal lives outside of school.</p>	<p><b><u>Connections:</u></b></p> <p>All vocabulary related to Easter in México (cascarones, Pascua, romper, cabeza, etc.)</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>
	<p><b><u>Comparisons:</u></b></p> <p>Language comparisons and Cultural comparisons</p>	<p><b><u>Comparisons:</u></b></p> <p>Compare and differentiate how Easter is practiced in México and in the United States.</p>	<p><b><u>Comparisons:</u></b></p> <p>Students are familiar with the various cultural practices we do in our own country.</p> <p>Students have the</p>	<p><b><u>Comparisons:</u></b></p> <p>Students describe the various cultural practices we do in our own country.</p> <p>Students analyze and connect cultural</p>	<p><b><u>Comparisons:</u></b></p> <p>Students will be able to apprise Easter in México, its traditions, customs, practices, perspectives and religious significance.</p>	<p><b><u>Comparisons:</u></b></p> <p>All vocabulary related to Easter in México (cascarones, Pascua, romper,</p>	<p><b><u>Comparisons:</u></b></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

			<p>analytical skills to connect cultural practices between countries.</p> <p>Students know the history, religious significance, traditions, practices, customs and perspectives of Easter in México.</p> <p>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.</p>	<p>practices between countries.</p> <p>Students apprise the history, religious significance, traditions, practices, customs and perspectives of Easter in México to their teacher and classmates.</p> <p>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.</p>	<p>Students will be able to experience the cultural practice of cascarones with their classmates.</p> <p>Students will be able to comprehend the diverse perspectives that exist in México in relation to this religious holiday.</p> <p>Students will be able to compare and differentiate Easter in México with the same holiday in our country.</p> <p>Students will be able to apprise how they may teach, incorporate this tradition of cascarones in their personal lives outside of school.</p>	cabeza, etc.)	
	<p><b><u>Communities:</u></b></p> <p>School and global communities and Lifelong Learning</p>	<p><b><u>Communities:</u></b></p> <p>Will you make cascarones on your own and break them with family and/or friends merely as a cultural practice?</p>	<p><b><u>Communities:</u></b></p> <p>Students know the history, religious significance, traditions, practices, customs and perspectives of Easter in México.</p> <p>Students comprehend the tradition of cascarones during Easter in México well and know their own thoughts on the tradition based from</p>	<p><b><u>Communities:</u></b></p> <p>Students apprise the history, religious significance, traditions, practices, customs and perspectives of Easter in México to their teacher and classmates.</p> <p>Students demonstrate their ability to describe the tradition of cascarones during Easter in México well and know their own thoughts on</p>	<p><b><u>Communities:</u></b></p> <p>Students will be able to apprise Easter in México, its traditions, customs, practices, perspectives and religious significance.</p> <p>Students will be able to experience the cultural practice of cascarones with their classmates.</p> <p>Students will be able to comprehend the</p>	<p><b><u>Communities:</u></b></p> <p>All vocabulary related to Easter in México (cascarones, Pascua, romper, cabeza, etc.)</p>	<p><b><u>Communities:</u></b></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>

			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 cascarnes in their personal lives outside of school.		
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## REVIEW UNIT 14

## 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
19 days	<u>Communication:</u>  Interpretive, Interpersonal and	<u>Communication:</u>  How can we express and comprehend information about	<u>Communication:</u>  Knows the present tense irregular and regular verbs	<u>Communication:</u>  In realistic interactions the students can communicate in all forms	<u>Communication:</u>  Students will be able to produce and recognize authentic	<u>Communication:</u>  All regular and irregular verbs in Spanish	<u>Communication:</u>  12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C

	Presentational	events that are currently happening (all verbs) with another person or a group of people?	<p>conjugations and, most importantly, can apply this knowledge through self-created written and oral communication in a wide variety of ways.</p> <p>Knows how to describe in great detail information they are trying to share and communicate (in at least 1 page worth of discourse) about present events using all verbs necessary (regular and irregular)</p>	<p>(interpersonal, interpretive and presentational) about the present.</p> <p>Describe a normal day in their life, describe in detail about their friends and family, their favorite activities in their free time, etc. utilizing the irregular and regular verbs in present tense appropriately (at least 1 page in length).</p>	<p>communication in all forms using the irregular and regular verbs in present tense in Spanish.</p> <p>Students will be able to describe a normal day in their life, describe in detail about their friends and family, their favorite activities in their free time, etc. utilizing the irregular and regular verbs in present tense appropriately (at least 1 page in length).</p> <p><b><u>Resources:</u></b></p> <p>*In- class teacher-created handouts on the regular and irregular verbs in the present tense and in-class notes.</p> <p>*Song lyrics and audio</p>	<p>(infinite)</p> <p>What the present tense irregular verbs look like in English</p> <p>Reinforcement from previous years' vocabulary words</p>	<p>12.1.1.S4.D</p> <p>12.1.1.S4.E</p> <p>12.1.1.S4.F</p>
	<b><u>Cultures:</u></b>	<b><u>Cultures:</u></b>	<b><u>Cultures:</u></b>	<b><u>Cultures:</u></b>	<b><u>Cultures:</u></b>	<b><u>Cultures:</u></b>	<b><u>Cultures:</u></b>
	Relating cultural practices to perspectives and relating cultural products to perspectives	How can activities vary depending on the culture and country in which one is raised?	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.	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	Students will be able to produce and recognize authentic communication in all forms using the irregular and regular verbs in present tense in Spanish.	All regular and irregular verbs in Spanish (infinite)	<p>12.2.1.S4.A</p> <p>12.2.1.S4.B</p> <p>12.2.1.S4.C</p>
					Students will be able to	What the present tense irregular verbs look like in English	



			<p>The student knows activities in various countries and how they are similar and are different depending on where one is raised.</p>	<p>page in length).</p> <p>In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about the present.</p> <p>The student can explain activities in various countries and how and why they are similar and are different depending on where one is raised.</p>	<p>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).</p>	<p>Reinforcement from previous years' vocabulary words</p>	
	<p><b><u>Connections:</u></b></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><b><u>Connections:</u></b></p> <p>What grammatical connections can you make between the present tense regular and irregular verbs in Spanish and in English?</p>	<p><b><u>Connections:</u></b></p> <p>Knows the present tense irregular and regular verbs' conjugations and, most importantly, can apply this knowledge through self-created written and oral communication in a wide variety of ways.</p> <p>Students know the grammatical structure of their L1 (native language) and have the skills to analyze between the two languages further strengthening their skills in English and other subjects.</p>	<p><b><u>Connections:</u></b></p> <p>In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about the present.</p> <p>Demonstrate competency of the grammatical structure of their L1 (native language) and have the skills to analyze between the two languages further strengthening their skills in English and other subjects.</p>	<p><b><u>Connections:</u></b></p> <p>Students will be able to produce and recognize authentic communication in all forms using the irregular and regular verbs in present tense in Spanish.</p> <p>Students will be able to describe a normal day in their life, describe in detail about their friends and family, their favorite activities in their free time, etc. utilizing the irregular and regular verbs in present tense appropriately (at least 1 page in length).</p>	<p><b><u>Connections:</u></b></p> <p>All regular and irregular verbs in Spanish (infinite)</p> <p>What the present tense irregular verbs look like in English</p> <p>Reinforcement from previous years' vocabulary words</p>	<p><b><u>Connections:</u></b></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

	<p><b><u>Comparisons:</u></b></p> <p>Language comparisons and Cultural comparisons</p>	<p><b><u>Comparisons:</u></b></p> <p>What comparisons can you make between the USE of the present tense irregular and regular verbs in Spanish and in English?</p>	<p><b><u>Comparisons:</u></b></p> <p>Knows the present tense regular and irregular verbs' conjugations and, most importantly, can apply this knowledge through self-created written and oral communication in a wide variety of ways.</p> <p>Students know the grammatical structure of their L1 (native language) and have the skills to analyze between the two languages further strengthening their skills in English and other subjects.</p>	<p><b><u>Comparisons:</u></b></p> <p>In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about the present.</p> <p>Demonstrate competency of the grammatical structure of their L1 (native language) and have the skills to analyze between the two languages finding comparisons and further strengthening their skills in English and other subjects.</p>	<p><b><u>Comparisons:</u></b></p> <p>Students will be able to produce and recognize authentic communication in all forms using the irregular and regular verbs in present tense in Spanish.</p> <p>Students will be able to describe a normal day in their life, describe in detail about their friends and family, their favorite activities in their free time, etc. utilizing the irregular and regular verbs in present tense appropriately (at least 1 page in length).</p>	<p><b><u>Comparisons:</u></b></p> <p>All regular and irregular verbs in Spanish (infinite)</p> <p>What the present tense irregular verbs look like in English</p> <p>Reinforcement from previous years' vocabulary words</p>	<p><b><u>Comparisons:</u></b></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>
	<p><b><u>Communities:</u></b></p> <p>School and global communities and Lifelong Learning</p>	<p><b><u>Communities:</u></b></p> <p>Can you effectively communicate with a native speaker using the PRESENT tense regular and irregular verbs appropriately and at length (at least 1 page worth of discourse oral or written)?</p>	<p><b><u>Communities:</u></b></p> <p>Knows the present tense regular and irregular verbs conjugations and, most importantly, can apply this knowledge through self-created written and oral communication in a wide variety of ways.</p> <p>Knows how to describe in great detail information they are</p>	<p><b><u>Communities:</u></b></p> <p>In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) about the present.</p> <p>Describe a normal day in their life, describe in detail about their friends and family, their</p>	<p><b><u>Communities:</u></b></p> <p>Students will be able to produce and recognize authentic communication in all forms using the irregular and regular verbs in present tense in Spanish.</p> <p>Students will be able to describe a normal day in their life, describe in detail about their friends and family,</p>	<p><b><u>Communities:</u></b></p> <p>All regular and irregular verbs in Spanish (infinite)</p> <p>What the present tense irregular verbs look like in English</p> <p>Reinforcement from previous years'</p>	<p><b><u>Communities:</u></b></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>

