

SPANISH V DUAL ENROLLMENT

UNIT 1- DON QUIJOTE DE LA MANCHA NOVEL BY MIGUEL DE CERVANTES (EL LIBRO DE DON QUIJOTE DE LA MANCHA POR MIGUEL DE CERVANTES)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
The summer prior to the new school year and 20 days of school (DON QUIJOTE DE LA MANCHA PART 1 OVER THE SUMMER. PART 2 AT THE START OF THE SCHOOL YEAR)	Communication: Interpretive, Interpersonal and Presentational	Communication: What skills are needed when reading in a foreign language? How do you overcome unforeseen complications? How can we effectively communicate historical information to another person(s)? How can we express and exchange opinions in a second language?	Communication: Students have the skills and strategies to read an advanced book in the target language. Strategies to keep a conversation going beyond simple question/answer Language used for the purposes of informing and persuading in the target language compared to one's own. Negotiation strategies when not understood or not understanding Circumlocution strategies by using known vocabulary to define or explain the unknown Process of creating at	Communication: Students will debate the story Don Quijote de la Mancha and his journeys in the target language sharing their opinions and justification supporting their stance. Students can effectively comprehend the story "DON QUIJOTE DE LA MANCHA PARTS 1 & 2" by Miguel de Cervantes and apprise the historical context of the novel. Students can exchange opinions and thoughts in the target language about the novel Don Quijote de la Mancha. Students can apprise in great detail the history, the tradition of chivalry in Spain, beliefs,	Communication: Students will be able to accomplish the advanced task of reading the Spanish novel "DON QUIJOTE DE LA MANCHA PARTS 1" by Miguel de Cervantes in Spanish during the summer BEFORE the course begins and PART 2 at the beginning of the school year. Students will be able to apprise the Spanish tradition of chivalry, the customs, and other life lessons presented in the story of Don Quijote de la Mancha as an extension of the summer reading and a more detailed exploration of the culture.	Communication: A comprehensive amount of over 2,000 vocabulary in the target language on a wide variety of topics.	Communication: 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>least a 10 minute (5-page length oral presentation on the topic</p>	<p>products and practices, culture presented in Don Quijote de la Mancha.</p> <p>Students will present at least a 10 minute (5-page length) oral presentation on a topic of their choice related to the book.</p>	<p>Students will be able to present for 10 minutes in the target language on student-chosen topics relating to the book.</p> <p>Students will be able to debate various topics presented in the novel.</p> <p>Students will be able to compare and differentiate the traditions presented in the story with traditions in their own country.</p> <p><u>Resources:</u></p> <p>*"DON QUIJOTE DE LA MANCHA PARTS 1 & 2" book by Miguel de Cervantes</p> <p>* DVD movie in its entirety/clips of various scenes of Don Quijote de la Mancha</p> <p>*Supplemental articles, magazines on the novel</p> <p>*Visuals relating to the novel, etc.</p>		
	<p><u>Cultures:</u></p> <p>Relating cultural</p>	<p><u>Cultures:</u></p> <p>What can the cultural practices of the</p>	<p><u>Cultures:</u></p> <p>Students have the skills and strategies to read</p>	<p><u>Cultures:</u></p> <p>Students can effectively comprehend the story</p>	<p><u>Cultures:</u></p> <p>Students will be able to accomplish the</p>	<p><u>Cultures:</u></p> <p>A comprehensive</p>	<p><u>Cultures:</u></p> <p>12.3.1.S4.A 12.3.1.S4.B</p>

	practices to perspectives and relating cultural products to perspectives	Spanish at the time that Don Quijote de la Mancha takes place reveal about the country of Spain and its society?	<p>an advanced book in the target language.</p> <p>Students know the cultural practices in Spain at the time the novel takes place.</p> <p>Students have the skills to analyze the implications of one's culture on its society.</p> <p>Students know the literary and artistic works that demonstrate cultural perspectives that are similar or different from one's own.</p>	<p>"DON QUIJOTE DE LA MANCHA PARTS 1 & 2" by Miguel de Cervantes and apprise the historical context of the novel.</p> <p>Students can apprise in great detail the history, the tradition of chivalry in Spain, beliefs, products and practices, culture presented in Don Quijote de la Mancha.</p> <p>Students will debate the story Don Quijote de la Mancha and his journeys in the target language sharing their opinions and justification supporting their stance.</p> <p>Students can exchange opinions and thoughts in the target language about the novel Don Quijote de la Mancha.</p> <p>Students will present at least a 10 minute (5-page length) oral presentation on a topic of their choice related to the book.</p>	<p>advanced task of reading the Spanish novel "DON QUIJOTE DE LA MANCHA PARTS 1" by Miguel de Cervantes in Spanish during the summer BEFORE the course begins and PART 2 at the beginning of the school year.</p> <p>Students will be able to apprise the Spanish tradition of chivalry, the customs, and other life lessons presented in the story of Don Quijote de la Mancha as an extension of the summer reading and a more detailed exploration of the culture.</p> <p>Students will be able to present for 10 minutes in the target language on student-chosen topics relating to the book.</p> <p>Students will be able to debate various topics presented in the novel.</p> <p>Students will be able to compare and differentiate the traditions presented in the story with</p>	<p>amount of over 2,000 vocabulary in the target language on a wide variety of topics.</p>	<p>12.3.1.S4.C</p> <p>12.3.1.S4.D</p>
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					traditions in their own country.		
	<p><u>Connections:</u></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><u>Connections:</u></p> <p>What connections can you apprise between what you read about Don Quijote de la Mancha and Spanish life and a historical event that you have learned about previous to this book?</p> <p>Please relate and apprise your connections between the book Don Quijote de la Mancha with another book you have read (in Spanish class, another class or in your personal life).</p>	<p><u>Connections:</u></p> <p>Students have the skills and strategies to read an advanced book in the target language.</p> <p>Students have the analytical skills to make connections between the message and information presented in Don Quijote de la Mancha with a historical event in the world past or present.</p> <p>Students know various historical events from information learned in Spanish class and/or other subject areas.</p> <p>Students know the cultural practices in Spain at the time the novel takes place.</p> <p>Students have the skills</p>	<p><u>Connections:</u></p> <p>Students can effectively comprehend the story "DON QUIJOTE DE LA MANCHA PARTS 1 & 2" by Miguel de Cervantes and apprise the historical context of the novel.</p> <p>Students can apprise in great detail the history, the tradition of chivalry in Spain, beliefs, products and practices, culture presented in Don Quijote de la Mancha.</p> <p>Students can describe a historical event past or present and connect it through oral discourse with classmates and the teacher to the book Don Quijote de la Mancha.</p> <p>Students will debate the story Don Quijote de la Mancha and his journeys in the target language sharing their opinions and justification supporting their stance.</p>	<p><u>Connections:</u></p> <p>Students will be able to accomplish the advanced task of reading the Spanish novel "DON QUIJOTE DE LA MANCHA PARTS 1" by Miguel de Cervantes in Spanish during the summer BEFORE the course begins and PART 2 at the beginning of the school year.</p> <p>Students will be able to apprise the Spanish tradition of chivalry, the customs, and other life lessons presented in the story of Don Quijote de la Mancha as an extension of the summer reading and a more detailed exploration of the culture.</p> <p>Students will be able to present for 10 minutes in the target language on student-chosen topics relating to the book.</p>	<p><u>Connections:</u></p> <p>A comprehensive amount of over 2,000 vocabulary in the target language on a wide variety of topics.</p>	<p><u>Connections:</u></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

			<p>to analyze the implications of one's culture on its society.</p> <p>Students know the literary and artistic works that demonstrate cultural perspectives that are similar or different from one's own.</p>	<p>Students can exchange opinions and thoughts in the target language about the novel Don Quijote de la Mancha.</p> <p>Students will present at least a 10 minute (5-page length) oral presentation on a topic of their choice related to the book.</p>	<p>Students will be able to debate various topics presented in the novel.</p> <p>Students will be able to compare and differentiate the traditions presented in the story with traditions in their own country.</p>		
	<p><u>Comparisons:</u></p> <p>Language comparisons and Cultural comparisons</p>	<p><u>Comparisons:</u></p> <p>How does the appreciation of cultural diversity enhance cross-cultural understanding?</p> <p>Compare and differentiate between the book Don Quijote de la Mancha with another book you have read (in Spanish class, another class or in your personal life).</p> <p>Compare the culture of Spain with our culture (you may focus on any areas of the cultures that you choose).</p>	<p><u>Comparisons:</u></p> <p>The students know to view other cultures and traditions with respect, open-mindedness and curiosity</p> <p>The students have the skills to compare and contrast between various topics, cultures and subject matter.</p> <p>Students have the skills and strategies to read an advanced book in the target language.</p> <p>Students have the analytical skills to make connections between the message and information presented in Don Quijote de la</p>	<p><u>Comparisons:</u></p> <p>The students demonstrate cultural open-mindedness in describing their thoughts and opinions on cross-cultural understanding.</p> <p>The students will compare and differentiate between the book Don Quijote de la Mancha and another book they have read with their classmates and teacher.</p> <p>The students will also compare and contrast Spanish culture with our culture in the United States.</p> <p>Students can effectively comprehend the story</p>	<p><u>Comparisons:</u></p> <p>Students will be able to accomplish the advanced task of reading the Spanish novel "DON QUIJOTE DE LA MANCHA PARTS 1" by Miguel de Cervantes in Spanish during the summer BEFORE the course begins and PART 2 at the beginning of the school year.</p> <p>Students will be able to apprise the Spanish tradition of chivalry, the customs, and other life lessons presented in the story of Don Quijote de la Mancha as an extension of the summer reading and a more detailed exploration of the</p>	<p><u>Comparisons:</u></p> <p>A comprehensive amount of over 2,000 vocabulary in the target language on a wide variety of topics.</p>	<p><u>Comparisons:</u></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

			<p>Mancha with a historical event in the world past or present.</p> <p>Students know various historical events from information learned in Spanish class and/or other subject areas.</p> <p>Students know the cultural practices in Spain at the time the novel takes place.</p> <p>Students have the skills to analyze the implications of one's culture on its society.</p> <p>Students know the literary and artistic works that demonstrate cultural perspectives that are similar or different from one's own.</p>	<p>"DON QUIJOTE DE LA MANCHA PARTS 1 & 2" by Miguel de Cervantes and apprise the historical context of the novel.</p> <p>Students can apprise in great detail the history, the tradition of chivalry in Spain, beliefs, products and practices, culture presented in Don Quijote de la Mancha.</p> <p>Students can describe a historical event past or present and connect it through oral discourse with classmates and the teacher to the book Don Quijote de la Mancha.</p> <p>Students will debate the story Don Quijote de la Mancha and his journeys in the target language sharing their opinions and justification supporting their stance.</p> <p>Students can exchange opinions and thoughts in the target language about the novel Don Quijote de la Mancha.</p> <p>Students will present at</p>	<p>culture.</p> <p>Students will be able to present for 10 minutes in the target language on student-chosen topics relating to the book.</p> <p>Students will be able to debate various topics presented in the novel.</p> <p>Students will be able to compare and differentiate the traditions presented in the story with traditions in their own country.</p>		
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				least a 10 minute (5-page length) oral presentation on a topic of their choice related to the book.			
	<p><u>Communities:</u></p> <p>School and global communities and Lifelong Learning</p>	<p><u>Communities:</u></p> <p>How can communication with our native speaker e-pals on this topic enhance your understanding of this classic novel?</p> <p>How can we continue to study and apply Spanish to our life outside of school?</p>	<p><u>Communities:</u></p> <p>Knowledge of the event and its impact on Spanish literature and the skills to communicate it effectively in the target language.</p> <p>The critical importance of knowledge of another language and culture.</p> <p>The students know to view other cultures and traditions with respect, open-mindedness and curiosity</p> <p>The students have the skills to compare and contrast between various topics, cultures and subject matter.</p> <p>Students have the skills and strategies to read an advanced book in the target language.</p> <p>Students have the analytical skills to make</p>	<p><u>Communities:</u></p> <p>The students demonstrate cultural open-mindedness in describing their thoughts and opinions on cross-cultural understanding.</p> <p>Students apprise how they have, do and will apply Spanish to their life outside of school.</p> <p>The students will compare and differentiate between the book Don Quijote de la Mancha and another book they have read with their e-pals, classmates and teacher.</p> <p>The students will also compare and contrast Spanish culture with our culture in the United States.</p> <p>Students can effectively comprehend the story "DON QUIJOTE DE LA MANCHA PARTS 1 & 2" by Miguel de Cervantes and apprise the</p>	<p><u>Communities:</u></p> <p>Students will be able to accomplish the advanced task of reading the Spanish novel "DON QUIJOTE DE LA MANCHA PARTS 1" by Miguel de Cervantes in Spanish during the summer BEFORE the course begins and PART 2 at the beginning of the school year.</p> <p>Students will be able to apprise the Spanish tradition of chivalry, the customs, and other life lessons presented in the story of Don Quijote de la Mancha as an extension of the summer reading and a more detailed exploration of the culture.</p> <p>Students will be able to present for 10 minutes in the target language on student-chosen topics relating to the book.</p>	<p><u>Communities:</u></p> <p>A comprehensive amount of over 2,000 vocabulary in the target language on a wide variety of topics.</p>	<p><u>Communities:</u></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>

			<p>connections between the message and information presented in Don Quijote de la Mancha with a historical event in the world past or present.</p> <p>Students know various historical events from information learned in Spanish class and/or other subject areas.</p> <p>Students know the cultural practices in Spain at the time the novel takes place.</p> <p>Students have the skills to analyze the implications of one's culture on its society.</p> <p>Students know the literary and artistic works that demonstrate cultural perspectives that are similar or different from one's own.</p>	<p>historical context of the novel.</p> <p>Students can apprise in great detail the history, the tradition of chivalry in Spain, beliefs, products and practices, culture presented in Don Quijote de la Mancha.</p> <p>Students can describe a historical event past or present and connect it through oral discourse with classmates and the teacher to the book Don Quijote de la Mancha.</p> <p>Students will debate the story Don Quijote de la Mancha and his journeys in the target language sharing their opinions and justification supporting their stance.</p> <p>Students can exchange opinions and thoughts in the target language about the novel Don Quijote de la Mancha.</p> <p>Students will present at least a 10 minute (5-page length) oral presentation on a topic of their choice related to the book.</p>	<p>Students will be able to debate various topics presented in the novel.</p> <p>Students will be able to compare and differentiate the traditions presented in the story with traditions in their own country.</p>		
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				<p>Students will present at least a 10 minute (5-page length) oral presentation on a topic of their choice related to the book.</p> <p>Knowledge of the event in history and the skills to communicate it effectively in the target language.</p> <p>Demonstrate in their lives the importance of knowledge of another language and culture through its use applied outside of the classroom.</p>			
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REVIEW UNIT 1

ASSESSMENT UNIT 1

UNIT 2-THE FUTURE PERFECT TENSE- I WILL HAVE SPOKEN....I SHALL HAVE SPOKEN.... I PROBABLY SPOKE.... (EL FUTURO PERFECTO- HABRÉ HABLADO)

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	How can we express and comprehend information about PROBABLE events in the near and far futures with another person or a group of people?	Knows the future perfect conjugations and, most importantly, can apply this knowledge through self-created written and oral communication.	In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) in the future perfect tense in the target language detailing probable future events or actions.	<p>Students will be able to produce and recognize authentic communication in all forms using the future perfect tense in Spanish.</p> <p>Students will be able to apprise the many cultural events and celebrations practiced throughout the Spanish-speaking world and decide for themselves which they will probably be a part and why.</p> <p>Students will be able to demonstrate the future perfect conjugations and, most importantly, can apply this in realistic communication.</p> <p>The students will detail the grammatical structure of the English language in the future perfect tense and make pathways between the two languages to enhance comprehension and application.</p> <p>The students will be able to synthesize and</p>	<p>All regular and irregular verbs in Spanish (infinite)</p> <p>What the future perfect tense looks like in English</p> <p>Many future vocabulary words (job, university, military, home, children, etc.) (review from SPANISH V Dual Enrollment)</p>	<p>12.1.1.S4.A</p> <p>12.1.1.S4.B</p> <p>12.1.1.S4.C</p> <p>12.1.1.S4.D</p> <p>12.1.1.S4.E</p> <p>12.1.1.S4.F</p>

					<p>analyze the cultures of the various Spanish-speaking countries and can make connections between our cultures.</p> <p>Students will be able to compare and differentiate between the future perfect conjugations in English and in Spanish to further comprehension and appropriate application.</p> <p>Students will be able to sustain realistic interactions in all forms (interpersonal, interpretive and presentational) what life will PROBABLY be like for them and their Spanish-speaking e-pal in the future in the target language.</p> <p><u>Resources:</u></p> <p>*In- class teacher-created handouts on the future perfect tense and in-class notes.</p>		
	<p><u>Cultures:</u></p> <p>Relating cultural</p>	<p><u>Cultures:</u></p> <p>Which future Hispanic and/or Spanish cultural</p>	<p><u>Cultures:</u></p> <p>Knows the future perfect conjugations</p>	<p><u>Cultures:</u></p> <p>In realistic interactions the students can</p>	<p><u>Cultures:</u></p> <p>Students will be able to produce and recognize</p>	<p><u>Cultures:</u></p> <p>All regular and irregular verbs</p>	<p><u>Cultures:</u></p> <p>12.2.1.S4.A 12.2.1.S4.B</p>

	practices to perspectives and relating cultural products to perspectives	<p>events will you be a "probable" participant in the future?</p> <p>Is there is a cultural connection between Hispanics'/ Spanish views of the future with that of the U.S?</p>	<p>and, most importantly, can apply this knowledge through self-created written and oral communication.</p> <p>Knows the many cultural events and celebrations practiced throughout the Spanish-speaking world through instruction in Spanish class from grade 7.</p>	<p>communicate in all forms (interpersonal, interpretive and presentational) in the future perfect tense in the target language detailing probable future events or actions</p> <p>Apprise the many cultural events and celebrations practiced throughout the Spanish-speaking world and decide for themselves which they will "probably" be a part and why.</p>	<p>authentic communication in all forms using the future perfect tense in Spanish.</p> <p>Students will be able to apprise the many cultural events and celebrations practiced throughout the Spanish-speaking world and decide for themselves which they will probably be a part and why.</p> <p>Students will be able to demonstrate the future perfect conjugations and, most importantly, can apply this in realistic communication.</p> <p>The students will detail the grammatical structure of the English language in the future perfect tense and make pathways between the two languages to enhance comprehension and application.</p> <p>The students will be able to synthesize and analyze the cultures of the various Spanish-speaking countries and can make connections</p>	<p>in Spanish (infinite)</p> <p>What the future perfect tense looks like in English</p> <p>Many future vocabulary words (job, university, military, home, children, etc.) (review from SPANISH V Dual Enrollment)</p>	12.2.1.S4.C
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					<p>between our cultures.</p> <p>Students will be able to compare and differentiate between the future perfect conjugations in English and in Spanish to further comprehension and appropriate application.</p> <p>Students will be able to sustain realistic interactions in all forms (interpersonal, interpretive and presentational) what life will PROBABLY be like for them and their Spanish-speaking e-pal in the future in the target language.</p>		
	<p><u>Connections:</u></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><u>Connections:</u></p> <p>What connections can you make between the future perfect tense in Spanish and the future perfect tense grammatical structure in English?</p> <p>Is there is a cultural connection between Hispanics'/ Spanish views of the future with that of the U.S?</p>	<p><u>Connections:</u></p> <p>Knows the future perfect conjugations and, most importantly, can apply this knowledge through self-created written and oral communication.</p> <p>Knows the future perfect tense in Spanish. Also, the student has knowledge of the grammatical structure of the English language in the</p>	<p><u>Connections:</u></p> <p>In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) in the future perfect tense in the target language detailing probable future events or actions</p> <p>Apprise the many cultural events and celebrations practiced</p>	<p><u>Connections:</u></p> <p>Students will be able to produce and recognize authentic communication in all forms using the future perfect tense in Spanish.</p> <p>Students will be able to apprise the many cultural events and celebrations practiced throughout the Spanish-speaking world and decide for</p>	<p><u>Connections:</u></p> <p>All regular and irregular verbs in Spanish (infinite)</p> <p>What the future perfect tense looks like in English</p> <p>Many future vocabulary words (job, university, military, home,</p>	<p><u>Connections:</u></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

			<p>future perfect tense.</p> <p>Knows the many cultural events and celebrations practiced throughout the Spanish-speaking world through instruction in Spanish class from grade 7.</p> <p>Knows the cultures of the various Spanish-speaking countries and can make connections between our cultures.</p>	<p>throughout the Spanish-speaking world and decide for themselves which they will "probably" be a part and why.</p> <p>Demonstrate the future perfect conjugations and, most importantly, can apply this in realistic communication.</p> <p>Also, the student can detail the grammatical structure of the English language in the future perfect tense and make pathways between the two languages to enhance comprehension and application.</p> <p>Synthesize and analyze the cultures of the various Spanish-speaking countries and can make connections between our cultures.</p>	<p>themselves which they will probably be a part and why.</p> <p>Students will be able to demonstrate the future perfect conjugations and, most importantly, can apply this in realistic communication.</p> <p>The students will detail the grammatical structure of the English language in the future perfect tense and make pathways between the two languages to enhance comprehension and application.</p> <p>The students will be able to synthesize and analyze the cultures of the various Spanish-speaking countries and can make connections between our cultures.</p> <p>Students will be able to compare and differentiate between the future perfect conjugations in English and in Spanish to further comprehension and appropriate application.</p> <p>Students will be able to</p>	<p>children, etc.) (review from SPANISH V Dual Enrollment)</p>	
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					sustain realistic interactions in all forms (interpersonal, interpretive and presentational) what life will PROBABLY be like for them and their Spanish-speaking e-pal in the future in the target language.		
	<u>Comparisons:</u> Language comparisons and Cultural comparisons	<u>Comparisons:</u> What connections can you make between the future perfect tense in Spanish and the future perfect tense grammatical structure in English?	<u>Comparisons:</u> Knows the future perfect conjugations and, most importantly, can apply this knowledge through self-created written and oral communication. Knows the future perfect tense in Spanish. Also, the student has knowledge of the grammatical structure of the English language in the future perfect tense. Knows the many cultural events and celebrations practiced throughout the Spanish-speaking world through instruction in Spanish class from grade 7.	<u>Comparisons:</u> Compare and differentiate between the future perfect conjugations in English and in Spanish to further comprehension and appropriate application. In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) in the future perfect tense in the target language detailing probable future events or actions Apprise the many cultural events and celebrations practiced throughout the Spanish-speaking world and decide for themselves which they will "probably" be a part and	<u>Comparisons:</u> Students will be able to produce and recognize authentic communication in all forms using the future perfect tense in Spanish. Students will be able to apprise the many cultural events and celebrations practiced throughout the Spanish-speaking world and decide for themselves which they will probably be a part and why. Students will be able to demonstrate the future perfect conjugations and, most importantly, can apply this in realistic communication. The students will detail	<u>Comparisons:</u> All regular and irregular verbs in Spanish (infinite) What the future perfect tense looks like in English Many future vocabulary words (job, university, military, home, children, etc.) (review from SPANISH V Dual Enrollment)	<u>Comparisons:</u> 12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C

			<p>Knows the cultures of the various Spanish-speaking countries and can make connections between our cultures.</p>	<p>why.</p> <p>Demonstrate the future perfect conjugations and, most importantly, can apply this in realistic communication.</p> <p>Also, the student can detail the grammatical structure of the English language in the future perfect tense and make pathways between the two languages to enhance comprehension and application.</p> <p>Synthesize and analyze the cultures of the various Spanish-speaking countries and can make connections between our cultures.</p>	<p>the grammatical structure of the English language in the future perfect tense and make pathways between the two languages to enhance comprehension and application.</p> <p>The students will be able to synthesize and analyze the cultures of the various Spanish-speaking countries and can make connections between our cultures.</p> <p>Students will be able to compare and differentiate between the future perfect conjugations in English and in Spanish to further comprehension and appropriate application.</p> <p>Students will be able to sustain realistic interactions in all forms (interpersonal, interpretive and presentational) what life will PROBABLY be like for them and their Spanish-speaking e-pal in the future in the target language.</p>		
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<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>
School and global communities and Lifelong Learning	Can you detail your PROBABLE future personal, professional and social aspirations with your e-pal from a Spanish-speaking country?	<p>Knows the future perfect conjugations and, most importantly, can apply this knowledge through self-created written and oral communication.</p> <p>Knows the future perfect tense in Spanish. Also, the student has knowledge of the grammatical structure of the English language in the future perfect tense.</p>	<p>Compare and differentiate between the future perfect conjugations in English and in Spanish to further comprehension and appropriate application.</p> <p>In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) in the future perfect tense in the target language detailing probable future events or actions</p> <p>Demonstrate the future perfect conjugations and, most importantly, can apply this in realistic communication.</p> <p>Also, the student can detail the grammatical structure of the English language in the future perfect tense and make pathways between the two languages to enhance comprehension and application.</p>	<p>Students will be able to produce and recognize authentic communication in all forms using the future perfect tense in Spanish.</p> <p>Students will be able to apprise the many cultural events and celebrations practiced throughout the Spanish-speaking world and decide for themselves which they will probably be a part and why.</p> <p>Students will be able to demonstrate the future perfect conjugations and, most importantly, can apply this in realistic communication.</p> <p>The students will detail the grammatical structure of the English language in the future perfect tense and make pathways between the two languages to enhance comprehension and application.</p> <p>The students will be</p>	<p>All regular and irregular verbs in Spanish (infinite)</p> <p>What the future perfect tense looks like in English</p> <p>Many future vocabulary words (job, university, military, home, children, etc.) (review from SPANISH V Dual Enrollment)</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>able to synthesize and analyze the cultures of the various Spanish-speaking countries and can make connections between our cultures.</p> <p>Students will be able to compare and differentiate between the future perfect conjugations in English and in Spanish to further comprehension and appropriate application.</p> <p>Students will be able to sustain realistic interactions in all forms (interpersonal, interpretive and presentational) what life will PROBABLY be like for them and their Spanish-speaking e-pal in the future in the target language.</p>		
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REVIEW UNIT 2

ASSESSMENT UNIT 2

UNIT 3- GETTING A HAIRCUT (AL PELUQUERO/BARBERO)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 days	<u>Communication:</u> Interpretive, Interpersonal and Presentational	<u>Communication:</u> Can you produce and recognize the vocabulary learned and apply them in authentic communication? Can you successfully "get a haircut" in a Spanish-speaking country using solely the target language?	<u>Communication:</u> How to produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation. The students know how to get a haircut in the target language.	<u>Communication:</u> Produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation. The students demonstrate the ability to effectively get a haircut in the target language.	<u>Communication:</u> Students will be able to produce and recognize all vocabulary related to getting a haircut in a Spanish-speaking country. Students will be able to successfully "get a haircut" in a Spanish-speaking country in the target language. Students will be able to connect the diverse perspectives in the target culture related to getting a haircut. Students will be able to compare and contrast the cultural practices and language use when getting a haircut in the Spanish world and in the U.S. <u>Resources:</u> *Teacher created list	<u>Communication:</u> All vocabulary related to getting a haircut at a salon or at a barber shop in addition to situations involving foreign currency and exchange (peluquera, barbero, cortar, pelo, largo, corto, más, menos, la cuenta, el precio, los números en español, 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>of vocabulary related to getting a haircut.</p> <p>* Visuals of all "haircut" vocabulary addressed</p> <p>*Other supplemental materials to create an authentic situation.</p>		
	<p><u>Cultures:</u></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><u>Cultures:</u></p> <p>Can you apprise the cultural practices related to getting a haircut in Spain and in Latin America?</p>	<p><u>Cultures:</u></p> <p>Students know the cultural practices related to getting a haircut in the Spanish-speaking world.</p> <p>A depth of knowledge of a large variety of Spanish-speaking countries and cultures</p> <p>How to produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.</p> <p>The students know how to get a haircut in the target language.</p>	<p><u>Cultures:</u></p> <p>Students apprise the cultural practices of getting a haircut with their classmates and teacher.</p> <p>Analyze, compare and differentiate between countries and cultures in relation to getting a haircut.</p> <p>Produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.</p> <p>The students demonstrate the ability to effectively get a haircut in the target language.</p>	<p><u>Cultures:</u></p> <p>Students will be able to produce and recognize all vocabulary related to getting a haircut in a Spanish-speaking country.</p> <p>Students will be able to successfully "get a haircut" in a Spanish-speaking country in the target language.</p> <p>Students will be able to connect the diverse perspectives in the target culture related to getting a haircut.</p> <p>Students will be able to compare and contrast the cultural practices and language use when getting a haircut in the Spanish world and in the U.S.</p>	<p><u>Cultures:</u></p> <p>All vocabulary related to getting a haircut at a salon or at a barber shop in addition to situations involving foreign currency and exchange (peluquera, barbero, cortar, pelo, largo, corto, más, menos, la cuenta, el precio, los números en español, etc.)</p>	<p><u>Cultures:</u></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

	<p><u>Connections:</u></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><u>Connections:</u></p> <p>Are there connections that we can make in relation to getting a haircut in Latin America in our own country?</p>	<p><u>Connections:</u></p> <p>A depth of knowledge of a large variety of Spanish-speaking countries and cultures and our own.</p> <p>Students know the cultural practices related to getting a haircut in the Spanish-speaking world.</p> <p>How to produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.</p> <p>The students know how to get a haircut in the target language.</p>	<p><u>Connections:</u></p> <p>Create pathways between connecting the Spanish-speaking countries and cultures in relation to getting a haircut with our own.</p> <p>Students apprise the cultural practices of getting a haircut with their classmates and teacher.</p> <p>Analyze, compare and differentiate between countries and cultures in relation to getting a haircut.</p> <p>Produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.</p> <p>The students demonstrate the ability to effectively get a haircut in the target language.</p>	<p><u>Connections:</u></p> <p>Students will be able to produce and recognize all vocabulary related to getting a haircut in a Spanish-speaking country.</p> <p>Students will be able to successfully "get a haircut" in a Spanish-speaking country in the target language.</p> <p>Students will be able to connect the diverse perspectives in the target culture related to getting a haircut.</p> <p>Students will be able to compare and contrast the cultural practices and language use when getting a haircut in the Spanish world and in the U.S.</p>	<p><u>Connections:</u></p> <p>All vocabulary related to getting a haircut at a salon or at a barber shop in addition to situations involving foreign currency and exchange (peluquera, barbero, cortar, pelo, largo, corto, más, menos, la cuenta, el precio, los números en español, etc.)</p>	<p><u>Connections:</u></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>
	<p><u>Comparisons:</u></p> <p>Language comparisons and Cultural comparisons</p>	<p><u>Comparisons:</u></p> <p>Compare and differentiate between getting a haircut in the United States and in Latin America or Spain.</p>	<p><u>Comparisons:</u></p> <p>The skills to compare and differentiate between diverse topics.</p> <p>A depth of knowledge</p>	<p><u>Comparisons:</u></p> <p>Analyze, compare and differentiate between countries and cultures in relation to getting a haircut.</p>	<p><u>Comparisons:</u></p> <p>Students will be able to produce and recognize all vocabulary related to getting a haircut in a Spanish-speaking</p>	<p><u>Comparisons:</u></p> <p>All vocabulary related to getting a haircut at a salon or at a</p>	<p><u>Comparisons:</u></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

			<p>of a large variety of Spanish-speaking countries and cultures with our own.</p> <p>Students know the cultural practices related to getting a haircut in the Spanish-speaking world.</p> <p>How to produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.</p> <p>The students know how to get a haircut in the target language.</p>	<p>Create pathways between connecting the Spanish-speaking countries and cultures in relation to getting a haircut with our own.</p> <p>Students apprise the cultural practices of getting a haircut with their classmates and teacher.</p> <p>Produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.</p> <p>The students demonstrate the ability to effectively get a haircut in the target language.</p>	<p>country.</p> <p>Students will be able to successfully "get a haircut" in a Spanish-speaking country in the target language.</p> <p>Students will be able to connect the diverse perspectives in the target culture related to getting a haircut.</p> <p>Students will be able to compare and contrast the cultural practices and language use when getting a haircut in the Spanish world and in the U.S.</p>	<p>barber shop in addition to situations involving foreign currency and exchange (peluquera, barbero, cortar, pelo, largo, corto, más, menos, la cuenta, el precio, los números en español, etc.)</p>	
	<p><u>Communities:</u></p> <p>School and global communities and Lifelong Learning</p>	<p><u>Communities:</u></p> <p>Can you successfully get a haircut in a Spanish-speaking country only utilizing the target language?</p>	<p><u>Communities:</u></p> <p>The students know how to get a haircut in the target language.</p> <p>How to produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.</p> <p>The skills to compare and differentiate</p>	<p><u>Communities:</u></p> <p>The students demonstrate the ability to effectively get a haircut in the target language.</p> <p>Produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.</p> <p>Express themselves</p>	<p><u>Communities:</u></p> <p>Students will be able to produce and recognize all vocabulary related to getting a haircut in a Spanish-speaking country.</p> <p>Students will be able to successfully "get a haircut" in a Spanish-speaking country in the target language.</p>	<p><u>Communities:</u></p> <p>All vocabulary related to getting a haircut at a salon or at a barber shop in addition to situations involving foreign currency and exchange (peluquera, barbero, cortar,</p>	<p><u>Communities:</u></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>

			<p>between diverse topics.</p> <p>A depth of knowledge of a large variety of Spanish-speaking countries and cultures with our own.</p> <p>Students know the cultural practices related to getting a haircut in the Spanish-speaking world.</p>	<p>effectively in the target language detailing their thoughts on utilizing their language skills in the future.</p> <p>Analyze, compare and differentiate between countries and cultures in relation to getting a haircut.</p> <p>Create pathways between connecting the Spanish-speaking countries and cultures in relation to getting a haircut with our own.</p> <p>Students apprise the cultural practices of getting a haircut with their classmates and teacher.</p>	<p>Students will be able to connect the diverse perspectives in the target culture related to getting a haircut.</p> <p>Students will be able to compare and contrast the cultural practices and language use when getting a haircut in the Spanish world and in the U.S.</p>	<p>pelo, largo, corto, más, menos, la cuenta, el precio, los números en español, etc.)</p>	
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REVIEW UNIT 3

ASSESSMENT UNIT 3

UNIT 4- 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
5 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 (ofrenda, calaveritas, etc.)	<u>Communication:</u> All vocabulary related to the Day of the Dead celebration (copal, ofrenda, pan de muerto, papel picado, mole, plantas de arena, tumba, etc.)	<u>Communication:</u> 12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F

	<u>Cultures:</u> Relating cultural practices to perspectives and relating cultural products to perspectives	<u>Cultures:</u> What is the process and purpose of making CALAVERITAS (sugar skulls) to celebrate the Day of the Dead?	<u>Cultures:</u> The purpose of CALAVERITAS as a cultural product and the cultural practice of creating them during this holiday	<u>Cultures:</u> Create their very own calaveritas for the Day of the Dead celebration and explain the process and purpose of this cultural product.	<u>Cultures:</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 as well as creating CALAVERITAS (sugar skulls), PAN DE MUERTO (Dead Bread) and other advanced cultural products related to El Día de los Muertos.	<u>Cultures:</u> All vocabulary related to the Day of the Dead celebration (copal, ofrenda, pan de muerto, papel picado, mole, plantas de arena, tumba, etc.)	<u>Cultures:</u> 12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C
	<u>Connections:</u> Making connections and acquiring information and diverse perspectives	<u>Connections:</u> 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?	<u>Connections:</u> A depth of knowledge of the Day of the Dead celebration in Mexico and Guatemala.	<u>Connections:</u> 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.	<u>Connections:</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>Connections:</u> All vocabulary related to the Day of the Dead celebration (copal, ofrenda, pan de muerto, papel picado, mole, plantas de arena, tumba, etc.)	<u>Connections:</u> 12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D
	<u>Comparisons:</u> Language	<u>Comparisons:</u> What is your opinion on	<u>Comparisons:</u> A depth of knowledge	<u>Comparisons:</u> Apprise the celebration,	<u>Comparisons:</u> Students will be able to	<u>Comparisons:</u> All vocabulary	<u>Comparisons:</u> 12.4.1.S4.A

	comparisons and Cultural comparisons	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?	of the Day of the Dead celebration in Mexico and Guatemala.	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.	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.	related to the Day of the Dead celebration (copal, ofrenda, pan de muerto, papel picado, mole, plantas de arena, tomba, etc.)	12.4.1.S4.B 12.4.1.S4.C
	<u>Communities:</u> School and global communities and Lifelong Learning	<u>Communities:</u> Have you/will you incorporate the Mexican perspective on death and life in your personal life? Why or why not?	<u>Communities:</u> A depth of knowledge of the Day of the Dead celebration in Mexico and Guatemala and their own personal perspective on the topic.	<u>Communities:</u> 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.	<u>Communities:</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>Communities:</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>Communities:</u> 12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D

REVIEW UNIT 4

ASSESSMENT UNIT 4

UNIT 5- THE SUBJUNCTIVE TENSES-IMPERFECT (EL SUBJUNTIVO-IMPERFECTO)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 days	<u>Communication:</u> Interpretive, Interpersonal and Presentational	<u>Communication:</u> How can we express and comprehend information about UNKNOWN/UNLIKELY events with another person or a group of people?	<u>Communication:</u> Knows the subjunctive-imperfect conjugations and, most importantly, can apply this knowledge through self-created written and oral communication.	<u>Communication:</u> In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) using the subjunctive-imperfect tense in the target language.	<u>Communication:</u> Students will be able to produce and recognize authentic communication in all forms using the subjunctive-imperfect tense in Spanish. The students will detail the grammatical structure of the English language in the subjunctive-imperfect tense and make pathways between the two languages to enhance comprehension and application. Students will be able to compare and differentiate between the subjunctive-imperfect conjugations in English and in Spanish to further comprehension and appropriate application. Students will be able to	<u>Communication:</u> All regular and irregular verbs in Spanish (infinite) What the tense looks like in English and how there is no subjunctive equivalent in English Reinforcement of previous years' vocabulary across all topics and subject areas.	<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>sustain realistic interactions in all forms (interpersonal, interpretive and presentational) using the subjunctive-imperfect with a native speaker in the target language.</p> <p><u>Resources:</u></p> <p>*In- class teacher-created handouts on the subjunctive-imperfect tense and in-class notes.</p> <p>*Authentic poems, short stories, songs, legends, etc. as supplemental resources to reinforce comprehension and production.</p>		
	<p><u>Cultures:</u></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><u>Cultures:</u></p> <p>The subjunctive does not exist in the English language....how does the practice of using the subjunctive in Spanish relate to their perspectives culturally?</p>	<p><u>Cultures:</u></p> <p>The students know the subjunctive-imperfect tense and conjugations.</p> <p>Students know the meanings of the subjunctive-imperfect tense.</p> <p>Students have a deeper understanding of the use of the subjunctive-imperfect in the</p>	<p><u>Cultures:</u></p> <p>Students apprise how the use of the subjunctive-imperfect in normal communication relates to Spanish cultural and language perspectives.</p>	<p><u>Cultures:</u></p> <p>Students will be able to produce and recognize authentic communication in all forms using the subjunctive-imperfect tense in Spanish.</p> <p>The students will detail the grammatical structure of the English language in the subjunctive-imperfect</p>	<p><u>Cultures:</u></p> <p>All regular and irregular verbs in Spanish (infinite)</p> <p>What the tense looks like in English and how there is no subjunctive equivalent in English</p>	<p><u>Cultures:</u></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

			Spanish language and its cultural relevance.		<p>tense and make pathways between the two languages to enhance comprehension and application.</p> <p>Students will be able to compare and differentiate between the subjunctive-imperfect conjugations in English and in Spanish to further comprehension and appropriate application.</p> <p>Students will be able to sustain realistic interactions in all forms (interpersonal, interpretive and presentational) using the subjunctive-imperfect with a native speaker in the target language.</p>	Reinforcement of previous years' vocabulary across all topics and subject areas.	
	<p><u>Connections:</u></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><u>Connections:</u></p> <p>What connections can you make between the subjunctive-imperfect tense in Spanish (and lack of subjunctive) grammatically in English?</p>	<p><u>Connections:</u></p> <p>The students know the subjunctive-imperfect tense and conjugations.</p> <p>Students know the meanings of the subjunctive-imperfect tense.</p> <p>Students have a deeper understanding of the use of the subjunctive-</p>	<p><u>Connections:</u></p> <p>Demonstrate the subjunctive-imperfect conjugations and, most importantly, can apply this in realistic communication.</p> <p>The students can detail the grammatical structure of the English language in the subjunctive-imperfect</p>	<p><u>Connections:</u></p> <p>Students will be able to produce and recognize authentic communication in all forms using the subjunctive-imperfect tense in Spanish.</p> <p>The students will detail the grammatical structure of the English language in the</p>	<p><u>Connections:</u></p> <p>All regular and irregular verbs in Spanish (infinite)</p> <p>What the tense looks like in English and how there is no subjunctive equivalent in English</p>	<p><u>Connections:</u></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

			<p>imperfect in the Spanish language and its cultural relevance.</p>	<p>tenses and make pathways between the two languages to enhance comprehension and application.</p> <p>Students apprise how the use of the subjunctive-imperfect in normal communication relates to Spanish cultural and language perspectives.</p>	<p>subjunctive-imperfect tense and make pathways between the two languages to enhance comprehension and application.</p> <p>Students will be able to compare and differentiate between the subjunctive-imperfect conjugations in English and in Spanish to further comprehension and appropriate application.</p> <p>Students will be able to sustain realistic interactions in all forms (interpersonal, interpretive and presentational) using the subjunctive-imperfect with a native speaker in the target language.</p>	<p>Reinforcement of previous years' vocabulary across all topics and subject areas.</p>	
	<p><u>Comparisons:</u></p> <p>Language comparisons and Cultural comparisons</p>	<p><u>Comparisons:</u></p> <p>What comparisons can you make between the subjunctive-imperfect tense in Spanish and the lack thereof a subjunctive tense in English?</p>	<p><u>Comparisons:</u></p> <p>Knows the subjunctive-imperfect conjugations and, most importantly, can apply this in realistic communication. Also, the student has knowledge of the grammatical structure of the English language in the subjunctive-imperfect tense.</p>	<p><u>Comparisons:</u></p> <p>Compare and differentiate between the subjunctive-imperfect conjugations in English and in Spanish to further comprehension and appropriate application.</p> <p>Demonstrate the subjunctive-imperfect</p>	<p><u>Comparisons:</u></p> <p>Students will be able to produce and recognize authentic communication in all forms using the subjunctive-imperfect tense in Spanish.</p> <p>The students will detail the grammatical structure of the</p>	<p><u>Comparisons:</u></p> <p>All regular and irregular verbs in Spanish (infinite)</p> <p>What the tense looks like in English and how there is no subjunctive equivalent in</p>	<p><u>Comparisons:</u></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

			<p>The students know the subjunctive-imperfect tense and conjugations.</p> <p>Students know the meanings of the subjunctive-imperfect tense.</p> <p>Students have a deeper understanding of the use of the subjunctive-imperfect in the Spanish language and its cultural relevance.</p>	<p>conjugations and, most importantly, can apply this in realistic communication.</p> <p>The students can detail the grammatical structure of the English language in the subjunctive-imperfect tenses and make pathways between the two languages to enhance comprehension and application.</p> <p>Students apprise how the use of the subjunctive-imperfect in normal communication relates to Spanish cultural and language perspectives.</p>	<p>English language in the subjunctive-imperfect tense and make pathways between the two languages to enhance comprehension and application.</p> <p>Students will be able to compare and differentiate between the subjunctive-imperfect conjugations in English and in Spanish to further comprehension and appropriate application.</p> <p>Students will be able to sustain realistic interactions in all forms (interpersonal, interpretive and presentational) using the subjunctive-imperfect with a native speaker in the target language.</p>	<p>English</p> <p>Reinforcement of previous years' vocabulary across all topics and subject areas.</p>	
	<p><u>Communities:</u></p> <p>School and global communities and Lifelong Learning</p>	<p><u>Communities:</u></p> <p>Can you effectively communicate with a native speaker using the subjunctive-imperfect?</p>	<p><u>Communities:</u></p> <p>The students know the subjunctive-imperfect conjugations and, most importantly, can apply them in realistic communication.</p> <p>The students know how to communicate successfully in the</p>	<p><u>Communities:</u></p> <p>In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) using the subjunctive-imperfect tense in the target language.</p>	<p><u>Communities:</u></p> <p>Students will be able to produce and recognize authentic communication in all forms using the subjunctive-imperfect tense in Spanish.</p> <p>The students will detail the grammatical</p>	<p><u>Communities:</u></p> <p>All regular and irregular verbs in Spanish (infinite)</p> <p>What the tense looks like in English and how there is no subjunctive</p>	<p><u>Communities:</u></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>

			<p>target language.</p> <p>The students have knowledge of the grammatical structure of the English language in the subjunctive-imperfect tense.</p> <p>Students know the meanings of the subjunctive-imperfect tense.</p> <p>Students have a deep understanding of the use of the subjunctive-imperfect in the Spanish language and its' cultural relevance.</p>	<p>Compare and differentiate between the subjunctive-imperfect conjugations in English and in Spanish to further comprehension and appropriate application.</p> <p>Demonstrate the subjunctive-imperfect conjugations and, most importantly, can apply this in realistic communication.</p> <p>The students can detail the grammatical structure of the English language in the subjunctive-imperfect tense and make pathways between the two languages to enhance comprehension and application.</p> <p>Students apprise how the use of the subjunctive-imperfect in normal communication relates to Spanish cultural and language perspectives.</p>	<p>structure of the English language in the subjunctive-imperfect tense and make pathways between the two languages to enhance comprehension and application.</p> <p>Students will be able to compare and differentiate between the subjunctive-imperfect conjugations in English and in Spanish to further comprehension and appropriate application.</p> <p>Students will be able to sustain realistic interactions in all forms (interpersonal, interpretive and presentational) using the subjunctive-imperfect with a native speaker in the target language.</p>	<p>equivalent in English</p> <p>Reinforcement of previous years' vocabulary across all topics and subject areas.</p>	
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REVIEW UNIT 5

ASSESSMENT UNIT 5

UNIT 6- 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
2 days	<u>Communication:</u> Interpretive, Interpersonal and Presentational	<u>Communication:</u> Why is Christmas and New Year's Eve celebrated in different ways and with sometimes different practices and products throughout the world when these holidays can be found in many countries?	<u>Communication:</u> The skills to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language. The knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	<u>Communication:</u> Communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language. Demonstrate higher level thinking when apprising their knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	<u>Communication:</u> Students will be able to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language. Students will be able to demonstrate higher level thinking when apprising their knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world. <u>Resources:</u> *Information on Christmas and New Year's in the Spanish-	<u>Communication:</u> All regular and irregular verbs and all tenses as well as necessary vocabulary related to Christmas and New Year's (uvas, Navidad, Año Nuevo, arbol, el reloj, etc.)	<u>Communication:</u> 12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F

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

			country and in various Spanish-speaking countries throughout the world.	country and in various Spanish-speaking countries throughout the world.	apprising their knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	arbol, el reloj, etc.)	
	<u>Comparisons:</u> Language comparisons and Cultural comparisons	<u>Comparisons:</u> Compare and differentiate between Christmas and New Year's in the Spanish-speaking world and in the United States?	<u>Comparisons:</u> The skills to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language. The knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	<u>Comparisons:</u> Communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language. Demonstrate higher level thinking when apprising their knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	<u>Comparisons:</u> Students will be able to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language. Students will be able to demonstrate higher level thinking when apprising their knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	<u>Comparisons:</u> All regular and irregular verbs and all tenses as well as necessary vocabulary related to Christmas and New Year's (uvas, Navidad, Año Nuevo, arbol, el reloj, etc.)	<u>Comparisons:</u> 12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C
	<u>Communities:</u> School and global communities and Lifelong Learning	<u>Communities:</u> Can you communicate with a native speaker of Spanish to understand how these holidays are celebrated where they live and share how they are celebrated here?	<u>Communities:</u> The skills to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.	<u>Communities:</u> Communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language. Demonstrate higher level thinking when apprising	<u>Communities:</u> Students will be able to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.	<u>Communities:</u> All regular and irregular verbs and all tenses as well as necessary vocabulary related to Christmas and	<u>Communities:</u> 12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D

			The knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	their knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	Students will be able to demonstrate higher level thinking when apprising their knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	New Year's (uvas, Navidad, Año Nuevo, árbol, el reloj, etc.)	
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REVIEW UNIT 6

ASSESSMENT UNIT 6

UNIT 7- IMMIGRATION (INMIGRACIÓN)-extension of SPANISH V Dual Enrollment

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 days	<u>Communication:</u> Interpretive, Interpersonal and Presentational	<u>Communication:</u> Can you effectively and with an educated voice communicate in all forms your understanding of immigration to the United States from Latin America?	<u>Communication:</u> Students have the knowledge in all facets (economical, legal, social, etc.), from all sides to effectively and with an educated voice apprise the immigration topic in the United States.	<u>Communication:</u> Students can communicate orally and written in at least 13 different tenses using a wide range of vocabulary and verbs appropriate to the topic in question. Students can demonstrate their	<u>Communication:</u> Students will be able to apprise the immigration situation in the United States and express their opinions and thoughts on the topic. Students will be able to compare and contrast our immigration	<u>Communication:</u> All regular and irregular verbs and all tenses learned (at least 13) as well as necessary vocabulary related to immigration (inmigración, la	<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

			Students can communicate orally and written in at least 13 different tenses using a wide range of vocabulary and verbs appropriate to the topic in question.	knowledge in all facets (economical, legal, social, etc.), from all sides to effectively and with an educated voice apprise the immigration topic in the United States.	struggles with those throughout the world. Students will be able to write to a U.S. politician and politician in Latin America on the topic in the target language. <u>Resources:</u> *The book ENRIQUE'S JOURNEY by Sonia Nazario *A host of articles from various sources and all sides and opinions, video clips, documentaries, etc.	migra, aduana, permiso, trabajos, derechos humanos, "La Bestia," etc.)	
	<u>Cultures:</u> Relating cultural practices to perspectives and relating cultural products to perspectives	<u>Cultures:</u> Why are so many adults as well as children coming to the United States legally and illegally?	<u>Cultures:</u> Students have the knowledge in all facets (economical, legal, social, etc.), from all sides to effectively and with an educated voice apprise the immigration topic in the United States. Students can communicate orally and written in at least 13 different tenses using a wide range of vocabulary and verbs appropriate to the topic	<u>Cultures:</u> Students can communicate orally and written in at least 13 different tenses using a wide range of vocabulary and verbs appropriate to the topic in question. Students can demonstrate their knowledge in all facets (economical, legal, social, etc.), from all sides to effectively and with an educated voice apprise the immigration topic in the United States.	<u>Cultures:</u> Students will be able to demonstrate a depth of understanding as to the cultural implications and reasons why people immigrant to the U.S. and to other countries. Students will be able to apprise the immigration situation in the United States and express their opinions and thoughts on the topic. Students will be able to compare and contrast	<u>Cultures:</u> All regular and irregular verbs and all tenses learned (at least 13) as well as necessary vocabulary related to immigration (inmigración, la migra, aduana, permiso, trabajos, derechos humanos, "La Bestia," etc.)	<u>Cultures:</u> 12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C

			in question.		our immigration struggles with those throughout the world. Students will be able to write to a U.S. politician and politician in Latin America on the topic in the target language.		
	<u>Connections:</u> Making connections and acquiring information and diverse perspectives	<u>Connections:</u> How do our immigration questions relate to the same topic throughout the world and how does it differ?	<u>Connections:</u> Students have the knowledge in all facets (economical, legal, social, etc.), from all sides to effectively and with an educated voice apprise the immigration topic in the United States. Students can communicate orally and written in at least 13 different tenses using a wide range of vocabulary and verbs appropriate to the topic in question.	<u>Connections:</u> Students can communicate orally and written in at least 13 different tenses using a wide range of vocabulary and verbs appropriate to the topic in question. Students can demonstrate their knowledge in all facets (economical, legal, social, etc.), from all sides to effectively and with an educated voice apprise the immigration topic in the United States.	<u>Connections:</u> Students will be able to make connections between immigration to the U.S. now and in the 20 th century as well as immigration throughout the world. Students will be able to apprise the immigration situation in the United States and express their opinions and thoughts on the topic. Students will be able to compare and contrast our immigration struggles with those throughout the world. Students will be able to write to a U.S. politician and politician in Latin America on the topic in the target language.	<u>Connections:</u> All regular and irregular verbs and all tenses learned (at least 13) as well as necessary vocabulary related to immigration (inmigración, la migra, aduana, permiso, trabajos, derechos humanos, "La Bestia," etc.)	<u>Connections:</u> 12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D

	<p><u>Comparisons:</u></p> <p>Language comparisons and Cultural comparisons</p>	<p><u>Comparisons:</u></p> <p>How do our immigration questions relate to the same topic throughout the world and how does it differ?</p>	<p><u>Comparisons:</u></p> <p>Students have the knowledge in all facets (economical, legal, social, etc.), from all sides to effectively and with an educated voice apprise the immigration topic in the United States.</p> <p>Students can communicate orally and written in at least 13 different tenses using a wide range of vocabulary and verbs appropriate to the topic in question.</p>	<p><u>Comparisons:</u></p> <p>Students can communicate orally and written in at least 13 different tenses using a wide range of vocabulary and verbs appropriate to the topic in question.</p> <p>Students can demonstrate their knowledge in all facets (economical, legal, social, etc.), from all sides to effectively and with an educated voice apprise the immigration topic in the United States.</p>	<p><u>Comparisons:</u></p> <p>Students will be able to apprise the immigration situation in the United States and express their opinions and thoughts on the topic.</p> <p>Students will be able to compare and contrast our immigration struggles with those throughout the world.</p> <p>Students will be able to write to a U.S. politician and politician in Latin America on the topic in the target language.</p>	<p><u>Comparisons:</u></p> <p>All regular and irregular verbs and all tenses learned (at least 13) as well as necessary vocabulary related to immigration (inmigración, la migra, aduana, permiso, trabajos, derechos humanos, "La Bestia," etc.)</p>	<p><u>Comparisons:</u></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>
	<p><u>Communities:</u></p> <p>School and global communities and Lifelong Learning</p>	<p><u>Communities:</u></p> <p>Can you write to a state or federal politician both in the United States and in Mexico/Central America detailing how you believe the immigration question should be dealt with in the United States and abroad?</p>	<p><u>Communities:</u></p> <p>Students have the knowledge in all facets (economical, legal, social, etc.), from all sides to effectively and with an educated voice apprise the immigration topic in the United States.</p> <p>Students can communicate orally and written in at least 13 different tenses using a wide range of vocabulary and verbs appropriate to the topic</p>	<p><u>Communities:</u></p> <p>Students can communicate orally and written in at least 13 different tenses using a wide range of vocabulary and verbs appropriate to the topic in question.</p> <p>Students can demonstrate their knowledge in all facets (economical, legal, social, etc.), from all sides to effectively and with an educated voice apprise the immigration topic in the United States.</p>	<p><u>Communities:</u></p> <p>Students will be able to apprise the immigration situation in the United States and express their opinions and thoughts on the topic.</p> <p>Students will be able to compare and contrast our immigration struggles with those throughout the world.</p> <p>Students will be able to write to a U.S. politician and politician in Latin America on the</p>	<p><u>Communities:</u></p> <p>All regular and irregular verbs and all tenses learned (at least 13) as well as necessary vocabulary related to immigration (inmigración, la migra, aduana, permiso, trabajos, derechos humanos, "La Bestia," etc.)</p>	<p><u>Communities:</u></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>

			in question.		topic in the target language.		
REVIEW UNIT 7							
ASSESSMENT UNIT 7							
UNIT 8- THE SUBJUNCTIVE TENSE-PRESENT PERFECT (EL SUBJUNTIVO-PRESENTE PERFECTO)							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 days	<u>Communication:</u> Interpretive, Interpersonal and Presentational	<u>Communication:</u> How can we express and comprehend information about UNKNOWN/UNLIKELY events with another person or a group of people?	<u>Communication:</u> Knows the subjunctive-present perfect conjugations and, most importantly, can apply this knowledge through self-created written and oral communication.	<u>Communication:</u> In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) using the subjunctive-present perfect tense in the target language.	<u>Communication:</u> Students will be able to produce and recognize authentic communication in all forms using the subjunctive-present perfect tense in Spanish. The students will detail the grammatical structure of the English language in the subjunctive-present perfect tense and make pathways between the two languages to enhance comprehension	<u>Communication:</u> All regular and irregular verbs in Spanish (infinite) What the tense looks like in English and how there is no subjunctive equivalent in English Reinforcement of previous years' vocabulary across all topics	<u>Communication:</u> 12.1.1.S4.A 12.1.1.S4.B 12.1.1.S4.C 12.1.1.S4.D 12.1.1.S4.E 12.1.1.S4.F

					<p>and application.</p> <p>Students will be able to compare and differentiate between the subjunctive-present perfect conjugations in English and in Spanish to further comprehension and appropriate application.</p> <p>Students will be able to sustain realistic interactions in all forms (interpersonal, interpretive and presentational) using the subjunctive-present perfect with a native speaker in the target language.</p> <p><u>Resources:</u></p> <p>*In- class teacher-created handouts on the subjunctive-present perfect tense and in-class notes.</p> <p>*Authentic poems, short stories, songs, legends, etc. as supplemental resources to reinforce comprehension and production.</p>	and subject areas.	
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	<p><u>Cultures:</u></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><u>Cultures:</u></p> <p>The subjunctive does not exist in the English language....how does the practice of using the subjunctive in Spanish relate to their perspectives culturally?</p>	<p><u>Cultures:</u></p> <p>The students know the subjunctive-present perfect tense and conjugations.</p> <p>Students know the meanings of the subjunctive-present perfect tense.</p> <p>Students have a deeper understanding of the use of the subjunctive-present perfect in the Spanish language and its cultural relevance.</p>	<p><u>Cultures:</u></p> <p>Students apprise how the use of the subjunctive-present perfect in normal communication relates to Spanish cultural and language perspectives.</p>	<p><u>Cultures:</u></p> <p>Students will be able to produce and recognize authentic communication in all forms using the subjunctive-present perfect tense in Spanish.</p> <p>The students will detail the grammatical structure of the English language in the subjunctive-present perfect tense and make pathways between the two languages to enhance comprehension and application.</p> <p>Students will be able to compare and differentiate between the subjunctive-present perfect conjugations in English and in Spanish to further comprehension and appropriate application.</p> <p>Students will be able to sustain realistic interactions in all forms (interpersonal, interpretive and presentational) using the subjunctive-present perfect with a</p>	<p><u>Cultures:</u></p> <p>All regular and irregular verbs in Spanish (infinite)</p> <p>What the tense looks like in English and how there is no subjunctive equivalent in English</p> <p>Reinforcement of previous years' vocabulary across all topics and subject areas.</p>	<p><u>Cultures:</u></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>
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					native speaker in the target language.		
	<p><u>Connections:</u></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><u>Connections:</u></p> <p>What connections can you make between the subjunctive-present perfect tense in Spanish (and lack of subjunctive) grammatically in English?</p>	<p><u>Connections:</u></p> <p>The students know the subjunctive-present perfect tense and conjugations.</p> <p>Students know the meanings of the subjunctive-present perfect tense.</p> <p>Students have a deeper understanding of the use of the subjunctive-present perfect in the Spanish language and its cultural relevance.</p>	<p><u>Connections:</u></p> <p>Demonstrate the subjunctive-present perfect conjugations and, most importantly, can apply this in realistic communication.</p> <p>The students can detail the grammatical structure of the English language in the subjunctive-present perfect tenses and make pathways between the two languages to enhance comprehension and application.</p> <p>Students apprise how the use of the subjunctive-present perfect in normal communication relates to Spanish cultural and language perspectives.</p>	<p><u>Connections:</u></p> <p>Students will be able to produce and recognize authentic communication in all forms using the subjunctive-present perfect tense in Spanish.</p> <p>The students will detail the grammatical structure of the English language in the subjunctive-present perfect tense and make pathways between the two languages to enhance comprehension and application.</p> <p>Students will be able to compare and differentiate between the subjunctive-present perfect conjugations in English and in Spanish to further comprehension and appropriate application.</p> <p>Students will be able to sustain realistic interactions in all forms (interpersonal, interpretive and</p>	<p><u>Connections:</u></p> <p>All regular and irregular verbs in Spanish (infinite)</p> <p>What the tense looks like in English and how there is no subjunctive equivalent in English</p> <p>Reinforcement of previous years' vocabulary across all topics and subject areas.</p>	<p><u>Connections:</u></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

					presentational) using the subjunctive-present perfect with a native speaker in the target language.		
	<p><u>Comparisons:</u></p> <p>Language comparisons and Cultural comparisons</p>	<p><u>Comparisons:</u></p> <p>What comparisons can you make between the subjunctive-present perfect tense in Spanish and the lack thereof a subjunctive tense in English?</p>	<p><u>Comparisons:</u></p> <p>Knows the subjunctive-present perfect conjugations and, most importantly, can apply this in realistic communication. Also, the student has knowledge of the grammatical structure of the English language in the subjunctive-present perfect tense.</p> <p>The students know the subjunctive-present perfect tense and conjugations.</p> <p>Students know the meanings of the subjunctive-present perfect tense.</p> <p>Students have a deeper understanding of the use of the subjunctive-present perfect in the Spanish language and its cultural relevance.</p>	<p><u>Comparisons:</u></p> <p>Compare and differentiate between the subjunctive-present perfect conjugations in English and in Spanish to further comprehension and appropriate application.</p> <p>Demonstrate the subjunctive-present perfect conjugations and, most importantly, can apply this in realistic communication.</p> <p>The students can detail the grammatical structure of the English language in the subjunctive-present perfect tenses and make pathways between the two languages to enhance comprehension and application.</p> <p>Students apprise how the use of the subjunctive-present perfect in normal communication relates to Spanish cultural and</p>	<p><u>Comparisons:</u></p> <p>Students will be able to produce and recognize authentic communication in all forms using the subjunctive-present perfect tense in Spanish.</p> <p>The students will detail the grammatical structure of the English language in the subjunctive-present perfect tense and make pathways between the two languages to enhance comprehension and application.</p> <p>Students will be able to compare and differentiate between the subjunctive-present perfect conjugations in English and in Spanish to further comprehension and appropriate application.</p> <p>Students will be able to sustain realistic</p>	<p><u>Comparisons:</u></p> <p>All regular and irregular verbs in Spanish (infinite)</p> <p>What the tense looks like in English and how there is no subjunctive equivalent in English</p> <p>Reinforcement of previous years' vocabulary across all topics and subject areas.</p>	<p><u>Comparisons:</u></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

				language perspectives.	interactions in all forms (interpersonal, interpretive and presentational) using the subjunctive-present perfect with a native speaker in the target language.		
	<u>Communities:</u> School and global communities and Lifelong Learning	<u>Communities:</u> Can you effectively communicate with a native speaker using the subjunctive-present perfect?	<u>Communities:</u> The students know the subjunctive-present perfect conjugations and, most importantly, can apply them in realistic communication. The students know how to communicate successfully in the target language. The students have knowledge of the grammatical structure of the English language in the subjunctive-present perfect tense. Students know the meanings of the subjunctive-present perfect tense. Students have a deep understanding of the use of the subjunctive-present perfect in the Spanish language and its' cultural relevance.	<u>Communities:</u> In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) using the subjunctive-present perfect tense in the target language. Compare and differentiate between the subjunctive-present perfect conjugations in English and in Spanish to further comprehension and appropriate application. Demonstrate the subjunctive-present perfect conjugations and, most importantly, can apply this in realistic communication. The students can detail the grammatical structure of the English language in the	<u>Communities:</u> Students will be able to produce and recognize authentic communication in all forms using the subjunctive-present perfect tense in Spanish. The students will detail the grammatical structure of the English language in the subjunctive-present perfect tense and make pathways between the two languages to enhance comprehension and application. Students will be able to compare and differentiate between the subjunctive-present perfect conjugations in English and in Spanish to further comprehension and appropriate application.	<u>Communities:</u> All regular and irregular verbs in Spanish (infinite) What the tense looks like in English and how there is no subjunctive equivalent in English Reinforcement of previous years' vocabulary across all topics and subject areas.	<u>Communities:</u> 12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D

				<p>subjunctive-present perfect tense and make pathways between the two languages to enhance comprehension and application.</p> <p>Students apprise how the use of the subjunctive-present perfect in normal communication relates to Spanish cultural and language perspectives.</p>	<p>Students will be able to sustain realistic interactions in all forms (interpersonal, interpretive and presentational) using the subjunctive-present perfect with a native speaker in the target language.</p>		
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REVIEW UNIT 8

ASSESSMENT UNIT 8

UNIT 9- GOING TO THE BANK (AL BANCO)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 days	<p><u>Communication:</u></p> <p>Interpretive, Interpersonal and Presentational</p>	<p><u>Communication:</u></p> <p>Can you produce and recognize the vocabulary learned and apply them in authentic communication?</p>	<p><u>Communication:</u></p> <p>How to produce and recognize the vocabulary presented in this unit and to apply them in realistic</p>	<p><u>Communication:</u></p> <p>Produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.</p>	<p><u>Communication:</u></p> <p>Students will be able to produce and recognize all vocabulary related to going to the bank in a Spanish-speaking</p>	<p><u>Communication:</u></p> <p>All vocabulary related to going to the bank in addition to situations</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</p>

		<p>Can you successfully "go to the bank" in a Spanish-speaking country using solely the target language?</p>	<p>conversation.</p> <p>The students know how to go to a bank and accomplish all real world tasks necessary in the target language.</p>	<p>The students demonstrate the ability to effectively go to a bank and accomplish all real world tasks necessary in the target language.</p>	<p>country.</p> <p>Students will be able to successfully "go to a bank" in a Spanish-speaking country in the target language and accomplish all tasks related to this realistic situation.</p> <p>Students will be able to connect the diverse perspectives and practices in the target culture related to going to the bank.</p> <p>Students will be able to compare and contrast the cultural practices and language use when going to the bank in the Spanish world and in the U.S.</p> <p><u>Resources:</u></p> <p>*Teacher created list of vocabulary related to going to the bank.</p> <p>* Visuals of all "bank" vocabulary addressed</p> <p>*Other supplemental materials to create an authentic situation.</p>	<p>involving foreign currency and exchange (banco, hacer cola, efectivo, cheques, ventana, banquero, banquera, etc.)</p>	<p>12.1.1.S4.F</p>
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	<p><u>Cultures:</u></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><u>Cultures:</u></p> <p>Can you apprise the cultural practices related to going to the bank in Spain and in Latin America?</p>	<p><u>Cultures:</u></p> <p>Students know the cultural practices related to going to the bank in the Spanish-speaking world.</p> <p>A depth of knowledge of a large variety of Spanish-speaking countries and cultures</p> <p>How to produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.</p> <p>The students know how to go to the bank and successfully complete all tasks necessary in the target language.</p>	<p><u>Cultures:</u></p> <p>Students apprise the cultural practices of going to the bank with their classmates and teacher.</p> <p>Analyze, compare and differentiate between countries and cultures in relation to going to the bank and accomplishing all real world tasks.</p> <p>Produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.</p> <p>The students demonstrate the ability to effectively go to the bank in the target language.</p>	<p><u>Cultures:</u></p> <p>Students will be able to produce and recognize all vocabulary related to going to the bank in a Spanish-speaking country.</p> <p>Students will be able to successfully "go to a bank" in a Spanish-speaking country in the target language and accomplish all tasks related to this realistic situation.</p> <p>Students will be able to connect the diverse perspectives and practices in the target culture related to going to the bank.</p> <p>Students will be able to compare and contrast the cultural practices and language use when going to the bank in the Spanish world and in the U.S.</p>	<p><u>Cultures:</u></p> <p>All vocabulary related to going to the bank in addition to situations involving foreign currency and exchange (banco, hacer cola, efectivo, cheques, ventana, banquero, banquera, etc.)</p>	<p><u>Cultures:</u></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>
	<p><u>Connections:</u></p> <p>Making connections and acquiring</p>	<p><u>Connections:</u></p> <p>Are there connections that we can make in relation to going to the</p>	<p><u>Connections:</u></p> <p>A depth of knowledge of a large variety of Spanish-speaking</p>	<p><u>Connections:</u></p> <p>Create pathways between connecting the Spanish-speaking</p>	<p><u>Connections:</u></p> <p>Students will be able to produce and recognize all vocabulary related</p>	<p><u>Connections:</u></p> <p>All vocabulary related to going to the bank in</p>	<p><u>Connections:</u></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C</p>

	<p>information and diverse perspectives</p>	<p>bank in Latin America and in our own country?</p> <p>What perspectives do they have on financial security as a cultural practice?</p>	<p>countries and cultures and our own.</p> <p>Students know the cultural practices related to going to the bank in the Spanish-speaking world.</p> <p>How to produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.</p> <p>The students know how to get a haircut in the target language.</p>	<p>countries and cultures in relation to going to the bank with our own.</p> <p>Students apprise the cultural practices of going to the bank with their classmates and teacher.</p> <p>Analyze, compare and differentiate between countries and cultures in relation to going to the bank.</p> <p>Produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.</p> <p>The students demonstrate the ability to effectively get a haircut in the target language.</p>	<p>to going to the bank in a Spanish-speaking country.</p> <p>Students will be able to successfully "go to a bank" in a Spanish-speaking country in the target language and accomplish all tasks related to this realistic situation.</p> <p>Students will be able to connect the diverse perspectives and practices in the target culture related to going to the bank.</p> <p>Students will be able to compare and contrast the cultural practices and language use when going to the bank in the Spanish world and in the U.S.</p>	<p>addition to situations involving foreign currency and exchange (banco, hacer cola, efectivo, cheques, ventana, banquero, banquera, etc.)</p>	12.3.1.S4.D
	<p><u>Comparisons:</u></p> <p>Language comparisons and Cultural comparisons</p>	<p><u>Comparisons:</u></p> <p>Compare and differentiate between going to the bank in the United States and in Latin America or Spain.</p>	<p><u>Comparisons:</u></p> <p>The skills to compare and differentiate between diverse topics.</p>	<p><u>Comparisons:</u></p> <p>Analyze, compare and differentiate between countries and cultures in relation to going to the bank.</p>	<p><u>Comparisons:</u></p> <p>Students will be able to produce and recognize all vocabulary related to going to the bank in a Spanish-speaking country.</p>	<p><u>Comparisons:</u></p> <p>All vocabulary related to going to the bank in addition to situations involving foreign</p>	<p><u>Comparisons:</u></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

		What language and cultural comparisons can you make in relation to going the bank in a Spanish-speaking country?	<p>A depth of knowledge of a large variety of Spanish-speaking countries and cultures with our own.</p> <p>Students know the cultural practices related to going to the bank in the Spanish-speaking world.</p> <p>How to produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.</p> <p>The students know how to go to the bank in the target language.</p>	<p>Create pathways connecting between the Spanish-speaking countries and cultures in relation to going to the bank with our own.</p> <p>Students apprise the cultural practices of going to the bank with their classmates and teacher.</p> <p>Produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.</p> <p>The students demonstrate the ability to effectively go to the bank in the target language.</p>	<p>Students will be able to successfully "go to a bank" in a Spanish-speaking country in the target language and accomplish all tasks related to this realistic situation.</p> <p>Students will be able to connect the diverse perspectives and practices in the target culture related to going to the bank.</p> <p>Students will be able to compare and contrast the cultural practices and language use when going to the bank in the Spanish world and in the U.S.</p>	currency and exchange (banco, hacer cola, efectivo, cheques, ventana, banquero, banquera, etc.)	
	<u>Communities:</u> School and global communities and Lifelong Learning	<u>Communities:</u> Can you successfully go to a bank in a Spanish-speaking country only utilizing the target language while accomplishing all real world tasks?	<p><u>Communities:</u> The students know how to go to the bank in the target language.</p> <p>How to produce and recognize the vocabulary presented in</p>	<p><u>Communities:</u> The students demonstrate the ability to effectively go to the bank in the target language.</p> <p>Produce and recognize the vocabulary presented in this unit</p>	<p><u>Communities:</u> Students will be able to produce and recognize all vocabulary related to going to the bank in a Spanish-speaking country.</p> <p>Students will be able to successfully "go to a</p>	<p><u>Communities:</u> All vocabulary related to going to the bank in addition to situations involving foreign currency and exchange (banco, hacer</p>	<p><u>Communities:</u> 12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>

			<p>this unit and to apply them in realistic conversation.</p> <p>The skills to compare and differentiate between diverse topics.</p> <p>A depth of knowledge of a large variety of Spanish-speaking countries and cultures with our own.</p> <p>Students know the cultural practices related to going to the bank in the Spanish-speaking world.</p>	<p>and to apply them in realistic conversation.</p> <p>Express themselves effectively in the target language detailing their thoughts on utilizing their language skills in the future.</p> <p>Analyze, compare and differentiate between countries and cultures in relation to going to the bank.</p> <p>Create pathways between connecting the Spanish-speaking countries and cultures in relation to going to the bank with our own.</p> <p>Students apprise the cultural practices of going to the bank with their classmates and teacher.</p>	<p>bank" in a Spanish-speaking country in the target language and accomplish all tasks related to this realistic situation.</p> <p>Students will be able to connect the diverse perspectives and practices in the target culture related to going to the bank.</p> <p>Students will be able to compare and contrast the cultural practices and language use when going to the bank in the Spanish world and in the U.S.</p>	<p>cola, efectivo, cheques, ventana, banquero, banquera, etc.)</p>	
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REVIEW UNIT 9

ASSESSMENT UNIT 9

UNIT 10- THE SUBJUNCTIVE TENSES-PRÉTERITO PERFECTO (EL SUBJUNTIVO-PAST PERFECT)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 days	<p><u>Communication:</u></p> <p>Interpretive, Interpersonal and Presentational</p>	<p><u>Communication:</u></p> <p>How can we express and comprehend information about UNKNOWN/UNLIKELY events with another person or a group of people?</p>	<p><u>Communication:</u></p> <p>Knows the subjunctive-past perfect conjugations and, most importantly, can apply this knowledge through self-created written and oral communication.</p>	<p><u>Communication:</u></p> <p>In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) using the subjunctive-past perfect tense in the target language.</p>	<p><u>Communication:</u></p> <p>Students will be able to produce and recognize authentic communication in all forms using the subjunctive-past perfect tense in Spanish.</p> <p>The students will detail the grammatical structure of the English language in the subjunctive-past perfect tense and make pathways between the two languages to enhance comprehension and application.</p> <p>Students will be able to compare and differentiate between the subjunctive-past perfect conjugations in English and in Spanish to further comprehension and appropriate application.</p>	<p><u>Communication:</u></p> <p>All regular and irregular verbs in Spanish (infinite)</p> <p>What the tense looks like in English and how there is no subjunctive equivalent in English</p> <p>Reinforcement of previous years' vocabulary across all topics and subject areas.</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>Students will be able to sustain realistic interactions in all forms (interpersonal, interpretive and presentational) using the subjunctive-past perfect with a native speaker in the target language.</p> <p><u>Resources:</u></p> <p>*In- class teacher-created handouts on the subjunctive-past perfect tense and in-class notes.</p> <p>*Authentic poems, short stories, songs, legends, etc. as supplemental resources to reinforce comprehension and production.</p>		
	<p><u>Cultures:</u></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><u>Cultures:</u></p> <p>The subjunctive does not exist in the English language....how does the practice of using the subjunctive in Spanish relate to their perspectives culturally?</p>	<p><u>Cultures:</u></p> <p>The students know the subjunctive-past perfect tense and conjugations.</p> <p>Students know the meanings of the subjunctive-past perfect tense.</p> <p>Students have a deeper understanding of the</p>	<p><u>Cultures:</u></p> <p>Students apprise how the use of the subjunctive-past perfect in normal communication relates to Spanish cultural and language perspectives.</p>	<p><u>Cultures:</u></p> <p>Students will be able to produce and recognize authentic communication in all forms using the subjunctive-past perfect tense in Spanish.</p> <p>The students will detail the grammatical structure of the</p>	<p><u>Cultures:</u></p> <p>All regular and irregular verbs in Spanish (infinite)</p> <p>What the tense looks like in English and how there is no subjunctive equivalent in English</p>	<p><u>Cultures:</u></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

			use of the subjunctive-past perfect in the Spanish language and its cultural relevance.		<p>English language in the subjunctive-past perfect tense and make pathways between the two languages to enhance comprehension and application.</p> <p>Students will be able to compare and differentiate between the subjunctive-past perfect conjugations in English and in Spanish to further comprehension and appropriate application.</p> <p>Students will be able to sustain realistic interactions in all forms (interpersonal, interpretive and presentational) using the subjunctive-past perfect with a native speaker in the target language.</p>	Reinforcement of previous years' vocabulary across all topics and subject areas.	
	<p><u>Connections:</u></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><u>Connections:</u></p> <p>What connections can you make between the subjunctive-past perfect tense in Spanish (and lack of subjunctive) grammatically in English?</p>	<p><u>Connections:</u></p> <p>The students know the subjunctive-past perfect tense and conjugations.</p> <p>Students know the meanings of the subjunctive-past perfect tense.</p>	<p><u>Connections:</u></p> <p>Demonstrate the subjunctive-past perfect conjugations and, most importantly, can apply this in realistic communication.</p> <p>The students can detail the grammatical structure of the English</p>	<p><u>Connections:</u></p> <p>Students will be able to produce and recognize authentic communication in all forms using the subjunctive-past perfect tense in Spanish.</p> <p>The students will detail</p>	<p><u>Connections:</u></p> <p>All regular and irregular verbs in Spanish (infinite)</p> <p>What the tense looks like in English and how there is no subjunctive</p>	<p><u>Connections:</u></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 have a deeper understanding of the use of the subjunctive-past perfect in the Spanish language and its cultural relevance.</p>	<p>language in the subjunctive-past perfect tenses and make pathways between the two languages to enhance comprehension and application.</p> <p>Students apprise how the use of the subjunctive-past perfect in normal communication relates to Spanish cultural and language perspectives.</p>	<p>the grammatical structure of the English language in the subjunctive-past perfect tense and make pathways between the two languages to enhance comprehension and application.</p> <p>Students will be able to compare and differentiate between the subjunctive-past perfect conjugations in English and in Spanish to further comprehension and appropriate application.</p> <p>Students will be able to sustain realistic interactions in all forms (interpersonal, interpretive and presentational) using the subjunctive-past perfect with a native speaker in the target language.</p>	<p>equivalent in English</p> <p>Reinforcement of previous years' vocabulary across all topics and subject areas.</p>	
	<p><u>Comparisons:</u></p> <p>Language comparisons and Cultural comparisons</p>	<p><u>Comparisons:</u></p> <p>What comparisons can you make between the subjunctive-past perfect tense in Spanish and the lack thereof a subjunctive tense in English?</p>	<p><u>Comparisons:</u></p> <p>Knows the subjunctive-past perfect conjugations and, most importantly, can apply this in realistic communication. Also, the student has knowledge of the</p>	<p><u>Comparisons:</u></p> <p>Compare and differentiate between the subjunctive-past perfect conjugations in English and in Spanish to further comprehension and appropriate application.</p>	<p><u>Comparisons:</u></p> <p>Students will be able to produce and recognize authentic communication in all forms using the subjunctive-past perfect tense in Spanish.</p>	<p><u>Comparisons:</u></p> <p>All regular and irregular verbs in Spanish (infinite)</p> <p>What the tense looks like in English and how</p>	<p><u>Comparisons:</u></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

			<p>grammatical structure of the English language in the subjunctive-past perfect tense.</p> <p>The students know the subjunctive-past perfect tense and conjugations.</p> <p>Students know the meanings of the subjunctive-past perfect tense.</p> <p>Students have a deeper understanding of the use of the subjunctive-past perfect in the Spanish language and its cultural relevance.</p>	<p>Demonstrate the subjunctive-past perfect conjugations and, most importantly, can apply this in realistic communication.</p> <p>The students can detail the grammatical structure of the English language in the subjunctive-past perfect tenses and make pathways between the two languages to enhance comprehension and application.</p> <p>Students apprise how the use of the subjunctive-past perfect in normal communication relates to Spanish cultural and language perspectives.</p>	<p>The students will detail the grammatical structure of the English language in the subjunctive-past perfect tense and make pathways between the two languages to enhance comprehension and application.</p> <p>Students will be able to compare and differentiate between the subjunctive-past perfect conjugations in English and in Spanish to further comprehension and appropriate application.</p> <p>Students will be able to sustain realistic interactions in all forms (interpersonal, interpretive and presentational) using the subjunctive-past perfect with a native speaker in the target language.</p>	<p>there is no subjunctive equivalent in English</p> <p>Reinforcement of previous years' vocabulary across all topics and subject areas.</p>	
	<p><u>Communities:</u></p> <p>School and global communities and Lifelong Learning</p>	<p><u>Communities:</u></p> <p>Can you effectively communicate with a native speaker using the subjunctive-past perfect?</p>	<p><u>Communities:</u></p> <p>The students know the subjunctive-past perfect conjugations and, most importantly, can apply them in realistic communication.</p>	<p><u>Communities:</u></p> <p>In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) using the</p>	<p><u>Communities:</u></p> <p>Students will be able to produce and recognize authentic communication in all forms using the subjunctive-past</p>	<p><u>Communities:</u></p> <p>All regular and irregular verbs in Spanish (infinite)</p> <p>What the tense</p>	<p><u>Communities:</u></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>

			<p>The students know how to communicate successfully in the target language.</p> <p>The students have knowledge of the grammatical structure of the English language in the subjunctive-past perfect tense.</p> <p>Students know the meanings of the subjunctive-past perfect tense.</p> <p>Students have a deep understanding of the use of the subjunctive-past perfect in the Spanish language and its' cultural relevance.</p>	<p>subjunctive-past perfect tense in the target language.</p> <p>Compare and differentiate between the subjunctive-past perfect conjugations in English and in Spanish to further comprehension and appropriate application.</p> <p>Demonstrate the subjunctive-past perfect conjugations and, most importantly, can apply this in realistic communication.</p> <p>The students can detail the grammatical structure of the English language in the subjunctive-past perfect tense and make pathways between the two languages to enhance comprehension and application.</p> <p>Students apprise how the use of the subjunctive-past perfect in normal communication relates to Spanish cultural and language perspectives.</p>	<p>perfect tense in Spanish.</p> <p>The students will detail the grammatical structure of the English language in the subjunctive-past perfect tense and make pathways between the two languages to enhance comprehension and application.</p> <p>Students will be able to compare and differentiate between the subjunctive-past perfect conjugations in English and in Spanish to further comprehension and appropriate application.</p> <p>Students will be able to sustain realistic interactions in all forms (interpersonal, interpretive and presentational) using the subjunctive-past perfect with a native speaker in the target language.</p>	<p>looks like in English and how there is no subjunctive equivalent in English</p> <p>Reinforcement of previous years' vocabulary across all topics and subject areas.</p>	
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REVIEW UNIT 10

ASSESSMENT UNIT 10

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

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 sustain a conversation on the famous artists El Greco, Salvador Dalí, Fernando Botero and Joan Miró?	<u>Communication:</u> The students know the biographies of the famous artists El Greco, Salvador Dalí, Fernando Botero and Joan Miró. Have the skills and vocabulary to sustain a conversation on an involved topic such as art.	<u>Communication:</u> The students can apprise the biographies and live stories of the famous artists El Greco, Salvador Dalí, Fernando Botero and Joan Miró and can demonstrate the ability to sustain a high level conversation on such a topic.	<u>Communication:</u> Students will be able to apprise the biographies of the famous artists El Greco, Salvador Dalí, Fernando Botero and Joan Miró. Students will be able to attend a tour of a real art museum on a field trip and demonstrate an ability to compare and contrast the various works of art learned as part of that tour (whether Spanish, Impressionist, etc.) with the art that we learned about in class. Students will be able to	<u>Communication:</u> All vocabulary in English and in Spanish related to art (Surrealism, abstract, realism, Cubism, etc.) as well as all vocabulary needed to explain, question and discuss works of art across time.	<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>complete a scavenger hunt throughout the museum that consists of ALL areas of the museum (art as well as natural history) exposing the students to areas and works of art that they may not otherwise have explored.</p> <p><u>Resources:</u></p> <p>*Visuals of all artists, museum discussed and artwork introduced. *Biographies on all of the artists *Classroom notes and handouts explaining various works of art *Carnegie Museum of Art/Cleveland Museum of Art, Mattress Factory, Warhol Museum, etc. field trip *A&E Biographies on the artists</p>		
	<p><u>Cultures:</u></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><u>Cultures:</u></p> <p>How do the different cultures of the artists affect their art?</p>	<p><u>Cultures:</u></p> <p>The students know the artists' work and are familiar with the countries and cultures of the artists learned about in this unit.</p>	<p><u>Cultures:</u></p> <p>Students can apprise the works by the artists studied and can demonstrate how their countries and cultures may have affected their work/influence.</p>	<p><u>Cultures:</u></p> <p>Students will be able to apprise the biographies of the famous artists El Greco, Salvador Dalí, Fernando Botero and Joan Miró.</p> <p>Students will be able to attend a tour of a real</p>	<p><u>Cultures:</u></p> <p>All vocabulary in English and in Spanish related to art (Surrealism, abstract, realism, Cubism, etc.) as well as all vocabulary</p>	<p><u>Cultures:</u></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

					<p>art museum on a field trip and demonstrate an ability to compare and contrast the various works of art learned as part of that tour (whether Spanish, Impressionist, etc.) with the art that we learned about in class.</p> <p>Students will be able to complete a scavenger hunt throughout the museum that consists of ALL areas of the museum (art as well as natural history) exposing the students to areas and works of art that they may not otherwise have explored.</p>	needed to explain, question and discuss works of art across time.	
	<p><u>Connections:</u></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><u>Connections:</u></p> <p>What perspectives do you see between the Hispanic and Spanish artists we have learned about in this unit?</p>	<p><u>Connections:</u></p> <p>The students know the artists' work and are familiar with the countries and cultures of the artists and the effects certain people, events and their culture had on them.</p>	<p><u>Connections:</u></p> <p>Students can apprise the works by the artists studied and can demonstrate how their countries, cultures, people in their lives and historical events may have affected their work.</p>	<p><u>Connections:</u></p> <p>Students will be able to apprise the biographies of the famous artists El Greco, Salvador Dalí, Fernando Botero and Joan Miró.</p> <p>Students will be able to attend a tour of a real art museum on a field trip and demonstrate an ability to compare and contrast the various works of art learned as part of that</p>	<p><u>Connections:</u></p> <p>All vocabulary in English and in Spanish related to art (Surrealism, abstract, realism, Cubism, etc.) as well as all vocabulary needed to explain, question and discuss works of art across time.</p>	<p><u>Connections:</u></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

					<p>tour (whether Spanish, Impressionist, etc.) with the art that we learned about in class.</p> <p>Students will be able to complete a scavenger hunt throughout the museum that consists of ALL areas of the museum (art as well as natural history) exposing the students to areas and works of art that they may not otherwise have explored.</p>		
	<p><u>Comparisons:</u></p> <p>Language comparisons and Cultural comparisons</p>	<p><u>Comparisons:</u></p> <p>What comparisons and differences do you see between the Hispanic and Spanish artists we have learned about in this unit?</p>	<p><u>Comparisons:</u></p> <p>The students know the artists' work and are familiar with the countries and cultures of the artists and the effects certain people, events and their culture had on them.</p>	<p><u>Comparisons:</u></p> <p>Students can apprise the works by the artists studied and can demonstrate an ability to analyze how their countries, cultures, people in their lives and historical events may have affected their work.</p>	<p><u>Comparisons:</u></p> <p>Students will be able to apprise the biographies of the famous artists El Greco, Salvador Dalí, Fernando Botero and Joan Miró. Students will be able to attend a tour of a real art museum on a field trip and demonstrate an ability to compare and contrast the various works of art learned as part of that tour (whether Spanish, Impressionist, etc.) with the art that we learned about in class.</p> <p>Students will be able to complete a scavenger</p>	<p><u>Comparisons:</u></p> <p>All vocabulary in English and in Spanish related to art (Surrealism, abstract, realism, Cubism, etc.) as well as all vocabulary needed to explain, question and discuss works of art across time.</p>	<p><u>Comparisons:</u></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

					<p>hunt throughout the museum that consists of ALL areas of the museum (art as well as natural history) exposing the students to areas and works of art that they may not otherwise have explored.</p>		
	<p><u>Communities:</u></p> <p>School and global communities and Lifelong Learning</p>	<p><u>Communities:</u></p> <p>Can you, with an educated eye, analyze and evaluate various works of art at a real museum whether related to Spanish/ Hispanic art or another genre?</p> <p>Can you navigate yourself around a real museum finding various works of art as part of a scavenger hunt?</p>	<p><u>Communities:</u></p> <p>Students know how to analyze and evaluate art and understand that there is more happening in works of art than one might initially think.</p> <p>Students know how to navigate themselves around a real museum and have the tools to overcome any obstacles that they may initially face.</p>	<p><u>Communities:</u></p> <p>Students will analyze and evaluate art and demonstrate understanding that there is more happening in works of art than one might initially think.</p> <p>Students can navigate themselves around a real museum and have the tools to overcome any obstacles that they may initially face while accomplishing a scavenger hunt with a partner.</p>	<p><u>Communities:</u></p> <p>Students will be able to apprise the biographies of the famous artists El Greco, Salvador Dalí, Fernando Botero and Joan Miró.</p> <p>Students will be able to attend a tour of a real art museum on a field trip and demonstrate an ability to compare and contrast the various works of art learned as part of that tour (whether Spanish, Impressionist, etc.) with the art that we learned about in class.</p> <p>Students will be able to complete a scavenger hunt throughout the museum that consists of ALL areas of the museum (art as well as natural history) exposing the students</p>	<p><u>Communities:</u></p> <p>All vocabulary in English and in Spanish related to art (Surrealism, abstract, realism, Cubism, etc.) as well as all vocabulary needed to explain, question and discuss works of art across time.</p>	<p><u>Communities:</u></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>

					to areas and works of art that they may not otherwise have explored.		
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REVIEW UNIT 11

ASSESSMENT UNIT 11

UNIT 12- FAMOUS HISPANICS IN HISTORY (HISPANOS FAMOSOS DE LA HISTORIA)

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 apprise the biographies and lives of the following famous Hispanics/Spanish: Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara.	<u>Communication:</u> Students know the biographies of Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara.	<u>Communication:</u> Students apprise the lives of Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara.	<u>Communication:</u> Students will be able to apprise the biographies of famous Hispanics in history such as: Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara. Students will be able to describe the cultural importance of these figures in various Spanish-speaking countries.	<u>Communication:</u> All vocabulary related to the famous Hispanics in history (biographical, historical and geographical)	<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 acquire new information and diverse perspectives relating to the lives and accomplishments of Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara.</p> <p>Students will be able to compare and differentiate between the lives of Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara and culturally significant people in the United States.</p> <p>Students will be able to incorporate their knowledge of these famous Hispanics/Spanish in their other subjects and in their lives outside of school.</p> <p><u>Resources:</u></p> <p>*Teacher-created biographies of Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara.</p> <p>*Visuals of Miguel de Cervantes, Simón Bolívar and Ernesto</p>		
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					"Che" Guevara *DVD biographies of the famous Hispanics/Spanish.		
	<u>Cultures:</u> Relating cultural practices to perspectives and relating cultural products to perspectives	<u>Cultures:</u> What is the cultural significance of Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara in the Spanish-speaking world?	<u>Cultures:</u> Students know the biographies and cultural importance of Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara.	<u>Cultures:</u> Students describe the cultural importance of Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara in the Spanish-speaking countries to their classmates and teacher through various student-centered activities.	<u>Cultures:</u> Students will be able to apprise the biographies of famous Hispanics in history such as: Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara. Students will be able to describe the cultural importance of these figures in various Spanish-speaking countries. Students will be able to acquire new information and diverse perspectives relating to the lives and accomplishments of Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara. Students will be able to compare and differentiate between the lives of Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara and culturally significant	<u>Cultures:</u> All vocabulary related to the famous Hispanics in history (biographical, historical and geographical)	<u>Cultures:</u> 12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C

					<p>people in the United States.</p> <p>Students will be able to incorporate their knowledge of these famous Hispanics/Spanish in their other subjects and in their lives outside of school.</p>		
	<p><u>Connections:</u></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><u>Connections:</u></p> <p>What perspectives have you acquired relating to the lives and accomplishments of Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara.</p>	<p><u>Connections:</u></p> <p>Students know the biographies of Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara.</p> <p>Students know the perspectives of the Spanish world relating to the lives of Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara.</p>	<p><u>Connections:</u></p> <p>Students apprise the lives of Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara.</p> <p>Students describe the cultural importance of Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara in the Spanish-speaking countries to their classmates and teacher through various student-centered activities.</p>	<p><u>Connections:</u></p> <p>Students will be able to apprise the biographies of famous Hispanics in history such as: Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara.</p> <p>Students will be able to describe the cultural importance of these figures in various Spanish-speaking countries.</p> <p>Students will be able to acquire new information and diverse perspectives relating to the lives and accomplishments of Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara.</p> <p>Students will be able to compare and</p>	<p><u>Connections:</u></p> <p>All vocabulary related to the famous Hispanics in history (biographical, historical and geographical)</p>	<p><u>Connections:</u></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

					<p>differentiate between the lives of Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara and culturally significant people in the United States.</p> <p>Students will be able to incorporate their knowledge of these famous Hispanics/Spanish in their other subjects and in their lives outside of school.</p>		
	<p><u>Comparisons:</u></p> <p>Language comparisons and Cultural comparisons</p>	<p><u>Comparisons:</u></p> <p>Compare and differentiate between the lives of Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara and culturally significant people in the United States.</p>	<p><u>Comparisons:</u></p> <p>Students have the skills to compare and contrast the lives of Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara and culturally significant people in the United States.</p> <p>Students know culturally important figures in the United States.</p> <p>Students know the biographies of Miguel de Cervantes, Simón Bolívar and Ernesto</p>	<p><u>Comparisons:</u></p> <p>Students compare and contrast the lives of Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara and culturally significant people in the United States.</p> <p>Students detail culturally important figures in the United States.</p> <p>Students apprise the lives of Miguel de Cervantes, Simón Bolívar and Ernesto "Che"</p>	<p><u>Comparisons:</u></p> <p>Students will be able to apprise the biographies of famous Hispanics in history such as: Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara.</p> <p>Students will be able to describe the cultural importance of these figures in various Spanish-speaking countries.</p> <p>Students will be able to acquire new information and diverse perspectives relating to</p>	<p><u>Comparisons:</u></p> <p>All vocabulary related to the famous Hispanics in history (biographical, historical and geographical)</p>	<p><u>Comparisons:</u></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

			<p>"Che" Guevara.</p> <p>Students know the perspectives of the Spanish world relating to the lives of Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara.</p>	<p>Guevara.</p> <p>Students describe the cultural importance of Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara in the Spanish-speaking countries to their classmates and teacher through various student-centered activities.</p>	<p>the lives and accomplishments of Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara.</p> <p>Students will be able to compare and differentiate between the lives of Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara and culturally significant people in the United States.</p> <p>Students will be able to incorporate their knowledge of these famous Hispanics/Spanish in their other subjects and in their lives outside of school.</p>		
	<p><u>Communities:</u></p> <p>School and global communities and Lifelong Learning</p>	<p><u>Communities:</u></p> <p>How can you incorporate their knowledge of these famous Hispanics/Spanish in their other subjects and in their lives outside of school?</p>	<p><u>Communities:</u></p> <p>Students know how they can utilize this knowledge in other subject areas and in their lives outside of school.</p> <p>Students have the skills to compare and contrast the lives of Miguel de Cervantes,</p>	<p><u>Communities:</u></p> <p>Students utilize this knowledge in other subject areas and in their lives outside of school.</p> <p>Students compare and contrast the lives of Miguel de Cervantes, Simón Bolívar and</p>	<p><u>Communities:</u></p> <p>Students will be able to apprise the biographies of famous Hispanics in history such as: Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara.</p> <p>Students will be able to describe the cultural importance of these figures in various</p>	<p><u>Communities:</u></p> <p>All vocabulary related to the famous Hispanics in history (biographical, historical and geographical)</p>	<p><u>Communities:</u></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>

			<p>Simón Bolívar and Ernesto "Che" Guevara and culturally significant people in the United States.</p> <p>Students know culturally important figures in the United States.</p> <p>Students know the biographies of Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara.</p> <p>Students know the perspectives of the Spanish world relating to the lives of Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara.</p>	<p>Ernesto "Che" Guevara and culturally significant people in the United States.</p> <p>Students detail culturally important figures in the United States.</p> <p>Students apprise the lives of Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara.</p> <p>Students describe the cultural importance of Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara in the Spanish-speaking countries to their classmates and teacher through various student-centered activities.</p>	<p>Spanish-speaking countries.</p> <p>Students will be able to acquire new information and diverse perspectives relating to the lives and accomplishments of Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara.</p> <p>Students will be able to compare and differentiate between the lives of Miguel de Cervantes, Simón Bolívar and Ernesto "Che" Guevara and culturally significant people in the United States.</p> <p>Students will be able to incorporate their knowledge of these famous Hispanics/Spanish in their other subjects and in their lives outside of school.</p>		
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REVIEW UNIT 12

ASSESSMENT UNIT 12

UNIT 13- GOING TO THE POST OFFICE (AL CORREOS)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 days	<p><u>Communication:</u></p> <p>Interpretive, Interpersonal and Presentational</p>	<p><u>Communication:</u></p> <p>Can you produce and recognize the vocabulary learned and apply them in authentic communication?</p> <p>Can you successfully "go to the post office" in a Spanish-speaking country using solely the target language?</p>	<p><u>Communication:</u></p> <p>How to produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.</p> <p>The students know how to go to a post office and accomplish all real world tasks necessary in the target language.</p>	<p><u>Communication:</u></p> <p>Produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.</p> <p>The students demonstrate the ability to effectively go to a post office and accomplish all real world tasks necessary in the target language.</p>	<p><u>Communication:</u></p> <p>Students will be able to produce and recognize all vocabulary related to going to the post office in a Spanish-speaking country.</p> <p>Students will be able to successfully "go to the post office" in a Spanish-speaking country in the target language and accomplish all tasks related to this realistic situation.</p> <p>Students will be able to connect the diverse perspectives and practices in the target culture related to going to the post office.</p> <p>Students will be able to</p>	<p><u>Communication:</u></p> <p>All vocabulary related to going to the post office in addition to situations involving foreign currency and exchange (correos, carta, estampa, hacer cola, efectivo, tarjetas postales, ventana, ayudante, etc.)</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>compare and contrast the cultural practices and language use when going to the post office in the Spanish world and in the U.S.</p> <p><u>Resources:</u></p> <p>*Teacher created list of vocabulary related to going to the post office.</p> <p>* Visuals of all "post office" vocabulary addressed</p> <p>*Other supplemental materials to create an authentic situation.</p>		
	<p><u>Cultures:</u></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><u>Cultures:</u></p> <p>Can you apprise the cultural practices related to going to the post office in Spain and in Latin America?</p>	<p><u>Cultures:</u></p> <p>Students know the cultural practices related to going to the post office in the Spanish-speaking world.</p> <p>A depth of knowledge of a large variety of Spanish-speaking countries and cultures</p>	<p><u>Cultures:</u></p> <p>Students apprise the cultural practices of going to the post office with their classmates and teacher.</p> <p>Analyze, compare and differentiate between countries and cultures in relation to going to the post office and accomplishing all real world tasks.</p>	<p><u>Cultures:</u></p> <p>Students will be able to produce and recognize all vocabulary related to going to the post office in a Spanish-speaking country.</p> <p>Students will be able to successfully "go to the post office" in a Spanish-speaking country in the target language and accomplish all tasks related to this realistic situation.</p>	<p><u>Cultures:</u></p> <p>All vocabulary related to going to the post office in addition to situations involving foreign currency and exchange (correos, carta, estampa, hacer cola, efectivo, tarjetas postales, ventana, ayudante, etc.)</p>	<p><u>Cultures:</u></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

			<p>How to produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.</p> <p>The students know how to go to the post office and successfully complete all tasks necessary in the target language.</p>	<p>Produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.</p> <p>The students demonstrate the ability to effectively go to the post office in the target language.</p>	<p>Students will be able to connect the diverse perspectives and practices in the target culture related to going to the post office.</p> <p>Students will be able to compare and contrast the cultural practices and language use when going to the post office in the Spanish world and in the U.S.</p>		
	<p><u>Connections:</u></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><u>Connections:</u></p> <p>Are there connections that we can make in relation to going to the post office in Latin America and in our own country?</p> <p>What perspectives do they have on financial security as a cultural practice?</p>	<p><u>Connections:</u></p> <p>A depth of knowledge of a large variety of Spanish-speaking countries and cultures and our own.</p> <p>Students know the cultural practices related to going to the post office in the Spanish-speaking world.</p> <p>How to produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.</p>	<p><u>Connections:</u></p> <p>Create pathways between connecting the Spanish-speaking countries and cultures in relation to going to the post office with our own.</p> <p>Students apprise the cultural practices of going to the post office with their classmates and teacher.</p> <p>Analyze, compare and differentiate between countries and cultures in relation to going to the post office.</p>	<p><u>Connections:</u></p> <p>Students will be able to produce and recognize all vocabulary related to going to the post office in a Spanish-speaking country.</p> <p>Students will be able to successfully "go to the post office" in a Spanish-speaking country in the target language and accomplish all tasks related to this realistic situation.</p> <p>Students will be able to connect the diverse perspectives and practices in the target culture related to going to the post office.</p>	<p><u>Connections:</u></p> <p>All vocabulary related to going to the post office in addition to situations involving foreign currency and exchange (correos, carta, estampa, hacer cola, efectivo, tarjetas postales, ventana, ayudante, etc.)</p>	<p><u>Connections:</u></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

			The students know how to get a haircut in the target language.	Produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation. The students demonstrate the ability to effectively get a haircut in the target language.	Students will be able to compare and contrast the cultural practices and language use when going to the post office in the Spanish world and in the U.S.		
	<u>Comparisons:</u> Language comparisons and Cultural comparisons	<u>Comparisons:</u> Compare and differentiate between going to the post office in the United States and in Latin America or Spain. What language and cultural comparisons can you make in relation to going the bank in a Spanish-speaking country?	<u>Comparisons:</u> The skills to compare and differentiate between diverse topics. A depth of knowledge of a large variety of Spanish-speaking countries and cultures with our own. Students know the cultural practices related to going to the post office in the Spanish-speaking world. How to produce and recognize the	<u>Comparisons:</u> Analyze, compare and differentiate between countries and cultures in relation to going to the post office. Create pathways connecting between the Spanish-speaking countries and cultures in relation to going to the post office with our own. Students apprise the cultural practices of going to the post office with their classmates and teacher. Produce and recognize the vocabulary	<u>Comparisons:</u> Students will be able to produce and recognize all vocabulary related to going to the post office in a Spanish-speaking country. Students will be able to successfully "go to the post office" in a Spanish-speaking country in the target language and accomplish all tasks related to this realistic situation. Students will be able to connect the diverse perspectives and practices in the target culture related to going to the post office. Students will be able to compare and contrast	<u>Comparisons:</u> All vocabulary related to going to the post office in addition to situations involving foreign currency and exchange (correos, carta, estampa, hacer cola, efectivo, tarjetas postales, ventana, ayudante, etc.)	<u>Comparisons:</u> 12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C

			<p>vocabulary presented in this unit and to apply them in realistic conversation.</p> <p>The students know how to go to the post office in the target language.</p>	<p>presented in this unit and to apply them in realistic conversation.</p> <p>The students demonstrate the ability to effectively go to the post office in the target language.</p>	<p>the cultural practices and language use when going to the post office in the Spanish world and in the U.S.</p>		
	<p><u>Communities:</u></p> <p>School and global communities and Lifelong Learning</p>	<p><u>Communities:</u></p> <p>Can you successfully go to a post office in a Spanish-speaking country only utilizing the target language while accomplishing all real world tasks?</p>	<p><u>Communities:</u></p> <p>The students know how to go to the post office in the target language.</p> <p>How to produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.</p> <p>The skills to compare and differentiate between diverse topics.</p> <p>A depth of knowledge of a large variety of Spanish-speaking countries and cultures with our own.</p> <p>Students know the</p>	<p><u>Communities:</u></p> <p>The students demonstrate the ability to effectively go to the post office in the target language.</p> <p>Produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.</p> <p>Express themselves effectively in the target language detailing their thoughts on utilizing their language skills in the future.</p> <p>Analyze, compare and differentiate between countries and cultures in relation to going to the post office.</p> <p>Create pathways between connecting the</p>	<p><u>Communities:</u></p> <p>Students will be able to produce and recognize all vocabulary related to going to the post office in a Spanish-speaking country.</p> <p>Students will be able to successfully "go to the post office" in a Spanish-speaking country in the target language and accomplish all tasks related to this realistic situation.</p> <p>Students will be able to connect the diverse perspectives and practices in the target culture related to going to the post office.</p> <p>Students will be able to</p>	<p><u>Communities:</u></p> <p>All vocabulary related to going to the post office in addition to situations involving foreign currency and exchange (correos, carta, estampa, hacer cola, efectivo, tarjetas postales, ventana, ayudante, etc.)</p>	<p><u>Communities:</u></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>

			cultural practices related to going to the post office in the Spanish-speaking world.	Spanish-speaking countries and cultures in relation to going to the post office with our own. Students apprise the cultural practices of going to the post office with their classmates and teacher.	compare and contrast the cultural practices and language use when going to the post office in the Spanish world and in the U.S.		
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REVIEW UNIT 13

ASSESSMENT UNIT 13

UNIT 14- THE CLASSIC NOVELS: THE HOUSE ON MANGO STREET, THE CITY OF THE BEASTS, THE ALCHEMIST, THE CROSS OF THE DEVIL, THE HOUSE OF TROYA AND LIKE WATER FOR CHOCOLATE, SAND AND BLOOD, THE REIGN OF THE GOLDEN DRAGON, THE FOREST OF THE PYGMIES, THE HOUSE OF SPIRITS, TWO CRIMES, WHAT YOU LOVE ME, LOVE? AND POSTWAR STORIES

(LAS NOVELAS CLÁSICAS: CIEN AÑOS DE SOLEDAD, LA CASA EN MANGO STREET, LA CIUDAD DE LAS BESTIAS, EL ALQUIMISTA, LA CRUZ DEL DIABLO, LA CASA DE LA TROYA Y COMO AGUA PARA CHOCOLATE, LA SANGRE Y LA ARENA, EL REINO DEL DRAGÓN DE ORO, EL BOSQUE DE LOS PIGMEOS, LA CASA DE LOS ESPÍRITUS, DOS CRÍMENES, ¿QUÉ ME QUIERES, AMOR? Y CUENTOS DE LA POSGUERRA)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
25 days	<u>Communication:</u> Interpretive, Interpersonal and Presentational	<u>Communication:</u> Can you read and comprehend authentic novels in the target language? Can you describe the characters' personalities and critical scenes in the novels you read?	<u>Communication:</u> Students have the strategies and skills to read classic Spanish novels from infamous authors. Strategies to keep a conversation going beyond simple question/answer Negotiation strategies when not understood or not understanding Circumlocution strategies by using known vocabulary to define or explain the unknown	<u>Communication:</u> Students can effectively read, comprehend and apprise the TWO novels they choose to read from the following: "CIEN AÑOS DE SOLEDAD" by Gabriel García Márquez, "LA CRUZ DEL DIABLO" by Gustavo Adolfo Bécquer, "LA CASA DE LA TROYA" by Alejandro Pérez Lugín, "COMO AGUA PARA CHOCOLATE" by Laura Esquivel, LA CUIDAD DE LAS BESTIAS by Isabel Allende, LA CASA EN MANGO STREET by Sandra Cisneros, "LA SANGRE Y LA ARENA" by Vicente Blasco Ibáñez, "EL REINO DEL DRAGÓN DE ORO" by Isabel Allende, "EL BOSQUE DE LOS PIGMEOS" by Isabel Allende, "LA CASA DE LOS ESPÍRITUS" by Isabel Allende, "DOS CRÍMENES" by Jorge Ibarguengoitia, "¿QUÉ ME QUIERES, AMOR?"	<u>Communication:</u> Students can effectively read, comprehend and apprise TWO of the novels "CIEN AÑOS DE SOLEDAD" by Gabriel García Márquez, "LA CRUZ DEL DIABLO" by Gustavo Adolfo Bécquer, "LA CASA DE LA TROYA" by Alejandro Pérez Lugín, "COMO AGUA PARA CHOCOLATE" by Laura Esquivel, LA CUIDAD DE LAS BESTIAS by Isabel Allende, LA CASA EN MANGO STREET by Sandra Cisneros, "LA SANGRE Y LA ARENA" by Vicente Blasco Ibáñez, "EL REINO DEL DRAGÓN DE ORO" by Isabel Allende, "EL BOSQUE DE LOS PIGMEOS" by Isabel Allende, "LA CASA DE LOS ESPÍRITUS" by Isabel Allende, "DOS CRÍMENES" by Jorge Ibarguengoitia, "¿QUÉ ME QUIERES, AMOR?"	<u>Communication:</u> A comprehensive amount of over thousands of vocabulary in the target language on a wide variety of topics and subject areas.	<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>by Manuel Rivas, "CUENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Paolo Coelho</p>	<p>by Manuel Rivas, "CUENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Paolo Coelho</p> <p>Students will be able to explain the cultural practices and cultural products presented in the books they choose and relate them to the cultural perspectives of the author's country of origin.</p> <p>Students will be able to acquire new information and alternate perspectives presented in the classic novels they read.</p> <p>Students will be able to compare and differentiate between these novels and novels they have previously read whether in school or in one's personal life.</p> <p><u>Resources:</u></p> <p>* The novels "CIEN AÑOS DE SOLEDAD" by Gabriel García</p>	
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					<p>Márquez, "LA CRUZ DEL DIABLO" by Gustavo Adolfo Bécquer, "LA CASA DE LA TROYA" by Alejandro Pérez Lugín, "COMO AGUA PARA CHOCOLATE" by Laura Esquivel, LA CUIDAD DE LAS BESTIAS by Isabel Allende, LA CASA EN MANGO STREET by Sandra Cisneros, "LA SANGRE Y LA ARENA" by Vicente Blasco Ibáñez, "EL REINO DEL DRAGÓN DE ORO" by Isabel Allende, "EL BOSQUE DE LOS PIGMEOS" by Isabel Allende, "LA CASA DE LOS ESPÍRITUS" by Isabel Allende, "DOS CRÍMENES" by Jorge Ibarguengoitia, "¿QUÉ ME QUIERES, AMOR?" by Manuel Rivas, "CUENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Paolo Coelho</p>		
	<u>Cultures:</u> Relating cultural practices to	<u>Cultures:</u> How do the writers' cultural perspectives manifest in the novels?	<u>Cultures:</u> Students have the strategies and skills to read classic Spanish	<u>Cultures:</u> Students can effectively read, comprehend and apprise the TWO novels	<u>Cultures:</u> Students can effectively read, comprehend and	<u>Cultures:</u> A comprehensive amount of over	<u>Cultures:</u> 12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C

	perspectives and relating cultural products to perspectives		<p>novels from infamous authors.</p> <p>Students know the cultural perspectives presented in the novels and their impact on the story.</p> <p>Strategies to keep a conversation going beyond simple question/answer</p> <p>Negotiation strategies when not understood or not understanding</p> <p>Circumlocution strategies by using known vocabulary to define or explain the unknown</p>	<p>they choose to read from the following:</p> <p>"CIEN AÑOS DE SOLEDAD" by Gabriel García Márquez, "LA CRUZ DEL DIABLO" by Gustavo Adolfo Bécquer, "LA CASA DE LA TROYA" by Alejandro Pérez Lugín, "COMO AGUA PARA CHOCOLATE" by Laura Esquivel, LA CUIDAD DE LAS BESTIAS by Isabel Allende, LA CASA EN MANGO STREET by Sandra Cisneros, "LA SANGRE Y LA ARENA" by Vicente Blasco Ibáñez, "EL REINO DEL DRAGÓN DE ORO" by Isabel Allende, "EL BOSQUE DE LOS PIGMEOS" by Isabel Allende, "LA CASA DE LOS ESPÍRITUS" by Isabel Allende, "DOS CRÍMENES" by Jorge Ibarguengoitia, "¿QUÉ ME QUIERES, AMOR?" by Manuel Rivas, "CUENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Paolo Coelho</p> <p>Students apprise the cultural perspectives presented in the stories</p>	<p>apprise TWO of the novels "CIEN AÑOS DE SOLEDAD" by Gabriel García Márquez, "LA CRUZ DEL DIABLO" by Gustavo Adolfo Bécquer, "LA CASA DE LA TROYA" by Alejandro Pérez Lugín, "COMO AGUA PARA CHOCOLATE" by Laura Esquivel, LA CUIDAD DE LAS BESTIAS by Isabel Allende, LA CASA EN MANGO STREET by Sandra Cisneros, "LA SANGRE Y LA ARENA" by Vicente Blasco Ibáñez, "EL REINO DEL DRAGÓN DE ORO" by Isabel Allende, "EL BOSQUE DE LOS PIGMEOS" by Isabel Allende, "LA CASA DE LOS ESPÍRITUS" by Isabel Allende, "DOS CRÍMENES" by Jorge Ibarguengoitia, "¿QUÉ ME QUIERES, AMOR?" by Manuel Rivas, "CUENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Paolo Coelho</p>	<p>thousands of vocabulary in the target language on a wide variety of topics and subject areas.</p>	
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				to their classmates and teacher in a variety of ways (in-class discussions, presentations, etc.)	<p>Students will be able to explain the cultural practices and cultural products presented in the books they choose and relate them to the cultural perspectives of the author's country of origin.</p> <p>Students will be able to acquire new information and alternate perspectives presented in the classic novels they read.</p> <p>Students will be able to compare and differentiate between these novels and novels they have previously read whether in school or in one's personal life.</p>		
	<p><u>Connections:</u></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><u>Connections:</u></p> <p>Can you connect some aspect(s) of your childhood with those of the main characters in the novels you choose to read?</p>	<p><u>Connections:</u></p> <p>Students have the strategies and skills to read classic Spanish novels from infamous authors.</p> <p>Students have the skills to connect information and perspectives on a wide variety of topics in the target language.</p>	<p><u>Connections:</u></p> <p>Students can effectively read, comprehend and apprise the TWO novels they choose to read from the following: "CIEN AÑOS DE SOLEDAD" by Gabriel García Márquez, "LA CRUZ DEL DIABLO" by Gustavo Adolfo Bécquer, "LA CASA DE LA</p>	<p><u>Connections:</u></p> <p>Students can effectively read, comprehend and apprise TWO of the novels "CIEN AÑOS DE SOLEDAD" by Gabriel García Márquez, "LA CRUZ DEL DIABLO" by Gustavo Adolfo Bécquer, "LA CASA DE LA TROYA" by</p>	<p><u>Connections:</u></p> <p>A comprehensive amount of over thousands of vocabulary in the target language on a wide variety of topics and subject areas.</p>	<p><u>Connections:</u></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 know the cultural perspectives presented in the novels and their impact on the story.</p> <p>Strategies to keep a conversation going beyond simple question/answer</p> <p>Negotiation strategies when not understood or not understanding</p> <p>Circumlocution strategies by using known vocabulary to define or explain the unknown</p>	<p>TROYA" by Alejandro Pérez Lugín, "COMO AGUA PARA CHOCOLATE" by Laura Esquivel, LA CUIDAD DE LAS BESTIAS by Isabel Allende, LA CASA EN MANGO STREET by Sandra Cisneros, "LA SANGRE Y LA ARENA by Vicente Blasco Ibáñez, "EL REINO DEL DRAGÓN DE ORO" by Isabel Allende, "EL BOSQUE DE LOS PIGMEOS" by Isabel Allende, "LA CASA DE LOS ESPÍRITUS" by Isabel Allende, "DOS CRÍMENES" by Jorge Ibarguengoitia, "¿QUÉ ME QUIERES, AMOR?" by Manuel Rivas, "CUENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Paolo Coelho</p> <p>Students make connections between their childhood experiences and the characters' lives as presented in the novels.</p> <p>Students apprise the cultural perspectives presented in the stories</p>	<p>Alejandro Pérez Lugín, "COMO AGUA PARA CHOCOLATE" by Laura Esquivel, LA CUIDAD DE LAS BESTIAS by Isabel Allende, LA CASA EN MANGO STREET by Sandra Cisneros, "LA SANGRE Y LA ARENA by Vicente Blasco Ibáñez, "EL REINO DEL DRAGÓN DE ORO" by Isabel Allende, "EL BOSQUE DE LOS PIGMEOS" by Isabel Allende, "LA CASA DE LOS ESPÍRITUS" by Isabel Allende, "DOS CRÍMENES" by Jorge Ibarguengoitia, "¿QUÉ ME QUIERES, AMOR?" by Manuel Rivas, "CUENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Paolo Coelho</p> <p>Students will be able to explain the cultural practices and cultural products presented in the books they choose and relate them to the cultural perspectives of the author's country of</p>	
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				to their classmates and teacher in a variety of ways (in-class discussions, presentations, etc.)	origin. Students will be able to acquire new information and alternate perspectives presented in the classic novels they read. Students will be able to compare and differentiate between these novels and novels they have previously read whether in school or in one's personal life.		
	<u>Comparisons:</u> Language comparisons and Cultural comparisons	<u>Comparisons:</u> How does reading a book in Spanish compare and differentiate between reading a book in your native language (L1)?	<u>Comparisons:</u> Students have the skills to compare and contrast reading books in Spanish and reading books in one's L1 (native language) Students have the strategies and skills to read classic Spanish novels from infamous authors. Students have the skills to connect information and perspectives on a wide variety of topics in the target language. Students know the	<u>Comparisons:</u> Students compare and differentiate between reading books in the target language and in one's native language. Students can effectively read, comprehend and apprise the TWO novels they choose to read from the following: "CIEN AÑOS DE SOLEDAD" by Gabriel García Márquez, "LA CRUZ DEL DIABLO" by Gustavo Adolfo Bécquer, "LA CASA DE LA TROYA" by Alejandro	<u>Comparisons:</u> Students can effectively read, comprehend and apprise TWO of the novels "CIEN AÑOS DE SOLEDAD" by Gabriel García Márquez, "LA CRUZ DEL DIABLO" by Gustavo Adolfo Bécquer, "LA CASA DE LA TROYA" by Alejandro Pérez Lugín, "COMO AGUA PARA CHOCOLATE" by Laura Esquivel, LA CUIDAD DE LAS BESTIAS by Isabel Allende, LA CASA EN MANGO STREET by Sandra	<u>Comparisons:</u> A comprehensive amount of over thousands of vocabulary in the target language on a wide variety of topics and subject areas.	<u>Comparisons:</u> 12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C

			<p>cultural perspectives presented in the novels and their impact on the story.</p> <p>Strategies to keep a conversation going beyond simple question/answer</p> <p>Negotiation strategies when not understood or not understanding</p> <p>Circumlocution strategies by using known vocabulary to define or explain the unknown</p>	<p>Pérez Lugín, "COMO AGUA PARA CHOCOLATE" by Laura Esquivel, LA CUIDAD DE LAS BESTIAS by Isabel Allende, LA CASA EN MANGO STREET by Sandra Cisneros, "LA SANGRE Y LA ARENA" by Vicente Blasco Ibáñez, "EL REINO DEL DRAGÓN DE ORO" by Isabel Allende, "EL BOSQUE DE LOS PIGMEOS" by Isabel Allende, "LA CASA DE LOS ESPÍRITUS" by Isabel Allende, "DOS CRÍMENES" by Jorge Ibarguengoitia, "¿QUÉ ME QUIERES, AMOR?" by Manuel Rivas, "CUENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Paolo Coelho</p> <p>Students make connections between their childhood experiences and the characters' lives as presented in the novels.</p> <p>Students apprise the cultural perspectives presented in the stories to their classmates and</p>	<p>Cisneros, "LA SANGRE Y LA ARENA" by Vicente Blasco Ibáñez, "EL REINO DEL DRAGÓN DE ORO" by Isabel Allende, "EL BOSQUE DE LOS PIGMEOS" by Isabel Allende, "LA CASA DE LOS ESPÍRITUS" by Isabel Allende, "DOS CRÍMENES" by Jorge Ibarguengoitia, "¿QUÉ ME QUIERES, AMOR?" by Manuel Rivas, "CUENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Paolo Coelho</p> <p>Students will be able to explain the cultural practices and cultural products presented in the books they choose and relate them to the cultural perspectives of the author's country of origin.</p> <p>Students will be able to acquire new information and alternate perspectives presented in the classic novels they read.</p>	
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				teacher in a variety of ways (in-class discussions, presentations, etc.)	Students will be able to compare and differentiate between these novels and novels they have previously read whether in school or in one's personal life.		
	<u>Communities:</u> School and global communities and Lifelong Learning	<u>Communities:</u> Can you read and comprehend authentic novels in the target language? Will you read books/novels, newspapers, magazines in Spanish outside of school for personal enjoyment?	<u>Communities:</u> Students have the strategies and skills to read classic Spanish novels from infamous authors. Students have the skills to compare and contrast reading books in Spanish and reading books in one's L1 (native language) Students have the skills to connect information and perspectives on a wide variety of topics in the target language. Students know the cultural perspectives presented in the novels and their impact on the story. Strategies to keep a conversation going beyond simple question/answer	<u>Communities:</u> Students effectively read, comprehend and apprise the TWO novels they choose to read from the following: "CIEN AÑOS DE SOLEDAD" by Gabriel García Márquez, "LA CRUZ DEL DIABLO" by Gustavo Adolfo Bécquer, "LA CASA DE LA TROYA" by Alejandro Pérez Lugín, "COMO AGUA PARA CHOCOLATE" by Laura Esquivel, LA CUIDAD DE LAS BESTIAS by Isabel Allende, LA CASA EN MANGO STREET by Sandra Cisneros, "LA SANGRE Y LA ARENA" by Vicente Blasco Ibáñez, "EL REINO DEL DRAGÓN DE ORO" by Isabel Allende, "EL BOSQUE DE LOS PIGMEOS" by Isabel	<u>Communities:</u> Students can effectively read, comprehend and apprise TWO of the novels "CIEN AÑOS DE SOLEDAD" by Gabriel García Márquez, "LA CRUZ DEL DIABLO" by Gustavo Adolfo Bécquer, "LA CASA DE LA TROYA" by Alejandro Pérez Lugín, "COMO AGUA PARA CHOCOLATE" by Laura Esquivel, LA CUIDAD DE LAS BESTIAS by Isabel Allende, LA CASA EN MANGO STREET by Sandra Cisneros, "LA SANGRE Y LA ARENA" by Vicente Blasco Ibáñez, "EL REINO DEL DRAGÓN DE ORO" by Isabel Allende, "EL BOSQUE DE LOS PIGMEOS" by Isabel	<u>Communities:</u> A comprehensive amount of over thousands of vocabulary in the target language on a wide variety of topics and subject areas.	<u>Communities:</u> 12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D

			<p>Negotiation strategies when not understood or not understanding</p> <p>Circumlocution strategies by using known vocabulary to define or explain the unknown</p>	<p>Allende, "LA CASA DE LOS ESPÍRITUS" by Isabel Allende, "DOS CRÍMENES" by Jorge Ibarguengoitia, "¿QUÉ ME QUIERES, AMOR?" by Manuel Rivas, "CUENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Paolo Coelho</p> <p>Students compare and differentiate between reading books in the target language and in one's native language.</p> <p>Students make connections between their childhood experiences and the characters' lives as presented in the novels.</p> <p>Students apprise the cultural perspectives presented in the stories to their classmates and teacher in a variety of ways (in-class discussions, presentations, etc.)</p>	<p>Allende, "LA CASA DE LOS ESPÍRITUS" by Isabel Allende, "DOS CRÍMENES" by Jorge Ibarguengoitia, "¿QUÉ ME QUIERES, AMOR?" by Manuel Rivas, "CUENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Paolo Coelho</p> <p>Students will be able to explain the cultural practices and cultural products presented in the books they choose and relate them to the cultural perspectives of the author's country of origin.</p> <p>Students will be able to acquire new information and alternate perspectives presented in the classic novels they read.</p> <p>Students will be able to compare and differentiate between these novels and novels they have previously read whether in school</p>	
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REVIEW UNIT 14

ASSESSMENT UNIT 14

UNIT 15- GOING TO THE DOCTOR'S OFFICE (VOY AL MÉDICO)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 days	<u>Communication:</u> Interpretive, Interpersonal and Presentational	<u>Communication:</u> Can you produce and recognize the vocabulary learned and apply them in authentic communication? Can you successfully "go to the doctor's office" in a Spanish-speaking country using solely the target language?	<u>Communication:</u> How to produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation. The students know how to go to a doctor's office and accomplish all real world tasks necessary in the target language.	<u>Communication:</u> Produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation. The students demonstrate the ability to effectively go to a doctor's office and accomplish all real world tasks necessary in the target language.	<u>Communication:</u> Students will be able to produce and recognize all vocabulary related to going to the doctor's office in a Spanish-speaking country. Students will be able to successfully "go to the doctor's office" in a Spanish-speaking country in the target language and accomplish all tasks related to this realistic situation. Students will be able to connect the diverse perspectives and	<u>Communication:</u> All vocabulary related to going to the doctor's office, parts of the body, adjectives in addition to situations involving one's health (médico, oficina, salud, mesa, cabeza, brazo, pierna, estómago, pecho, ojos, orejas, nariz, boca, cuello, hombros, 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>practices in the target culture related to going to the doctor's office.</p> <p>Students will be able to compare and contrast the cultural practices and language use when going to the doctor's office in the Spanish world and in the U.S.</p> <p><u>Resources:</u></p> <p>*Teacher created list of vocabulary related to going to the doctor's office.</p> <p>* Visuals of all "doctor's office" vocabulary addressed</p> <p>*Other supplemental materials to create an authentic situation.</p>		
	<p><u>Cultures:</u></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><u>Cultures:</u></p> <p>Can you apprise the cultural practices related to going to the doctor's office in Spain and in Latin America?</p>	<p><u>Cultures:</u></p> <p>Students know the cultural practices related to going to the doctor's office in the Spanish-speaking world.</p> <p>A depth of knowledge of a large variety of Spanish-speaking countries and cultures</p>	<p><u>Cultures:</u></p> <p>Students apprise the cultural practices of going to the doctor's office with their classmates and teacher.</p> <p>Analyze, compare and differentiate between countries and cultures in relation to going to the</p>	<p><u>Cultures:</u></p> <p>Students will be able to produce and recognize all vocabulary related to going to the doctor's office in a Spanish-speaking country.</p> <p>Students will be able to successfully "go to the doctor's office" in a Spanish-speaking</p>	<p><u>Cultures:</u></p> <p>All vocabulary related to going to the doctor's office, parts of the body, adjectives in addition to situations involving one's health (médico, oficina, salud, mesa, cabeza,</p>	<p><u>Cultures:</u></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

			<p>How to produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.</p> <p>The students know how to go to the doctor's office and successfully complete all tasks necessary in the target language.</p>	<p>doctor's office and accomplishing all real world tasks.</p> <p>Produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.</p> <p>The students demonstrate the ability to effectively go to the doctor's office in the target language.</p>	<p>country in the target language and accomplish all tasks related to this realistic situation.</p> <p>Students will be able to connect the diverse perspectives and practices in the target culture related to going to the doctor's office.</p> <p>Students will be able to compare and contrast the cultural practices and language use when going to the doctor's office in the Spanish world and in the U.S.</p>	<p>brazo, pierna, estómago, pecho, ojos, orejas, nariz, boca, cuello, hombros, etc.)</p>	
	<p><u>Connections:</u></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><u>Connections:</u></p> <p>Are there connections that we can make in relation to going to the doctor's office in Latin America and in our own country?</p> <p>What perspectives do they have on health care as a cultural practice?</p>	<p><u>Connections:</u></p> <p>A depth of knowledge of a large variety of Spanish-speaking countries and cultures and our own.</p> <p>Students know the cultural practices related to going to the doctor's office in the Spanish-speaking world.</p> <p>How to produce and recognize the</p>	<p><u>Connections:</u></p> <p>Create pathways between connecting the Spanish-speaking countries and cultures in relation to going to the doctor's office with our own.</p> <p>Students apprise the cultural practices of going to the doctor's office with their classmates and teacher.</p>	<p><u>Connections:</u></p> <p>Students will be able to produce and recognize all vocabulary related to going to the doctor's office in a Spanish-speaking country.</p> <p>Students will be able to successfully "go to the doctor's office" in a Spanish-speaking country in the target language and accomplish all tasks related to this realistic situation.</p> <p>Students will be able to</p>	<p><u>Connections:</u></p> <p>All vocabulary related to going to the doctor's office, parts of the body, adjectives in addition to situations involving one's health (médico, oficina, salud, mesa, cabeza, brazo, pierna, estómago, pecho, ojos, orejas, nariz, boca, cuello,</p>	<p><u>Connections:</u></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

			<p>vocabulary presented in this unit and to apply them in realistic conversation.</p> <p>The students know how to go to the doctor's office in the target language accomplishing all real world tasks necessary.</p>	<p>Analyze, compare and differentiate between countries and cultures in relation to going to the doctor's office.</p> <p>Produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.</p> <p>The students demonstrate the ability to effectively go to the doctor's office in the target language.</p>	<p>connect the diverse perspectives and practices in the target culture related to going to the doctor's office.</p> <p>Students will be able to compare and contrast the cultural practices and language use when going to the doctor's office in the Spanish world and in the U.S.</p>	hombros, etc.)	
	<p><u>Comparisons:</u></p> <p>Language comparisons and Cultural comparisons</p>	<p><u>Comparisons:</u></p> <p>Compare and differentiate between going to the doctor's office in the United States and in Latin America or Spain.</p> <p>What language and cultural comparisons can you make in relation to going to the doctor's office in a Spanish-speaking country?</p>	<p><u>Comparisons:</u></p> <p>The skills to compare and differentiate between diverse topics.</p> <p>A depth of knowledge of a large variety of Spanish-speaking countries and cultures with our own.</p> <p>Students know the cultural practices related to going to the</p>	<p><u>Comparisons:</u></p> <p>Analyze, compare and differentiate between countries and cultures in relation to going to the doctor's office.</p> <p>Create pathways connecting between the Spanish-speaking countries and cultures in relation to going to the doctor's office with our own.</p> <p>Students apprise the cultural practices of</p>	<p><u>Comparisons:</u></p> <p>Students will be able to produce and recognize all vocabulary related to going to the doctor's office in a Spanish-speaking country.</p> <p>Students will be able to successfully "go to the doctor's office" in a Spanish-speaking country in the target language and accomplish all tasks related to this realistic situation.</p> <p>Students will be able to connect the diverse perspectives and</p>	<p><u>Comparisons:</u></p> <p>All vocabulary related to going to the doctor's office, parts of the body, adjectives in addition to situations involving one's health (médico, oficina, salud, mesa, cabeza, brazo, pierna, estómago, pecho, ojos, orejas, nariz, boca, cuello, hombros, etc.)</p>	<p><u>Comparisons:</u></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

			<p>doctor's office in the Spanish-speaking world.</p> <p>How to produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.</p> <p>The students know how to go to the doctor's office in the target language.</p>	<p>going to the doctor's office with their classmates and teacher.</p> <p>Produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.</p> <p>The students demonstrate the ability to effectively go to the doctor's office in the target language.</p>	<p>practices in the target culture related to going to the doctor's office.</p> <p>Students will be able to compare and contrast the cultural practices and language use when going to the doctor's office in the Spanish world and in the U.S.</p>		
	<p><u>Communities:</u></p> <p>School and global communities and Lifelong Learning</p>	<p><u>Communities:</u></p> <p>Can you successfully go to a doctor's office in a Spanish-speaking country only utilizing the target language while accomplishing all real world tasks?</p>	<p><u>Communities:</u></p> <p>The students know how to go to the doctor's office in the target language.</p> <p>How to produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.</p> <p>The skills to compare and differentiate between diverse topics.</p>	<p><u>Communities:</u></p> <p>The students demonstrate the ability to effectively go to the doctor's office in the target language.</p> <p>Produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.</p> <p>Express themselves effectively in the target language detailing their thoughts on utilizing their language skills in the future.</p> <p>Analyze, compare and differentiate between</p>	<p><u>Communities:</u></p> <p>Students will be able to produce and recognize all vocabulary related to going to the doctor's office in a Spanish-speaking country.</p> <p>Students will be able to successfully "go to the doctor's office" in a Spanish-speaking country in the target language and accomplish all tasks related to this realistic situation.</p> <p>Students will be able to</p>	<p><u>Communities:</u></p> <p>All vocabulary related to going to the doctor's office, parts of the body, adjectives in addition to situations involving one's health (médico, oficina, salud, mesa, cabeza, brazo, pierna, estómago, pecho, ojos, orejas, nariz, boca, cuello, hombros, etc.)</p>	<p><u>Communities:</u></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>

			<p>A depth of knowledge of a large variety of Spanish-speaking countries and cultures with our own.</p> <p>Students know the cultural practices related to going to the doctor's office in the Spanish-speaking world.</p>	<p>countries and cultures in relation to going to the doctor's office.</p> <p>Create pathways between connecting the Spanish-speaking countries and cultures in relation to going to the doctor's office with our own.</p> <p>Students apprise the cultural practices of going to the doctor's office with their classmates and teacher.</p>	<p>connect the diverse perspectives and practices in the target culture related to going to the doctor's office.</p> <p>Students will be able to compare and contrast the cultural practices and language use when going to the doctor's office in the Spanish world and in the U.S.</p>		
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REVIEW UNIT 15

ASSESSMENT UNIT 15

UNIT 16-THE CONDITIONAL PERFECT TENSE- I WOULD HAVE SPOKEN.... (EL CONDICIONAL PERFECTO- HABRÍA HABLADO)

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	How can we express and comprehend information about events in the conditional perfect (would have been) with another person or a group of people?	Knows the conditional perfect conjugations and, most importantly, can apply this knowledge through self-created written and oral communication.	In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) in the conditional perfect tense in the target language detailing what would have been.	Students will be able to produce and recognize authentic communication in all forms using the conditional perfect tense in Spanish. Students will be able to apprise the many cultural events and celebrations practiced throughout the Spanish-speaking world and decide for themselves which they "would have" participated in and why. Students will be able to demonstrate the conditional perfect conjugations and, most importantly, can apply this in realistic communication. The students will detail the grammatical structure of the English language in the conditional perfect tense and make pathways between the two languages to enhance comprehension and application. The students will be able to synthesize and	All regular and irregular verbs in Spanish (infinite) What the conditional perfect tense looks like in English. An unlimited amount of vocabulary on a wide variety of topics from Spanish 7 th grade through Spanish V Dual Enrollment.	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>analyze the cultures of the various Spanish-speaking countries and can make connections between our cultures.</p> <p>Students will be able to compare and differentiate between the conditional perfect conjugations in English and in Spanish to further comprehension and appropriate application.</p> <p>Students will be able to sustain realistic interactions in all forms (interpersonal, interpretive and presentational) what life would have been like (in various scenarios) and their Spanish-speaking e-pal in the conditional perfect in the target language.</p> <p><u>Resources:</u></p> <p>*In class teacher-created handouts on the conditional perfect tense and in-class notes.</p> <p>*Manipulatives with the verb endings, etc.</p>		
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	<p><u>Cultures:</u></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><u>Cultures:</u></p> <p>Which Hispanic and/or Spanish cultural events would you have been a participant in the conditional perfect?</p>	<p><u>Cultures:</u></p> <p>Knows the conditional perfect conjugations and, most importantly, can apply this knowledge through self-created written and oral communication.</p> <p>Knows the many cultural events and celebrations practiced throughout the Spanish-speaking world through instruction in Spanish class from grade 7.</p>	<p><u>Cultures:</u></p> <p>In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) in the conditional perfect tense in the target language detailing probable future events or actions</p> <p>Apprise the many cultural events and celebrations practiced throughout the Spanish-speaking world and decide for themselves which they would have been a part of and why.</p>	<p><u>Cultures:</u></p> <p>Students will be able to produce and recognize authentic communication in all forms using the conditional perfect tense in Spanish.</p> <p>Students will be able to apprise the many cultural events and celebrations practiced throughout the Spanish-speaking world and decide for themselves which they "would have" participated in and why.</p> <p>Students will be able to demonstrate the conditional perfect conjugations and, most importantly, can apply this in realistic communication.</p> <p>The students will detail the grammatical structure of the English language in the conditional perfect tense and make pathways between the two languages to enhance comprehension and application.</p> <p>The students will be able to synthesize and</p>	<p><u>Cultures:</u></p> <p>All regular and irregular verbs in Spanish (infinite)</p> <p>What the conditional perfect tense looks like in English.</p> <p>An unlimited amount of vocabulary on a wide variety of topics from Spanish 7th grade through Spanish V Dual Enrollment.</p>	<p><u>Cultures:</u></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>
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					<p>analyze the cultures of the various Spanish-speaking countries and can make connections between our cultures.</p> <p>Students will be able to compare and differentiate between the conditional perfect conjugations in English and in Spanish to further comprehension and appropriate application.</p> <p>Students will be able to sustain realistic interactions in all forms (interpersonal, interpretive and presentational) what life would have been like (in various scenarios) and their Spanish-speaking e-pal in the conditional perfect in the target language.</p>		
	<p><u>Connections:</u></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><u>Connections:</u></p> <p>What connections can you make between the conditional perfect tense in Spanish and the conditional perfect structure in English?</p>	<p><u>Connections:</u></p> <p>Knows the conditional perfect conjugations and, most importantly, can apply this knowledge through self-created written and oral communication.</p> <p>Knows the conditional</p>	<p><u>Connections:</u></p> <p>In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) in the conditional perfect tense in the target language.</p>	<p><u>Connections:</u></p> <p>Students will be able to produce and recognize authentic communication in all forms using the conditional perfect tense in Spanish.</p> <p>Students will be able to</p>	<p><u>Connections:</u></p> <p>All regular and irregular verbs in Spanish (infinite)</p> <p>What the conditional perfect tense looks like in</p>	<p><u>Connections:</u></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

			<p>perfect tense in Spanish. Also, the student has knowledge of the grammatical structure of the English language in the conditional perfect tense.</p> <p>Knows the many cultural events and celebrations practiced throughout the Spanish-speaking world through instruction in Spanish class from grade 7.</p> <p>Knows the cultures of the various Spanish-speaking countries and can make connections between our cultures.</p>	<p>Apprise the many cultural events and celebrations practiced throughout the Spanish-speaking world and decide for themselves which they "would have been" a part and why.</p> <p>Demonstrate the conditional perfect conjugations and, most importantly, can apply this in realistic communication.</p> <p>Also, the student can detail the grammatical structure of the English language in the conditional perfect tense and make pathways between the two languages to enhance comprehension and application.</p> <p>Synthesize and analyze the cultures of the various Spanish-speaking countries and can make connections between our cultures.</p>	<p>apprise the many cultural events and celebrations practiced throughout the Spanish-speaking world and decide for themselves which they "would have" participated in and why.</p> <p>Students will be able to demonstrate the conditional perfect conjugations and, most importantly, can apply this in realistic communication.</p> <p>The students will detail the grammatical structure of the English language in the conditional perfect tense and make pathways between the two languages to enhance comprehension and application.</p> <p>The students will be able to synthesize and analyze the cultures of the various Spanish-speaking countries and can make connections between our cultures.</p> <p>Students will be able to compare and differentiate between the conditional perfect conjugations in English</p>	<p>English.</p> <p>An unlimited amount of vocabulary on a wide variety of topics from Spanish 7th grade through Spanish V Dual Enrollment.</p>	
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					<p>and in Spanish to further comprehension and appropriate application.</p> <p>Students will be able to sustain realistic interactions in all forms (interpersonal, interpretive and presentational) what life would have been like (in various scenarios) and their Spanish-speaking e-pal in the conditional perfect in the target language.</p>		
	<p><u>Comparisons:</u></p> <p>Language comparisons and Cultural comparisons</p>	<p><u>Comparisons:</u></p> <p>What connections can you make between the conditional perfect tense in Spanish and the conditional perfect tense grammatical structure in English?</p>	<p><u>Comparisons:</u></p> <p>Knows the conditional perfect conjugations and, most importantly, can apply this knowledge through self-created written and oral communication.</p> <p>Knows the conditional perfect tense in Spanish. Also, the student has knowledge of the grammatical structure of the English language in the conditional perfect tense.</p>	<p><u>Comparisons:</u></p> <p>Compare and differentiate between the conditional perfect conjugations in English and in Spanish to further comprehension and appropriate application.</p> <p>In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) in the conditional perfect tense in the target language.</p> <p>Apprise the many cultural events and</p>	<p><u>Comparisons:</u></p> <p>Students will be able to produce and recognize authentic communication in all forms using the conditional perfect tense in Spanish.</p> <p>Students will be able to apprise the many cultural events and celebrations practiced throughout the Spanish-speaking world and decide for themselves which they "would have" participated in and why.</p> <p>Students will be able to</p>	<p><u>Comparisons:</u></p> <p>All regular and irregular verbs in Spanish (infinite)</p> <p>What the conditional perfect tense looks like in English.</p> <p>An unlimited amount of vocabulary on a wide variety of topics from Spanish 7th grade through Spanish V Dual Enrollment.</p>	<p><u>Comparisons:</u></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

			<p>Knows the many cultural events and celebrations practiced throughout the Spanish-speaking world through instruction in Spanish class from grade 7.</p> <p>Knows the cultures of the various Spanish-speaking countries and can make connections between our cultures.</p>	<p>celebrations practiced throughout the Spanish-speaking world and decide for themselves which they "would have been" a part and why.</p> <p>Demonstrate the conditional perfect conjugations and, most importantly, can apply this in realistic communication.</p> <p>Also, the student can detail the grammatical structure of the English language in the conditional perfect tense and make pathways between the two languages to enhance comprehension and application.</p> <p>Synthesize and analyze the cultures of the various Spanish-speaking countries and can make connections between our cultures.</p>	<p>demonstrate the conditional perfect conjugations and, most importantly, can apply this in realistic communication.</p> <p>The students will detail the grammatical structure of the English language in the conditional perfect tense and make pathways between the two languages to enhance comprehension and application.</p> <p>The students will be able to synthesize and analyze the cultures of the various Spanish-speaking countries and can make connections between our cultures.</p> <p>Students will be able to compare and differentiate between the conditional perfect conjugations in English and in Spanish to further comprehension and appropriate application.</p> <p>Students will be able to sustain realistic interactions in all forms (interpersonal, interpretive and presentational) what</p>		
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					life would have been like (in various scenarios) and their Spanish-speaking e-pal in the conditional perfect in the target language.		
	<u>Communities:</u> School and global communities and Lifelong Learning	<u>Communities:</u> Can you describe with your e-pal what you would have wanted to do in your personal and social life if you could go back in time?	<u>Communities:</u> Knows the conditional perfect conjugations and, most importantly, can apply this knowledge through self-created written and oral communication. Knows the conditional perfect tense in Spanish. Also, the student has knowledge of the grammatical structure of the English language in the conditional perfect tense.	<u>Communities:</u> Compare and differentiate between the conditional perfect conjugations in English and in Spanish to further comprehension and appropriate application. In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) in the conditional perfect tense in the target language detailing probable future events or actions Demonstrate the conditional perfect conjugations and, most importantly, can apply this in realistic communication.	<u>Communities:</u> Students will be able to produce and recognize authentic communication in all forms using the conditional perfect tense in Spanish. Students will be able to apprise the many cultural events and celebrations practiced throughout the Spanish-speaking world and decide for themselves which they "would have" participated in and why. Students will be able to demonstrate the conditional perfect conjugations and, most importantly, can apply this in realistic communication.	<u>Communities:</u> All regular and irregular verbs in Spanish (infinite) What the conditional perfect tense looks like in English. An unlimited amount of vocabulary on a wide variety of topics from Spanish 7 th grade through Spanish V Dual Enrollment.	<u>Communities:</u> 12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D

				<p>Also, the student can detail the grammatical structure of the English language in the conditional perfect tense and make pathways between the two languages to enhance comprehension and application.</p>	<p>The students will detail the grammatical structure of the English language in the conditional perfect tense and make pathways between the two languages to enhance comprehension and application.</p> <p>The students will be able to synthesize and analyze the cultures of the various Spanish-speaking countries and can make connections between our cultures.</p> <p>Students will be able to compare and differentiate between the conditional perfect conjugations in English and in Spanish to further comprehension and appropriate application.</p> <p>Students will be able to sustain realistic interactions in all forms (interpersonal, interpretive and presentational) what life would have been like (in various scenarios) and their Spanish-speaking e-pal in the conditional perfect in the target language.</p>		
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REVIEW UNIT 16

ASSESSMENT UNIT 16

UNIT 17- INCAN EMPIRE AND THE CONQUEST (EL IMPERIO INCA Y LA CONQUESTA)

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> How can we effectively communicate historical information to another person(s)? How can we express and exchange opinions in a second language?	<u>Communication:</u> Students know the history of the Incan civilization and the details to their conquest at the hands of Pissarro. Strategies to keep a conversation going beyond simple question/answer Negotiation strategies when not understood or not understanding Circumlocution strategies by using	<u>Communication:</u> Students will debate if the conquest of the Incas was justified or not in the target language sharing their opinions and justification supporting their stance. Apprise the historical account of the conquest of the Incas by Francisco Pissarro. Students can exchange opinions and thoughts in the target language about the conquest of the Incas. Students can apprise in great detail the history,	<u>Communication:</u> Students will be able to apprise the Inca civilization and conquest in its entirety with a more detailed exploration of the society. Students will be able to comprehend the cultural practices and cultural products of the Incan civilization. Students will be able to make connections between the Aztec civilization and conquest with that of the Inca civilization and conquest.	<u>Communication:</u> A comprehensive amount of vocabulary in the target language on a wide variety of topics relating to the Inca civilization and conquest.	<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>known vocabulary to define or explain the unknown</p> <p>Language used for the purposes of informing and persuading in the target language compared to one's own.</p>	<p>the religion, the traditions, beliefs, products and practices, culture and fate of the Inca Empire.</p>	<p>Students will be able to compare and differentiate between the Inca and Aztec civilizations.</p> <p>Students will demonstrate how they will utilize this knowledge in other subject areas and their life outside of school.</p> <p><u>Resources:</u></p> <p>*Visuals on Incas and Incan products, culture, etc.</p> <p>* A&E Biography DVD on the Inca Empire</p> <p>*Supplemental articles, magazines on the Incas</p>		
	<p><u>Cultures:</u></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><u>Cultures:</u></p> <p>What can the cultural practices of the Incas reveal about the civilization?</p> <p>How do the products of the Inca people reflect on their religion and society?</p>	<p><u>Cultures:</u></p> <p>Students know the cultural practices of the Inca and how this reflects on their civilization.</p> <p>Students know the cultural products of the Inca and how this reflects on their</p>	<p><u>Cultures:</u></p> <p>Apprise the Inca civilization in its entirety such as: culture, religion, customs, traditions, products and practices history and beliefs.</p> <p>Detail the misconceptions that the Spanish had about the society with historical</p>	<p><u>Cultures:</u></p> <p>Students will be able to apprise the Inca civilization and conquest in its entirety with a more detailed exploration of the society.</p> <p>Students will be able to comprehend the cultural practices and cultural products of</p>	<p><u>Cultures:</u></p> <p>A comprehensive amount of vocabulary in the target language on a wide variety of topics relating to the Inca civilization and conquest.</p>	<p><u>Cultures:</u></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

			<p>civilization.</p> <p>Literary and artistic works that demonstrate cultural perspectives that are similar or different from one's own.</p>	<p>evidence.</p>	<p>the Incan civilization.</p> <p>Students will be able to make connections between the Aztec civilization and conquest with that of the Inca civilization and conquest.</p> <p>Students will be able to compare and differentiate between the Inca and Aztec civilizations.</p> <p>Students will demonstrate how they will utilize this knowledge in other subject areas and their life outside of school.</p>		
	<p><u>Connections:</u></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><u>Connections:</u></p> <p>What connections can you apprise between what you read about Francisco Pissarro and the fall of the Inca Empire and other historical events?</p>	<p><u>Connections:</u></p> <p>The students have the skills to make connections between different topics in history.</p> <p>The history of the Incas and the conquest as well as other historical events from</p>	<p><u>Connections:</u></p> <p>The students detail the history of the Incas and the conquest as well as other historical events from other disciplines.</p> <p>The students create connections between the conquest of the Incas and other historical</p>	<p><u>Connections:</u></p> <p>Students will be able to apprise the Inca civilization and conquest in its entirety with a more detailed exploration of the society.</p> <p>Students will be able to comprehend the cultural practices and cultural products of the Incan civilization.</p>	<p><u>Connections:</u></p> <p>A comprehensive amount of vocabulary in the target language on a wide variety of topics relating to the Inca civilization and conquest.</p>	<p><u>Connections:</u></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

			<p>other disciplines.</p> <p>The history of the Incas and the conquest and the opportunity to form their own thoughts on his fate.</p>	<p>events previously learned in Spanish or in other disciplines.</p>	<p>Students will be able to make connections between the Aztec civilization and conquest with that of the Inca civilization and conquest.</p> <p>Students will be able to compare and differentiate between the Inca and Aztec civilizations.</p> <p>Students will demonstrate how they will utilize this knowledge in other subject areas and their life outside of school.</p>		
	<p><u>Comparisons:</u></p> <p>Language comparisons and Cultural comparisons</p>	<p><u>Comparisons:</u></p> <p>How does the appreciation of cultural diversity enhance cross-cultural understanding?</p> <p>How could this concept have been applied in the conquest of the Incas?</p>	<p><u>Comparisons:</u></p> <p>To view other cultures and traditions with respect, open-mindedness and curiosity</p> <p>The history of the Inca civilization and the conquest.</p> <p>The students know about the importance of being open-minded</p>	<p><u>Comparisons:</u></p> <p>Apprise the Inca civilization and conquest in great depth.</p> <p>The students detail the history of the Incas and the conquest as well as other historical events from other disciplines.</p> <p>Students apprise the significance of cultural diversity appreciation</p>	<p><u>Comparisons:</u></p> <p>Students will be able to apprise the Inca civilization and conquest in its entirety with a more detailed exploration of the society.</p> <p>Students will be able to comprehend the cultural practices and cultural products of the Incan civilization.</p> <p>Students will be able to make connections between the Aztec</p>	<p><u>Comparisons:</u></p> <p>A comprehensive amount of vocabulary in the target language on a wide variety of topics relating to the Inca civilization and conquest.</p>	<p><u>Comparisons:</u></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

			<p>when it comes to cultural diversity.</p> <p>The students have the skills to make connections between different topics in history.</p> <p>The history of the Incas and the conquest as well as other historical events from other disciplines.</p> <p>The history of the Incas and the conquest and the opportunity to form their own thoughts on his fate.</p>	<p>when truly understanding cross-cultural beliefs and practices.</p> <p>The students create connections between the conquest of the Incas and other historical events previously learned in Spanish or in other disciplines.</p>	<p>civilization and conquest with that of the Inca civilization and conquest.</p> <p>Students will be able to compare and differentiate between the Inca and Aztec civilizations.</p> <p>Students will demonstrate how they will utilize this knowledge in other subject areas and their life outside of school.</p>		
	<p><u>Communities:</u></p> <p>School and global communities and Lifelong Learning</p>	<p><u>Communities:</u></p> <p>How can communication with our native speaker e-pals on this topic enhance your understanding of this historical event?</p> <p>How can we continue to study and apply Spanish to our life outside of school?</p>	<p><u>Communities:</u></p> <p>Knowledge of the event in history and the skills to communicate it effectively in the target language.</p> <p>The critical importance of knowledge of another language and culture.</p>	<p><u>Communities:</u></p> <p>Knowledge of the event in history and the skills to communicate it effectively in the target language.</p> <p>Demonstrate in their lives the importance of knowledge of another language and culture through its use applied outside of the classroom.</p>	<p><u>Communities:</u></p> <p>Students will be able to apprise the Inca civilization and conquest in its entirety with a more detailed exploration of the society.</p> <p>Students will be able to comprehend the cultural practices and cultural products of</p>	<p><u>Communities:</u></p> <p>A comprehensive amount of vocabulary in the target language on a wide variety of topics relating to the Inca civilization and conquest.</p>	<p><u>Communities:</u></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>

					<p>the Incan civilization.</p> <p>Students will be able to make connections between the Aztec civilization and conquest with that of the Inca civilization and conquest.</p> <p>Students will be able to compare and differentiate between the Inca and Aztec civilizations.</p> <p>Students will demonstrate how they will utilize this knowledge in other subject areas and their life outside of school.</p>		
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REVIEW UNIT 17

ASSESSMENT UNIT 17

UNIT 18-CENTRAL AMERICAN AND CARIBBEAN FOOD (COMIDA DE AMÉRICA CENTRAL Y EL CARIBE)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 days	<p><u>Communication:</u></p> <p>Interpretive, Interpersonal and Presentational</p>	<p><u>Communication:</u></p> <p>Can you order from an authentic Central American/Caribbean restaurant with native speakers in the target language communicating specifically what you would like?</p>	<p><u>Communication:</u></p> <p>Know the many different foods in Central American and Caribbean cuisines.</p> <p>Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.</p>	<p><u>Communication:</u></p> <p>Demonstrate knowledge of the many different foods in Central American and Caribbean cuisines.</p> <p>Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary and negotiating meaning when necessary.</p>	<p><u>Communication:</u></p> <p>Students will be able to go on a field trip to an authentic Central or South American/Caribbean/ Spanish restaurant (Mallorca in the South Side)/Chicken Latino-Peruvian restaurant in the Strip District) and order completely in the target language communicating all needs.</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 compare and differentiate between the foods eaten in one</p>	<p><u>Communication:</u></p> <p>Vocabulary of ordering from a restaurant and all necessary elements needed when eating, etc.</p> <p>Also Central American and Caribbean food names and what they are.</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>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><u>Resources:</u></p> <p>*Visuals of the many different foods in the Central American and Caribbean cuisines</p>		
	<p><u>Cultures:</u></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><u>Cultures:</u></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 Central American/ Caribbean countries and the United States?</p> <p>Can you order from an authentic Central American/Caribbean restaurant with native speakers in the target language communicating</p>	<p><u>Cultures:</u></p> <p>Know the many different foods in Central American and Caribbean cuisines.</p> <p>Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.</p>	<p><u>Cultures:</u></p> <p>Demonstrate knowledge of the many different foods in Central American and Caribbean cuisines.</p> <p>Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.</p>	<p><u>Cultures:</u></p> <p>Students will be able to go on a field trip to an authentic Central or South American/Caribbean/ Spanish restaurant (Mallorca in the South Side)/Chicken Latino- Peruvian restaurant in the Strip District) and order completely in the target language communicating all needs.</p> <p>Students will be able to connect the foods eaten in one more with the foods eaten in another as well as any</p>	<p><u>Cultures:</u></p> <p>Vocabulary of ordering from a restaurant and all necessary elements needed when eating, etc.</p> <p>Also Central American and Caribbean food names and what they are.</p>	<p><u>Cultures:</u></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

		specifically what you would like?			<p>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><u>Connections:</u></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><u>Connections:</u></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 Central American/ Caribbean countries and the United States?</p>	<p><u>Connections:</u></p> <p>Know the many different foods in Central American and Caribbean cuisines.</p> <p>Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.</p>	<p><u>Connections:</u></p> <p>Demonstrate knowledge of the many different foods in Central American and Caribbean cuisines.</p> <p>Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.</p>	<p><u>Connections:</u></p> <p>Students will be able to go on a field trip to an authentic Central or South American/Caribbean/ Spanish restaurant (Mallorca in the South Side)/Chicken Latino-Peruvian restaurant in the Strip District) and order completely in the target language communicating all needs.</p> <p>Students will be able to connect the foods eaten in one more with</p>	<p><u>Connections:</u></p> <p>Vocabulary of ordering from a restaurant and all necessary elements needed when eating, etc.</p> <p>Also Central American and Caribbean food names and what they are.</p>	<p><u>Connections:</u></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

					<p>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><u>Comparisons:</u></p> <p>Language comparisons and Cultural comparisons</p>	<p><u>Comparisons:</u></p> <p>Can we compare and differentiate between certain foods eaten in one culture not eaten at all in another?</p> <p>Can we compare and differentiate between the etiquette and traditions in relation to food and eating food between Central American/Caribbean countries and the United States?</p>	<p><u>Comparisons:</u></p> <p>Know the many different foods in Central American and Caribbean cuisines.</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</p>	<p><u>Comparisons:</u></p> <p>Demonstrate knowledge of the many different foods in Central American and Caribbean cuisines.</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</p>	<p><u>Comparisons:</u></p> <p>Students will be able to go on a field trip to an authentic Central or South American/Caribbean/ Spanish restaurant (Mallorca in the South Side)/Chicken Latino-Peruvian restaurant in the Strip District) and order completely in the target language communicating all needs.</p> <p>Students will be able to</p>	<p><u>Comparisons:</u></p> <p>Vocabulary of ordering from a restaurant and all necessary elements needed when eating, etc.</p> <p>Also Central American and Caribbean food names and what they are.</p>	<p><u>Comparisons:</u></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

			appropriately to accomplish the task at hand.	to accomplish the task at hand.	<p>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 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>		
	<u>Communities:</u> School and global communities and Lifelong Learning	<u>Communities:</u> Can you order from an authentic Central American/Caribbean restaurant with native speakers in the target language communicating specifically what you would like?	<u>Communities:</u> Know the many different foods in Central American and Caribbean cuisines. Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.	<u>Communities:</u> Demonstrate knowledge of the many different foods in Central American and Caribbean cuisines. Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.	<u>Communities:</u> Students will be able to go on a field trip to an authentic Central or South American/Caribbean/ Spanish restaurant (Mallorca in the South Side)/Chicken Latino-Peruvian restaurant in the Strip District) and order completely in the target language communicating all needs.	<u>Communities:</u> Vocabulary of ordering from a restaurant and all necessary elements needed when eating, etc. Also Central American and Caribbean food names and what they are.	<u>Communities:</u> 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 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 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>		
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REVIEW UNIT 18

ASSESSMENT UNIT 18

UNIT 19- COOKING CENTRAL AMERICAN AND CARIBBEAN FOOD
(COCINANDO COMIDA DE AMÉRICA CENTRAL Y EL CARIBE)

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 successfully cook authentic Central American/Caribbean food? Can you describe the process (recipe) you took in order to create your traditional Central American/Caribbean dish? Can you effectively teach someone how to cook an authentic Central American/Caribbean meal in the target language?	<u>Communication:</u> Know the many different foods in Central American/Caribbean cuisines and the skills to cook them. Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary. Students have the language and content knowledge skills to teach someone how to cook different traditional Central American/Caribbean dishes.	<u>Communication:</u> Demonstrate knowledge and cooking ability of the many different foods in Central American and Caribbean cuisines. Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary and negotiating meaning when necessary. Students teach their classmates and teacher how to cook an authentic Central American/Caribbean dish in the target language.	<u>Communication:</u> Students will be able to cook authentic Central American/Caribbean dishes. Students will be able to apprise all of the traditional Central American/Caribbean foods. Students will be able to describe why these specific foods (cultural products) are eaten in these regions of the world. Students will be able to describe unique perspectives on food and meal times in these Spanish-speaking countries. Students will be able to compare and contrast the Central American/Caribbean foods and the foods we eat in the United States.	<u>Communication:</u> Vocabulary of all Central American/Caribbean food names and what they are made of. Vocabulary related to normal cooking needs (tablespoons, teaspoons, cup, oil, pan, boil, 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 apprise how they will incorporate this cooking knowledge in their personal lives outside of school.</p> <p><u>Resources:</u></p> <p>*Visuals of the many different foods in the Central American and Caribbean cuisines</p> <p>*A fully functioning kitchen with all necessary cooking supplies.</p> <p>*All necessary foods in which to teach the traditional Central American/Caribbean dishes.</p>		
	<p><u>Cultures:</u></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><u>Cultures:</u></p> <p>Can you apprise all of the traditional Central American/Caribbean foods?</p> <p>Can you describe why these specific foods (cultural products) are eaten in these regions of the world?</p>	<p><u>Cultures:</u></p> <p>Know the many different foods in Central American/Caribbean cuisines.</p> <p>Students know why specific foods are eaten in different parts of the world.</p>	<p><u>Cultures:</u></p> <p>Demonstrate knowledge of the many different foods in Central American and Caribbean cuisines.</p> <p>Students apprise why specific foods are eaten in different countries in the world.</p>	<p><u>Cultures:</u></p> <p>Students will be able to cook authentic Central American/Caribbean dishes.</p> <p>Students will be able to apprise all of the traditional Central American/Caribbean foods.</p>	<p><u>Cultures:</u></p> <p>Vocabulary of all Central American/Caribbean food names and what they are made of.</p> <p>Vocabulary related to normal cooking needs (tablespoons,</p>	<p><u>Cultures:</u></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

			<p>Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.</p> <p>Students have the language and content knowledge skills to teach someone how to cook different traditional Central American/Caribbean dishes.</p>	<p>Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary and negotiating meaning when necessary.</p> <p>Students teach their classmates and teacher how to cook an authentic Central American/Caribbean dish in the target language.</p>	<p>Students will be able to describe why these specific foods (cultural products) are eaten in these regions of the world.</p> <p>Students will be able to describe unique perspectives on food and meal times in these Spanish-speaking countries.</p> <p>Students will be able to compare and contrast the Central American/Caribbean foods and the foods we eat in the United States.</p> <p>Students will apprise how they will incorporate this cooking knowledge in their personal lives outside of school.</p>	<p>teaspoons, cup, oil, pan, boil, etc.)</p>	
	<p><u>Connections:</u></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><u>Connections:</u></p> <p>Can you describe the unique perspectives on food and meal times in these Spanish-speaking countries?</p>	<p><u>Connections:</u></p> <p>Students know the diverse perspectives in relation to food and meal times in Central America and the Caribbean.</p>	<p><u>Connections:</u></p> <p>Students express the diverse perspectives in relation to food and meal times in Central America and the Caribbean to their classmates and</p>	<p><u>Connections:</u></p> <p>Students will be able to cook authentic Central American/Caribbean dishes.</p>	<p><u>Connections:</u></p> <p>Vocabulary of all Central American/Caribbean food names and what they are made</p>	<p><u>Connections:</u></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

			<p>Know the many different foods in Central American/Caribbean cuisines.</p> <p>Students know why specific foods are eaten in different parts of the world.</p> <p>Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.</p> <p>Students have the language and content knowledge skills to teach someone how to cook different traditional Central American/Caribbean dishes.</p>	<p>teacher through a variety of in-class, student-centered activities.</p> <p>Demonstrate knowledge of the many different foods in Central American and Caribbean cuisines.</p> <p>Students apprise why specific foods are eaten in different countries in the world.</p> <p>Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary and negotiating meaning when necessary.</p> <p>Students teach their classmates and teacher how to cook an authentic Central American/Caribbean dish in the target language.</p>	<p>Students will be able to apprise all of the traditional Central American/Caribbean foods.</p> <p>Students will be able to describe why these specific foods (cultural products) are eaten in these regions of the world.</p> <p>Students will be able to describe unique perspectives on food and meal times in these Spanish-speaking countries.</p> <p>Students will be able to compare and contrast the Central American/Caribbean foods and the foods we eat in the United States.</p> <p>Students will apprise how they will incorporate this cooking knowledge in their personal lives outside of school.</p>	<p>of.</p> <p>Vocabulary related to normal cooking needs (tablespoons, teaspoons, cup, oil, pan, boil, etc.)</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	Compare and contrast the Central American/Caribbean foods and the foods we eat in the United States?	<p>Students know how to compare and contrast the Central American/Caribbean foods and the foods we eat in the United States.</p> <p>Students know the diverse perspectives in relation to food and meal times in Central America and the Caribbean.</p> <p>Know the many different foods in Central American/Caribbean cuisines.</p> <p>Students know why specific foods are eaten in different parts of the world.</p> <p>Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.</p>	<p>Students compare and contrast the Central American/Caribbean foods and the foods we eat in the United States.</p> <p>Students express the diverse perspectives in relation to food and meal times in Central America and the Caribbean to their classmates and teacher through a variety of in-class, student-centered activities.</p> <p>Demonstrate knowledge of the many different foods in Central American and Caribbean cuisines.</p> <p>Students apprise why specific foods are eaten in different countries in the world.</p>	<p>Students will be able to cook authentic Central American/Caribbean dishes.</p> <p>Students will be able to apprise all of the traditional Central American/Caribbean foods.</p> <p>Students will be able to describe why these specific foods (cultural products) are eaten in these regions of the world.</p> <p>Students will be able to describe unique perspectives on food and meal times in these Spanish-speaking countries.</p> <p>Students will be able to compare and contrast the Central American/Caribbean foods and the foods we eat in the United States.</p>	<p>Vocabulary of all Central American/Caribbean food names and what they are made of.</p> <p>Vocabulary related to normal cooking needs (tablespoons, teaspoons, cup, oil, pan, boil, etc.)</p>	<p>12.4.1.S4.A</p> <p>12.4.1.S4.B</p> <p>12.4.1.S4.C</p>
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			<p>Students have the language and content knowledge skills to teach someone how to cook different traditional Central American/Caribbean dishes.</p>	<p>Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary and negotiating meaning when necessary.</p> <p>Students teach their classmates and teacher how to cook an authentic Central American/Caribbean dish in the target language.</p>	<p>Students will apprise how they will incorporate this cooking knowledge in their personal lives outside of school.</p>		
	<p><u>Communities:</u></p> <p>School and global communities and Lifelong Learning</p>	<p><u>Communities:</u></p> <p>Can you cook authentic Central American/Caribbean dishes?</p> <p>How will you incorporate this cooking knowledge in their personal lives outside of school?</p> <p>Can you teach someone how to cook authentic Central American/Caribbean dishes?</p>	<p><u>Communities:</u></p> <p>The students know the many different foods in Central American/Caribbean cuisines and the skills to cook them.</p> <p>Students know how to include these skills in their personal lives.</p> <p>Students have the language and content knowledge skills to teach someone how to cook different traditional Central American/Caribbean dishes.</p>	<p><u>Communities:</u></p> <p>Demonstrate knowledge and cooking ability of the many different foods in Central American and Caribbean cuisines.</p> <p>Students apprise how they are/will incorporate these skills in their lives outside of school.</p> <p>Students teach their classmates and teacher how to cook an authentic Central American/Caribbean dish in the target language.</p>	<p><u>Communities:</u></p> <p>Students will be able to cook authentic Central American/Caribbean dishes.</p> <p>Students will be able to apprise all of the traditional Central American/Caribbean foods.</p> <p>Students will be able to describe why these specific foods (cultural products) are eaten in these regions of the world.</p> <p>Students will be able to describe unique perspectives on food and meal times in these</p>	<p><u>Communities:</u></p> <p>Vocabulary of all Central American/Caribbean food names and what they are made of.</p> <p>Vocabulary related to normal cooking needs (tablespoons, teaspoons, cup, oil, pan, boil, etc.)</p>	<p><u>Communities:</u></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>

			<p>Students know how to compare and contrast the Central American/Caribbean foods and the foods we eat in the United States.</p> <p>Students know the diverse perspectives in relation to food and meal times in Central America and the Caribbean.</p> <p>Know the many different foods in Central American/Caribbean cuisines.</p> <p>Students know why specific foods are eaten in different parts of the world.</p> <p>Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.</p>	<p>Students compare and contrast the Central American/Caribbean foods and the foods we eat in the United States.</p> <p>Students express the diverse perspectives in relation to food and meal times in Central America and the Caribbean to their classmates and teacher through a variety of in-class, student-centered activities.</p> <p>Demonstrate knowledge of the many different foods in Central American and Caribbean cuisines.</p> <p>Students apprise why specific foods are eaten in different countries in the world.</p> <p>Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary and negotiating meaning when necessary.</p>	<p>Spanish-speaking countries.</p> <p>Students will be able to compare and contrast the Central American/Caribbean foods and the foods we eat in the United States.</p> <p>Students will apprise how they will incorporate this cooking knowledge in their personal lives outside of school.</p>		
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REVIEW UNIT 19

ASSESSMENT UNIT 19

UNIT 20- LATIN AMERICA TODAY (LATINO AMÉRICA HOY)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
13 days	<u>Communication:</u> Interpretive, Interpersonal and Presentational	<u>Communication:</u> Can you describe many current political, economic and social happenings in the Spanish-speaking world?	<u>Communication:</u> Students are well educated in the many current political, economic and social happenings in the Spanish-speaking world. Students know how to communicate in all major timeframes and tenses on a wide variety of topics.	<u>Communication:</u> Students apprise the many current political, economic and social happenings in the Spanish-speaking world. Students communicate in all major timeframes and tenses on a wide variety of topics.	<u>Communication:</u> Students will be able to describe in great detail the current political, economic, social, etc. occurrences in the Spanish-speaking countries. Students will be able to apprise current various cultural practices and cultural products in the Spanish-speaking countries. Students will be able to describe the current diverse perspectives In Latin America. Students will be able to	<u>Communication:</u> A comprehensive list of over thousands of vocabulary words on a wide variety of topics such as: geographic, political, religious, social, economical, cultural, etc. for all of the Spanish-speaking countries.	<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>describe the cultural comparisons between the United States and the Spanish-speaking world.</p> <p>Students will be able to demonstrate the incorporation of this knowledge in their other classes and life outside of school.</p> <p><u>Resources:</u></p> <p>* List of all of the over 20 Spanish-speaking countries in the world.</p> <p>*The internet</p> <p>*Articles, magazines, books, videos, etc.</p>		
	<p><u>Cultures:</u></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><u>Cultures:</u></p> <p>Can you apprise current various cultural practices and cultural products in the Spanish-speaking countries?</p> <p>What aspects of the cultures of the Spanish-speaking world stand out to you?</p>	<p><u>Cultures:</u></p> <p>Students know the many cultural practices and products that exist in the Spanish-speaking world.</p> <p>Students know the many cultural practices and products that exist in the Spanish-speaking</p>	<p><u>Cultures:</u></p> <p>Students describe the many cultural practices and products that exist in the Spanish-speaking world with their classmates and teacher.</p> <p>Students share their thoughts on the different cultural practices, products and</p>	<p><u>Cultures:</u></p> <p>Students will be able to describe in great detail the current political, economic, social, etc. occurrences in the Spanish-speaking countries.</p> <p>Students will be able to apprise current various cultural practices and cultural products in the</p>	<p><u>Cultures:</u></p> <p>A comprehensive list of over thousands of vocabulary words on a wide variety of topics such as: geographic, political, religious, social, economic, cultural, etc. for</p>	<p><u>Cultures:</u></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

			<p>world.</p> <p>Students are well educated in the many current political, economic and social happenings in the Spanish-speaking world.</p> <p>Students know how to communicate in all major timeframes and tenses on a wide variety of topics.</p>	<p>perspectives that resonate with them.</p> <p>Students apprise the many current political, economic and social happenings in the Spanish-speaking world.</p> <p>Students communicate in all major timeframes and tenses on a wide variety of topics.</p>	<p>Spanish-speaking countries.</p> <p>Students will be able to describe the current diverse perspectives In Latin America.</p> <p>Students will be able to describe the cultural comparisons between the United States and the Spanish-speaking world.</p> <p>Students will be able to demonstrate the incorporation of this knowledge in their other classes and life outside of school.</p>	<p>all of the Spanish-speaking countries.</p>	
	<p><u>Connections:</u></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><u>Connections:</u></p> <p>Can you describe the current diverse perspectives in Latin America?</p>	<p><u>Connections:</u></p> <p>Students are well versed in the current diverse perspectives found in the Spanish-speaking world.</p> <p>Students know the many cultural practices and products that exist in the Spanish-speaking world.</p>	<p><u>Connections:</u></p> <p>Students discuss the current diverse perspectives found in the Spanish-speaking world through student-centered activities with classmates and the teacher.</p> <p>Students describe the many cultural practices and products that exist in the Spanish-speaking world with their</p>	<p><u>Connections:</u></p> <p>Students will be able to describe in great detail the current political, economic, social, etc. occurrences in the Spanish-speaking countries.</p> <p>Students will be able to apprise current various cultural practices and cultural products in the Spanish-speaking</p>	<p><u>Connections:</u></p> <p>A comprehensive list of over thousands of vocabulary words on a wide variety of topics such as: geographic, political, religious, social, economic, cultural, etc. for all of the Spanish-</p>	<p><u>Connections:</u></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 know the many cultural practices and products that exist in the Spanish-speaking world.</p> <p>Students are well educated in the many current political, economic and social happenings in the Spanish-speaking world.</p> <p>Students know how to communicate in all major timeframes and tenses on a wide variety of topics.</p>	<p>classmates and teacher.</p> <p>Students share their thoughts on the different cultural practices, products and perspectives that resonate with them.</p> <p>Students apprise the many current political, economic and social happenings in the Spanish-speaking world.</p> <p>Students communicate in all major timeframes and tenses on a wide variety of topics.</p>	<p>countries.</p> <p>Students will be able to describe the current diverse perspectives in Latin America.</p> <p>Students will be able to describe the cultural comparisons between the United States and the Spanish-speaking world.</p> <p>Students will be able to demonstrate the incorporation of this knowledge in their other classes and life outside of school.</p>	<p>speaking countries.</p>	
	<p><u>Comparisons:</u></p> <p>Language comparisons and Cultural comparisons</p>	<p><u>Comparisons:</u></p> <p>Can you describe the cultural comparisons between the United States and the Spanish-speaking world?</p>	<p><u>Comparisons:</u></p> <p>Students have the skills to synthesize, analyze, compare and contrast a wide variety of topics relating to countries and cultures around the world.</p> <p>Students are well versed in the current diverse perspectives found in the Spanish-speaking world.</p>	<p><u>Comparisons:</u></p> <p>Students synthesize, analyze and compare cultural aspects between the Spanish-speaking countries and the United States.</p> <p>Students discuss the current diverse perspectives found in the Spanish-speaking world through student-</p>	<p><u>Comparisons:</u></p> <p>Students will be able to describe in great detail the current political, economic, social, etc. occurrences in the Spanish-speaking countries.</p> <p>Students will be able to apprise current various cultural practices and cultural products in the Spanish-speaking</p>	<p><u>Comparisons:</u></p> <p>A comprehensive list of over thousands of vocabulary words on a wide variety of topics such as: geographic, political, religious, social, economic, cultural, etc. for</p>	<p><u>Comparisons:</u></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

			<p>Students know the many cultural practices and products that exist in the Spanish-speaking world.</p> <p>Students know the many cultural practices and products that exist in the Spanish-speaking world.</p> <p>Students are well educated in the many current political, economic and social happenings in the Spanish-speaking world.</p> <p>Students know how to communicate in all major timeframes and tenses on a wide variety of topics.</p>	<p>centered activities with classmates and the teacher.</p> <p>Students describe the many cultural practices and products that exist in the Spanish-speaking world with their classmates and teacher.</p> <p>Students share their thoughts on the different cultural practices, products and perspectives that resonate with them.</p> <p>Students apprise the many current political, economic and social happenings in the Spanish-speaking world.</p> <p>Students communicate in all major timeframes and tenses on a wide variety of topics.</p>	<p>countries.</p> <p>Students will be able to describe the current diverse perspectives In Latin America.</p> <p>Students will be able to describe the cultural comparisons between the United States and the Spanish-speaking world.</p> <p>Students will be able to demonstrate the incorporation of this knowledge in their other classes and life outside of school.</p>	all of the Spanish-speaking countries.	
	<u>Communities:</u> School and global communities and	<u>Communities:</u> How will you incorporate this knowledge in your other	<u>Communities:</u> Students know how this information relates to their other subjects	<u>Communities:</u> Students describe how this information relates and will be utilized in	<u>Communities:</u> Students will be able to describe in great detail the current political,	<u>Communities:</u> A comprehensive list of over	<u>Communities:</u> 12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C

	Lifelong Learning	classes and life outside of school.	<p>and how it can be implemented in their life outside of school.</p> <p>Students have the skills to synthesize, analyze, compare and contrast a wide variety of topics relating to countries and cultures around the world.</p> <p>Students are well versed in the current diverse perspectives found in the Spanish-speaking world.</p> <p>Students know the many cultural practices and products that exist in the Spanish-speaking world.</p> <p>Students know the many cultural practices and products that exist in the Spanish-speaking world.</p> <p>Students are well</p>	<p>their other subjects and how it can be implemented in their life outside of school.</p> <p>Students synthesize, analyze and compare cultural aspects between the Spanish-speaking countries and the United States.</p> <p>Students discuss the current diverse perspectives found in the Spanish-speaking world through student-centered activities with classmates and the teacher.</p> <p>Students describe the many cultural practices and products that exist in the Spanish-speaking world with their classmates and teacher.</p> <p>Students share their thoughts on the different cultural practices, products and perspectives that resonate with them.</p> <p>Students apprise the</p>	<p>economic, social, etc. occurrences in the Spanish-speaking countries.</p> <p>Students will be able to apprise current various cultural practices and cultural products in the Spanish-speaking countries.</p> <p>Students will be able to describe the current diverse perspectives In Latin America.</p> <p>Students will be able to describe the cultural comparisons between the United States and the Spanish-speaking world.</p> <p>Students will be able to demonstrate the incorporation of this knowledge in their other classes and life outside of school.</p>	<p>thousands of vocabulary words on a wide variety of topics such as:</p> <p>geographic, political, religious, social, economic, cultural, etc. for all of the Spanish-speaking countries.</p>	12.5.1.S4.D
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			<p>educated in the many current political, economic and social happenings in the Spanish-speaking world.</p> <p>Students know how to communicate in all major timeframes and tenses on a wide variety of topics.</p>	<p>many current political, economic and social happenings in the Spanish-speaking world.</p> <p>Students communicate in all major timeframes and tenses on a wide variety of topics.</p>			
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REVIEW UNIT 20

ASSESSMENT UNIT 20

UNIT 21- TEACHING SPANISH IN THE ELEMENTARY (ENSEÑANDO ESPAÑOL A LA PRIMARIA)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 days	<p><u>Communication:</u></p> <p>Interpretive, Interpersonal and Presentational</p>	<p><u>Communication:</u></p> <p>Can you effectively teach a foreign language to an elementary student?</p> <p>Can you apprise the proper, professional</p>	<p><u>Communication:</u></p> <p>Students have the skills and techniques to teach a foreign language to anyone.</p> <p>Students know the professional foreign</p>	<p><u>Communication:</u></p> <p>Students demonstrate the skills and techniques to teach a foreign language to anyone.</p> <p>Students apprise the professional foreign</p>	<p><u>Communication:</u></p> <p>Students will be able to acquire the necessary skills to teach a foreign language to an elementary student.</p> <p>Students will be able to</p>	<p><u>Communication:</u></p> <p>All necessary vocabulary related to teaching foreign languages as well as content-specific</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>vocabulary related to foreign language education?</p> <p>Describe the parts of a lesson.</p> <p>Explain the ACTFL National foreign language standards and how they drive lesson design.</p> <p>Can you describe the techniques and skills implemented to teach foreign language?</p>	<p>language instruction vocabulary necessary for proper discussion on FL education.</p> <p>Students know the parts of a lesson.</p> <p>Students know the 5 "C's" of the ACTFL National foreign language education standards.</p> <p>Students have the techniques and strategies to effectively teach foreign languages.</p>	<p>language instruction vocabulary necessary for proper discussion on FL education.</p> <p>Students demonstrate comprehension of the parts of a lesson through student centered activities in the classroom during preparation and during the actual lesson to the elementary students.</p> <p>Students apprise the 5 "C's" of the ACTFL National foreign language education standards during the creation of their lesson.</p> <p>Students demonstrate the ability to successfully teach a Spanish lesson to elementary school students using the techniques and strategies learned.</p>	<p>acquire the proper, professional vocabulary related to foreign language education.</p> <p>Students will be able to apprise the parts of a lesson.</p> <p>Students will be able to explain the ACTFL National foreign language standards and how they drive lesson design.</p> <p>Students will be able to acquire the techniques and skills implemented to teach foreign language.</p> <p>Students will be able to incorporate teaching culture in their lesson.</p> <p>Students will be able to acquire new information related to teaching foreign languages.</p> <p>Students will be able to make language comparisons in relations to teaching different levels of learners.</p> <p>Students will be able to acquire the necessary skills and techniques to teach ANYONE a</p>	<p>vocabulary related to the lesson the students will teach (circumlocution, anticipatory set, modeling, closing, target language. L1, L2, differentiation, student-centered, etc.)</p>	
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					<p>foreign language.</p> <p><u>Resources:</u></p> <p>* Lesson plan template</p> <p>*ACTFL National Foreign Language Standards</p> <p>*Visuals and manipulatives for student lessons, etc.</p>		
	<p><u>Cultures:</u></p> <p>Relating cultural practices to perspectives and relating cultural products to perspectives</p>	<p><u>Cultures:</u></p> <p>Can effectively incorporate teaching culture of the Spanish-speaking world in your lesson to the children.</p>	<p><u>Cultures:</u></p> <p>Students know the many different cultural practices and products throughout the Spanish-speaking countries.</p> <p>Students know how to incorporate "culture" into their lessons regardless of the topic.</p> <p>Students have the skills and techniques to teach a foreign language to anyone.</p> <p>Students know the professional foreign language instruction vocabulary necessary for proper discussion on FL education.</p> <p>Students know the</p>	<p><u>Cultures:</u></p> <p>Students demonstrate comprehension of the many different cultural practices and products throughout the Spanish-speaking countries during their lesson preparation and execution.</p> <p>Students incorporate "culture" into their lessons regardless of the topic.</p> <p>Students demonstrate the skills and techniques to teach a foreign language to anyone.</p> <p>Students apprise the professional foreign language instruction vocabulary necessary for proper discussion on FL</p>	<p><u>Cultures:</u></p> <p>Students will be able to acquire the necessary skills to teach a foreign language to an elementary student.</p> <p>Students will be able to acquire the proper, professional vocabulary related to foreign language education.</p> <p>Students will be able to apprise the parts of a lesson.</p> <p>Students will be able to explain the ACTFL National foreign language standards and how they drive lesson design.</p> <p>Students will be able to acquire the techniques</p>	<p><u>Cultures:</u></p> <p>All necessary vocabulary related to teaching foreign languages as well as content-specific vocabulary related to the lesson the students will teach (circumlocution, anticipatory set, modeling, closing, target language. L1, L2, differentiation, student-centered, etc.)</p>	<p><u>Cultures:</u></p> <p>12.2.1.S4.A 12.2.1.S4.B 12.2.1.S4.C</p>

			<p>parts of a lesson.</p> <p>Students know the 5 "C's" of the ACTFL National foreign language education standards.</p> <p>Students have the techniques and strategies to effectively teach foreign languages.</p>	<p>education.</p> <p>Students demonstrate comprehension of the parts of a lesson through student centered activities in the classroom during preparation and during the actual lesson to the elementary students.</p> <p>Students apprise the 5 "C's" of the ACTFL National foreign language education standards during the creation of their lesson.</p> <p>Students demonstrate the ability to successfully teach a Spanish lesson to elementary school students using the techniques and strategies learned.</p>	<p>and skills implemented to teach foreign language.</p> <p>Students will be able to incorporate teaching culture in their lesson.</p> <p>Students will be able to acquire new information related to teaching foreign languages.</p> <p>Students will be able to make language comparisons in relations to teaching different levels of learners.</p> <p>Students will be able to acquire the necessary skills and techniques to teach ANYONE a foreign language.</p>		
	<p><u>Connections:</u></p> <p>Making connections and acquiring information and diverse perspectives</p>	<p><u>Connections:</u></p> <p>Can you acquire new information related to teaching foreign languages and make connections between what you have learned with how you have been instructed over the years in the foreign language?</p>	<p><u>Connections:</u></p> <p>Students have the skills related to teaching foreign languages.</p> <p>Students know how they have been taught over the years and can make connections between HOW they have been taught and the specific strategies and methodologies they</p>	<p><u>Connections:</u></p> <p>Students demonstrate the skills related to teaching foreign languages during the preparation for the lesson and during the actual lesson with the children.</p> <p>Students apprise how they have been taught over the years and make</p>	<p><u>Connections:</u></p> <p>Students will be able to acquire the necessary skills to teach a foreign language to an elementary student.</p> <p>Students will be able to acquire the proper, professional vocabulary related to foreign language education.</p>	<p><u>Connections:</u></p> <p>All necessary vocabulary related to teaching foreign languages as well as content-specific vocabulary related to the lesson the students will teach</p>	<p><u>Connections:</u></p> <p>12.3.1.S4.A 12.3.1.S4.B 12.3.1.S4.C 12.3.1.S4.D</p>

			<p>learned related to TEACHING foreign languages.</p> <p>Students know the many different cultural practices and products throughout the Spanish-speaking countries.</p> <p>Students know how to incorporate "culture" into their lessons regardless of the topic.</p> <p>Students have the skills and techniques to teach a foreign language to anyone.</p> <p>Students know the professional foreign language instruction vocabulary necessary for proper discussion on FL education.</p> <p>Students know the parts of a lesson.</p> <p>Students know the 5 "C's" of the ACTFL National foreign language education standards.</p> <p>Students have the techniques and strategies to</p>	<p>connections between HOW they have been taught and the specific strategies and methodologies they learned related to TEACHING foreign languages.</p> <p>Students demonstrate comprehension of the many different cultural practices and products throughout the Spanish-speaking countries during their lesson preparation and execution.</p> <p>Students incorporate "culture" into their lessons regardless of the topic.</p> <p>Students demonstrate the skills and techniques to teach a foreign language to anyone.</p> <p>Students apprise the professional foreign language instruction vocabulary necessary for proper discussion on FL education.</p> <p>Students demonstrate comprehension of the parts of a lesson through student centered</p>	<p>Students will be able to apprise the parts of a lesson.</p> <p>Students will be able to explain the ACTFL National foreign language standards and how they drive lesson design.</p> <p>Students will be able to acquire the techniques and skills implemented to teach foreign language.</p> <p>Students will be able to incorporate teaching culture in their lesson.</p> <p>Students will be able to acquire new information related to teaching foreign languages.</p> <p>Students will be able to make language comparisons in relations to teaching different levels of learners.</p> <p>Students will be able to acquire the necessary skills and techniques to teach ANYONE a foreign language.</p>	<p>(circumlocution, anticipatory set, modeling, closing, target language. L1, L2, differentiation, student-centered, etc.)</p>	
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			effectively teach foreign languages.	<p>activities in the classroom during preparation and during the actual lesson to the elementary students.</p> <p>Students apprise the 5 "C's" of the ACTFL National foreign language education standards during the creation of their lesson.</p> <p>Students demonstrate the ability to successfully teach a Spanish lesson to elementary school students using the techniques and strategies learned.</p>			
	<p><u>Comparisons:</u></p> <p>Language comparisons and Cultural comparisons</p>	<p><u>Comparisons:</u></p> <p>Can you make language comparisons in relations to teaching different levels of learners.</p>	<p><u>Comparisons:</u></p> <p>Students have the skills to make language comparisons in relation to how one should speak (and using which vocabulary) to elementary students and to high school students IN THE TARGET LANGUAGE (differentiated instruction).</p>	<p><u>Comparisons:</u></p> <p>Students demonstrate the skills to make language comparisons in relation to how one should speak (and using which vocabulary) to elementary students and to high school students IN THE TARGET LANGUAGE (differentiated instruction) through lesson preparation, class discussions and the actual implementation of the lesson to the children.</p>	<p><u>Comparisons:</u></p> <p>Students will be able to acquire the necessary skills to teach a foreign language to an elementary student.</p> <p>Students will be able to acquire the proper, professional vocabulary related to foreign language education.</p> <p>Students will be able to apprise the parts of a lesson.</p> <p>Students will be able to explain the ACTFL</p>	<p><u>Comparisons:</u></p> <p>All necessary vocabulary related to teaching foreign languages as well as content-specific vocabulary related to the lesson the students will teach (circumlocution, anticipatory set, modeling, closing, target language. L1, L2, differentiation,</p>	<p><u>Comparisons:</u></p> <p>12.4.1.S4.A 12.4.1.S4.B 12.4.1.S4.C</p>

			<p>Students have the skills related to teaching foreign languages.</p> <p>Students know how they have been taught over the years and can make connections between HOW they have been taught and the specific strategies and methodologies they learned related to TEACHING foreign languages.</p> <p>Students know the many different cultural practices and products throughout the Spanish-speaking countries.</p> <p>Students know how to incorporate "culture" into their lessons regardless of the topic.</p> <p>Students have the skills and techniques to teach a foreign language to anyone.</p> <p>Students know the professional foreign language instruction vocabulary necessary for proper discussion on FL education.</p>	<p>Students demonstrate the skills related to teaching foreign languages during the preparation for the lesson and during the actual lesson with the children.</p> <p>Students apprise how they have been taught over the years and make connections between HOW they have been taught and the specific strategies and methodologies they learned related to TEACHING foreign languages.</p> <p>Students demonstrate comprehension of the many different cultural practices and products throughout the Spanish-speaking countries during their lesson preparation and execution.</p> <p>Students incorporate "culture" into their lessons regardless of the topic.</p> <p>Students demonstrate the skills and techniques to teach a foreign language to anyone.</p>	<p>National foreign language standards and how they drive lesson design.</p> <p>Students will be able to acquire the techniques and skills implemented to teach foreign language.</p> <p>Students will be able to incorporate teaching culture in their lesson.</p> <p>Students will be able to acquire new information related to teaching foreign languages.</p> <p>Students will be able to make language comparisons in relations to teaching different levels of learners.</p> <p>Students will be able to acquire the necessary skills and techniques to teach ANYONE a foreign language.</p>	<p>student-centered, etc.)</p>	
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			<p>Students know the parts of a lesson.</p> <p>Students know the 5 "C's" of the ACTFL National foreign language education standards.</p> <p>Students have the techniques and strategies to effectively teach foreign languages.</p>	<p>Students apprise the professional foreign language instruction vocabulary necessary for proper discussion on FL education.</p> <p>Students demonstrate comprehension of the parts of a lesson through student centered activities in the classroom during preparation and during the actual lesson to the elementary students.</p> <p>Students apprise the 5 "C's" of the ACTFL National foreign language education standards during the creation of their lesson.</p> <p>Students demonstrate the ability to successfully teach a Spanish lesson to elementary school students using the techniques and strategies learned.</p>			
	<p><u>Communities:</u></p> <p>School and global communities and Lifelong Learning</p>	<p><u>Communities:</u></p> <p>Students will be able to acquire the necessary skills and techniques to teach ANYONE a foreign language.</p>	<p><u>Communities:</u></p> <p>Students have the skills and techniques to teach a foreign language to anyone.</p> <p>Students know the</p>	<p><u>Communities:</u></p> <p>Students demonstrate the skills and techniques to teach a foreign language to anyone.</p> <p>Students apprise the</p>	<p><u>Communities:</u></p> <p>Students will be able to acquire the necessary skills to teach a foreign language to an elementary student.</p>	<p><u>Communities:</u></p> <p>All necessary vocabulary related to teaching foreign languages as well as content-</p>	<p><u>Communities:</u></p> <p>12.5.1.S4.A 12.5.1.S4.B 12.5.1.S4.C 12.5.1.S4.D</p>

			<p>professional foreign language instruction vocabulary necessary for proper discussion on FL education.</p> <p>Students know the parts of a lesson.</p> <p>Students know the 5 "C's" of the ACTFL National foreign language education standards.</p> <p>Students have the techniques and strategies to effectively teach foreign languages. Students have the skills to make language comparisons in relation to how one should speak (and using which vocabulary) to elementary students and to high school students IN THE TARGET LANGUAGE (differentiated instruction).</p> <p>Students have the skills related to teaching foreign languages.</p> <p>Students know how they have been taught over the years and can</p>	<p>professional foreign language instruction vocabulary necessary for proper discussion on FL education.</p> <p>Students demonstrate comprehension of the parts of a lesson through student centered activities in the classroom during preparation and during the actual lesson to the elementary students.</p> <p>Students apprise the 5 "C's" of the ACTFL National foreign language education standards during the creation of their lesson.</p> <p>Students demonstrate the ability to successfully teach a Spanish lesson to elementary school students using the techniques and strategies learned.</p> <p>Students demonstrate the skills to make language comparisons in relation to how one should speak (and using which vocabulary) to elementary students and to high school students IN THE TARGET</p>	<p>Students will be able to acquire the proper, professional vocabulary related to foreign language education.</p> <p>Students will be able to apprise the parts of a lesson.</p> <p>Students will be able to explain the ACTFL National foreign language standards and how they drive lesson design.</p> <p>Students will be able to acquire the techniques and skills implemented to teach foreign language.</p> <p>Students will be able to incorporate teaching culture in their lesson.</p> <p>Students will be able to acquire new information related to teaching foreign languages.</p> <p>Students will be able to make language comparisons in relations to teaching different levels of learners.</p> <p>Students will be able to acquire the necessary skills and techniques to</p>	<p>specific vocabulary related to the lesson the students will teach (circumlocution, anticipatory set, modeling, closing, target language. L1, L2, differentiation, student-centered, etc.)</p>	
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			<p>make connections between HOW they have been taught and the specific strategies and methodologies they learned related to TEACHING foreign languages.</p> <p>Students know the many different cultural practices and products throughout the Spanish-speaking countries.</p> <p>Students know how to incorporate "culture" into their lessons regardless of the topic.</p>	<p>LANGUAGE (differentiated instruction) through lesson preparation, class discussions and the actual implementation of the lesson to the children.</p> <p>Students demonstrate the skills related to teaching foreign languages during the preparation for the lesson and during the actual lesson with the children.</p> <p>Students apprise how they have been taught over the years and make connections between HOW they have been taught and the specific strategies and methodologies they learned related to TEACHING foreign languages.</p> <p>Students demonstrate comprehension of the many different cultural practices and products throughout the Spanish-speaking countries during their lesson preparation and execution.</p>	<p>teach ANYONE a foreign language.</p>		
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				Students incorporate "culture" into their lessons regardless of the topic.			
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REVIEW UNIT 21

ASSESSMENT UNIT 21