## 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
	Communication:	Communication:	<u>Communication:</u>	<b>Communication:</b>	Communication:	Communication:	<u>Communication:</u>
The							
summer	Interpretive,	What skills are needed	Students have the skills	Students will debate the	Students will be able to	Α	12.1.1.54.A
prior to	Interpersonal	when reading in a	and strategies to read	story Don Quijote de la	accomplish the	comprehensive	12.1.1.54.B
the new	and	foreign language? How	an advanced book in the	Mancha and his journeys	advanced task of	amount of over	12.1.1.54.C
school year	Presentational	do you overcome	target language.	in the target language	reading the Spanish	2,000	12.1.1.54.D
and <b>20</b>		unforeseen		sharing their opinions	novel "DON QUIJOTE	vocabulary in	12.1.1.54.E
days of		complications?	Strategies to keep a	and justification	DE LA MANCHA	the target	12.1.1.54.F
school			conversation going	supporting their stance.	PARTS 1" by Miguel de	language on a	
(DON		How can we effectively	beyond simple		Cervantes in Spanish	wide variety of	
QUIJOTE		communicate historical	question/answer	Students can effectively	during the summer	topics.	
DE LA		information to another		comprehend the story	BEFORE the course		
MANCHA		person(s)?	Language used for the	"DON QUIJOTE DE LA	begins and PART 2 at		
PART 1			purposes of informing	MANCHA PARTS 1 & 2"	the beginning of the		
OVER THE		How can we express and	and persuading in the	by Miguel de Cervantes	school year.		
SUMMER.		exchange opinions in a	target language	and apprise the			
PART 2 AT		second language?	compared to one's own.	historical context of the	Students will be able to		
THE				novel.	apprise the Spanish		
START OF			Negotiation strategies		tradition of chivalry,		
THE			when not understood or	Students can exchange	the customs, and other		
SCHOOL			not understanding	opinions and thoughts in	life lessons presented		
YEAR)				the target language	in the story of Don		
			Circumlocution	about the novel Don	Quijote de la Mancha		
			strategies by using	Quijote de la Mancha.	as an extension of the		
			known vocabulary to		summer reading and a		
			define or explain the	Students can apprise in	more detailed		
			unknown	great detail the history,	exploration of the		
				the tradition of chivalry	culture.		
			Process of creating at	in Spain, beliefs,			

Cultures:	<i>C</i> ultures:	least a 10 minute (5- page length oral presentation on the topic  Cultures:	products and practices, culture presented in Don Quijote de la Mancha.  Students will present at least a 10 minute (5-page length) oral presentation on a topic of their choice related to the book.  Cultures:	Students will be able to present for 10 minutes in the target language on student-chosen topics relating to the book.  Students will be able to debate various topics presented in the novel.  Students will be able to compare and differentiate the traditions presented in the story with traditions in their own country.  Resources:  *"DON QUIJOTE DE LA MANCHA PARTS 1 & 2" book by Miguel de Cervantes  * DVD movie in its entirety/clips of various scenes of Don Quijote de la Mancha  *Supplemental articles, magazines on the novel  *Visuals relating to the novel, etc.	<i>C</i> ultures:	<i>C</i> ultures:
Relating	What can the cultural	Students have the skills	Students can effectively	Students will be able to	<u>currures</u> . A	12.3.1.54.A
cultural	practices of the	and strategies to read	comprehend the story	accomplish the	comprehensive	12.3.1.54.B

practices to	Spanish at the time	an advanced book in the	"DON QUIJOTE DE LA	advanced task of	amount of over	12.3.1.54. <i>C</i>
1 ·	that Don Quijote de la	target language.	MANCHA PARTS 1 & 2"	reading the Spanish	2,000	12.3.1.54.D
perspectives t	Mancha takes place	Target language.	by Miguel de Cervantes	novel "DON QUIJOTE	vocabulary in	12.3.1.34.0
cultural	reveal about the	Students know the		DE LA MANCHA	,	
			and apprise the historical context of the		the target	
•	ountry of Spain and its	cultural practices in		PARTS 1" by Miguel de	language on a	
perspectives	society?	Spain at the time the	novel.	Cervantes in Spanish	wide variety of	
		novel takes place.		during the summer	topics.	
		6. 1		BEFORE the course		
		Students have the skills	Students can apprise in	begins and PART 2 at		
		to analyze the	great detail the history,	the beginning of the		
		implications of one's	the tradition of chivalry	school year.		
		culture on its society.	in Spain, beliefs,			
			products and practices,	Students will be able to		
		Students know the	culture presented in Don	apprise the Spanish		
		literary and artistic	Quijote de la Mancha.	tradition of chivalry,		
		works that demonstrate		the customs, and other		
		cultural perspectives		life lessons presented		
		that are similar or	Students will debate the	in the story of Don		
		different from one's	story Don Quijote de la	Quijote de la Mancha		
		own.	Mancha and his journeys	as an extension of the		
			in the target language	summer reading and a		
			sharing their opinions	more detailed		
			and justification	exploration of the		
			supporting their stance.	culture.		
				Students will be able to		
			Students can exchange	present for 10 minutes		
			opinions and thoughts in	in the target language		
			the target language	on student-chosen		
			about the novel Don	topics relating to the		
			Quijote de la Mancha.	book.		
				Students will be able to		
			Students will present at	debate various topics		
			least a 10 minute (5-page	presented in the novel.		
			length) oral presentation	•		
			on a topic of their choice	Students will be able to		
			related to the book.	compare and		
				differentiate the		
				traditions presented in		
				the story with		

1					traditions in their own		
					country.		
					νγ.		
	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:
	Making	What connections can	Students have the skills	Students can effectively	Students will be able to	Α	12.2.1.54.A
	connections and	you apprise between	and strategies to read	comprehend the story	accomplish the	comprehensive	12.2.1.54.B
	acquiring	what you read about	an advanced book in the	"DON QUIJOTE DE LA	advanced task of	amount of over	12.2.1.54.C
	information and	Don Quijote de la	target language.	MANCHA PARTS 1 & 2"	reading the Spanish	2,000	
	diverse	Mancha and Spanish life		by Miguel de Cervantes	novel "DON QUIJOTE	vocabulary in	
	perspectives	and a historical event		and apprise the	DE LA MANCHA	the target	
		that you have learned		historical context of the	PARTS 1" by Miguel de	language on a	
		about previous to this		novel.	Cervantes in Spanish	wide variety of	
		book?			during the summer BEFORE the course	topics.	
			Students have the	Students can apprise in	begins and PART 2 at		
		Please relate and	analytical skills to make	great detail the history,	the beginning of the		
		apprise your	connections between	the tradition of chivalry	school year.		
		connections between	the message and	in Spain, beliefs,			
		the book Don Quijote	information presented	products and practices,	Students will be able to		
		de la Mancha with	in Don Quijote de la	culture presented in Don	apprise the Spanish		
		another book you have	Mancha with a	Quijote de la Mancha.	tradition of chivalry,		
		read (in Spanish class,	historical event in the		the customs, and other		
		another class or in your	world past or present.		life lessons presented		
		personal life).		Students can describe a	in the story of Don		
				historical event past or	Quijote de la Mancha		
			Students know various	present and connect it	as an extension of the		
			historical events from	through oral discourse	summer reading and a		
			information learned in	with classmates and the teacher to the book Don	more detailed		
			Spanish class and/or other subject areas.	Quijote de la Mancha.	exploration of the culture.		
			omer subject dreas.	Quijore de la Mancha.	currure.		
			Students know the	Students will debate the	Studente will be able to		
1			cultural practices in	story Don Quijote de la	present for 10 minutes		
			Spain at the time the	Mancha and his journeys	in the target language		
1			novel takes place.	in the target language	on student-chosen		
			novor ranco piace.	sharing their opinions	topics relating to the		
1				and justification	book.		
1			Students have the skills	supporting their stance.	55711		

		to analyze the implications of one's culture on its society.  Students know the literary and artistic works that demonstrate cultural perspectives that are similar or different from one's own.	Students can exchange opinions and thoughts in the target language about the novel Don Quijote de la Mancha.  Students will present at least a 10 minute (5-page length) oral presentation on a topic of their choice related to the book.	Students will be able to debate various topics presented in the novel.  Students will be able to compare and differentiate the traditions presented in the story with traditions in their own country.		
<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>
Language comparisons and Cultural comparisons	How does the appreciation of cultural diversity enhance cross-cultural understanding?  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).	The students know to view other cultures and traditions with respect, open-mindedness and curiosity  The students have the skills to compare and contrast between various topics, cultures and subject matter.  Students have the skills and strategies to read an advanced book in the target language.	The students demonstrate cultural open-mindedness in describing their thoughts and opinions on cross-cultural understanding.  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.  The students will also	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	A comprehensive amount of over 2,000 vocabulary in the target language on a wide variety of topics.	12.4.1.54.A 12.4.1.54.B 12.4.1.54.C
	Compare the culture of Spain with our culture (you may focus on any areas of the cultures that you choose).	Students have the analytical skills to make connections between the message and information presented in Don Quijote de la	compare and contrast Spanish culture with our culture in the United States.  Students can effectively comprehend the story	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		

AA amala	na with a "DON QUIJOTE DE LA culture.
	event in the MANCHA PARTS 1 & 2"
world past	or present. by Miguel de Cervantes Students will be able to
	and apprise the present for 10 minutes
	historical context of the in the target language
	know various novel. on student-chosen
	events from topics relating to the
	on learned in book.
	lass and/or Students can apprise in
other sub	oject areas. great detail the history, Students will be able to
	the tradition of chivalry debate various topics
	in Spain, beliefs, presented in the novel.
Students	s know the products and practices,
	practices in culture presented in Don Students will be able to
Spain at t	he time the Quijote de la Mancha. compare and
novel tal	kes place. differentiate the
	traditions presented in
	Students can describe a the story with
Students ha	ave the skills   historical event past or   traditions in their own
to anal	lyze the present and connect it country.
	ons of one's through oral discourse
· · · · · · · · · · · · · · · · · · ·	its society. with classmates and the
	teacher to the book Don
Students	s know the Quijote de la Mancha.
	and artistic
	demonstrate   Students will debate the
	erspectives story Don Quijote de la
	similar or Mancha and his journeys
	from one's in the target language
	wn. sharing their opinions
	and justification
	supporting their stance.
	Cappor ring man orange.
	Students can exchange
	opinions and thoughts in
	the target language
	about the novel Don
	Quijote de la Mancha.
	Quijore de la Maricha.
	Students will present at
	Oracino will present at

	Г			1			
				least a 10 minute (5-page			
				length) oral presentation			
				on a topic of their choice			
				related to the book.			
<u>c</u>	Communities:	Communities:	<u>Communities:</u>	<u>Communities:</u>	Communities:	Communities:	<u>Communities:</u>
	School and	How can communication	Knowledge of the event	The students	Students will be able to	Α	12.5.1.54. <i>A</i>
	global	with our native speaker	and its impact on	demonstrate cultural	accomplish the	comprehensive	12.5.1.54.B
	communities	e-pals on this topic	Spanish literature and	open-mindedness in	advanced task of	amount of over	12.5.1.54. <i>C</i>
	and Lifelong	enhance your	the skills to	describing their	reading the Spanish	2,000	12.5.1.54.D
	Learning	understanding of this	communicate it	thoughts and opinions on	novel "DON QUIJOTE	vocabulary in	
	, ,	classic novel?	effectively in the	cross-cultural	DE LA MANCHA	the target	
			target language.	understanding.	PARTS 1" by Miguel de	language on a	
		How can we continue to	J		Cervantes in Spanish	wide variety of	
		study and apply Spanish	The critical importance	Students apprise how	during the summer	topics.	
		to our life outside of	of knowledge of	they have, do and will	BEFORE the course	·	
		school?	another language and	apply Spanish to their	begins and PART 2 at		
			culture.	life outside of school.	the beginning of the		
					school year.		
			The students know to	The students will	•		
			view other cultures and	compare and	Students will be able to		
			traditions with respect,	differentiate between	apprise the Spanish		
			open-mindedness and	the book Don Quijote de	tradition of chivalry,		
			curiosity	la Mancha and another	the customs, and other		
				book they have read with	life lessons presented		
				their e-pals, classmates	in the story of Don		
			The students have the	and teacher.	Quijote de la Mancha		
			skills to compare and		as an extension of the		
			contrast between	The students will also	summer reading and a		
			various topics, cultures	compare and contrast	more detailed		
			and subject matter.	Spanish culture with our	exploration of the		
				culture in the United	culture.		
			Students have the skills	States.			
			and strategies to read		Students will be able to		
			an advanced book in the	Students can effectively	present for 10 minutes		
			target language.	comprehend the story	in the target language		
				"DON QUIJOTE DE LA	on student-chosen		
				MANCHA PARTS 1 & 2"	topics relating to the		
			Students have the	by Miguel de Cervantes	book.		
			analytical skills to make	and apprise the			

	T		T		 
		connections between	historical context of the	Students will be able to	
		the message and	novel.	debate various topics	
		information presented		presented in the novel.	
		in Don Quijote de la			
		Mancha with a	Students can apprise in	Students will be able to	
		historical event in the	great detail the history,	compare and	
		world past or present.	the tradition of chivalry	differentiate the	
			in Spain, beliefs,	traditions presented in	
			products and practices,	the story with	
		Students know various	culture presented in Don	traditions in their own	
		historical events from	Quijote de la Mancha.	country.	
		information learned in		·	
		Spanish class and/or			
		other subject areas.	Students can describe a		
		j	historical event past or		
			present and connect it		
		Students know the	through oral discourse		
		cultural practices in	with classmates and the		
		Spain at the time the	teacher to the book Don		
		novel takes place.	Quijote de la Mancha.		
		·			
			Students will debate the		
		Students have the skills	story Don Quijote de la		
		to analyze the	Mancha and his journeys		
		implications of one's	in the target language		
		culture on its society.	sharing their opinions		
		·	and justification		
		Students know the	supporting their stance.		
		literary and artistic			
		works that demonstrate			
		cultural perspectives	Students can exchange		
		that are similar or	opinions and thoughts in		,
		different from one's	the target language		,
		own.	about the novel Don		
			Quijote de la Mancha.		,
			Students will present at		
			least a 10 minute (5-page		,
			length) oral presentation		
			on a topic of their choice		
			related to the book.		
L	1				

				Students will present at least a 10 minute (5-page length) oral presentation on a topic of their choice related to the book.					
				Knowledge of the event in history and the skills to communicate it effectively in the target language.  Demonstrate in their lives the importance of knowledge of another language and culture through its use applied					
	REVIEW UNIT 1								
			ASSESSN	NENT UNIT 1					
U	UNIT 2-THE FUTURE PERFECT TENSE- I WILL HAVE SPOKENI 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		

	Communication:	Communication:	Communication:	Communication:	Communication:	Communication:	Communication:
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 selfcreated 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.	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 the grammatical structure of the English language in the future 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 future perfect tense looks like in English  Many future vocabulary words (job, university, military, home, children, etc.) (review from SPANISH V Dual Enrollment)	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.E 12.1.1.54.F

				analyze the cultures of the various Spanish- speaking countries and can make connections between our cultures.  Students will be able to compare and differentiate between the future perfect		
				conjugations in English and in Spanish to further comprehension and appropriate application.  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.  Resources:  *In- class teacher-		
Cultures:	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	created handouts on the future perfect tense and in-class notes.	Cultures:	<u>Cultures</u> :
Relating cultural	Which future Hispanic and/or Spanish cultural	Knows the future perfect conjugations	In realistic interactions the students can	Students will be able to produce and recognize	All regular and irregular verbs	12.2.1.54. <i>A</i> 12.2.1.54.B

practices	to events will you be a	and, most importantly,	communicate in all forms	authentic	in Spanish	12.2.1.54.C
perspectiv	·	can apply this	(interpersonal,	communication in all	(infinite)	
and relati		knowledge through self-	interpretive and	forms using the future		
cultural		created written and	presentational) in the	perfect tense in	What the	
products	to Is there is a cultural	oral communication.	future perfect tense in	Spanish.	future perfect	
perspectiv			the target language	'	tense looks like	
	Hispanics'/ Spanish		detailing probable future	Students will be able to	in English	
	views of the future		events or actions	apprise the many	,	
	with that of the U.S?			cultural events and	Many future	
				celebrations practiced	vocabulary	
		Knows the many cultural	Apprise the many	throughout the	words (job,	
		events and celebrations	cultural events and	Spanish-speaking world	university,	
		practiced throughout	celebrations practiced	and decide for	military, home,	
		the Spanish-speaking	throughout the Spanish-	themselves which they	children, etc.)	
		world through	speaking world and	will probably be a part	(review from	
		instruction in Spanish	decide for themselves	and why.	SPANISH V	
		class from grade 7.	which they will	·	Dual Enrollment)	
		_	"probably" be a part and	Students will be able to		
			why.	demonstrate the		
				future perfect		
				conjugations and, most		
				importantly, can apply		
				this in realistic		
				communication.		
				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.		
				The students will be		
				able to synthesize and		
				analyze the cultures of		
				the various Spanish-		
				speaking countries and		
				can make connections		

					between our cultures.		
					Students will be able to		
					compare and differentiate between		
					the future perfect		
					conjugations in English		
					and in Spanish to		
					further comprehension		
					and appropriate		
					application.		
					аррисатіон.		
					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.		
	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:
	Making	What connections can	Knows the future	In realistic interactions	Students will be able to	All regular and	12.3.1.54.A
	connections and	you make between the	perfect conjugations	the students can	produce and recognize	irregular verbs	12.3.1.54.B
	acquiring	future perfect tense in	and, most importantly,	communicate in all forms	authentic	in Spanish	12.3.1.54. <i>C</i>
	information and	Spanish and the future	can apply this	(interpersonal,	communication in all	(infinite)	12.3.1.54.D
	diverse	perfect tense	knowledge through self-	interpretive and	forms using the future		
	perspectives	grammatical structure	created written and	presentational) in the	perfect tense in	What the	
		in English?	oral communication.	future perfect tense in	Spanish.	future perfect	
			W	the target language		tense looks like	
		Ta 46	Knows the future	detailing probable future	Students will be able to	in English	
		Is there is a cultural	perfect tense in	events or actions	apprise the many	AA	
		connection between	Spanish. Also, the		cultural events and	Many future	
		Hispanics'/ Spanish	student has knowledge	Annalas de suscessi	celebrations practiced	vocabulary	
		views of the future with that of the U.S?	of the grammatical structure of the	Apprise the many cultural events and	throughout the	words (job,	
1	1	with that of the U.S?	Siructure of the	cultural events and	Spanish-speaking world	university,	
			English language in the	celebrations practiced	and decide for	military, home,	

future perfect tense.	throughout the Spanish-	themselves which they	children, etc.)	
, 1. a. o poi , oci 10106.	speaking world and	will probably be a part	(review from	
	decide for themselves	and why.	SPANISH V	
Knows the many cultural	which they will	<i>,</i> ·	Dual Enrollment)	
events and celebrations	"probably" be a part and	Students will be able to	,	
practiced throughout	why.	demonstrate the		
the Spanish-speaking	•	future perfect		
world through		conjugations and, most		
instruction in Spanish	Demonstrate the future	importantly, can apply		
class from grade 7.	perfect conjugations	this in realistic		
-	and, most importantly,	communication.		
	can apply this in realistic			
Knows the cultures of	communication.	The students will detail		
the various Spanish-		the grammatical		
speaking countries and		structure of the		
can make connections	Also, the student can	English language in the		
between our cultures.	detail the grammatical	future perfect tense		
	structure of the English	and make pathways		
	language in the future	between the two		
	perfect tense and make	languages to enhance		
	pathways between the	comprehension and		
	two languages to enhance	application.		
	comprehension and	The students will be		
	application.	able to synthesize and		
		analyze the cultures of		
		the various Spanish-		
	Synthesize and analyze	speaking countries and		
	the cultures of the	can make connections		
	various Spanish-speaking countries and can make	between our cultures.		
	connections between our	Students will be able to		
	cultures.	compare and		
	currures.	differentiate between		
		the future perfect		
		conjugations in English		
		and in Spanish to		
		further comprehension		
		and appropriate		
		application.		
		11		
		Students will be able to		

				sustain realistic interactions in all forms		
<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	What connections can you make between the future perfect tense in Spanish and the future perfect tense grammatical structure in English?	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.	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	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.	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)	12.4.1.54. <i>A</i> 12.4.1.54. <i>B</i> 12.4.1.54. <i>C</i>

	Knows the cultures of the various Spanish- speaking countries and can make connections between our cultures.	why.  Demonstrate the future perfect conjugations and, most importantly, can apply this in realistic	the grammatical structure of the English language in the future perfect tense and make pathways between the two languages to enhance	
		communication.  Also, the student can detail the grammatical structure of the English	comprehension and application. The students will be able to synthesize and analyze the cultures of the various Spanish-	
		language in the future perfect tense and make pathways between the two languages to enhance comprehension and application.	speaking countries and can make connections between our cultures.  Students will be able to compare and differentiate between	
		Synthesize and analyze the cultures of the various Spanish-speaking countries and can make connections between our	the future perfect conjugations in English and in Spanish to further comprehension and appropriate application.	
		cultures.	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.	

Communities:	Communities:	<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?	Communities:  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.	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  Demonstrate the future perfect conjugations and, most importantly, can apply this in realistic communication.  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	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 the grammatical structure of the English language in the future perfect tense and make pathways between the two	Communities:  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)	2.5.1.54.A 12.5.1.54.B 12.5.1.54.C 12.5.1.54.D
			two languages to enhance	and make pathways		

		able to synthesize and analyze the cultures of the various Spanish-speaking countries and can make connections between our cultures.  Students will be able to compare and differentiate between the future perfect conjugations in English and in Spanish to further comprehension and appropriate application.  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.				
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
	Communication:	<u>Communication:</u>	<u>Communication:</u>	Communication:	<u>Communication:</u>	<u>Communication:</u>	Communication:
5 days	Interpretive, Interpersonal and Presentational	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?	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.	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 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.  Resources:	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.)	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D 12.1.1.54.E 12.1.1.54.F
					*Teacher created list		

	Cultures:  Relating cultural practices to perspectives and relating cultural products to perspectives	Can you apprise the cultural practices related to getting a haircut in Spain and in Latin America?	Cultures:  Students know the cultural practices related to getting a haircut in the Spanish-speaking world.  A depth of knowledge of a large variety of Spanish-speaking countries and cultures  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.	Cultures:  Students apprise the cultural practices of getting a haircut with their classmates and teacher.  Analyze, compare and differentiate between countries and cultures in relation to getting a haircut.  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.	of vocabulary related to getting a haircut.  * Visuals of all "haircut" vocabulary addressed  *Other supplemental materials to create an authentic situation.  Cultures:  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.	Cultures:  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>Cultures</u> : 12.2.1.54. <i>A</i> 12.2.1.54. <i>B</i> 12.2.1.54. <i>C</i>
--	---	--	--	--	--	--	---

	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:
in	Making onnections and acquiring formation and diverse perspectives	Are there connections that we can make in relation to getting a haircut in Latin America in our own country?	A depth of knowledge of a large variety of Spanish-speaking countries and cultures and our own.  Students know the cultural practices related to getting a haircut in the Spanish-speaking world.  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.	Create pathways between connecting the Spanish-speaking countries and cultures in relation to getting a haircut with our own.  Students apprise the cultural practices of getting a haircut with their classmates and teacher.  Analyze, compare and differentiate between countries and cultures in relation to getting a haircut.  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 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.	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.)	12.3.1.54. <i>A</i> 12.3.1.54. <i>B</i> 12.3.1.54. <i>C</i> 12.3.1.54. <i>D</i>
<u> </u>	Comparisons:	<u>Comparisons:</u>	Comparisons:	Comparisons:	Comparisons:	Comparisons:	<u>Comparisons:</u>
	Language comparisons and Cultural comparisons	Compare and differentiate between getting a haircut in the United States and in Latin America or Spain.	The skills to compare and differentiate between diverse topics.  A depth of knowledge	Analyze, compare and differentiate between countries and cultures in relation to getting a haircut.	Students will be able to produce and recognize all vocabulary related to getting a haircut in a Spanish-speaking	All vocabulary related to getting a haircut at a salon or at a	12.4.1.54. <i>A</i> 12.4.1.54. <i>B</i> 12.4.1.54. <i>C</i>

		T		T		
		of a large variety of		country.	barber shop in	
		Spanish-speaking	Create pathways		addition to	
		countries and cultures	between connecting the	Students will be able to	situations	
		with our own.	Spanish-speaking	successfully "get a	involving foreign	
			countries and cultures in	haircut" in a Spanish-	currency and	
		Students know the	relation to getting a	speaking country in the	exchange	
		cultural practices	haircut with our own.	target language.	(peluquera,	
		related to getting a			barbero, cortar,	
		haircut in the Spanish-	Students apprise the	Students will be able to	pelo, largo,	
		speaking world.	cultural practices of	connect the diverse	corto, más,	
		, ,	getting a haircut with	perspectives in the	menos, la	
			their classmates and	target culture related	cuenta, el	
		How to produce and	teacher.	to getting a haircut.	precio, los	
		recognize the		J	números en	
		vocabulary presented in	Produce and recognize	Students will be able to	español, etc.)	
		this unit and to apply	the vocabulary	compare and contrast		
		them in realistic	presented in this unit	the cultural practices		
		conversation.	and to apply them in	and language use when		
		conversation.	realistic conversation.	getting a haircut in the		
		The students know how	realistic conversation.	Spanish world and in		
		to get a haircut in the	The students	the U.S.		
			demonstrate the ability	me 0.5.		
		target language.	,			
			to effectively get a			
			haircut in the target			
			language.			
<b>a</b>						
<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>
School and	Can you successfully	The students know how	The students	Students will be able to	All vocabulary	12.5.1.54.A
global	get a haircut in a	to get a haircut in the	demonstrate the ability	produce and recognize	related to	12.5.1.54.B
communities	Spanish-speaking	target language.	to effectively get a	all vocabulary related	getting a	12.5.1.54. <i>C</i>
and Lifelong	country only utilizing	, a. gov language.	haircut in the target	to getting a haircut in a	haircut at a	12.5.1.54.D
Learning	the target language?	How to produce and	language.	Spanish-speaking	salon or at a	11.0.1.0
Loui ming	me rai ger languager	recognize the	Produce and recognize	country.	barber shop in	
		vocabulary presented in	the vocabulary	Country.	addition to	
		this unit and to apply	presented in this unit	Students will be able to	situations	
		them in realistic	and to apply them in	successfully "get a	involving foreign	
		conversation.	realistic conversation.		currency and	
		Conversation.	realistic conversation.	haircut" in a Spanish-	, , , , , , , , , , , , , , , , , , ,	
		The abillate comment		speaking country in the	exchange	
		The skills to compare	Commence at the second	target language.	(peluquera,	
		and differentiate	Express themselves		barbero, cortar,	

Students know the cultural practices related to getting a haircut in the Spanish-speaking world.  Create pathways between connecting the Spanish-speaking countries and cultures in relation to getting a haircut with our own.  differentiate between compare and contrast the cultural practices and language use when getting a haircut in the Spanish world and in the U.S.	Students apprise the cultural practices of getting a haircut with their classmates and teacher.
---	---

### **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
	Communication:	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>
5 days	Interpretive, Interpersonal and Presentational	What are your thoughts on the Day of the Dead celebrations? Why do you feel the way you do?	A depth of knowledge of the Day of the Dead celebration in Mexico and Guatemala.	Apprise the celebration, history, traditions, perspectives, products and cultural implications and significance.	Students will be able to effectively and thoroughly demonstrate knowledge of the Day of the Dead celebration in all facets and exchange opinions and ideas on this holiday comparing and differentiating it with our cultural perspective on death.  Resources:  *Teacher created handouts, articles on the Day of the Dead celebration, materials needed to make the various cultural artifacts (ofrenda, calaveritas, etc.)	All vocabulary related to the Day of the Dead celebration (copal, ofrenda, pan de muerto, papel picado, mole, plantas de arena, tomba, etc.)	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D 12.1.1.54.E 12.1.1.54.F

<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
Relating cultural practices to perspectives and relating cultural products to perspectives	What is the process and purpose of making CALAVERITAS (sugar skulls) to celebrate the Day of the Dead?	The purpose of CALAVERITAS as a cultural product and the cultural practice of creating them during this holiday	Create their very own calaveritas for the Day of the Dead celebration and explain the process and purpose of this cultural product.	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.	All vocabulary related to the Day of the Dead celebration (copal, ofrenda, pan de muerto, papel picado, mole, plantas de arena, tomba, etc.)	12.2.1.54.A 12.2.1.54.B 12.2.1.54.C
Connections:	<u>Connections:</u>	<u>Connections:</u>	Connections:	Connections:	Connections:	Connections:
Making connections and acquiring information and diverse perspectives	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?	A depth of knowledge of the Day of the Dead celebration in Mexico and Guatemala.	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.	Students will be able to effectively and thoroughly demonstrate knowledge of the Day of the Dead celebration in all facets and exchange opinions and ideas on this holiday comparing and differentiating it with our cultural perspective on death.	All vocabulary related to the Day of the Dead celebration (copal, ofrenda, pan de muerto, papel picado, mole, plantas de arena, tomba, etc.)	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C 12.3.1.54.D
Comparisons:	<u>Comparisons:</u>	Comparisons:	<u>Comparisons:</u>	Comparisons:	<u>Comparisons:</u>	Comparisons:
Language	What is your opinion on	A depth of knowledge	Apprise the celebration,	Students will be able to	All vocabulary	12.4.1.54.A

comparisons and 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.)	12.4.1.54.B 12.4.1.54.C
School and global communities and Lifelong Learning	Communities:  Have you/will you incorporate the Mexican perspective on death and life in your personal life? Why or why not?	Communities:  A depth of knowledge of the Day of the Dead celebration in Mexico and Guatemala and their own personal perspective on the topic.	Communities:  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.	Communities:  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.	Communities:  All vocabulary related to the Day of the Dead celebration (copal, ofrenda, pan de muerto, papel picado, mole, plantas de arena, tomba, etc.)	2.5.1.54.A 12.5.1.54.B 12.5.1.54.C 12.5.1.54.D

## 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
	Communication:	Communication:	Communication:	<u>Communication:</u>	Communication:	Communication:	Communication:
<b>5</b> days							
	Interpretive,	How can we express and	Knows the subjunctive-	In realistic interactions	Students will be able to	All regular and	12.1.1.54.A
	Interpersonal	comprehend	imperfect conjugations	the students can	produce and recognize	irregular verbs	12.1.1.54.B
	and	information about	and, most importantly,	communicate in all forms	authentic	in Spanish	12.1.1.54. <i>C</i>
	Presentational	UNKNOWN/UNLIKELY	can apply this	(interpersonal,	communication in all	(infinite)	12.1.1.54.D
		events with another	knowledge through self- created written and	interpretive and	forms using the	\4/la a # #la a # a # a # a	12.1.1.54.E
		person or a group of people?	oral communication.	presentational) using the subjunctive-imperfect	subjunctive-imperfect tense in Spanish.	What the tense looks like in	12.1.1.54.F
		peoples	oral communication.	tense in the target	rense in Spanish.	English and how	
				language.	The students will detail	there is no	
				rangaage.	the grammatical	subjunctive	
					structure of the	equivalent in	
					English language in the	English	
					subjunctive-imperfect	J	
					tense and make	Reinforcement	
					pathways between the	of previous	
					two languages to	years'	
					enhance comprehension	vocabulary	
					and application.	across all topics	
						and subject	
					Students will be able to	areas.	
					compare and differentiate between		
					the subjunctive- imperfect conjugations		
					in English and in		
					Spanish to further		
					comprehension and		
					appropriate application.		
					The she was abbused.		
					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.		
				language.		
				Resources:		
				*In- class teacher-		
				created handouts on		
				the subjunctive-		
				imperfect tense and in-		
				class notes.		
				# A .1		
				*Authentic poems,		
				short stories, songs,		
				legends, etc. as		
				supplemental resources		
				to reinforce		
				comprehension and		
				production.		
<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
Relating	The subjunctive does	The students know the	Students apprise how	Students will be able to	All regular and	12.2.1.54.A
cultural	not exist in the English	subjunctive-imperfect	the use of the	produce and recognize	irregular verbs	12.2.1.54.B
practices to	languagehow does the	tense and conjugations.	subjunctive-imperfect in	authentic	in Spanish	12.2.1.54. <i>C</i>
perspectives	practice of using the	rense and conjugations.	normal communication	communication in all	(infinite)	12.2.1.5 1.0
and relating	subjunctive in Spanish	Students know the	relates to Spanish	forms using the	(111)111110)	
cultural	relate to their	meanings of the	cultural and language	subjunctive-imperfect	What the tense	
products to	perspectives culturally?	subjunctive-imperfect	perspectives.	tense in Spanish.	looks like in	
perspectives	per spectives currurally?	tense.	perspectives.	Tense in Spanish.	English and how	
perspectives		iense.		The students will detail	there is no	
		Students have a deeper		the grammatical		
		•		structure of the	subjunctive	
		understanding of the			equivalent in	
		use of the subjunctive-		English language in the	English	
		imperfect in the		subjunctive-imperfect		

			Spanish language and		tense and make	Reinforcement	
			its cultural relevance.		pathways between the	of previous	
					two languages to	years'	
					enhance comprehension	vocabulary	
					and application.	across all topics	
						and subject	
					Students will be able to	areas.	
					compare and		
					differentiate between		
					the subjunctive-		
					imperfect conjugations		
					in English and in		
					Spanish to further		
					comprehension and		
					appropriate application.		
					appropriate application.		
					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.		
		<b>A</b> 11	4 11		4 .:		
9	Connections:	<u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>	Connections:
	Makina	What connections can	The students know the	Demonstrate the	Students will be able to	All pagulan and	12.3.1.54.A
	Making onnections and					All regular and	12.3.1.54.A 12.3.1.54.B
		you make between the	subjunctive-imperfect	subjunctive-imperfect	produce and recognize	irregular verbs	
] ,	acquiring	subjunctive-imperfect	tense and conjugations.	conjugations and, most	authentic	in Spanish	12.3.1.54.C
l In	nformation and	tense in Spanish (and	Chudanha lanam klis	importantly, can apply	communication in all	(infinite)	12.3.1.54.D
	diverse	lack of subjunctive)	Students know the	this in realistic	forms using the	\A/la a# #la = # c	
	perspectives	grammatically in	meanings of the	communication.	subjunctive-imperfect	What the tense	
		English?	subjunctive-imperfect		tense in Spanish.	looks like in	
			tense.	The students can detail		English and how	
				the grammatical	The students will detail	there is no	
			Students have a deeper	structure of the English	the grammatical	subjunctive	
			understanding of the	language in the	structure of the	equivalent in	
			use of the subjunctive-	subjunctive-imperfect	English language in the	English	

		imperfect in the Spanish language and its cultural relevance.	tenses and make pathways between the two languages to enhance comprehension and application.  Students apprise how the use of the	subjunctive-imperfect tense and make pathways between the two languages to enhance comprehension and application.  Students will be able to	Reinforcement of previous years' vocabulary across all topics and subject areas.	
			subjunctive-imperfect in normal communication relates to Spanish cultural and language perspectives.	compare and differentiate between the subjunctive- imperfect conjugations in English and in Spanish to further comprehension and appropriate application.		
				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.		
Comparisons:	Comparisons:	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>
Language comparisons and Cultural comparisons	What comparisons can you make between the subjunctive-imperfect tense in Spanish and the lack thereof a	Knows the subjunctive- imperfect conjugations and, most importantly, can apply this in realistic communication.	Compare and differentiate between the subjunctive- imperfect conjugations in English and in Spanish	Students will be able to produce and recognize authentic communication in all forms using the	All regular and irregular verbs in Spanish (infinite)	12.4.1.54.A 12.4.1.54.B 12.4.1.54.C
	subjunctive tense in English?	Also, the student has knowledge of the grammatical structure of the English language in the subjunctive-imperfect tense.	to further comprehension and appropriate application.  Demonstrate the subjunctive-imperfect	subjunctive-imperfect tense in Spanish.  The students will detail the grammatical structure of the	What the tense looks like in English and how there is no subjunctive equivalent in	

		The students know the subjunctive-imperfect tense and conjugations.  Students know the meanings of the subjunctive-imperfect tense.  Students have a deeper understanding of the use of the subjunctive-imperfect in the Spanish language and its cultural relevance.	conjugations and, most importantly, can apply this in realistic communication.  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.  Students apprise how the use of the subjunctive-imperfect in normal communication relates to Spanish cultural and language perspectives.	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 sustain realistic interactions in all forms (interpersonal, interpretive and presentational) using the subjunctive-imperfect with a native speaker in the target	English  Reinforcement of previous years' vocabulary across all topics and subject areas.	
Communities	Communities:	Communities	Communities	language.	Communities	Communities
Communities:  School and global communities and Lifelong Learning	Can you effectively communicate with a native speaker using the subjunctive-imperfect?	Communities:  The students know the subjunctive-imperfect conjugations and, most importantly, can apply them in realistic communication.  The students know how to communicate successfully in the	Communities:  In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) using the subjunctive-imperfect tense in the target language.	Communities:  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	Communities:  All regular and irregular verbs in Spanish (infinite)  What the tense looks like in English and how there is no subjunctive	12.5.1.54.A 12.5.1.54.B 12.5.1.54.C 12.5.1.54.D

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

#### **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
	Communication:	<u>Communication:</u>	Communication:	<u>Communication:</u>	<u>Communication:</u>	Communication:	Communication:
2 days	Interpretive, Interpersonal and Presentational	Why is Christmas and New Year's Eve celebrated in different ways and with sometimes different practices and products throughout the world when these holidays can be found in many countries?	The skills to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  The knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	Communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  Demonstrate higher level thinking when apprising their knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	Students will be able to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  Students will be able to demonstrate higher level thinking when apprising their knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.  Resources:  *Information on Christmas and New Year's in the Spanish-speaking	All regular and irregular verbs and all tenses as well as necessary vocabulary related to Christmas and New Year's (uvas, Navidad, Año Nuevo, arbol, el reloj, etc.)	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D 12.1.1.54.E 12.1.1.54.F

Cultures:  Relating cultural practices to perspectives and relating cultural products to perspectives	Cultures:  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?	Cultures:  The skills to communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  The cultural knowledge of the Christmas and New Year's holidays in our country and in various Spanishspeaking countries throughout the world.	Cultures:  Communicate effectively in an authentic manner using all tenses and appropriate vocabulary in the target language.  Demonstrate higher level thinking when apprising their cultural knowledge of the Christmas and New Year's holidays in our country and in various Spanish-speaking countries throughout the world.	speaking world  *12 grapes each student (Spanish New Year's tradition)  Cultures:  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.	Cultures:  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.)	Cultures: 12.2.1.54.A 12.2.1.54.B 12.2.1.54.C
<u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>	Connections:	Connections:	Connections:	Connections:
Making connections and acquiring information and diverse perspectives	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?	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	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	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	All regular and irregular verbs and all tenses as well as necessary vocabulary related to Christmas and New Year's (uvas, Navidad, Año Nuevo,	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C 12.3.1.54.D

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

	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, arbol, el reloj, etc.)	
--	---	---	---	--	--

#### **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
	Communication:	Communication:	<b>Communication:</b>	Communication:	<b>Communication:</b>	Communication:	Communication:
<b>5</b> days							
	Interpretive,	Can you effectively and	Students have the	Students can	Students will be able to	All regular and	12.1.1.54.A
	Interpersonal	with an educated voice	knowledge in all facets	communicate orally and	apprise the immigration	irregular verbs	12.1.1.54.B
	and	communicate in all	(economical, legal,	written in at least 13	situation in the United	and all tenses	12.1.1.54.C
	Presentational	forms your	social, etc.), from all	different tenses using a	States and express	learned (at least	12.1.1.54.D
		understanding of	sides to effectively and	wide range of vocabulary	their opinions and	13) as well as	12.1.1.54.E
		immigration to the	with an educated voice	and verbs appropriate to	thoughts on the topic.	necessary	12.1.1.54.F
		United States from	apprise the immigration	the topic in question.		vocabulary	
		Latin America?	topic in the United		Students will be able to	related to	
			States.	Students can	compare and contrast	immigration	
				demonstrate their	our immigration	(inmigración, la	

		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.  Resources:  *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.)	
Cultures:  Relating cultural practices to perspectives and relating cultural products to perspectives	Cultures:  Why are so many adults as well as children coming to the United States legally and illegally?	Cultures:  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	Cultures:  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.	Cultures:  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	Cultures:  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.)	Cultures: 12.2.1.54.A 12.2.1.54.B 12.2.1.54.C

_	1	1				<u> </u>	
			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.		
	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:
	Making	How do our immigration	Students have the	Students can	Students will be able to	All regular and	12.3.1.54.A
	connections and	questions relate to the	knowledge in all facets	communicate orally and	make connections	irregular verbs	12.3.1.54.B
	acquiring	same topic throughout	(economical, legal,	written in at least 13	between immigration to	and all tenses	12.3.1.54.C
	information and	the world and how does	social, etc.), from all	different tenses using a	the U.S. now and in the	learned (at least	12.3.1.54.D
	diverse	it differ?	sides to effectively and	wide range of vocabulary	20 <sup>th</sup> century as well as	13) as well as	00
	perspectives	11 01/701	with an educated voice	and verbs appropriate to	immigration throughout	necessary	
	perspectives		apprise the immigration	the topic in question.	the world.	vocabulary	
				The Topic in question.	The world.	related to	
			topic in the United	Chudanta	Carrier and the state as		
			States.	Students can	Students will be able to	immigration	
				demonstrate their	apprise the immigration	(inmigración, la	
			Students can	knowledge in all facets	situation in the United	migra, aduana,	
			communicate orally and	(economical, legal, social,	States and express	permiso,	
			written in at least 13	etc.), from all sides to	their opinions and	trabajos,	
			different tenses using a	effectively and with an	thoughts on the topic.	derechos	
			wide range of	educated voice apprise		humanos, "La	
			vocabulary and verbs	the immigration topic in	Students will be able to	Bestia," etc.)	
			appropriate to the topic	the United States.	compare and contrast		
			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.		

Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:
						·
Language	How do our immigration	Students have the	Students can	Students will be able to	All regular and	12.4.1.54.A
comparisons and	questions relate to the	knowledge in all facets	communicate orally and	apprise the immigration	irregular verbs	12.4.1.54.B
Cultural	same topic throughout	(economical, legal,	written in at least 13	situation in the United	and all tenses	12.4.1.54. <i>C</i>
comparisons	the world and how does	social, etc.), from all	different tenses using a	States and express	learned (at least	
	it differ?	sides to effectively and	wide range of vocabulary	their opinions and	13) as well as	
		with an educated voice	and verbs appropriate to	thoughts on the topic.	necessary	
		apprise the immigration	the topic in question.		vocabulary	
		topic in the United		Students will be able to	related to	
		States.	Students can	compare and contrast	immigration	
			demonstrate their	our immigration	(inmigración, la	
		Students can	knowledge in all facets	struggles with those	migra, aduana,	
		communicate orally and	(economical, legal, social,	throughout the world.	permiso,	
		written in at least 13	etc.), from all sides to		trabajos,	
		different tenses using a	effectively and with an	Students will be able to	derechos	
		wide range of	educated voice apprise	write to a U.S.	humanos, "La	
		vocabulary and verbs	the immigration topic in	politician and politician	Bestia," etc.)	
		appropriate to the topic	the United States.	in Latin America on the		
		in question.		topic in the target		
				language.		
<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>
School and	Can you write to a state	Students have the	Students can	Students will be able to	All regular and	12.5.1.54.A
global	or federal politician	knowledge in all facets	communicate orally and	apprise the immigration	irregular verbs	12.5.1.54.B
communities and	both in the United	(economical, legal,	written in at least 13	situation in the United	and all tenses	12.5.1.54.C
Lifelong	States and in	social, etc.), from all	different tenses using a	States and express	learned (at least	12.5.1.54.D
Learning	Mexico/Central	sides to effectively and	wide range of vocabulary	their opinions and	13) as well as	
_	America detailing how	with an educated voice	and verbs appropriate to	thoughts on the topic.	necessary	
	you believe the	apprise the immigration	the topic in question.		vocabulary	
	immigration question	topic in the United		Students will be able to	related to	
	should be dealt with in	States.	Students can	compare and contrast	immigration	
	the United States and		demonstrate their	our immigration	(inmigración, la	
	abroad?	Students can	knowledge in all facets	struggles with those	migra, aduana,	
		communicate orally and	(economical, legal, social,	throughout the world.	permiso,	
		written in at least 13	etc.), from all sides to		trabajos,	
		different tenses using a	effectively and with an	Students will be able to	derechos	
		wide range of	educated voice apprise	write to a U.S.	humanos, "La	
		vocabulary and verbs	the immigration topic in	politician and politician	Bestia," etc.)	
		appropriate to the topic	the United States.	in Latin America on the		

	in question.	topic in the target	
		language.	

#### 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
	Communication:	<u>Communication:</u>	<u>Communication:</u>	Communication:	Communication:	Communication:	<u>Communication:</u>
<b>5</b> days							
	Interpretive,	How can we express and	Knows the subjunctive-	In realistic interactions	Students will be able to	All regular and	12.1.1.54. <i>A</i>
	Interpersonal	comprehend	present perfect	the students can	produce and recognize	irregular verbs	12.1.1.54.B
	and	information about	conjugations and, most	communicate in all forms	authentic	in Spanish	12.1.1.54.C
	Presentational	UNKNOWN/UNLIKELY	importantly, can apply	(interpersonal,	communication in all	(infinite)	12.1.1.54.D
		events with another	this knowledge through	interpretive and	forms using the		12.1.1.54.E
		person or a group of	self-created written	presentational) using the	subjunctive-present	What the tense	12.1.1.54.F
		people?	and oral communication.	subjunctive-present	perfect tense in	looks like in	
				perfect tense in the	Spanish.	English and how	
				target language.		there is no	
					The students will detail	subjunctive	
					the grammatical	equivalent in	
					structure of the	English	
					English language in the		
					subjunctive-present	Reinforcement	
					perfect tense and make	of previous	
					pathways between the	years'	
					two languages to	vocabulary	
					enhance comprehension	across all topics	

1		1 1:	1 1	
		and application.	and subject	
			areas.	
		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.		
		-T.L 2		
		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.		
		Resources:		
		*In- class teacher-		
		created handouts on		
		the subjunctive-		
		present perfect tense		
		and in-class notes.		
		*Authentic poems,		
		short stories, songs,		
		legends, etc. as		
		supplemental resources		
		to reinforce		
		comprehension and		
		production.		
		production.		

<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
Relating cultural practices to perspectives and relating cultural products to perspectives	The subjunctive does not exist in the English languagehow does the practice of using the subjunctive in Spanish relate to their perspectives culturally?	The students know the subjunctive-present perfect tense and conjugations.  Students know the meanings of the subjunctive-present perfect tense.  Students have a deeper understanding of the use of the subjunctive-present perfect in the Spanish language and its cultural relevance.	Students apprise how the use of the subjunctive-present perfect in normal communication relates to Spanish cultural and language perspectives.	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.  Students will be able to sustain realistic interactions in all forms (interpersonal, interpretive and presentational) using the subjunctive-present perfect with a	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.	12.2.1.54. <i>A</i> 12.2.1.54. <i>B</i> 12.2.1.54. <i>C</i>

				native speaker in the		1
				•		
				target language.		
Connections:	Connections:	Connections:	<u>Connections:</u>	Connections:	Connections:	Connections:
Making connections and acquiring information and diverse perspectives	What connections can you make between the subjunctive-present perfect tense in Spanish (and lack of subjunctive) grammatically in English?	The students know the subjunctive-present perfect tense and conjugations.  Students know the meanings of the subjunctive-present perfect tense.  Students have a deeper understanding of the use of the subjunctive-present perfect in the Spanish language and its cultural relevance.	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 subjunctive-present perfect tenses and make pathways between the two languages to enhance comprehension and application.  Students apprise how the use of the subjunctive-present perfect in normal communication relates to Spanish cultural and language perspectives.	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.  Students will be able to sustain realistic interactions in all forms (interpersonal, interpretive and	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.	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C 12.3.1.54.D

				presentational) using		1
				the subjunctive-		
				present perfect with a		
				native speaker in the		
				target language.		
Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:
Language	What comparisons can	Knows the subjunctive-	Compare and	Students will be able to	All regular and	12.4.1.54. <i>A</i>
comparisons and	you make between the	present perfect	differentiate between	produce and recognize	irregular verbs	12.4.1.54.B
Cultural	subjunctive-present	conjugations and, most	the subjunctive-present	authentic	in Spanish	12.4.1.54.C
comparisons	perfect tense in	importantly, can apply	perfect conjugations in	communication in all	(infinite)	
	Spanish and the lack	this in realistic	English and in Spanish to	forms using the		
	thereof a subjunctive	communication. Also,	further comprehension	subjunctive-present	What the tense	
	tense in English?	the student has	and appropriate	perfect tense in	looks like in	
		knowledge of the	application.	Spanish.	English and how	
		grammatical structure			there is no	
		of the English language	Demonstrate the	The students will detail	subjunctive	
		in the subjunctive-	subjunctive-present	the grammatical	equivalent in	
		present perfect tense.	perfect conjugations	structure of the	English	
			and, most importantly,	English language in the		
		The students know the	can apply this in realistic	subjunctive-present	Reinforcement	
		subjunctive-present	communication.	perfect tense and make	of previous	
		perfect tense and		pathways between the	years'	
		conjugations.	The students can detail	two languages to	vocabulary	
			the grammatical	enhance comprehension	across all topics	
		Students know the	structure of the English	and application.	and subject	
		meanings of the	language in the		areas.	
		subjunctive-present	subjunctive-present	Students will be able to		
		perfect tense.	perfect tenses and make	compare and		
			pathways between the	differentiate between		
		Students have a deeper	two languages to enhance	the subjunctive-		
		understanding of the	comprehension and	present perfect		
		use of the subjunctive-	application.	conjugations in English		
		present perfect in the		and in Spanish to		
		Spanish language and	Students apprise how	further comprehension		
		its cultural relevance.	the use of the	and appropriate		
			subjunctive-present	application.		
			perfect in normal			
			communication relates to	Students will be able to		
			Spanish cultural and	sustain realistic		

Г						
			language perspectives.	interactions in all forms		
				(interpersonal,		
				interpretive and		
				presentational) using		
				the subjunctive-		
				present perfect with a		
				native speaker in the		
				target language.		
Communities:	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	Communities:	<u>Communities:</u>
School and	Can you effectively	The students know the	In realistic interactions	Students will be able to	All regular and	12.5.1.54.A
global	communicate with a	subjunctive-present	the students can	produce and recognize	irregular verbs	12.5.1.54.B
communities and	native speaker using	perfect conjugations	communicate in all forms	authentic	in Spanish	12.5.1.54.C
Lifelong	the subjunctive-present	and, most importantly,	(interpersonal,	communication in all	(infinite)	12.5.1.54.D
Learning	perfect?	can apply them in	interpretive and	forms using the		
		realistic communication.	presentational) using the	subjunctive-present	What the tense	
			subjunctive-present	perfect tense in	looks like in	
		The students know how	perfect tense in the	Spanish.	English and how	
		to communicate	target language.		there is no	
		successfully in the		The students will detail	subjunctive	
		target language.	Compare and	the grammatical	equivalent in	
			differentiate between	structure of the	English	
		The students have	the subjunctive-present	English language in the		
		knowledge of the	perfect conjugations in	subjunctive-present	Reinforcement	
		grammatical structure	English and in Spanish to	perfect tense and make	of previous	
		of the English language	further comprehension	pathways between the	years'	
		in the subjunctive-	and appropriate	two languages to	vocabulary	
		present perfect tense.	application.	enhance comprehension	across all topics	
				and application.	and subject	
		Students know the	Demonstrate the		areas.	
		meanings of the	subjunctive-present	Students will be able to		
		subjunctive-present	perfect conjugations	compare and		
		perfect tense.	and, most importantly,	differentiate between		
			can apply this in realistic	the subjunctive-		
		Students have a deep	communication.	present perfect		
		understanding of the		conjugations in English		
		use of the subjunctive-	The students can detail	and in Spanish to		
		present perfect in the	the grammatical	further comprehension		
		Spanish language and	structure of the English	and appropriate		
		its' cultural relevance.	language in the	application.		

	subjunctive-present perfect tense and make pathways between the two languages to enhance comprehension and application.  Students apprise how the use of the subjunctive-present perfect in normal communication relates to Spanish cultural and language perspectives.	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.
--	---	--

## **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
	Communication:	Communication:	<u>Communication:</u>	Communication:	Communication:	Communication:	Communication:
5 days	Interpretive, Interpersonal and Presentational	Can you produce and recognize the vocabulary learned and apply them in authentic communication?	How to produce and recognize the vocabulary presented in this unit and to apply them in realistic	Produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.	Students will be able to produce and recognize all vocabulary related to going to the bank in a Spanish-speaking	All vocabulary related to going to the bank in addition to situations	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D 12.1.1.54.E

	conversation.		country.	involving foreign currency and	12.1.1.54.F
	The students know how		Students will be able to	exchange	
Can you successfully		The students	successfully "go to a	(banco, hacer	
to the bank" in a		demonstrate the ability	bank" in a Spanish-	cola, effectivo,	
Spanish-speaking	•	to effectively go to a	speaking country in the	cheques,	
country using solely	the in the target language.	bank and accomplish all	target language and	ventana,	
target language?		real world tasks	accomplish all tasks	banquero,	
		necessary in the target	related to this realistic	banquera, etc.)	
		language.	situation.		
			Students will be able to		
			connect the diverse		
			perspectives and		
			practices in the target		
			culture related to going		
			to the bank.		
			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.		
			Resources:		
			*Teacher created list		
			of vocabulary related		
			to going to the bank.		
			* Visuals of all "bank"		
			vocabulary addressed		
			*Other supplemental		
			materials to create an		
			authentic situation.		

<u>Cu</u>	ultures:	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
prac pers and cu proc	ing cultural ctices to spectives I relating ultural oducts to spectives	Can you apprise the cultural practices related to going to the bank in Spain and in Latin America?	Students know the cultural practices related to going to the bank in the Spanish-speaking world.  A depth of knowledge of a large variety of Spanish-speaking countries and cultures	Students apprise the cultural practices of going to the bank with their classmates and teacher.  Analyze, compare and differentiate between countries and cultures in relation to going to the bank and accomplishing all real world tasks.	Students will be able to produce and recognize all vocabulary related to going to the bank in a Spanish-speaking country.  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.	All vocabulary related to going to the bank in addition to situations involving foreign currency and exchange (banco, hacer cola, effectivo, cheques, ventana, banquero, banquera, etc.)	12.2.1.54.A 12.2.1.54.B 12.2.1.54.C
			How to produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.	Produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.	Students will be able to connect the diverse perspectives and practices in the target culture related to going to the bank.		
			The students know how to go to the bank and successfully complete all tasks necessary in the target language.	The students demonstrate the ability to effectively go to the bank in the target language.	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.		
Conr	nections:	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:
conne	Making ections and equiring	Are there connections that we can make in relation to going to the	A depth of knowledge of a large variety of Spanish-speaking	Create pathways between connecting the Spanish-speaking	Students will be able to produce and recognize all vocabulary related	All vocabulary related to going to the bank in	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C

information and	bank in Latin America	countries and cultures	countries and cultures in	to going to the bank in	addition to	12.3.1.54.D
diverse	and in our own country?	and our own.	relation to going to the	a Spanish-speaking	situations	12.3.1.34.0
perspectives	and in our own country?	una our own.	bank with our own.	country.	involving foreign	
perspectives	What perspectives do	Students know the	Bank with our own.	country.	currency and	
	they have on financial	cultural practices	Students apprise the	Students will be able to	exchange	
	security as a cultural	related to going to the	cultural practices of	successfully "go to a	(banco, hacer	
	practice?	bank in the Spanish-	going to the bank with	bank" in a Spanish-	cola, effectivo,	
	pracrices	speaking world.	their classmates and	speaking country in the	cheques,	
		speaking worra.	teacher.	target language and	ventana,	
			reacher.	accomplish all tasks	banquero,	
				related to this realistic	banquera, etc.)	
				situation.	bunquer a, ere.)	
		How to produce and		orraarion.		
		recognize the	Analyze, compare and	Students will be able to		
		vocabulary presented in	differentiate between	connect the diverse		
		this unit and to apply	countries and cultures in	perspectives and		
		them in realistic	relation to going to the	practices in the target		
		conversation.	bank.	culture related to going		
				to the bank.		
		The students know how				
		to get a haircut in the	Produce and recognize	Students will be able to		
		target language.	the vocabulary	compare and contrast		
			presented in this unit	the cultural practices		
			and to apply them in	and language use when		
			realistic conversation.	going to the bank in the		
				Spanish world and in		
				the U.S.		
			The students			
			demonstrate the ability			
			to effectively get a			
			haircut in the target			
			language.			
<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>
Language	Compare and	The skills to compare	Analyze, compare and	Students will be able to	All vocabulary	12.4.1.54.A
comparisons and	differentiate between	and differentiate	differentiate between	produce and recognize	related to going	12.4.1.54.B
Cultural	going to the bank in the	between diverse topics.	countries and cultures in	all vocabulary related	to the bank in	12.4.1.54.C
comparisons	United States and in	·	relation to going to the	to going to the bank in	addition to	
	Latin America or Spain.		bank.	a Spanish-speaking	situations	
				country.	involving foreign	

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

this unit and to appl		bank" in a Spanish-	cola, effectivo,						
them in realistic	realistic conversation.	speaking country in the	cheques,						
conversation.		target language and	ventana,						
	Express themselves	accomplish all tasks	banquero,						
The skills to compar	,	related to this realistic	banquera, etc.)						
and differentiate	language detailing their	situation.							
between diverse topic	cs. thoughts on utilizing								
	their language skills in								
	the future.								
	Analyze, compare and								
A depth of knowledg	e differentiate between	Students will be able to							
of a large variety of	countries and cultures in	connect the diverse							
Spanish-speaking	relation to going to the	perspectives and							
countries and culture	es bank.	practices in the target							
with our own.		culture related to going							
		to the bank.							
	Create pathways								
Students know the	between connecting the	Students will be able to							
cultural practices	Spanish-speaking	compare and contrast							
related to going to the	ne countries and cultures in	the cultural practices							
bank in the Spanish	relation to going to the	and language use when							
speaking world.	bank with our own.	going to the bank in the							
		Spanish world and in							
		the U.S.							
	Students apprise the								
	cultural practices of								
	going to the bank with								
	their classmates and								
	teacher.								

## ASSESSMENT UNIT 9

# UNIT 10- THE SUBJUNCTIVE TENSES-PRETÉRITO 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	<u>Communication:</u>	Communication:	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	Communication:	Communication:
	Interpretive, Interpersonal and Presentational	How can we express and comprehend information about UNKNOWN/UNLIKELY events with another person or a group of people?	Knows the subjunctive- past 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) using the subjunctive-past perfect tense in the target language.	Students will be able to produce and recognize authentic communication in all forms using the subjunctive-past perfect tense in Spanish.  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.  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.	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.	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D 12.1.1.54.E 12.1.1.54.F

				Students will be able to		
				sustain realistic		
				interactions in all forms		
				(interpersonal,		
				interpretive and		
				presentational) using		
				the subjunctive-past		
				perfect with a native		
				speaker in the target		
				language.		
				, anguage.		
				Resources:		
				*In- class teacher-		
				created handouts on		
				the subjunctive-past		
				perfect tense and in-		
				class notes.		
				*Authentic poems,		
				short stories, songs,		
				legends, etc. as		
				supplemental resources		
				to reinforce		
				comprehension and		
				production.		
				production.		
<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
Deletine cultural	The cub junctive doca	The students know the	Studente ennige ham	Students will be able to	All pagulan and	12.2.1.54.A
Relating cultural practices to	The subjunctive does not exist in the English		Students apprise how the use of the	produce and recognize	All regular and irregular verbs	12.2.1.54.A 12.2.1.54.B
•	languagehow does the	subjunctive-past perfect tense and	subjunctive-past perfect	authentic	_	12.2.1.54.C
perspectives	practice of using the	· '	in normal communication	communication in all	in Spanish (infinite)	12.2.1.34.0
and relating cultural		conjugations.			(mimie)	
	subjunctive in Spanish relate to their	Studente know the	relates to Spanish	forms using the	What the tense	
products to		Students know the	cultural and language	subjunctive-past		
perspectives	perspectives culturally?	meanings of the	perspectives.	perfect tense in	looks like in	
		subjunctive-past		Spanish.	English and how	
		perfect tense.		انديدا النسية مسام معلى المسام	there is no	
		Chudanha lacer a da er		The students will detail	subjunctive	
		Students have a deeper		the grammatical	equivalent in	
		understanding of the		structure of the	English	

			use of the subjunctive- past perfect in the Spanish language and its cultural relevance.		English language in the subjunctive-past 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-past perfect conjugations in English and in Spanish to further comprehension and appropriate application.  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	Reinforcement of previous years' vocabulary across all topics and subject areas.	
					= -		
Cor	nnections:	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:
conn c info	Making nections and acquiring rmation and diverse	What connections can you make between the subjunctive-past perfect tense in Spanish (and lack of	The students know the subjunctive-past perfect tense and conjugations.	Demonstrate the subjunctive-past perfect conjugations and, most importantly, can apply this in realistic	Students will be able to produce and recognize authentic communication in all forms using the	All regular and irregular verbs in Spanish (infinite)	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C 12.3.1.54.D
	rspectives	subjunctive) grammatically in English?	Students know the meanings of the subjunctive-past perfect tense.	communication.  The students can detail the grammatical structure of the English	subjunctive-past perfect tense in Spanish.  The students will detail	What the tense looks like in English and how there is no subjunctive	

			Students have a deeper understanding of the use of the subjunctive-past perfect in the Spanish language and its cultural relevance.	language in the subjunctive-past perfect tenses and make pathways between the two languages to enhance comprehension and application.  Students apprise how the use of the subjunctive-past perfect in normal communication relates to Spanish cultural and language perspectives.	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.  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.  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	equivalent in English  Reinforcement of previous years' vocabulary across all topics and subject areas.	
					language.		
<u>Com</u>	oarisons: C	Comparisons:	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	Comparisons:	Comparisons:
compo Cu	risons and you m ultural sub parisons per	ake between the ojunctive-past rfect tense in	Knows the subjunctive- past perfect conjugations and, most importantly, can apply	Compare and differentiate between the subjunctive-past perfect conjugations in	Students will be able to produce and recognize authentic communication in all	All regular and irregular verbs in Spanish (infinite)	12.4.1.54. <i>A</i> 12.4.1.54. <i>B</i> 12.4.1.54. <i>C</i>
	there	nish and the lack cof a subjunctive nse in English?	this in realistic communication. Also, the student has knowledge of the	English and in Spanish to further comprehension and appropriate application.	forms using the subjunctive-past perfect tense in Spanish.	What the tense looks like in English and how	

		grammatical structure of the English language in the subjunctive-past perfect tense.  The students know the subjunctive-past perfect tense and conjugations.  Students know the meanings of the subjunctive-past perfect tense.  Students have a deeper understanding of the use of the subjunctive- past perfect in the Spanish language and its cultural relevance.	Demonstrate the subjunctive-past perfect conjugations and, most importantly, can apply this in realistic communication.  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.  Students apprise how the use of the subjunctive-past perfect in normal communication relates to Spanish cultural and language perspectives.	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.  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.  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.	there is no subjunctive equivalent in English  Reinforcement of previous years' vocabulary across all topics and subject areas.	
Communi	ies: <u>Communities:</u>	Communities:	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	Communities:
School o globa communitie	communicate with a s and native speaker using	The students know the subjunctive-past perfect conjugations	In realistic interactions the students can communicate in all forms	Students will be able to produce and recognize authentic	All regular and irregular verbs in Spanish	12.5.1.54. <i>A</i> 12.5.1.54. <i>B</i> 12.5.1.54. <i>C</i>
Lifelor Learnii	=	and, most importantly, can apply them in realistic communication.	(interpersonal, interpretive and presentational) using the	communication in all forms using the subjunctive-past	(infinite) What the tense	12.5.1.54.D

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

## ASSESSMENT UNIT 10

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

Unit Time Frames		Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
<u> </u>	Communication:	Communication:	Communication:	Communication:	Communication:	Communication:	Communication:
<b>,</b>	Interpretive, Interpersonal and Presentational	Can you sustain a conversation on the famous artists El Greco, Salvador Dalí, Fernando Botero and Joan Miró?	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.	The students can apprise the biographies and live stories of the famous artists El Greco, Salvador Dalí, Fernando Botero and Joan Miró and ca demonstrate the ability to sustain a high level conversation on such a topic.	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.	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.	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D 12.1.1.54.F

					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.		
					Resources:		
					*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		
<u>Cul</u>	tures:	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
Relatin	ıg cultural	How do the different	The students know the	Students can apprise the	Students will be able to	All vocabulary in	12.2.1.54.A
prac	tices to	cultures of the artists	artists' work and are	works by the artists	apprise the biographies	English and in	12.2.1.54.B
pers	pectives	affect their art?	familiar with the	studied and can	of the famous artists	Spanish related	12.2.1.54.C
	relating		countries and cultures	demonstrate how their	El Greco, Salvador Dalí,	to art	
	ltural		of the artists learned	countries and cultures	Fernando Botero and	(Surrealism,	
	lucts to		about in this unit.	may have affected their	Joan Miró.	abstract,	
persp	pectives			work/influence.		realism, Cubism,	
					Students will be able to	etc.) as well as	
					attend a tour of a real	all vocabulary	

Τ	ľ					
				art museum on a field	needed to	
				trip and demonstrate	explain, question	
				an ability to compare	and discuss	
				and contrast the	works of art	
				various works of art	across time.	
				learned as part of that		
				tour (whether Spanish,		
				Impressionist, etc.)		
				with the art that we		
				learned about in class.		
				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.		
Connections:	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:
Making	What perspectives do	The students know the	Students can apprise the	Students will be able to	All vocabulary in	12.3.1.54.A
connections and	you see between the	artists' work and are	works by the artists	apprise the biographies	English and in	12.3.1.54.B
acquiring	Hispanic and Spanish	familiar with the	studied and can	of the famous artists	Spanish related	12.3.1.54.C
information and	artists we have learned	countries and cultures	demonstrate how their	El Greco, Salvador Dalí,	to art	12.3.1.54.D
diverse	about in this unit?	of the artists and the	countries, cultures,	Fernando Botero and	(Surrealism,	
perspectives		effects certain people,	people in their lives and	Joan Miró.	abstract,	
		events and their culture	historical events may		realism, Cubism,	
		had on them.	have affected their	Students will be able to	etc.) as well as	
			work.	attend a tour of a real	all vocabulary	
				art museum on a field	needed to	
				trip and demonstrate	explain, question	
				an ability to compare	and discuss	
				and contrast the	works of art	
				various works of art	across time.	
				learned as part of that		
 l .	I					

Comparis  Langua; comparisor Culture comparis	What comparisons and differences do you see between the Hispanic	Comparisons:  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.	Comparisons:  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.	tour (whether Spanish,     Impressionist, etc.)     with the art that we learned about in class.  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.  Comparisons:  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     complete a scavenger	Comparisons:  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.	Comparisons:  12.4.1.54.A 12.4.1.54.B 12.4.1.54.C
---	--	---	--	--	---	---

				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.		
<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	Communities:	Communities:
School and global communities and Lifelong Learning	Can you, with an educated eye, analyze and evaluate various works of art at a real museum whether related to Spanish/Hispanic art or another genre?  Can you navigate yourself around a real museum finding various works of art as part of a scavenger hunt?	Students know how to analyze and evaluate art and understand that there is more happening in works of art than one might initially think.  Students know how to navigate themselves around a real museum and have the tools to overcome any obstacles that they may initially face.	Students will analyze and evaluate art and demonstrate understanding that there is more happening in works of art than one might initially think.  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.	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 complete a scavenger hunt throughout the museum that consists of ALL areas of the museum (art as well as natural history) exposing the students	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.	12.5.1.54.A 12.5.1.54.B 12.5.1.54.C 12.5.1.54.D

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

#### **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	Communication:  Interpretive, Interpersonal and Presentational	Can you apprise the biographies and lives of the following famous Hispanics/Spanish: Miguel de Cervantes, Simón Bolivar and Ernesto "Che" Guevara.	Communication:  Students know the biographies of Miguel de Cervantes, Simón Bolivar and Ernesto "Che" Guevara.	Communication:  Students apprise the lives of Miguel de Cervantes, Simón Bolivar and Ernesto "Che" Guevara.	Communication:  Students will be able to apprise the biographies of famous Hispanics in history such as: Miguel de Cervantes, Simón Bolivar and Ernesto "Che" Guevara.  Students will be able to describe the cultural importance of these figures in various Spanish-speaking	Communication:  All vocabulary related to the famous Hispanics in history (biographical, historical and geographical)	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D 12.1.1.54.E 12.1.1.54.F

Students will be able to acquire new information and diverse perspectives relating to the lives and accomplishments of Miguel de Cervantes, Simón Balivar and Ernesto 'Che' Guevana.  Students will be able to compare and differentiate between the lives of Miguel de Cervantes, Simón Balivar and Crimesto 'Che' Guevana differentiate between the lives of Miguel de Cervantes, Simón Balivar and Crimesto 'Che' Guevara and cultrurally significant people in the United States,  Students will be able to incorporate their Mowledge of these famous Hispanics/Spanish in their other subjects and in their ives outside of school.  Resources:  "Teacher-reated biographies of Miguel de Cervantes, Sinón Balivar and Ernesto 'Che' Guevana.	
and diverse perspectives relating to the lives and accomplishments of Miguel de Cervantes, Simón Bolivar and Ernesto "Che" Guevara.  Students will be able to compare and differentiate between the lives of Miguel de Cervantes, Simón Bolivar and Ernesto "Che" Guevara and culturally significant people in the United States.  Students will be able to incorporate their knowledge of these famous Hispanics/Spanish in their other subjects and in their lives outside of school.  Resources:  *Teacher-created biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	Students will be able to
perspectives relating to the lives and accomplishments of Miguel de Cervantes, Simón Bolivar and Ernesto "Che" Guevara.  Students will be able to compare and differentiate between the lives of Miguel de Cervantes, Simón Bolivar and Ernesto "Che" Guevara and culturally significant people in the United States.  Students will be able to incorporate their knowledge of these famous Hispanics/Spanish in their other subjects and in their lives and the lives outside of school.  Resources:  *Teacher-created biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	
the lives and accomplishments of Miguel de Cervantes, Simón Bolivar and Ernesto "Che" Guevara.  Students will be able to compare and differentiate between the lives of Miguel de Cervantes, Simón Bolivar and Ernesto "Che" Guevara and culturally significant people in the United States.  Students will be able to incorporate their knowledge of these famous Hispanics/Spanish in their other subjects and in their lives outside of school.  Resources:  *Teacher-created biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	
accomplishments of Miguel de Cervantes, Simón Bolivar and Ernesto "Che" Guevara.  Students will be able to compare and differentiate between the lives of Miguel de Cervantes, Simón Bolivar and Ernesto "Che" Guevara and culturally significant people in the United States.  Students will be able to incorporate their knowledge of these famous Hispanics/Spanish in their other subjects and in their lives outside of school.  Resources:  *Teacher-created biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	
Miguel de Cervantes, Simón Bolivar and Ernesto "Che" Guevara.  Students will be able to compare and differentiate between the lives of Miguel de Cervantes, Simón Bolivar and Ernesto "Che" Guevara and culturally significant people in the United States.  Students will be able to incorporate their knowledge of these famous Hispanies/Spanish in their other subjects and in their lives outside of school.  Resources:  *Teacher-created biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	the lives and
Simón Bolivar and Ernesto "Che" Guevara.  Students will be able to compare and differentiate between the lives of Miguel de Cervantes, Simón Bolivar and Ernesto "Che" Guevara and culturally significant people in the United States.  Students will be able to incorporate their knowledge of these famous Hispanics/Spanish in their other subjects and in their other subjects and in their other subjects outside of school.  Resources:  *Teacher-created biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	accomplishments of
Simón Bolivar and Ernesto "Che" Guevara.  Students will be able to compare and differentiate between the lives of Miguel de Cervantes, Simón Bolivar and Ernesto "Che" Guevara and culturally significant people in the United States.  Students will be able to incorporate their knowledge of these famous Hispanics/Spanish in their orther subjects and in their other subjects and in their other subjects and in their other subjects outside of school.  Resources:  *Teacher-created biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	Miguel de Cervantes,
Students will be able to compare and differentiate between the lives of Miguel de Cervantes, Simón Bolivar and Ernesto "Che" Guevara and culturally significant people in the United States.  Students will be able to incorporate their knowledge of these famous Hispanics/Spanish in their other subjects and in their lives outside of school.  Resources:  *Teacher-created biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	Simón Bolivar and
compare and differentiate between the lives of Miguel de Cervantes, Simón Bolivar and Ernesto "Che" Guevara and culturally significant people in the United States.  Students will be able to incorporate their knowledge of these famous Hispanics/Spanish in their other subjects and in their lives outside of school.  Resources:  *Teacher-created biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	Ernesto "Che" Guevara.
compare and differentiate between the lives of Miguel de Cervantes, Simón Bolivar and Ernesto "Che" Guevara and culturally significant people in the United States.  Students will be able to incorporate their knowledge of these famous Hispanics/Spanish in their other subjects and in their lives outside of school.  Resources:  *Teacher-created biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	
compare and differentiate between the lives of Miguel de Cervantes, Simón Bolivar and Ernesto "Che" Guevara and culturally significant people in the United States.  Students will be able to incorporate their knowledge of these famous Hispanics/Spanish in their other subjects and in their lives outside of school.  Resources:  *Teacher-created biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	Students will be able to
differentiate between the lives of Miguel de Cervantes, Simón Bolivar and Ernesto "Che" Guevara and culturally significant people in the United States.  Students will be able to incorporate their knowledge of these famous Hispanics/Spanish in their other subjects and in their lives outside of school.  Resources:  *Teacher-created biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	
the lives of Miguel de Cervantes, Simón Bolivar and Ernesto "Che" Guevara and culturally significant people in the United States.  Students will be able to incorporate their knowledge of these famous Hispanics/Spanish in their other subjects and in their lives outside of school.  Resources:  *Teacher-created biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	
Cervantes, Simón Bolivar and Ernesto "Che" Guevara and culturally significant people in the United States.  Students will be able to incorporate their knowledge of these famous Hispanics/Spanish in their other subjects and in their lives outside of school.  Resources:  *Teacher-created biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	
Bolivar and Ernesto "Che" Guevara and culturally significant people in the United States.  Students will be able to incorporate their knowledge of these famous Hispanics/Spanish in their other subjects and in their lives outside of school.  Resources:  *Teacher-created biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	
"Che" Guevara and culturally significant people in the United States.  Students will be able to incorporate their knowledge of these famous Hispanics/Spanish in their other subjects and in their lives outside of school.  Resources:  *Teacher-created biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	
culturally significant people in the United States.  Students will be able to incorporate their knowledge of these famous Hispanics/Spanish in their other subjects and in their lives outside of school.  Resources:  *Teacher-created biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	
people in the United States.  Students will be able to incorporate their knowledge of these famous Hispanics/Spanish in their other subjects and in their lives outside of school.  Resources:  *Teacher-created biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	
States.  Students will be able to incorporate their knowledge of these famous Hispanics/Spanish in their other subjects and in their lives outside of school.  Resources:  *Teacher-created biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	
Students will be able to incorporate their knowledge of these famous Hispanics/Spanish in their other subjects and in their lives outside of school.  Resources:  *Teacher-created biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	
incorporate their knowledge of these famous Hispanics/Spanish in their other subjects and in their lives outside of school.  Resources:  *Teacher-created biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	oldies.
incorporate their knowledge of these famous Hispanics/Spanish in their other subjects and in their lives outside of school.  Resources:  *Teacher-created biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	Students will be able to
knowledge of these famous Hispanics/Spanish in their other subjects and in their lives outside of school.  Resources:  *Teacher-created biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	
famous Hispanics/Spanish in their other subjects and in their lives outside of school.  Resources:  *Teacher-created biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	
Hispanics/Spanish in their other subjects and in their lives outside of school.  Resources:  *Teacher-created biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	
their other subjects and in their lives outside of school.  Resources:  *Teacher-created biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	
and in their lives outside of school.  Resources:  *Teacher-created biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	their other subjects
outside of school.  Resources:  *Teacher-created biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	
*Teacher-created biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	
*Teacher-created biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	outside of school.
*Teacher-created biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	Descursos:
biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	<u>kesources.</u>
biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	*Tasshan spected
de Cervantes, Simón Bolivar and Ernesto	
Bolivar and Ernesto	
Che" Guevara.	
	Che" Guevara.
*Visuals of Miguel de	
Cervantes, Simón	
Bolivar and Ernesto	Bolivar and Ernesto

				"Che" Guevara		
				che Guevara		
				*DVD biographies of		
				the famous		
				Hispanics/Spanish.		
				r nopulicor opulion.		
<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
Relating cultural	What is the cultural	Students know the	Students describe the	Students will be able to	All vocabulary	12.2.1.54.A
practices to	significance of Miguel	biographies and cultural	cultural importance of	apprise the biographies	related to the	12.2.1.54.B
perspectives	de Cervantes, Simón	importance of Miguel de	Miguel de Cervantes,	of famous Hispanics in	famous	12.2.1.54.C
and relating	Bolivar and Ernesto	Cervantes, Simón	Simón Bolivar and	history such as: Miguel	Hispanics in	
cultural	"Che" Guevara in the	Bolivar and Ernesto	Ernesto "Che" Guevara in	de Cervantes, Simón	history	
products to	Spanish-speaking	"Che" Guevara.	the Spanish-speaking	Bolivar and Ernesto	(biographical,	
perspectives	world?		countries to their	"Che" Guevara.	historical and	
			classmates and teacher		geographical)	
			through various student-	Students will be able to		
			centered activities.	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 Bolivar and		
				Ernesto "Che" Guevara.		
				Students will be able to		
				compare and		
				differentiate between		
				the lives of Miguel de		
				Cervantes, Simón		
				Bolivar and Ernesto		
				"Che" Guevara and		
				culturally significant		

				people in the United States.  Students will be able to incorporate their knowledge of these famous Hispanics/Spanish in their other subjects and in their lives outside of school.		
Connections:	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:
Making connections and acquiring information and diverse perspectives	What perspectives have you acquired relating to the lives and accomplishments of Miguel de Cervantes, Simón Bolivar and Ernesto "Che" Guevara.	Students know the biographies of Miguel de Cervantes, Simón Bolivar and Ernesto "Che" Guevara.  Students know the perspectives of the Spanish world relating to the lives of Miguel de Cervantes, Simón Bolivar and Ernesto "Che" Guevara.	Students apprise the lives of Miguel de Cervantes, Simón Bolivar and Ernesto "Che" Guevara.  Students describe the cultural importance of Miguel de Cervantes, Simón Bolivar and Ernesto "Che" Guevara in the Spanish-speaking countries to their classmates and teacher through various student-centered activities.	Students will be able to apprise the biographies of famous Hispanics in history such as: Miguel de Cervantes, Simón Bolivar 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 Bolivar and Ernesto "Che" Guevara.	All vocabulary related to the famous Hispanics in history (biographical, historical and geographical)	12.3.1.54. <i>A</i> 12.3.1.54. <i>B</i> 12.3.1.54. <i>C</i> 12.3.1.54. <i>D</i>

				differentiate between the lives of Miguel de Cervantes, Simón Bolivar and Ernesto "Che" Guevara and culturally significant people in the United States.  Students will be able to incorporate their knowledge of these famous Hispanics/Spanish in their other subjects and in their lives outside of school.		
Comparisons:	Comparisons:	Comparisons:	Comparisons:	<u>Comparisons:</u>	Comparisons:	Comparisons:
Language comparisons and Cultural comparisons	Compare and differentiate between the lives of Miguel de Cervantes, Simón Bolivar and Ernesto "Che" Guevara and culturally significant people in the United States.	Students have the skills to compare and contrast the lives of Miguel de Cervantes, Simón Bolivar and Ernesto "Che" Guevara and culturally significant people in the United States.	Students compare and contrast the lives of Miguel de Cervantes, Simón Bolivar and Ernesto "Che" Guevara and culturally significant people in the United States.	Students will be able to apprise the biographies of famous Hispanics in history such as: Miguel de Cervantes, Simón Bolivar and Ernesto "Che" Guevara.	All vocabulary related to the famous Hispanics in history (biographical, historical and geographical)	12.4.1.54.A 12.4.1.54.B 12.4.1.54.C
		Students know culturally important figures in the United States.	Students detail culturally important figures in the United States.	Students will be able to describe the cultural importance of these figures in various Spanish-speaking countries.		
		Students know the biographies of Miguel de Cervantes, Simón Bolivar and Ernesto	Students apprise the lives of Miguel de Cervantes, Simón Bolivar and Ernesto "Che"	Students will be able to acquire new information and diverse perspectives relating to		

 1		1				-
		"Che" Guevara.	Guevara.	the lives and		
				accomplishments of		
				Miguel de Cervantes,		
				Simón Bolivar and		
				Ernesto "Che" Guevara.		
		Students know the	Students describe the	Students will be able to		
		perspectives of the	cultural importance of	compare and		
		Spanish world relating	Miguel de Cervantes,	differentiate between		
		to the lives of Miguel	Simón Bolivar and	the lives of Miguel de		
		de Cervantes, Simón	Ernesto "Che" Guevara in	Cervantes, Simón		
		Bolivar and Ernesto	the Spanish-speaking	Bolivar and Ernesto		
		"Che" Guevara.	countries to their	"Che" Guevara and		
		che Guevara.	classmates and teacher			
				culturally significant		
			through various student-	people in the United		
			centered activities.	States.		
				Students will be able to		
				incorporate their		
				knowledge of these		
				famous		
				Hispanics/Spanish in		
				their other subjects		
				and in their lives		
				outside of school.		
<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>
School and	Llaw aan way	Students know how	Students utilize this	Students will be able to	ب سوایی او موادیا	12.5.1.S4.A
	How can you				All vocabulary	
global	incorporate their	they can utilize this	knowledge in other	apprise the biographies	related to the	12.5.1.54.B
communities and	knowledge of these	knowledge in other	subject areas and in	of famous Hispanics in	famous	12.5.1.54. <i>C</i>
Lifelong	famous	subject areas and in	their lives outside of	history such as: Miguel	Hispanics in	12.5.1.54.D
Learning	Hispanics/Spanish in	their lives outside of	school.	de Cervantes, Simón	history	
	their other subjects	school.		Bolivar and Ernesto	(biographical,	
	and in their lives			"Che" Guevara.	historical and	
	outside of school?				geographical)	
		Chindana hana aha atitta	Chudanta samuana sud	Caudana milla a aktore		
		Students have the skills	Students compare and	Students will be able to describe the cultural		
		to compare and	contrast the lives of			
		contrast the lives of	Miguel de Cervantes,	importance of these		
		Miguel de Cervantes,	Simón Bolivar and	figures in various		

a. ( a !:			I	T
Simón Bolivar and	Ernesto "Che" Guevara	Spanish-speaking		
Ernesto "Che" Guevara	and culturally significant	countries.		
and culturally	people in the United			
significant people in the	States.			
United States.				
Students know	Students detail	Students will be able to		
culturally important	culturally important	acquire new information		
figures in the United	figures in the United	and diverse		
States.	States.	perspectives relating to		
		the lives and		
		accomplishments of		
Students know the	Students apprise the	Miguel de Cervantes,		
biographies of Miguel	lives of Miguel de	Simón Bolivar and		
de Cervantes, Simón	Cervantes, Simón Bolivar	Ernesto "Che" Guevara.		
Bolivar and Ernesto	and Ernesto "Che"			
"Che" Guevara.	Guevara.			
5.1.5 G G G T G T G T	0.001.01.01.			
Students know the	Students describe the	Students will be able to		
perspectives of the	cultural importance of	compare and		
Spanish world relating	Miguel de Cervantes,	differentiate between		
to the lives of Miguel	Simón Bolivar and	the lives of Miguel de		
de Cervantes, Simón	Ernesto "Che" Guevara in	Cervantes, Simón		
Bolivar and Ernesto	the Spanish-speaking	Bolivar and Ernesto		
"Che" Guevara.	countries to their	"Che" Guevara and		
che Guevara.	classmates and teacher			
	through various student-	culturally significant people in the United		
	centered activities.	• •		
	cemerea activities.	States.		
		Students will be able to		
		incorporate their		
		knowledge of these		
		famous		
		Hispanics/Spanish in		
		their other subjects		
		and in their lives		
		outside of school.		

## 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
	Communication:	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	Communication:	Communication:	Communication:
5 days	Interpretive, Interpersonal and Presentational	Can you produce and recognize the vocabulary learned and apply them in authentic communication?  Can you successfully "go	How to produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.  The students know how	Produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.  The students	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	All vocabulary related to going to the post office in addition to situations involving foreign currency and exchange	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D 12.1.1.54.E 12.1.1.54.F
		to the post office" in a Spanish-speaking country using solely the target language?	to go to a post office and accomplish all real world tasks necessary in the target language.	demonstrate the ability to effectively go to a post office and accomplish all real world tasks necessary in the target language.	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.	(correos, carta, estampa, hacer cola, effectivo, tarjetas postales, ventana, ayudante, etc.)	

compare and contrast the cultural practices and language use when going to the post office in the Spanish world and in the U.S.	
and language use when going to the post office in the Spanish world	
going to the post office in the Spanish world	
in the Spanish world	
and in the 0.5.	
Resources:	
*Teacher created list	
of vocabulary related	
to going to the post	
office.	
* Visuals of all "post	
office" vocabulary	
addressed	
*Other supplemental	
materials to create an	
authentic situation.	
Cultures:         Cultures: <t< td=""><td>tures:</td></t<>	tures:
	.1.54.A
	2.1.54.B
	2.1.54.C
and relating post office in Spain and post office in the with their classmates to going to the post office in	
cultural in Latin America? Spanish-speaking world. and teacher. office in a Spanish- addition to	
products to speaking country. situations	
perspectives involving foreign	
currency and	
A depth of knowledge Analyze, compare and Students will be able to exchange	
of a large variety of differentiate between successfully "go to the (correos, carta,	
Spanish-speaking countries and cultures in post office" in a estampa, hacer	
countries and cultures relation to going to the Spanish-speaking cola, effectivo,	
post office and country in the target tarjetas	
accomplishing all real   language and accomplish   postales,	
world tasks. all tasks related to this ventana,	
realistic situation. ayudante, etc.)	

Г						T	
			How to produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.	Produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.	Students will be able to connect the diverse perspectives and practices in the target culture related to going to the post office.		
			The students know how to go to the post office and successfully complete all tasks necessary in the target language.	The students demonstrate the ability to effectively go to the post office 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>c</u>	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:
col	Making connections and acquiring formation and diverse perspectives	Are there connections that we can make in relation to going to the post office in Latin America and in our own country?  What perspectives do they have on financial security as a cultural practice?	A depth of knowledge of a large variety of Spanish-speaking countries and cultures and our own.  Students know the cultural practices related to going to the post office in the Spanish-speaking world.	Create pathways between connecting 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.	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.	All vocabulary related to going to the post office in addition to situations involving foreign currency and exchange (correos, carta, estampa, hacer cola, effectivo, tarjetas postales, ventana,	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C 12.3.1.54.D
			How to produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.	Analyze, compare and differentiate between countries and cultures in relation to going to the post office.	Students will be able to connect the diverse perspectives and practices in the target culture related to going to the post office.	ayudante, etc.)	

		The students know how to get a haircut in the target language.	Produce and recognize the vocabulary	Students will be able to compare and contrast		
		J	presented in this unit and to apply them in realistic conversation.	the cultural practices and language use when going to the post office in the Spanish world and in the U.S.		
			The students demonstrate the ability to effectively get a haircut in the target language.	una in the 0.5.		
<u>Comparisons:</u>	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:
Language comparisons and Cultural comparisons	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?	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.	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 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.	All vocabulary related to going to the post office in addition to situations involving foreign currency and exchange (correos, carta, estampa, hacer cola, effectivo, tarjetas postales, ventana, ayudante, etc.)	12.4.1.54. <i>A</i> 12.4.1.54. <i>B</i> 12.4.1.54. <i>C</i>
		Students know the cultural practices related to going to the post office in the Spanish-speaking world.	Students apprise the cultural practices of going to the post office with their classmates and teacher.	Students will be able to connect the diverse perspectives and practices in the target culture related to going to the post office.		
		How to produce and recognize the	Produce and recognize the vocabulary	Students will be able to compare and contrast		

			vocabulary presented in	presented in this unit	the cultural practices		
			this unit and to apply	and to apply them in	and language use when		
			them in realistic	realistic conversation.	going to the post office		
			conversation.		in the Spanish world		
					and in the U.S.		
			The students know how	The students			
			to go to the post office	demonstrate the ability			
			in the target language.	to effectively go to the			
				post office in the target			
				language.			
Commun	nities:	Communities:	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>
School		Can you successfully go	The students know how	The students	Students will be able to	All vocabulary	12.5.1.54.A
glob	oal	to a post office in a	to go to the post office	demonstrate the ability	produce and recognize	related to going	12.5.1.54.B
communit	ties and	Spanish-speaking	in the target language.	to effectively go to the	all vocabulary related	to the post	12.5.1.54.C
Lifeld	ong	country only utilizing		post office in the target	to going to the post	office in	12.5.1.S4.D
Learn	ning	the target language		language.	office in a Spanish-	addition to	
		while accomplishing all			speaking country.	situations	
		real world tasks?	How to produce and	Produce and recognize		involving foreign	
			recognize the	the vocabulary	Students will be able to	currency and	
			vocabulary presented in	presented in this unit	successfully "go to the	exchange	
			this unit and to apply	and to apply them in	post office" in a	(correos, carta,	
			them in realistic	realistic conversation.	Spanish-speaking	estampa, hacer	
			conversation.		country in the target	cola, effectivo,	
				Express themselves	language and accomplish	tarjetas	
			The skills to compare	effectively in the target	all tasks related to this	postales,	
			and differentiate	language detailing their	realistic situation.	ventana,	
			between diverse topics.	thoughts on utilizing		ayudante, etc.)	
				their language skills in			
				the future.			
				Analyze, compare and			
			A depth of knowledge	differentiate between	Students will be able to		
			of a large variety of	countries and cultures in	connect the diverse		
			Spanish-speaking	relation to going to the	perspectives and		
			countries and cultures	post office.	practices in the target		
			with our own.		culture related to going		
					to the post office.		
				Create pathways	,		
			Students know the	between connecting the	Students will be able to		

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

#### **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
	<u>Communication:</u>	Communication:	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	Communication:	Communication:
<b>25</b> days	Interpretive, Interpersonal and Presentational	Can you read and comprehend authentic novels in the target language?	Students have the strategies and skills to read classic Spanish novels from infamous authors.	Students can effectively read, comprehend and apprise the TWO novels they choose to read from the following:  "CIEN AÑOS DE	Students can effectively read, comprehend and apprise TWO of the novels "CIEN AÑOS DE SOLEDAD" by Gabriel	A comprehensive amount of over thousands of vocabulary in the target	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D 12.1.1.54.E 12.1.1.54.F
		Can you describe the characters' personalities and critical scenes in the novels you read?	Strategies to keep a conversation going beyond simple question/answer  García Márquez, "LA  CRUZ DEL DIABLO" by  Gustavo Adolfo Bécquer, "LA CASA DE LA  TROYA" by Alejandro  Pérez Lugín, "COMO AGO	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	language on a wide variety of topics and subject areas.		
			Negotiation strategies when not understood or not understanding	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	Esquivel, LA CUIDAD DE LAS BESTIAS by Isabel Allende, LA CASA EN MANGO STREET by Sandra Cisneros, "LA SANGRE Y LA ARENA		
			Circumlocution strategies by using known vocabulary to define or explain the unknown	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	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		

1	1		
	by Manuel Rivas,	by Manuel Rivas,	
	"CUENTOS DE LA	"CUENTOS DE LA	
	POSGUERRA" by various	POSGUERRA" by	
	and EL ALQUIMISTA by	various and EL	
	Paolo Coelho	ALQUIMISTA by Paolo	
		Coelho	
		Students will be able to	
		explain the cultural	
		l '	
		practices and cultural	
		products presented in	
		the books they choose	
		and relate them to the	
		cultural perspectives of	
		the author's country of	
		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.	
		or mones personal life.	
		Resources:	
		* The novels "CIEN	
		AÑOS DE SOLEDAD"	
		by Gabriel García	

Gustravo Adolfo Bécquer, "LA CASA DE LA TROYA" by Alejandro Pérez Lugin, "COMO AGUA PARA CHOCOLATE" by Laura Esquivel, I.A CUTDAD DELAS BESTIAS by Isobel Allende, LA CASA EN MANGO STREET by Sandra Gisneros, "LA SANAGE Y LA ARENA by Vicente Blasco Isofrez. "EL REINO DEL DRAGÓN DE ORO" by Isabel Allende, "EL BOSQUE DE LOS PIGMEOS" by Isabel Allende, "LA CASA DE LOS ESPÍRTIUS" by Isabel Allende, "DoS CRÉMENES" by Jarge Ibarguengoiria, "CQUÉ ME QUITRES, AMOR?" by Manuel Rivas, "CUENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Paolo Coelho  Cultures:					Márquez, "LA CRUZ DEL DIABLO" by		
Bécquer, "LA CASA DE LA TROYA" by Alejandro Pérez Lugín, "COMO AGUA PARA CHOCOLATE" by Lurur Esquivel, LA CUIDAD DE LAS BESTIAS by Isabel Allende, LA CASA EN MANGO STREET by Sandra Gisneros, "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 CRÉMENES" by Jorge Ibanguengotina, "CQUÉ ME QUITERES, AMOR?" by Manuel Rivas, "CUENTOS DE LA POSSUERRA" by various and EL ALQUIMISTA by Poolo Coelho  Cultures: Cu					-		
LA TROYA" by Alejandro Pérez Lugín, "COMO ABUA PARA CHOCOLATE" by Laura Esquivel, LA CUIDAD DE LAS BESTTAS 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 CRÉMENSE" by Jorge Ibarguengoitia, "¿QUÉ ME QUIERES, AMOR?" by Manuel Rivas, "¿UENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Paolo Coelho  Cultures:  Cultures:  Cultures: Cultures: Cultures: Cultures: Cultures: Cultures: Cultures: Cultures: Cultures: Cultures: Cultures: Cultures: Students can effectively read, comprehensive 12.2.1.54.A comprehensive 12.2.1.54.A							
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 Ibdiraz "EL REINO DEL DRAGÓN DE ORO" by Isabel Allende, "EL BOSQUE DE LOS PIGMEOS" by Isabel Allende, "LA CASA DE LOS ESPÍETITU" by Isabel Allende, "LOS ESPÍETITU" by Isabel Allende, "LOS CRÍMENES" by Jorge Ibarguengarita, "AQUE ME QUIERES, AMOR?" by Manuel Rivas, "CUENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Paolo Coelho  Cultures:  Cultu					_ ·		
"COMO AGUA PARA CHOCOLATE" by Laura Esquivel, LA CUIDAD DE LAS BESTIAS by Isabel Allende, LA CASA EN MANNO STREET by Sandra Cisneros, "LA SANGRE Y LA ARENA by Vicente Blasco Ibáñez, "El RETINO DEL DRAGÓN DE ORO" by Isabel Allende, "EL BOSQUE DE LOS PIEMEOS" by Isabel Allende, "EL BOSQUE DE LOS PIEMEOS" by Isabel Allende, "LA CASA DE LOS ESPÍRITUS" by Isabel Allende, "DOS CRÍMENES" by Jorge Ibarguengoitia, "LQUÉ ME QUIERES, AMOR?" by Manuel Rivas, "CUENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Paola Coelho  Cultures:  Relating Louter Students have the strategies and skills to read, comprehend and effectively read, comprehensive 12.2.1.54.8					· ·		
CHOCOLATE" by Laura Esquivel, LA CUIDAD BC LAS BESTATAS by Isabel Allende, LA CASA EN MANGO STREET by Sandra Cisneros, "LA SANIGRE 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, "CASA DE LOS ESPÍRITUS" by Isabel Allende, "DOS CRÍMENES" by Jorge Ibarguengoirta, "CQUÉ ME QUITERES, AMOR?" by Manuel Rivas, "CUENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Paolo Coelho  Cultures:  Cult							
Esquivel, LA CUTDAD  DE LAS BESTTAS by Isabel Allende, LA CASA EN MANGO STREET by Sandra Cineros, "LA SANGRE YLA ARENA by Vicente Blasco Ibdirez , "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 CRÍMENS" by Yorge Ibarguengoitia, "LQUÉ ME QUITERES, AMOR?" by Manuel Rivas, "CUENTOS DE LA POSGUERA" by various and EL ALQUIMISTA by Paolo Coelho  Cultures:  Quitures:							
DE LAS BESTIAS by Isobel Allende, LA CASA AEN MANGO STREET by Sandra Cineros; "LA SANGRE Y LA ARENA by Vicente Blasco Iódiez ,"EL REINO DEL DRAGÓN DE ORO" by Isobel Allende, "LE BOSQUE DE LOS PIGMEOS" by Isobel Allende, "LA CASA DE LOS ESPÍRITUS" by Isobel Allende, "LOS CRÉMENES" by Jorge Iborguengoita, "QUÉ ME QUIERES, AMOR?" by Manuel Rivas, "CUENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Paolo Coelho  Cultures:					·		
Isabel Allende, LA CASA EN MANAO STREET by Sandra Cisneros, "LA SANGRE Y LA ARENA by Vicente Blasco Ibáñez ,"EL REINO DEL DRAGÓN DE ORO" by Isabel Allende, "EL BOSQUE DELOS PIGMEOS" by Isabel Allende, "LA CASA DE LOS ESPÉRTIUS" by Isabel Allende, "DOS CRÍMENES" by Jorge Ibarguengoitia, "CQUÉ ME QUIERES, AMOR?" by Manuel Rivas, "CUENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Paolo Coelho  Cultures:  Cultures:  Cultures:  Cultures:  Cultures: C							
CASA EN MANGO STREET by Sandra Cisneros, "LA SANGRE Y LA ARENA by Vicente Blasco Ibáñez "EL RETINO 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 Ibarguengoiria, "¿QUÉ ME QUITERES, AMOR?" by Manuel Rivas, "CUENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Paolo Coelho  Cultures:  C					•		
STREET by Sandra Cisneros, "LA SANGRE Y LA ARENA by Vicente Blasco Tbáñez, "EL RETNO 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 Ibarguengotria, "¿QUÉ ME QUITERES, AMOR?" by Manuel Rivas, "CUENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Poolo Coelho  Cultures:  Cult							
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 Ibarguengoiria, "AQUÉ ME QUIERES, AMOR?" by Manuel Rivas, "CUENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Paolo Coelho  Cultures:  Relating How do the writers' cultural cultural perspectives Students have the strategies and skills to read, comprehend and effectively read, comprehensive 12.2.1.54,8							
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  Cultures:  Cultures:					•		
by Vicente Blasco Tbáñez , "EL RETNO DEL DRAGÓN DE ORO" by Isabel Allende, "EL BOSQUE DE LOS PIGMEOS" by Isabel Allende, "LA CASA DE LOS ESPÉRITUS" by Isabel Allende, "DOS CRÍMENES" by Jorge Ibarguengoitia, "¿QUÉ ME QUTERES, AMOR?" by Manuel Rivas, "CUENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Paolo Coelho  Cultures:  Cultures:							
Ibáñez , "EL REINO   DEL DRAGÓN DE ORO"   by Isabel Allende, "EL BOSQUE DE LOS PIGMEOS" by Isabel Allende, "LA CASA DE LOS ESPÉRITUS" by Isabel Allende, "LA CASA DE LOS ESPÉRITUS" by Isabel Allende, "DOS CRÉMENES" by Jorge Ibarguengoitia, "¿QUÉ ME QUIERES, AMOR?" by Manuel Rivas, "CUENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Paolo Coelho    Cultures:							
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  Cultures:  Relating How do the writers' Students have the cultural cultural perspectives Strategies and skills to PEL DRAGÓN DE ORO" by Isabel Allende, "EL BOSQUE NE LOS PIGMEOS" by Jorge Ibarguengoitia, "¿QUÉ ME QUIERES, AMOR?" by Manuel Rivas, "CUENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Paolo Coelho  Coelho  Cultures: Cultur					1		
by Isabel Allende, "EL BOSQUE DE LOS PIGMEOS" by Isabel Allende, "LA CASA DE LOS ESPÍRITUS" by Isabel Allende, "DOS CRÍMENES" by Jorge Ibarguengoitia, "2QUÉ ME QUIERES, AMOR?" by Manuel Rivas, "CUENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Paolo Coelho    Cultures:							
BOSQUE DE LOS PIGMEOS" by Isabel Allende, "LA CASA DE LOS ESPÍRITUS" by Isabel Allende, "DOS CRÍMENES" by Jorge Ibarguengoitia, "CQUÉ ME QUIERES, AMOR?" by Manuel Rivas, "CUENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Paolo Coelho  Cultures:  Cultures:  Cultures:  Cultures:  Cultures:  Cultures:  Cultures:  Students can effectively read, comprehend and effectively read, comprehensive 12.2.1.54.A							
PIGMEOS" by Isabel Allende, "LA CASA DE LOS ESPÉRITUS" by Isabel Allende, "DOS CRÉMENES" by Jorge Ibarguengoiria, "¿QUÉ ME QUIERES, AMOR?" by Manuel Rivas, "CUENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Paolo Coelho  Cultures:  Relating How do the writers' cultural cultural perspectives  PIGMEOS" by Isabel Allende, "LA CASA DE LOS ESPÉRITUS" by Isabel Allende, "DOS CRÉMENES" by Jorge Ibarguengoiria, "¿QUÉ ME QUIERES, AMOR?" by Manuel Rivas, "CUENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Paolo Coelho  Coelho  Students can effectively read, comprehend and effectively read, comprehensive 12.2.1.54.A					1 7		
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  Cultures: Algument of the strategies and skills to read, comprehend and effectively read, comprehensive 12.2.1.54.8					<u>-</u>		
LOS ESPÉRITUS" by Isabel Allende, "DOS CRÉMENES" by Jorge Ibarguengoitia, "¿QUÉ ME QUIERES, AMOR?" by Manuel Rivas, "CUENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Paolo Coelho  Cultures: Cultures					·		
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  Cultures: Cultures: Cultures: Cultures: Cultures: Cultures: Cultures: Cultures: Students can effectively read, comprehensive cultural perspectives strategies and skills to read, comprehend and effectively read, comprehensive 12.2.1.54.8							
CRÍMENES" by Jorge Ibarguengoitia, "¿QUÉ ME QUIERES, AMOR?" by Manuel Rivas, "CUENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Paolo Coelho  Cultures: Cultures: Cultures: Cultures: Cultures: Cultures: Cultures: Cultures: Students can effectively read, comprehensive 12.2.1.54.8					•		
Ibarguengoitia, "¿QUÉ ME QUIERES, AMOR?" by Manuel Rivas, "CUENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Paolo Coelho    Cultures:   Cult							
ME QUIERES, AMOR?" by Manuel Rivas, "CUENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Paolo Coelho  Cultures:  Relating cultural  How do the writers' cultural strategies and skills to  ME QUIERES, AMOR?" by Manuel Rivas, "CUENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Paolo Coelho  Cultures:  Cultures:  Cultures:  Cultures:  Students can effectively read, comprehend and effectively read, comprehensive 12.2.1.54.8							
by Manuel Rivas, "CUENTOS DE LA POSGUERRA" by various and EL ALQUIMISTA by Paolo Coelho  Cultures:							
Cultures:  Relating How do the writers' cultural perspectives strategies and skills to read, comprehend and cultural cul							
Various and EL   ALQUIMISTA by Paolo   Coelho					1		
Cultures:   Cult					POSGUERRA" by		
Cultures: Cultur					various and EL		
Cultures:     Cultu					ALQUIMISTA by Paolo		
Relating How do the writers' Students have the Students can effectively Students can A 12.2.1.54.A cultural cultural perspectives strategies and skills to read, comprehend and effectively read, comprehensive 12.2.1.54.B							
cultural cultural perspectives strategies and skills to read, comprehend and effectively read, comprehensive 12.2.1.54.B	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
	Relating	How do the writers'	Students have the	Students can effectively	Students can	Α	12.2.1.54.A
practices to manifest in the novels? read classic Spanish apprise the TWO novels comprehend and amount of over 12.2.1.54.C					effectively read,	•	
appliase the 1 wo novels   Complete and and	practices to	manifest in the novels?	read classic Spanish	apprise the TWO novels	comprehend and	amount of over	12.2.1.54.C

					1
perspectives	novels from infamous	they choose to read	apprise TWO of the	thousands of	
and relating	authors.	from the following:	novels "CIEN AÑOS DE	vocabulary in	
cultural	Canalana Inn. 11	"CIEN AÑOS DE	SOLEDAD" by Gabriel	the target	
products to	Students know the	SOLEDAD" by Gabriel	García Márquez, "LA	language on a	
perspectives	cultural perspectives	García Márquez, "LA	CRUZ DEL DIABLO" by	wide variety of	
	presented in the novels and their impact on the	CRUZ DEL DIABLO" by	Gustavo Adolfo	topics and	
	story.	Gustavo Adolfo Bécquer,	Bécquer, "LA CASA DE	subject areas.	
	3101 y.	"LA CASA DE LA	LA TROYA" by		
		TROYA" by Alejandro	Alejandro Pérez Lugín,		
	Strategies to keep a	Pérez Lugín, "COMO	"COMO AGUA PARA		
	conversation going	AGUA PARA	CHOCOLATE" by Laura		
	beyond simple	CHOCOLATE" by Laura	Esquivel, LA CUIDAD		
	question/answer	Esquivel, LA CUIDAD DE	DE LAS BESTIAS by		
	,	LAS BESTIAS by Isabel	Isabel Allende, LA		
	Negotiation strategies	Allende, LA CASA EN	CASA EN MANGO		
	when not understood or	MANGO STREET by	STREET by Sandra		
	not understanding	Sandra Cisneros, "LA	Cisneros, "LA SANGRE		
		SANGRE Y LA ARENA	Y LA ARENA		
	Circumlocution	by Vicente Blasco	by Vicente Blasco		
	strategies by using	Ibáñez, "EL REINO DEL	Ibáñez, "EL REINO DEL		
	known vocabulary to	DRAGÓN DE ORO" by	DRAGÓN DE ORO" by		
	define or explain the	Isabel Allende, "EL	Isabel Allende, "EL		
	unknown	BOSQUE DE LOS	BOSQUE DE LOS		
		PIGMEOS" by Isabel	PIGMEOS" by Isabel		
		Allende, "LA CASA DE	Allende, "LA CASA DE		
		LOS ESPÍRITUS" by	LOS ESPÍRITUS" by		
		Isabel Allende, "DOS	Isabel Allende, "DOS		
		CRÍMENES" by Jorge	CRÍMENES" by Jorge		
		,	l ,		
		Ibarguengoitia, "¿QUÉ	Ibarguengoitia, "¿QUÉ		
		ME QUIERES, AMOR?"	ME QUIERES, AMOR?"		
		by Manuel Rivas,	by Manuel Rivas,		
		"CUENTOS DE LA	"CUENTOS DE LA		
		POSGUERRA" by various	POSGUERRA" by		
		and EL ALQUIMISTA by	various and EL		
		Paolo Coelho	ALQUIMISTA by Paolo		
		Students apprise the	Coelho		
		cultural perspectives			
		presented in the stories			
		F. 555.1164 11 116 5701165			

Connections:   Conn				to their classmates and teacher in a variety of	Students will be able to explain the cultural		
Connections:   Conn				•	•		
Connections:   Connections:   Connections:   Connections:   Connections:   Connections:   Connections and acquiring information acquiring informatio					· ·		
Connections:    Connections:   Conne				•	·		
the author's country of origin.  Students will be able to acquire new information and alternate perspectives presented in the classic novels they read.  Students will be able to acquire new information and alternate perspectives presented in the classic novels they nevel only 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.  Connections:  Making connections and acquiring information and diverse perspectives in the novels you choose to read?  Students have the strategies and skills to read classic Spanish novels from infamous authors.  Students can effectively read, comprehend and apprise TWO novels they choose to read apprise TWO of the appropriate the town of the students are appropriate to the subdivious and perspectives on a wide variety of topics in a wide variety of topics in a wide variety of topics in suite variety of topics in a wide variety of topics in suite variety of topics in the variety of topics in suite variety of topics and subject areas.							
Students will be able to acquire new information and alternate perspectives presented in the classic novels they read.  Students will be able to acquire new information and alternate perspectives presented in the classic novels they read.  Students will be able to acquire new information and differentiate between these novels and novels they have previously read whether in school or in one's personal life.  Connections:  Connections:  Connections:  Students have the strategies and skills to connect information and diverse perspectives  Ten Aloos DE  Students will be able to acquire new information and differentiate between these novels and novels they have previously read whether in school or in one's personal life.  Connections:  Connections:  Students can effectively read, comprehend and apprise the TWO one's from the following:  "CEN ANOS DE  SOLEDAD" by Gabriel García Márquez, "LA GRUZ DEL DIABLO" by Gustavo Adolfo by Gustavo Adolfo by Gustavo Adolfo by Gustavo Adolfo by Subject areas.					· ·		
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.  Connections:  Making connections and acquiring information and diverse perspectives  Can you connect some aspect(s) of your childhood with those of the main characters in the novels you choose to read?  Students have the strategies and skills to read, comprehend and giverse perspectives on a wide variety of topics in which was approached and perspectives on a wide variety of topics in which was approached and apprise the TWO novels from the following:  Connections:  Connections:  Connections:  Connections:  Connections:  Students have the strategies and skills to read, comprehend and apprise the TWO novels they choose to read from the following:  CIEN AÑOS DE  SOLEDAD" by Gabriel García Márquez, "LA  GRUZ DEL DIABLO" by Cabriel García Márquez, "LA  GRUZ DEL					origin.		
Connections:  Making connections and acquiring information and diverse perspectives  Making connections and acquiring chinformation and diverse perspectives  To read?  Connections:  Students have the strategies and skills to read classic Spanish novels from infamous authors.  Students have the skills to connect information and diverse perspectives  To read?  Students have the skills to connect information and diverse perspectives on a wide variety of topics in a wide variety of topics and wide variety of topics and subject areas.					Students will be able to		
Connections:   Connections:   Connections:   Connections:   Connections:   Connections:   Connections:   Connections:   Connections and acquiring information and diverse perspectives   to read?   Students have the strategies and skills to read classic Spanish novels from information and diverse perspectives   To read?   Students have the strategies and skills to connect information and diverse perspectives   To read?   Students have the strategies and skills to read classic Spanish novels from information and diverse perspectives   To read?   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 Gabriel García Márquez, "LA CRUZ DEL DIABLO" by Gustava Adolfo Subject areas.   Students can effectively read, comprehend and apprise TWO of the novels "CIEN AÑOS DE SOLEDAD" by Gabriel García Márquez, "LA CRUZ DEL DIABLO" by Gustava Adolfo Subject areas.   Students can effectively read, comprehend and apprise TWO of the novels "CIEN AÑOS DE SOLEDAD" by Gabriel García Márquez, "LA CRUZ DEL DIABLO" by Gustava Adolfo Subject areas.   Students can effectively read, comprehend and apprise TWO of the novels "CIEN AÑOS DE SOLEDAD" by Gabriel García Márquez, "LA CRUZ DEL DIABLO" by Gustava Adolfo Subject areas.   Students can effectively read, comprehend and apprise TWO of the novels "CIEN AÑOS DE SOLEDAD" by Gabriel García Márquez, "LA CRUZ DEL DIABLO" by Gustava Adolfo Subject areas.   Students can effectively read, comprehend and apprise TWO of the novels "CIEN AÑOS DE SOLEDAD" by Gabriel García Márquez, "LA CRUZ DEL DIABLO" by Gustava Adolfo Subject areas.   Students can effectively read, comprehend and apprise TWO of the novels "CIEN AÑOS DE SOLEDAD" by Gabriel García Márquez, "LA CRUZ DEL DIABLO" by Gustava Adolfo Subject areas.   Students can effectively read, comprehend and apprise TWO of the novels "CIEN AÑOS DE SOLEDAD" by Gabriel García Márquez, "LA CRUZ DEL DIABLO" by Gustava Adolfo Sub							
Connections:   Connections:   Connections:   Connections:   Connections:   Connections:   Connections:   Connections:   Connections and acquiring information and diverse perspectives   The novels you choose to read?   Students have the skills to connect information and diverse perspectives   The novels you choose to read?   Students have the skills to connect information and diverse perspectives   The novels you choose to read?   Students can effectively read, comprehend and apprise the TWO novels they choose to read from the following: CTEN AÑOS DE SOLEDAD" by Gabriel García Márquez, "LA CRUZ DEL DIABLO" by Gustavo Adolfo wide variety of topics in wide variety of topics and subject areas.   Students can effectively read, comprehend and apprise TWO of the novels "CTEN AÑOS DE SOLEDAD" by Gabriel García Márquez, "LA CRUZ DEL DIABLO" by Gustavo Adolfo Subject areas.   CRUZ DEL DIABLO" by Gustavo Adolfo   Subject areas.   Connections:   Connection							
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.  Connections:  Making connections and acquiring information and diverse perspectives  Can you connect some aspect(s) of your childhood with those of the main characters in the novels you choose to read?  Students have the strategies and skills to read classic Spanish novels from infamous authors.  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 Gabriel García Márquez, "LA CRUZ DEL DIABLO" by Gostavo Adolfo subject areas.  "Connections:  Connections:  Students can effectively read, comprehend and apprise TWO of the novels "CIEN AÑOS DE SOLEDAD" by Gabriel García Márquez, "LA CRUZ DEL DIABLO" by Gostavo Adolfo subject areas.							
Connections:   Connections:   Connections:   Connections:   Connections:   Connections and acquiring information and diverse perspectives   To read?   Students have the skills to connect information and diverse perspectives   To read?   Students have the skills to connect information and diverse perspectives   To read?   Students have the skills to connect information and diverse perspectives   To read?   Students can effectively read, comprehend and apprise the TWO novels they choose to read apprise the TWO novels they choose to read through the following:   Connections:   Connections:   Connections:   Connections:   Students can effectively read, comprehend and apprise the TWO novels they choose to read apprise TWO of the novels you choose to read they choose to read through the following:   Connections:   Students can effectively read, comprehend and apprise the TWO novels they choose to read apprise TWO of the novels "CIEN AÑOS DE SOLEDAD" by Gabriel García Márquez, "LA CRUZ DEL DIABLO" by Gabriel García Márquez, "LA CRUZ DEL DIABLO" by Gustavo Adolfo topics and subject areas.   Connections:   Connections:   Connections:   Students can effectively read, comprehend and apprise TWO of the novels "CIEN AÑOS DE SOLEDAD" by Gabriel García Márquez, "LA CRUZ DEL DIABLO" by Gabriel García Márquez, "LA CRUZ DEL DIABLO" by Gustavo Adolfo subject areas.   CRUZ DEL DIABLO" by CRUZ DEL DIAB							
Connections:  Making connections and acquiring information and diverse perspectives  Descriptions  The main characters in the movels you choose to read?  Students have the skills to connect information and diverse perspectives  The novels you choose to read?  Connections:  Connections:  Connections:  Connections:  Connections:  Connections:  Connections:  Connections:  Connections:  Students have the strategies and skills to read classic Spanish novels from infamous authors.  Students have the skills to connect tinformation and perspectives on a wide variety of topics in and perspectives on a wide variety of topics in wide variety of topics and subject areas.					They read.		
Connections:  Making connections and acquiring information and diverse perspectives  To read?  Connections:  A 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  wide variety of topics in wide variety of topics and subject areas.							
Connections:   Conn					Students will be able to		
## these novels and novels they have previously read whether in school or in one's personal life.  ## Connections:    Connections:   Conections:   Connections:   Connections:   Connections:   Connectio					compare and		
They have previously read whether in school or in one's personal life.    Connections:   Connect							
Connections:  Making connections and acquiring information and diverse perspectives  The main characters in the novels you choose to read?  Students have the skills to connect information and perspectives on a wide variety of topics in the main characters in the main characters on a wide variety of topics in wide variety of topics in the main characters on a wide variety of topics in the main characters on a wide variety of topics in the main characters on a wide variety of topics in the main characters on a wide variety of topics in the main characters on a wide variety of topics in the main characters on a wide variety of topics in the main characters on a wide variety of topics in the main characters on a wide variety of topics in the main characters on a wide variety of topics in the main characters on a wide variety of topics in the main characters on the main characters on the main characters in the main character							
Connections:  Making connections and acquiring information and diverse perspectives perspectives  Making connections:  Can you connect some aspect(s) of your childhood with those of the novels you choose perspectives  Making connections:  Can you connect some aspect(s) of your childhood with those of information and diverse perspectives  Making connections:  Can you connect some aspect(s) of your childhood with those of information and diverse perspectives on a wide variety of topics in or in one's personal life.  Connections:  Students can effectively read, comprehend and apprise the TWO novels from infamous authors.  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 DE Gustavo Adolfo Subject areas.							
Making connections and acquiring information and diverse perspectives perspectives  Can you connect some aspect(s) of your childhood with those of the novels you choose and perspectives on a wide variety of topics in							
Making connections and acquiring information and diverse perspectives  Making Can you connect some aspect(s) of your childhood with those of the main characters in the novels you choose perspectives  Making Can you connect some aspect(s) of your childhood with those of the main characters in the novels you choose to read?  Students have the skills to read classic Spanish novels from infamous authors.  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  Gustavo Adolfo  Gustavo Adolfo  Making connections and aspect(s) of your childhood with those of read classic Spanish novels from infamous authors.  Students have the skills to read classic Spanish novels from infamous authors.  Students have the skills to read classic Spanish novels from the following:  "CIEN AÑOS DE SOLEDAD" by Gabriel García Márquez, "LA CRUZ DEL DIABLO" by Gustavo Adolfo  Gustavo Adolfo  Gustavo Adolfo					or in one's personal lite.		
connections and acquiring information and diverse perspectives  by acquiring information and diverse perspectives  by acquiring information and diverse perspectives  acquiring information and apprise the TWO novels they choose to read from the following:  acquiring information and apprise TWO of the novels "CIEN AÑOS DE SOLEDAD" by Gabriel García Márquez, "LA CRUZ DEL DIABLO" by Topics and Subject areas.	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:
acquiring information and diverse perspectives  childhood with those of information and diverse perspectives  childhood with those of information and diverse perspectives  childhood with those of the main characters in the novels you choose to read?  Childhood with those of the main characters in the novels you choose to read apprise TWO of the novels "CIEN AÑOS DE SOLEDAD" by Gabriel SOLEDAD" by Gabriel García Márquez, "LA CRUZ DEL DIABLO" by Gustavo Adolfo  CRUZ DEL DIABLO" by Gustavo Adolfo  Signal 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  Signal apprise TWO of the novels "CIEN AÑOS DE SOLEDAD" by Gabriel García Márquez, "LA CRUZ DEL DIABLO" by Gustavo Adolfo  Signal 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  Signal apprise TWO of the novels "CIEN AÑOS DE SOLEDAD" by Gabriel García Márquez, "LA CRUZ DEL DIABLO" by Gustavo Adolfo  Signal apprise TWO of the novels "CIEN AÑOS DE SOLEDAD" by Gabriel García Márquez, "LA CRUZ DEL DIABLO" by Gustavo Adolfo  Signal apprise TWO of the novels "CIEN AÑOS DE SOLEDAD" by Gabriel García Márquez, "LA CRUZ DEL DIABLO" by Gustavo Adolfo	Making			•	Students can		
information and diverse perspectives  the main characters in the novels you choose to read?  Students have the skills to connect information and perspectives on a wide variety of topics in		1	_	T	,	·	
diverse perspectives to read?  the novels you choose to read?  the novels you choose to read?  from the following:  "CIEN AÑOS DE SOLEDAD" by Gabriel  Soledad" by Gabriel  García Márquez, "LA  CRUZ DEL DIABLO" by  Gustavo Adolfo  wide variety of topics in  wide variety of topics in  from the following:  "CIEN AÑOS DE SOLEDAD" by Gabriel  García Márquez, "LA  CRUZ DEL DIABLO" by  Gustavo Adolfo  subject areas.	, -		•	''	· ·		
perspectives to read?  Students have the skills to connect information and perspectives on a wide variety of topics in				•			12.3.1.34.0
Students have the skills to connect information and perspectives on a wide variety of topics in		•	dumors.			•	
and perspectives on a wide variety of topics in CRUZ DEL DIABLO" by wide variety of topics and subject areas.	' '		Students have the skills		· ·	_	
wide variety of topics in CRUZ DEL DIABLO" by Gustavo Adolfo subject areas.				•	•	·	
wide variety of topics in subject areas.				•	· .	•	
			the target language.	Gustavo Adolfo Bécquer,	Bécquer, "LA CASA DE	subject areas.	
"LA CASA DE LA LA TROYA" by			The fair yet language.	• •	•		

	Students know the	TROYA" by Alejandro	Alejandro Pérez Lugín,	
	cultural perspectives	Pérez Lugín, "COMO	"COMO AGUA PARA	
	presented in the novels	AGUA PARA		
	and their impact on the		CHOCOLATE" by Laura	
	story.	CHOCOLATE" by Laura	Esquivel, LA CUIDAD	
	31017.	Esquivel, LA CUIDAD DE	DE LAS BESTIAS by	
		LAS BESTIAS by Isabel	Isabel Allende, LA	
	Strategies to keep a	Allende, LA CASA EN	CASA EN MANGO	
	conversation going	MANGO STREET by	STREET by Sandra	
	beyond simple	Sandra Cisneros, "LA	Cisneros, "LA SANGRE	
	question/answer	SANGRE Y LA ARENA	Y LA ARENA	
	·	by Vicente Blasco	by Vicente Blasco	
		Ibáñez, "EL REINO DEL	Ibáñez,"EL REINO DEL	
		DR <i>AG</i> ÓN DE ORO" by	DR <i>AG</i> ÓN DE ORO" by	
	Negotiation strategies	Isabel Allende, "EL	Isabel Allende, "EL	
	when not understood or	BOSQUE DE LOS	BOSQUE DE LOS	
	not understanding	PIGMEOS" by Isabel	PIGMEOS" by Isabel	
	a. I	Allende, "LA CASA DE	Allende, "LA CASA DE	
	Circumlocution	LOS ESPÍRITUS" by	LOS ESPÍRITUS" by	
	strategies by using	Isabel Allende, "DOS	Isabel Allende, "DOS	
	known vocabulary to	CRÍMENES" by Jorge	CRÍMENES" by Jorge	
	define or explain the unknown	Ibarguengoitia, "¿QUÉ	Ibarguengoitia, "¿QUÉ	
	unknown	ME QUIERES, AMOR?"	ME QUIERES, AMOR?"	
		by Manuel Rivas,	by Manuel Rivas,	
		"CUENTOS DE LA	"CUENTOS DE LA	
		POSGUERRA" by various	POSGUERRA" by	
		and EL ALQUIMISTA by	various and EL	
		Paolo Coelho	ALQUIMISTA by Paolo	
			Coelho	
		Students make		
		connections between	Students will be able to	
		their childhood	explain the cultural	
			practices and cultural	
		experiences and the characters' lives as	products presented in	
		presented in the novels.	the books they choose	
		presented in the novels.	and relate them to the	
		Students apprise the		
		cultural perspectives	cultural perspectives of	
	 	presented in the stories	the author's country of	 
		·		

			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.		
Comparisons:	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	Comparisons:	Comparisons:
Language comparisons and Cultural comparisons	How does reading a book in Spanish compare and differentiate between reading a book in your native language (L1)?	Students 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	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	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	A comprehensive amount of over thousands of vocabulary in the target language on a wide variety of topics and subject areas.	12.4.1.54.A 12.4.1.54.B 12.4.1.54.C

cultural perspectives	Pérez Lugín, "COMO	Cisneros, "LA SANGRE	Ī	
presented in the novels	AGUA PARA			
and their impact on the		Y LA ARENA		
story.	CHOCOLATE" by Laura	by Vicente Blasco		
3101 y.	Esquivel, LA CUIDAD DE	Ibáñez, "EL REINO DEL		
	LAS BESTIAS by Isabel	DRAGÓN DE ORO" by		
Strategies to keep a	Allende, LA CASA EN	Isabel Allende, "EL		
conversation going	MANGO STREET by	BOSQUE DE LOS		
beyond simple	Sandra Cisneros, "LA	PIGMEOS" by Isabel		
question/answer	SANGRE Y LA ARENA	Allende, "LA CASA DE		
	by Vicente Blasco	LOS ESPÍRITUS" by		
	Ibáñez,"EL REINO DEL	Isabel Allende, "DOS		
	DR <i>AG</i> ÓN DE ORO" by	CRÍMENES" by Jorge		
Negotiation strategies	Isabel Allende, "EL	Ibarguengoitia, "¿QUÉ		
when not understood or	BOSQUE DE LOS	ME QUIERES, AMOR?"		
not understanding	PIGMEOS" by Isabel	by Manuel Rivas,		
	Allende, "LA CASA DE	"CUENTOS DE LA		
	LOS ESPÍRITUS" by	POSGUERRA" by		
	Isabel Allende, "DOS	various and EL		
	CRÍMENES" by Jorge	ALQUIMISTA by Paolo		
Circumlocution	Ibarguengoitia, "¿QUÉ	Coelho		
strategies by using	ME QUIERES, AMOR?"			
known vocabulary to	by Manuel Rivas,			
define or explain the	"CUENTOS DE LA	Students will be able to		
unknown	POSGUERRA" by various	explain the cultural		
	and EL ALQUIMISTA by	practices and cultural		
	Paolo Coelho	products presented in		
		the books they choose		
		and relate them to the		
	Students make	cultural perspectives of		
	connections between	the author's country of		
	their childhood	origin.		
	experiences and the	J. 15.11.		
	characters' lives as	Students will be able to		
	presented in the novels.	acquire new information		
	F. 55311764 III 1116 1157615.	and alternate		
	Students apprise the	perspectives presented		
	cultural perspectives	in the classic novels		
	presented in the stories	they read.		
	to their classmates and			

School and global comprehend authentic novels in the target language? Learning Learn				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.		
global commerhend authentic novels in the target language? Learning  Will you read books/novels, newspapers, magazines in Spanish outside of school for personal enjoyment?  Students have the skills to compare and comprese the TWO novels of the the target language on a wide variety of topics on and perspectives on a wide variety of topics on the target language)  Students have the skills to compare and comprese the TWO novels of the thousands of school for personal enjoyment?  Students have the skills to compare and comprese the TWO novels of the movels "CIEN AÑOS DE SOLEDAD" by Gabriel García Márquez, "LA CRUZ DEL DTABLO" by Gustavo Adolfo Bécquer, "LA CASA DE LA TROVA" by Alejandro Pérez Lugín, "COMO AGUA PARA CHOCOLATE" by Laura Esquivel, LA CUTDAD DE LAS BESTTAS by Isabel Allende, LA CASA EN MANGO STREET by Sandra Cisneros, "LA SANGRE YLA ARENA by Vicente Blasco Ibáñez," EL REINO DEL DRAGÓN DE ORO" by Stabel Blaco Ibañez, "EL REINO DEL DRAGÓN DE ORO" by Isabel Allende, "EL BOSQUE DE LOS PIGMEOS" by Isabel Allende, "EL BOSQUE DE LOS PIGMEOS" by Isabel PIGMEOS" by Isabel	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>
, , , , , , , , , , , , , , , , , , , ,	global communities and Lifelong	comprehend authentic novels in the target language?  Will you read books/novels, newspapers, magazines in Spanish outside of school for personal	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.	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	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	comprehensive amount of over thousands of vocabulary in the target language on a wide variety of topics and	12.5.1.S4.B 12.5.1.S4. <i>C</i>
				•	,		

Negotiation strategies when not understood or not understanding  Circumlocution strategies by using known vocabulary to define or explain the unknown	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	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
	Students compare and differentiate between reading books in the target language and in one's native language.  Students make connections between their childhood experiences and the characters' lives as presented in the novels.  Students apprise the cultural perspectives presented in the stories to their classmates and teacher in a variety of ways (in-class discussions, presentations, etc.)	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.  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.	

## **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
	Communication:	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>
5 days	Interpretive, Interpersonal and Presentational	Can you 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	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	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	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	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,	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D 12.1.1.54.E 12.1.1.54.F
		target language?	necessary in the target language.	accomplish all real world tasks necessary in the target language.	country in the target language and accomplish all tasks related to this realistic situation.  Students will be able to connect the diverse perspectives and	brazo, pierna, estómago, pecho, ojos, orejas, nariz, boca, cuello, hombros, etc.)	

				practices in the target		
				culture related to going		
				to the doctor's office.		
				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.		
				Resources:		
				*Teacher created list		
				of vocabulary related		
				to going to the doctor's		
				office.		
				* Visuals of all		
				"doctor's office"		
				vocabulary addressed		
				vocabalal y dadi essea		
				*Other supplemental		
				materials to create an		
				authentic situation.		
				dumenne struction.		
<u>Cultures</u> :	<u>Cultures</u> :	Cultures:	Cultures:	Cultures:	<u>Cultures</u> :	<u>Cultures</u> :
Relating cultural	Can you apprise the	Students know the	Students apprise the	Students will be able to	All vocabulary	12.2.1.54.A
practices to	cultural practices	cultural practices	cultural practices of	produce and recognize	related to going	12.2.1.54.B
perspectives	related to going to the	related to going to the	going to the doctor's	all vocabulary related	to the doctor's	12.2.1.54.C
and relating	doctor's office in Spain	doctor's office in the	office with their	to going to the doctor's	office, parts of	
cultural	and in Latin America?	Spanish-speaking world.	classmates and teacher.	office in a Spanish-	the body,	
products to		= r = = r = =		speaking country.	adjectives in	
perspectives					addition to	
perspectives					situations	
		A depth of knowledge	Analyze, compare and	Students will be able to	involving one's	
			differentiate between		_	
		of a large variety of		successfully "go to the	health (médico,	
		Spanish-speaking	countries and cultures in	doctor's office" in a	oficina, salud,	
		countries and cultures	relation to going to the	Spanish-speaking	mesa, cabeza,	

1		T				
			doctor's office and	country in the target	brazo, pierna,	
			accomplishing all real	language and accomplish	estómago,	
			world tasks.	all tasks related to this	pecho, ojos,	
				realistic situation.	orejas, nariz,	
					boca, cuello,	
					hombros, etc.)	
		How to produce and	Produce and recognize	Students will be able to		
		recognize the	the vocabulary	connect the diverse		
		vocabulary presented in	presented in this unit	perspectives and		
		this unit and to apply	and to apply them in	practices in the target		
		them in realistic	realistic conversation.	culture related to going		
		conversation.		to the doctor's office.		
		The students know how	The students	Students will be able to		
		to go to the doctor's	demonstrate the ability	compare and contrast		
		office and successfully	to effectively go to the	the cultural practices		
		complete all tasks	doctor's office in the	and language use when		
		necessary in the target	target language.	going to the doctor's		
		language.	3 3 3	office in the Spanish		
				world and in the U.S.		
Connections:	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:
Making	Are there connections	A depth of knowledge	Create pathways	Students will be able to	All vocabulary	12.3.1.54.A
connections and	that we can make in	of a large variety of	between connecting the	produce and recognize	related to going	12.3.1.54.B
acquiring	relation to going to the	Spanish-speaking	Spanish-speaking	all vocabulary related	to the doctor's	12.3.1.54.C
information and	doctor's office in Latin	countries and cultures	countries and cultures in	to going to the doctor's	office, parts of	12.3.1.54.D
diverse	America and in our own	and our own.	relation to going to the	office in a Spanish-	the body,	
perspectives	country?		doctor's office with our	speaking country.	adjectives in	
' '	<b>'</b>	Students know the	own.		addition to	
	What perspectives do	cultural practices		Students will be able to	situations	
	they have on health	related to going to the	Students apprise the	successfully "go to the	involving one's	
	care as a cultural	doctor's office in the	cultural practices of	doctor's office" in a	health (médico,	
	practice?	Spanish-speaking world.	going to the doctor's	Spanish-speaking	oficina, salud,	
	F	1	office with their	country in the target	mesa, cabeza,	
			classmates and teacher.	language and accomplish	brazo, pierna,	
				all tasks related to this	estómago,	
				realistic situation.	pecho, ojos,	
		How to produce and		. cacc orradiron.	orejas, nariz,	
		recognize the		Students will be able to	boca, cuello,	
		recognize me		Stadents will be able 10	boca, caeno,	

			vocabulary presented in this unit and to apply them in realistic conversation.  The students know how to go to the doctor's office in the target language accomplishing all real world tasks necessary.	Analyze, compare and differentiate between countries and cultures in relation to going to the doctor's office.  Produce and recognize the vocabulary presented in this unit and to apply them in realistic conversation.	connect the diverse perspectives and practices in the target culture related to going to the doctor's office.  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.	hombros, etc.)	
				The students demonstrate the ability to effectively go to the doctor's office in the target language.			
9	Comparisons:	Comparisons:	<u>Comparisons:</u>	<u>Comparisons:</u>	Comparisons:	<u>Comparisons:</u>	Comparisons:
	Language omparisons and Cultural comparisons	Compare and differentiate between going to the doctor's office in the United States and in Latin America or Spain.  What language and cultural comparisons can you make in relation to going to the doctor's office in a Spanish-speaking country?	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.	Analyze, compare and differentiate between countries and cultures in relation to going to the doctor's office.  Create pathways connecting between the Spanish-speaking countries and cultures in relation to going to the doctor's office with our own.	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.	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,	12.4.1.54.A 12.4.1.54.B 12.4.1.54.C
			Students know the cultural practices related to going to the	Students apprise the cultural practices of	Students will be able to connect the diverse perspectives and	orejas, nariz, boca, cuello, hombros, etc.)	

<u> </u>					T	
		doctor's office in the	going to the doctor's	practices in the target		
		Spanish-speaking world.	office with their	culture related to going		
			classmates and teacher.	to the doctor's office.		
		How to produce and		Students will be able to		
		recognize the	Produce and recognize	compare and contrast		
		vocabulary presented in	the vocabulary	the cultural practices		
		this unit and to apply	presented in this unit	and language use when		
		them in realistic	and to apply them in	going to the doctor's		
		conversation.	realistic conversation.			
		conversation.	realistic conversation.	office in the Spanish world and in the U.S.		
		<b>T</b>		world and in the 0.5.		
		The students know how				
		to go to the doctor's	The students			
		office in the target	demonstrate the ability			
		language.	to effectively go to the			
			doctor's office in the			
			target language.			
Communities:	<u>Communities:</u>	<u>Communities:</u>	Communities:	<u>Communities:</u>	Communities:	Communities:
School and	Can you successfully go	The students know how	The students	Students will be able to	All vocabulary	12.5.1.S4.A
global	to a doctor's office in a	to go to the doctor's	demonstrate the ability	produce and recognize	related to going	12.5.1.S4.B
communities and	Spanish-speaking	office in the target	to effectively go to the	all vocabulary related	to the doctor's	12.5.1.54.C
Lifelong	country only utilizing	language.	doctor's office in the	to going to the doctor's	office, parts of	12.5.1.54.D
Learning	the target language		target language.	office in a Spanish-	the body,	
200	while accomplishing all		· a. g · · · a. · g a a g · ·	speaking country.	adjectives in	
	real world tasks?		Produce and recognize	speaking country.	addition to	
	rear world rasks?	How to produce and	the vocabulary	Students will be able to	situations	
		recognize the	presented in this unit	successfully "go to the	involving one's	
		_		doctor's office" in a	_	
		vocabulary presented in	and to apply them in realistic conversation.	* *	health (médico,	
		this unit and to apply	realistic conversation.	Spanish-speaking	oficina, salud,	
		them in realistic		country in the target	mesa, cabeza,	
		conversation.	Express themselves	language and accomplish	brazo, pierna,	
			effectively in the target	all tasks related to this	estómago,	
		The skills to compare	language detailing their	realistic situation.	pecho, ojos,	
		and differentiate	thoughts on utilizing		orejas, nariz,	
		between diverse topics.	their language skills in		boca, cuello,	
l l		<b>i</b>	the future.		hombros, etc.)	
			The future.		nombros, etc.)	
			rne tuture.		nombros, etc.)	
			Analyze, compare and		nondros, etc.)	

			of a large variety of Spanish-speaking countries and cultures with our own.  Students know the cultural practices related to going to the doctor's office in the Spanish-speaking world.	relation to going to the doctor's office.  Create pathways between connecting the Spanish-speaking countries and cultures in relation to going to the doctor's office with our own.  Students apprise the cultural practices of going to the doctor's office with their classmates and teacher.	perspectives and practices in the target culture related to going to the doctor's office.  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.				
ASSESSMENT UNIT 15									
UNIT 16-THE CONDITIONAL PERFECT TENSE- I WOULD HAVE SPOKEN (EL CONDICIONAL PERFECTO- HABRÍA HABLADO)									
Estimated	Big Ideas	Essential Questions	Concepts	Competencies	Lessons/ Suggested	Vocabulary	Standards/		

(Do)

Resources

Eligible

Content

(Know)

Unit Time

Frames

Communication:         Communication:         Communication:         Communication:         Communication:	tion: Communication: Communication: Communication
5 days  Interpretive, Interpersonal and Presentational Presentational  Sommunication:  Lommunication:  Communication:  Communication:  How can we express and comprehend information about events in the conditional perfect (would have been) with another person or a group of people?  Sommunication:  Knows the conditional perfect conjugations and, most importantly, can apply this knowledge through self-created written and oral communication.  Sommunication:  In realistic inter the students communicate in a conditional perfect (would have been) with another person or a group of people?	eractions students will be able to produce and recognize authentic and forms using the ect tense anguage t would  Students will be able to produce and recognize irregular verbs in Spanish (infinite)  12.1.1.54.A 12.1.1.54.B 12.1.1.54.

analyze the cultures of
the various Spanish-
speaking countries and
can make connections
between our cultures.
Students will be able to
compare and
differentiate between
the conditional perfect
conjugations in English
and in Spanish to
further comprehension
and appropriate
application.
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.
Resources:
*In class teacher-
created handouts on
the conditional perfect
tense and in-class
notes.
*Manipulatives with the
verb endings, etc.

Relating cultural practices to perspectives and relating cultural products to perspectives  Relating cultural products to perspectives  Rows the many cultural events and celebrations practiced through instruction in Spanish class from grade 7.  Rows the many cultural events and celebrations practiced through instruction in Spanish class from grade 7.  Rows the conditional perfect conjugations and, most importantly, conditional perfect conjugations and, most importantly, conditional perfect tense looks like in English. Students will be able to the students can communicate in all forms (interpretive and presentational) in the conditional perfect tense looks like in English. Spanish -speaking world and decide for themselves which they would have been a part of and why.  Rows 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.  Rows 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.  Rows 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.  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 been a part of and why.  Students will be able to different tense looks like in English.  All regular and irregular verbs and communication in all forms (interpretive and presentational) in the conditional perfect tense looks like in English.  An unlimited amount of vocabulary on a wide veriety of topics from Spanish -packing world and decide for themselves which they would have been a part of and why.  Students will be able to demonstrate the conditional perfect conjugations and, most improbable to the students can communication.  In realistic interpretive and promount in all forms (in	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
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	Relating cultural practices to perspectives and relating cultural products to	Which Hispanic and/or Spanish cultural events would you have been a participant in the	Knows the conditional perfect conjugations and, most importantly, can apply this knowledge through self-created written and oral communication.  Knows the many cultural events and celebrations practiced throughout the Spanish-speaking world through instruction in Spanish	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  Apprise the many cultural events and celebrations practiced throughout the Spanish- speaking world and decide for themselves which they would have	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.	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 <sup>th</sup> grade through Spanish V Dual	12.2.1.54.A 12.2.1.54.B

				analyze the cultures of the various Spanish-speaking countries and can make connections between our cultures.  Students will be able to compare and differentiate between the conditional perfect conjugations in English and in Spanish to further comprehension and appropriate application.  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.		
Connections:	Connections:	<u>Connections:</u>	Connections:	Connections:	Connections:	Connections:
Making connections and acquiring information and diverse perspectives	What connections can you make between the conditional perfect tense in Spanish and the conditional perfect tense grammatical structure in English?	Knows the conditional perfect conjugations and, most importantly, can apply this knowledge through self-created written and oral communication.  Knows the conditional	In realistic interactions the students can communicate in all forms (interpersonal, interpretive and presentational) in the conditional perfect tense in the target language.	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	All regular and irregular verbs in Spanish (infinite)  What the conditional perfect tense looks like in	12.3.1.54. <i>A</i> 12.3.1.54. <i>B</i> 12.3.1.54. <i>C</i> 12.3.1.54. <i>D</i>

nanfaat taaaa :		annoida #1	En al: ala	
perfect tense in	Assessment to	apprise the many	English.	
Spanish. Also, the	Apprise the many	cultural events and		
student has knowledge	cultural events and	celebrations practiced	An unlimited	
of the grammatical	celebrations practiced	throughout the	amount of	
structure of the	throughout the Spanish-	Spanish-speaking world	vocabulary on a	
English language in the	speaking world and	and decide for	wide variety of	
conditional perfect	decide for themselves	themselves which they	topics from	
tense.	which they "would have	"would have"	Spanish 7 <sup>th</sup>	
	been" a part and why.	participated in and why.	grade through	
			Spanish V Dual	
Knows the many cultural		Students will be able to	Enrollment.	
events and celebrations	Demonstrate the	demonstrate the		
practiced throughout	conditional perfect	conditional perfect		
the Spanish-speaking	conjugations and, most	conjugations and, most		
world through	importantly, can apply	importantly, can apply		
instruction in Spanish	this in realistic	this in realistic		
class from grade 7.	communication.	communication.		
		The students will detail		
Knows the cultures of	Also, the student can	the grammatical		
the various Spanish-	detail the grammatical	structure of the		
speaking countries and	structure of the English	English language in the		
can make connections	language in the	conditional perfect		
between our cultures.	conditional perfect tense	tense and make		
DOTWEET OUT CUITUIES.	and make pathways	pathways between the		
	between the two	two languages to		
	languages to enhance	enhance comprehension		
	comprehension and	and application.		
	application.	The students will be		
	аррисатия.	able to synthesize and		
		•		
	C	analyze the cultures of		
	Synthesize and analyze	the various Spanish-		
	the cultures of the	speaking countries and		
	various Spanish-speaking	can make connections		
	countries and can make	between our cultures.		
	connections between our			
	cultures.	Students will be able to		
		compare and		
		differentiate between		
		the conditional perfect		
		conjugations in English		

12	1.1	1	I	
Knows the many cultural	celebrations practiced	demonstrate the		
events and celebrations	throughout the Spanish-	conditional perfect		
practiced throughout	speaking world and	conjugations and, most		
the Spanish-speaking	decide for themselves	importantly, can apply		
world through	which they "would have	this in realistic		
instruction in Spanish	been" a part and why.	communication.		
class from grade 7.				
		The students will detail		
	Demonstrate the	the grammatical		
Knows the cultures of	conditional perfect	structure of the		
the various Spanish-	conjugations and, most	English language in the		
speaking countries and	importantly, can apply	conditional perfect		
can make connections	this in realistic	tense and make		
between our cultures.	communication.	pathways between the		
		two languages to		
		enhance comprehension		
	Also, the student can	and application.		
	detail the grammatical	The students will be		
	structure of the English	able to synthesize and		
	language in the	analyze the cultures of		
	conditional perfect tense	the various Spanish-		
	and make pathways	speaking countries and		
	between the two	can make connections		
	languages to enhance	between our cultures.		
	comprehension and			
	application.	Students will be able to		
		compare and		
		differentiate between		
	Synthesize and analyze	the conditional perfect		
	the cultures of the	conjugations in English		
	various Spanish-speaking	and in Spanish to		
	countries and can make	further comprehension		
	connections between our	and appropriate		
	cultures.	application.		
	- Carrar Co.	аррисанон.		
		Students will be able to		
		sustain realistic		
		interactions in all forms		
		(interpersonal,		
		interpretive and		
		presentational) what		
		presentational) what		

				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>	<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 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?	Knows the conditional perfect conjugations and, most importantly, can apply this knowledge through self-created written and oral communication.	Compare and differentiate between the conditional perfect conjugations in English and in Spanish to further comprehension and appropriate application.	Students will be able to produce and recognize authentic communication in all forms using the conditional perfect tense in Spanish.	All regular and irregular verbs in Spanish (infinite)  What the conditional perfect tense looks like in English.	12.5.1.54. <i>A</i> 12.5.1.54. <i>B</i> 12.5.1.54. <i>C</i> 12.5.1.54. <i>D</i>
		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.	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.	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.	An unlimited amount of vocabulary on a wide variety of topics from Spanish 7 <sup>th</sup> grade through Spanish V Dual Enrollment.	

· · · · · · · · · · · · · · · · · · ·	 1	1		 
		Also, the student can	The students will detail	
		detail the grammatical	the grammatical	
		structure of the English	structure of the	
		language in the	English language in the	
		conditional perfect tense	conditional perfect	
		and make pathways	tense and make	
		between the two	pathways between the	
		languages to enhance	two languages to	
		comprehension and	enhance comprehension	
		application.	and application.	
			The students will be	
			able to synthesize and	
			analyze the cultures of	
			the various Spanish-	
			speaking countries and	
			can make connections	
			between our cultures.	
			Students will be able to	
			compare and	
			differentiate between	
			the conditional perfect	
			conjugations in English	
			and in Spanish to	
			further comprehension	
			and appropriate	
			application.	
			11	
			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.	
	 	1	.a.,gaago.	 

### **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
	Communication:	<u>Communication:</u>	<b>Communication:</b>	Communication:	<u>Communication:</u>	<b>Communication:</b>	Communication:
10 days							
	Interpretive,	How can we effectively	Students know the	Students will debate if	Students will be able to	Α	12.1.1.54.A
	Interpersonal	communicate historical	history of the Incan	the conquest of the	apprise the Inca	comprehensive	12.1.1.54.B
	and	information to another	civilization and the	Incas was justified or	civilization and	amount of	12.1.1.54.C
	Presentational	person(s)?	details to their	not in the target	conquest in its entirety	vocabulary in	12.1.1.54.D
			conquest at the hands	language sharing their	with a more detailed	the target	12.1.1.54.E
		How can we express and	of Pissarro.	opinions and justification	exploration of the	language on a	12.1.1.54.F
		exchange opinions in a		supporting their stance.	society.	wide variety of	
		second language?				topics relating	
			Strategies to keep a	Apprise the historical	Students will be able to	to the Inca	
			conversation going	account of the conquest	comprehend the	civilization and	
			beyond simple	of the Incas by	cultural practices and	conquest.	
			question/answer	Francisco Pissarro.	cultural products of		
					the Incan civilization.		
			Negotiation strategies	Students can exchange			
			when not understood or	opinions and thoughts in	Students will be able to		
			not understanding	the target language	make connections		
				about the conquest of	between the Aztec		
				the Incas.	civilization and		
					conquest with that of		
			Circumlocution	Students can apprise in	the Inca civilization		
			strategies by using	great detail the history,	and conquest.		

			known vocabulary to define or explain the unknown  Language used for the purposes of informing and persuading in the target language compared to one's own.	the religion, the traditions, beliefs, products and practices, culture and fate of the Inca Empire.	Students will be able to compare and differentiate between the Inca and Aztec civilizations.  Students will demonstrate how they will utilize this knowledge in other subject areas and their life outside of school.  Resources:  *Visuals on Incas and Incan products, culture, etc.  * A&E Biography DVD on the Inca Empire  *Supplemental articles,		
					magazines on the Incas		
<u>Cult</u>	tures:	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
pract persp and r cul <sup>-</sup> produ	g cultural rices to rectives relating tural ructs to rectives	What can the cultural practices of the Incas reveal about the civilization?	Students know the cultural practices of the Inca and how this reflects on their civilization.	Apprise the Inca civilization in its entirety such as: culture, religion, customs, traditions, products and practices history and beliefs.	Students will be able to apprise the Inca civilization and conquest in its entirety with a more detailed exploration of the society.	A comprehensive amount of vocabulary in the target language on a wide variety of topics relating to the Inca	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C 12.3.1.54.D
		How do the products of the Inca people reflect on their religion and society?	Students know the cultural products of the Inca and how this reflects on their	Detail the misconceptions that the Spanish had about the society with historical	Students will be able to comprehend the cultural practices and cultural products of	civilization and conquest.	

		civilization.	evidence.	the Incan civilization.		
		524				
		Literary and artistic		Students will be able to		
		works that demonstrate		make connections		
		cultural perspectives		between the Aztec		
		that are similar or		civilization and		
		different from one's		conquest with that of		
		own.		the Inca civilization		
				and conquest.		
				Students will be able to		
				compare and		
				differentiate between		
				the Inca and Aztec		
				civilizations.		
				Students will		
				demonstrate how they		
				will utilize this		
				knowledge in other		
				subject areas and their		
				life outside of school.		
Connections:	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:
Making	What connections can	The students have the	The students detail the	Students will be able to	Α	12.2.1.54.A
connections and	you apprise between	skills to make	history of the Incas and	apprise the Inca	comprehensive	12.2.1.54.B
acquiring	what you read about	connections between	the conquest as well as	civilization and	amount of	12.2.1.54.C
information and	Francisco Pissarro and	different topics in	other historical events	conquest in its entirety	vocabulary in	
diverse	the fall of the Inca	history.	from other disciplines.	with a more detailed	the target	
perspectives	Empire and other	,	·	exploration of the	language on a	
	historical events?			society.	wide variety of	
				·	topics relating	
				Students will be able to	to the Inca	
		The history of the	The students create	comprehend the	civilization and	
		Incas and the conquest	connections between the	cultural practices and	conquest.	
		as well as other	conquest of the Incas	cultural products of		
		historical events from	and other historical	the Incan civilization.		

			other disciplines.  The history of the Incas and the conquest and the opportunity to form their own thoughts on his fate.	events previously learned in Spanish or in other disciplines.	Students will be able to make connections between the Aztec civilization and conquest with that of the Inca civilization and conquest.  Students will be able to compare and differentiate between the Inca and Aztec civilizations.  Students will demonstrate how they will utilize this knowledge in other subject areas and their life outside of school.		
L	Cultural comparisons	Comparisons:  How does the appreciation of cultural diversity enhance cross-cultural understanding?  How could this concept have been applied in the conquest of the Incas?	Comparisons:  To view other cultures and traditions with respect, openmindedness and curiosity  The history of the Inca civilization and the conquest.	Comparisons:  Apprise the Inca civilization and conquest in great depth.  The students detail the history of the Incas and the conquest as well as other historical events from other disciplines.  Students apprise the	Comparisons:  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.	Comparisons:  A comprehensive amount of vocabulary in the target language on a wide variety of topics relating to the Inca civilization and conquest.	Comparisons:  12.4.1.54.A 12.4.1.54.B 12.4.1.54.C
			about the importance of being open-minded	significance of cultural diversity appreciation	make connections between the Aztec		

<u> </u>	1	T	<u> </u>	1			
			when it comes to	when truly understanding	civilization and		
			cultural diversity.	cross-cultural beliefs	conquest with that of		
				and practices.	the Inca civilization		
					and conquest.		
			The students have the	The students create	Students will be able to		
			skills to make	connections between the	compare and		
			connections between	conquest of the Incas	differentiate between		
			different topics in	and other historical	the Inca and Aztec		
			history.	events previously learned	civilizations.		
				in Spanish or in other			
				disciplines.			
			The biotect of the		Canalanta mill		
			The history of the		Students will		
			Incas and the conquest as well as other		demonstrate how they will utilize this		
			historical events from				
					knowledge in other		
			other disciplines.		subject areas and their life outside of school.		
					lite outside of school.		
			The history of the				
			Incas and the conquest				
			and the opportunity to				
			form their own				
			thoughts on his fate.				
	Communities:	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	Communities:	<u>Communities:</u>
	Color I	11	Konsolada (1)	Konsuladaa Cil	Charles and the state of	,	10 5 1 6 1 4
	School and	How can communication	Knowledge of the event	Knowledge of the event	Students will be able to	<i>A</i>	12.5.1.54.A
	global	with our native speaker	in history and the skills	in history and the skills	apprise the Inca	comprehensive	12.5.1.54.B 12.5.1.54. <i>C</i>
	communities and	e-pals on this topic	to communicate it	to communicate it	civilization and	amount of	
	Lifelong	enhance your	effectively in the	effectively in the target	conquest in its entirety with a more detailed	vocabulary in	12.5.1.54.D
	Learning	understanding of this	target language.	language.		the target	
		historical event?	The critical importance	Demonstrate in their	exploration of the	language on a	
		How can we continue to	The critical importance of knowledge of	lives the importance of	society.	wide variety of topics relating	
		study and apply Spanish	another language and	knowledge of another	Students will be able to	to the Inca	
		to our life outside of	culture.	language and culture	comprehend the	civilization and	
		school?	Currure.	through its use applied	cultural practices and	conquest.	
		SCHOOLE		outside of the classroom.	cultural products of	conquest.	
				outside of the classifoons.	currurur products of		

		co tl Stu dif t	make connections between the Aztec civilization and onquest with that of the Inca civilization and conquest.  udents will be able to compare and fferentiate between the Inca and Aztec civilizations.  Students will emonstrate how they will utilize this knowledge in other oject areas and their fe outside of school.			
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
	Communication:	Communication:	Communication:	Communication:	Communication:	Communication:	Communication:
10 days	Interpretive, Interpersonal and Presentational	Can you order from an authentic Central American/Caribbean restaurant with native speakers in the target language communicating specifically what you would like?	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.	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 and negotiating meaning when necessary.	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.  Students will be able to connect the foods eaten in one more with the foods eaten in another as well as any etiquette or traditions in relation to food and eating food that exist in the culture.  Students will be able to compare and differentiate between the foods eaten in one	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.	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D 12.1.1.54.F

Cultures:  Relating cultural practices to perspectives and relating cultural products to perspectives	Cultures:  Why are certain foods eaten in different cultures while those same foods may not be eaten at all in another?  Is there different etiquette and traditions in relation to food and eating food between Central American/Caribbean countries and the United States?  Can you order from an	Cultures:  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.	Cultures:  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.	more with the foods eaten in another.  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.  Resources:  *Visuals of the many different foods in the Central American and Caribbean cuisines  Cultures:  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.	Cultures:  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>Cultures</u> : 12.2.1.54.A 12.2.1.54.B 12.2.1.54.C
	the United States?  Can you order from an authentic Central			communicating all needs. Students will be able to		
	American/Caribbean restaurant with native speakers in the target language communicating			connect the foods eaten in one more with the foods eaten in another as well as any		

1					Т	
	specifically what you			etiquette or traditions		
	would like?			in relation to food and		
				eating food that exist		
				in the culture.		
				Students will be able to		
				compare and		
				differentiate between		
				the foods eaten in one		
				more with the foods		
				eaten in another.		
				Students will be able to		
				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.		
<u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>	<u>Connections:</u>
Making	Why are certain foods	Know the many	Demonstrate knowledge	Students will be able to	Vocabulary of	12.3.1.54.A
connections and	eaten in different	different foods in	of the many different	go on a field trip to an	ordering from a	12.3.1.54.B
					or dering from d	14.3.1.37.6
acquiring	cultures while those	Central American and	foods in Central	authentic Central or	restaurant and	
acquiring information and	cultures while those		•		restaurant and	12.3.1.54. <i>C</i> 12.3.1.54. <i>D</i>
, ,		Central American and	foods in Central	authentic Central or	•	12.3.1.54. <i>C</i>
information and diverse	cultures while those same foods may not be	Central American and	foods in Central American and Caribbean	authentic Central or South American/Caribbean/	restaurant and all necessary	12.3.1.54. <i>C</i>
information and	cultures while those same foods may not be	Central American and Caribbean cuisines.	foods in Central American and Caribbean cuisines.	authentic Central or South	restaurant and all necessary elements needed when	12.3.1.54. <i>C</i>
information and diverse	cultures while those same foods may not be eaten at all in another?	Central American and Caribbean cuisines. Know how to	foods in Central American and Caribbean	authentic Central or South American/Caribbean/ Spanish restaurant	restaurant and all necessary elements	12.3.1.54. <i>C</i>
information and diverse	cultures while those same foods may not be eaten at all in another?  Is there different	Central American and Caribbean cuisines. Know how to communicate	foods in Central American and Caribbean cuisines. Communicate effectively	authentic Central or South American/Caribbean/ Spanish restaurant (Mallorca in the South	restaurant and all necessary elements needed when	12.3.1.54. <i>C</i>
information and diverse	cultures while those same foods may not be eaten at all in another?  Is there different etiquette and traditions	Central American and Caribbean cuisines.  Know how to communicate effectively with native	foods in Central American and Caribbean cuisines.  Communicate effectively with native speakers in	authentic Central or South American/Caribbean/ Spanish restaurant (Mallorca in the South Side)/Chicken Latino-	restaurant and all necessary elements needed when eating, etc.	12.3.1.54. <i>C</i>
information and diverse	cultures while those same foods may not be eaten at all in another?  Is there different etiquette and traditions in relation to food and	Central American and Caribbean cuisines.  Know how to communicate effectively with native speakers in all tenses	foods in Central American and Caribbean cuisines.  Communicate effectively with native speakers in all tenses and forms	authentic Central or South American/Caribbean/ Spanish restaurant (Mallorca in the South Side)/Chicken Latino- Peruvian restaurant in	restaurant and all necessary elements needed when eating, etc. Also Central	12.3.1.54. <i>C</i>
information and diverse	cultures while those same foods may not be eaten at all in another?  Is there different etiquette and traditions in relation to food and eating food between	Central American and Caribbean cuisines.  Know how to communicate effectively with native speakers in all tenses and forms utilizing all	foods in Central American and Caribbean cuisines.  Communicate effectively with native speakers in all tenses and forms utilizing all appropriate	authentic Central or South American/Caribbean/ Spanish restaurant (Mallorca in the South Side)/Chicken Latino- Peruvian restaurant in the Strip District) and	restaurant and all necessary elements needed when eating, etc. Also Central American and	12.3.1.54. <i>C</i>
information and diverse	cultures while those same foods may not be eaten at all in another?  Is there different etiquette and traditions in relation to food and eating food between Central American/	Central American and Caribbean cuisines.  Know how to communicate effectively with native speakers in all tenses and forms utilizing all	foods in Central American and Caribbean cuisines.  Communicate effectively with native speakers in all tenses and forms utilizing all appropriate	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	restaurant and all necessary elements needed when eating, etc.  Also Central American and Caribbean food	12.3.1.54. <i>C</i>
information and diverse	cultures while those same foods may not be eaten at all in another?  Is there different etiquette and traditions in relation to food and eating food between Central American/Caribbean countries and	Central American and Caribbean cuisines.  Know how to communicate effectively with native speakers in all tenses and forms utilizing all	foods in Central American and Caribbean cuisines.  Communicate effectively with native speakers in all tenses and forms utilizing all appropriate	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	restaurant and all necessary elements needed when eating, etc.  Also Central American and Caribbean food names and what	12.3.1.54. <i>C</i>
information and diverse	cultures while those same foods may not be eaten at all in another?  Is there different etiquette and traditions in relation to food and eating food between Central American/Caribbean countries and	Central American and Caribbean cuisines.  Know how to communicate effectively with native speakers in all tenses and forms utilizing all	foods in Central American and Caribbean cuisines.  Communicate effectively with native speakers in all tenses and forms utilizing all appropriate	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.	restaurant and all necessary elements needed when eating, etc.  Also Central American and Caribbean food names and what	12.3.1.54. <i>C</i>
information and diverse	cultures while those same foods may not be eaten at all in another?  Is there different etiquette and traditions in relation to food and eating food between Central American/Caribbean countries and	Central American and Caribbean cuisines.  Know how to communicate effectively with native speakers in all tenses and forms utilizing all	foods in Central American and Caribbean cuisines.  Communicate effectively with native speakers in all tenses and forms utilizing all appropriate	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.  Students will be able to	restaurant and all necessary elements needed when eating, etc.  Also Central American and Caribbean food names and what	12.3.1.54. <i>C</i>
information and diverse	cultures while those same foods may not be eaten at all in another?  Is there different etiquette and traditions in relation to food and eating food between Central American/Caribbean countries and	Central American and Caribbean cuisines.  Know how to communicate effectively with native speakers in all tenses and forms utilizing all	foods in Central American and Caribbean cuisines.  Communicate effectively with native speakers in all tenses and forms utilizing all appropriate	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.	restaurant and all necessary elements needed when eating, etc.  Also Central American and Caribbean food names and what	12.3.1.54. <i>C</i>

				the foods eaten in another as well as any etiquette or traditions in relation to food and eating food that exist in the culture.  Students will be able to compare and differentiate between		
				the foods eaten in one more with the foods		
				eaten in another.		
				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.		
Comparisons:	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	Comparisons:	Comparisons:
Language	Can we compare and	Know the many	Demonstrate knowledge	Students will be able to	Vocabulary of	12.4.1.54.A
comparisons and	differentiate between	different foods in	of the many different	go on a field trip to an	ordering from a	12.4.1.54.B
Cultural	certain foods eaten in	Central American and	foods in Central	authentic Central or	restaurant and	12.4.1.54.C
comparisons	one culture not eaten at	Caribbean cuisines.	American and Caribbean	South	all necessary	
	all in another?	V., 1 4	cuisines.	American/Caribbean/	elements	
	Can wa company and	Know how to communicate	Communicate effectively	Spanish restaurant (Mallorca in the South	needed when	
	Can we compare and differentiate between	effectively with native	with native speakers in	Side)/Chicken Latino-	eating, etc.	
	the etiquette and	speakers in all tenses	all tenses and forms	Peruvian restaurant in	Also Central	
	traditions in relation to	and forms utilizing all	utilizing all appropriate	the Strip District) and	American and	
	food and eating food	appropriate vocabulary.	vocabulary.	order completely in the	Caribbean food	
	between Central	11. 11. 11. 11. 11. 11. 11.	,	target language	names and what	
	American/Caribbean	They know how to		communicating all	they are.	
	countries and the	synthesize, analyze and	Synthesize, analyze and	needs.	,	
	United States?	extrapolate information	extrapolate information			
		to be used	to be used appropriately	Students will be able to		

						1
		appropriately to	to accomplish the task at	connect the foods		
		accomplish the task at	hand.	eaten in one more with		
		hand.		the foods eaten in		
				another as well as any		
				etiquette or traditions		
				in relation to food and		
				eating food that exist		
				in the culture.		
				Students will be able to		
				compare and		
				differentiate between		
				the foods eaten in one		
				more with the foods		
				eaten in another.		
				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.		
				on a field in p.		
Communities:	Communities:	Communities:	Communities:	Communities:	Communities:	Communities:
<del> </del>	- Community of the Comm	<u></u>	<u> </u>	<u>communities.</u>	<u> </u>	<u> </u>
School and	Can you order from an	Know the many	Demonstrate knowledge	Students will be able to	Vocabulary of	12.5.1.54.A
global	authentic Central	different foods in	of the many different	go on a field trip to an	ordering from a	12.5.1.54.B
communities and	American/Caribbean	Central American and	foods in Central	authentic Central or	restaurant and	12.5.1.54. <i>C</i>
Lifelong	restaurant with native	Caribbean cuisines.	American and Caribbean	South	all necessary	12.5.1.54.D
Learning	speakers in the target	oar ibboart carsines.	cuisines.	American/Caribbean/	elements	12.3.1.3 1.5
Learning	language communicating	Know how to	cuisines.	Spanish restaurant	needed when	
	specifically what you	communicate	Communicate effectively	(Mallorca in the South	eating, etc.	
	would like?	effectively with native	with native speakers in	Side)/Chicken Latino-	earing, etc.	
	would like?	•	all tenses and forms	Peruvian restaurant in	Also Central	
		speakers in all tenses				
		and forms utilizing all	utilizing all appropriate	the Strip District) and	American and	
		appropriate vocabulary.	vocabulary.	order completely in the	Caribbean food	
				target language	names and what	
				communicating all	they are.	
				needs.		

		Ţ	1		1			
				Students will be able to connect the foods eaten in one more with the foods eaten in another as well as any etiquette or traditions in relation to food and eating food that exist in the culture.  Students will be able to compare and differentiate between the foods eaten in one more with the foods eaten in another.  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				
		REVIEV	V UNIT 18	on a field trip.				
		ASSESSM	ENT 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
	Communication:	<u>Communication:</u>	Communication:	<u>Communication:</u>	<u>Communication:</u>	Communication:	Communication:
10 days	Interpretive, Interpersonal and Presentational	Can you successfully cook authentic Central American/Caribbean food?  Can you describe the	Know the many different foods in Central American/Caribbean cuisines and the skills to cook them.	Demonstrate knowledge and cooking ability of the many different foods in Central American and Caribbean cuisines.	Students will be able to cook authentic Central American/Caribbean dishes.  Students will be able to	Vocabulary of all Central American/ Caribbean food names and what they are made of.	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D 12.1.1.54.E 12.1.1.54.F
		process (recipe) you took in order to create your traditional Central American/Caribbean dish?	Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.	Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary and negotiating meaning when necessary.	apprise all of the traditional Central American/Caribbean foods.	Vocabulary related to normal cooking needs (tablespoons, teaspoons, cup,	
		Can you effectively teach someone how to cook an authentic Central American/Caribbean meal in the target language?	Students have the language and content knowledge skills to teach someone how to cook different traditional Central	Students teach their classmates and teacher how to cook an authentic Central American/Caribbean dish in the target language.	Students will be able to describe why these specific foods (cultural products) are eaten in these regions of the world.	oil, pan, boil, etc.)	
			American/Caribbean dishes.		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.		

				Students will apprise		
				how they will		
				incorporate this		
				cooking knowledge in		
				their personal lives		
				outside of school.		
				Resources:		
				*Visuals of the many		
				different foods in the		
				Central American and		
				Caribbean cuisines		
				*A fully functioning		
				kitchen with all		
				necessary cooking		
				supplies.		
				*All necessary foods in		
				which to teach the		
				traditional Central		
				American/Caribbean		
				dishes.		
<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :
Relating cultural	Can you apprise all of	Know the many	Demonstrate knowledge	Students will be able to	Vocabulary of all	12.2.1.54.A
practices to	the traditional Central	different foods in	of the many different	cook authentic Central	Central	12.2.1.54.B
perspectives	American/Caribbean	Central	foods in Central	American/Caribbean	American/	12.2.1.54.C
and relating	foods?	American/Caribbean	American and Caribbean	dishes.	Caribbean food	
cultural		cuisines.	cuisines.		names and what	
products to					they are made	
perspectives					of.	
	Can you describe why	Students know why	Students apprise why	Students will be able to		
	these specific foods	specific foods are	specific foods are eaten	apprise all of the	Vocabulary	
	(cultural products) are	eaten in different parts	in different countries in	traditional Central	related to	
	eaten in these regions	of the world.	the world.	American/Caribbean	normal cooking	
	of the world?			foods.	needs	
					(tablespoons,	

		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.	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.	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.  Students will apprise how they will incorporate this cooking knowledge in	teaspoons, cup, oil, pan, boil, etc.)	
				their personal lives outside of school.		
<u>Connections:</u>	Connections:	Connections:	<u>Connections:</u>	Connections:	Connections:	Connections:
Making connections and acquiring information and diverse perspectives	Can you describe the unique perspectives on food and meal times in these Spanish-speaking countries?	Students know the diverse perspectives in relation to food and meal times in Central America and the Caribbean.	Students express the diverse perspectives in relation to food and meal times in Central America and the Caribbean to their classmates and	Students will be able to cook authentic Central American/Caribbean dishes.	Vocabulary of all Central American/ Caribbean food names and what they are made	12.3.1.54.A 12.3.1.54.B 12.3.1.54.C 12.3.1.54.D

		Know the many	teacher through a variety of in-class,	Students will be able to	of.	
		different foods in Central American/Caribbean cuisines.	student-centered activities.	apprise all of the traditional Central American/Caribbean foods.	Vocabulary related to normal cooking needs (tablespoons,	
		Students know why specific foods are eaten in different parts of the world.	Demonstrate knowledge of the many different foods in Central American and Caribbean cuisines.	Students will be able to describe why these specific foods (cultural products) are eaten in these regions of the world.	teaspoons, cup, oil, pan, boil, etc.)	
		Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.	Students apprise why specific foods are eaten in different countries in the world.	Students will be able to describe unique perspectives on food and meal times in these Spanish-speaking countries.		
		Students have the language and content knowledge skills to teach someone how to cook different traditional Central American/Caribbean dishes.	Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary and negotiating meaning when necessary.	Students will be able to compare and contrast the Central American/Caribbean foods and the foods we eat in the United States.		
			Students teach their classmates and teacher how to cook an authentic Central American/Caribbean dish in the target language.	Students will apprise how they will incorporate this cooking knowledge in their personal lives outside of school.		
Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	<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?	Students know how to compare and contrast the Central American/Caribbean foods and the foods we eat in the United States.	Students compare and contrast the Central American/Caribbean foods and the foods we eat in the United States.	Students will be able to cook authentic Central American/Caribbean dishes.	Vocabulary of all Central American/ Caribbean food names and what they are made of.	12.4.1.54.A 12.4.1.54.B 12.4.1.54.C
		Students know the diverse perspectives in relation to food and meal times in Central America and the Caribbean.	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	Students will be able to apprise all of the traditional Central American/Caribbean foods.	Vocabulary related to normal cooking needs (tablespoons, teaspoons, cup, oil, pan, boil, etc.)	
		Know the many different foods in Central American/Caribbean cuisines.	activities.	Students will be able to describe why these specific foods (cultural products) are eaten in these regions of the world.		
		Students know why specific foods are eaten in different parts of the world.	Demonstrate knowledge of the many different foods in Central American and Caribbean cuisines.	Students will be able to describe unique perspectives on food and meal times in these Spanish-speaking countries.		
		Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.	Students apprise why specific foods are eaten in different countries in the world.	Students will be able to compare and contrast the Central American/Caribbean foods and the foods we eat in the United States.		

		Students have the language and content knowledge skills to teach someone how to cook different traditional Central American/Caribbean dishes.	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	Students will apprise how they will incorporate this cooking knowledge in their personal lives outside of school.		
			Central			
			American/Caribbean dish			
			in the target language.			
Communities:	<u>Communities:</u>	<u>Communities:</u>	Communities:	<u>Communities:</u>	Communities:	Communities:
School and	Can you cook authentic	The students know the	Demonstrate knowledge	Students will be able to	Vocabulary of all	12.5.1.54.A
global	Central	many different foods in	and cooking ability of	cook authentic Central	Central	12.5.1.54.A 12.5.1.54.B
communities and	American/Caribbean	Central	the many different	American/Caribbean	American/	12.5.1.54. <i>C</i>
Lifelong	dishes?	American/Caribbean	foods in Central	dishes.	Caribbean food	12.5.1.54.D
Learning	G.67.657	cuisines and the skills	American and Caribbean	J.O., 100.	names and what	11.0.1.0
		to cook them.	cuisines.	Students will be able to	they are made	
				apprise all of the	of.	
		Students know how to	Students apprise how	traditional Central		
	How will you	include these skills in	they are/will incorporate	American/Caribbean	Vocabulary	
	incorporate this cooking	their personal lives.	these skills in their lives	foods.	related to	
	knowledge in their		outside of school.		normal cooking	
	personal lives outside of school?			Students will be able to	needs	
	of School?	Students have the	Students teach their	describe why these specific foods (cultural	(tablespoons,	
	Can you teach someone	language and content	classmates and teacher	products) are eaten in	teaspoons, cup, oil, pan, boil,	
	how to cook authentic	knowledge skills to	how to cook an authentic	these regions of the	etc.)	
	Central	teach someone how to	Central	world.	5.5.7	
	American/Caribbean	cook different	American/Caribbean dish			
	dishes?	traditional Central	in the target language.	Students will be able to		
		American/Caribbean		describe unique		
		dishes.		perspectives on food		
				and meal times in these		

Students know how to compare and contrast the Central American/Caribbean foods and the foods we eat in the United States.  Students know the diverse perspectives in relation to food and meal times in Central America and the Caribbean.	Students compare and contrast the Central American/Caribbean foods and the foods we eat in the United States.  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.	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.  Students will apprise how they will incorporate this cooking knowledge in their personal lives outside of school.	
Know the many different foods in Central American/Caribbean cuisines.	Demonstrate knowledge of the many different foods in Central American and Caribbean cuisines.		
Students know why specific foods are eaten in different parts of the world.	Students apprise why specific foods are eaten in different countries in the world.		
Know how to communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary.	Communicate effectively with native speakers in all tenses and forms utilizing all appropriate vocabulary and negotiating meaning when necessary.		

## **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
	Communication:	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	Communication:	Communication:
13 days	Interpretive, Interpersonal and Presentational	Can you describe many current political, economic and social happenings in the Spanish-speaking world?	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.	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.	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.	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.	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D 12.1.1.54.E 12.1.1.54.F

 1		T		1	T	
				describe the cultural		
				comparisons between		
				the United States and		
				the Spanish-speaking		
				world.		
				., ., ., .,		
				Students will be able to		
				demonstrate the		
				incorporation of this		
				knowledge in their		
				other classes and life		
				•		
				outside of school.		
				Resources:		
				* List of all of the over		
				20 Spanish-speaking		
				countries in the world.		
				*The internet		
				*Articles, magazines,		
				books, videos, etc.		
				, ,		
Cultures:	Cultures:	Cultures:	Cultures:	Cultures:	Cultures:	Cultures:
			·			
Relating cultural	Can you apprise current	Students know the	Students describe the	Students will be able to	Α	12.2.1.54.A
practices to	various cultural	many cultural practices	many cultural practices	describe in great detail	comprehensive	12.2.1.54.B
perspectives	practices and cultural	and products that exist	and products that exist	the current political,	list of over	12.2.1.54.C
and relating	products in the	in the Spanish-speaking	in the Spanish-speaking	economic, social, etc.	thousands of	
cultural	Spanish-speaking	world.	world with their	occurrences in the	vocabulary	
products to	countries?	world.	classmates and teacher.	Spanish-speaking	words on a wide	
•	Countries?		ciussinutes una teacher.	countries.		
perspectives				countries.	variety of topics	
					such as:	
	MI 1				geographic,	
	What aspects of the	Students know the	Students share their	Students will be able to	political,	
	cultures of the	many cultural practices	thoughts on the	apprise current various	religious, social,	
	Spanish-speaking world	and products that exist	different cultural	cultural practices and	economic,	
	stand out to you?	in the Spanish-speaking	practices, products and	cultural products in the	cultural, etc. for	

			1.1			11 6.1	<u> </u>
			world.	perspectives that	Spanish-speaking	all of the	
				resonate with them.	countries.	Spanish-	
						speaking	
						countries.	
			Students are well	Students apprise the	Students will be able to		
			educated in the many	many current political,	describe the current		
			current political,	economic and social	diverse perspectives		
			economic and social	happenings in the	In Latin America.		
			happenings in the	Spanish-speaking world.			
			Spanish-speaking world.				
					Students will be able to		
					describe the cultural		
					comparisons between		
			Students know how to	Students communicate in	the United States and		
			communicate in all	all major timeframes and	the Spanish-speaking		
			major timeframes and	tenses on a wide variety	world.		
			tenses on a wide variety	of topics.	W3114.		
			of topics.	or ropies.	Students will be able to		
			or ropies.		demonstrate the		
					incorporation of this		
					knowledge in their		
					other classes and life		
					outside of school.		
					outside of school.		
	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:	Connections:
	Making	Can you describe the	Students are well	Students discuss the	Students will be able to	Α	12.3.1.54.A
	connections and	current diverse	versed in the current	current diverse	describe in great detail	comprehensive	12.3.1.54.B
	acquiring	perspectives in Latin	diverse perspectives	perspectives found in	the current political,	list of over	12.3.1.54.C
	information and	America?	found in the Spanish-	the Spanish-speaking	economic, social, etc.	thousands of	12.3.1.54.D
	diverse		speaking world.	world through student-	occurrences in the	vocabulary	
	perspectives			centered activities with	Spanish-speaking	words on a wide	
				classmates and the	countries.	variety of topics	
				teacher.		such as:	
						geographic,	
						political,	
			Students know the	Students describe the	Students will be able to	religious, social,	
			many cultural practices	many cultural practices	apprise current various	economic,	
			and products that exist	and products that exist	cultural practices and	cultural, etc. for	
			in the Spanish-speaking	in the Spanish-speaking	cultural products in the	all of the	
			world.	world with their	Spanish-speaking	Spanish-	
1			world.	world with their	Spanish-speaking	Spanisn-	

			classmates and teacher.	countries.	speaking	
			classifiares and reacher.	countries.	countries.	
				Students will be able to		
		Students know the	Students share their	describe the current		
		many cultural practices	thoughts on the	diverse perspectives		
		and products that exist	different cultural	in Latin America.		
		in the Spanish-speaking	practices, products and			
		world.	perspectives that	Students will be able to		
			resonate with them.	describe the cultural		
				comparisons between		
				the United States and		
		Students are well	Students apprise the	the Spanish-speaking		
		educated in the many	many current political,	world.		
		current political,	economic and social			
		economic and social	happenings in the	Students will be able to		
		happenings in the	Spanish-speaking world.	demonstrate the		
		Spanish-speaking world.		incorporation of this		
				knowledge in their		
				other classes and life		
				outside of school.		
		Students know how to	Students communicate in			
		communicate in all	all major timeframes and			
		major timeframes and	tenses on a wide variety			
		tenses on a wide variety	of topics.			
		of topics.				
Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:	Comparisons:
Language	Can you describe the	Students have the skills	Students synthesize,	Students will be able to	A	12.4.1.54.A
comparisons and	cultural comparisons	to synthesize, analyze,	analyze and compare	describe in great detail	comprehensive	12.4.1.54.B
Cultural	between the United	compare and contrast a	cultural aspects between	the current political,	list of over	12.4.1.54.C
comparisons	States and the	wide variety of topics	the Spanish-speaking	economic, social, etc.	thousands of	
	Spanish-speaking	relating to countries	countries and the United	occurrences in the	vocabulary	
	world?	and cultures around the	States.	Spanish-speaking	words on a wide	
		world.		countries.	variety of topics	
					such as:	
		Students are well	Students discuss the	Students will be able to	geographic,	
		versed in the current	current diverse	apprise current various	political,	
		diverse perspectives	perspectives found in	cultural practices and	religious, social,	
		found in the Spanish-	the Spanish-speaking	cultural products in the	economic,	
		speaking world.	world through student-	Spanish-speaking	cultural, etc. for	

					11 6 .1	
			centered activities with	countries.	all of the	
			classmates and the		Spanish-	
			teacher.	Students will be able to	speaking	
				describe the current	countries.	
				diverse perspectives		
		Students know the	Students describe the	In Latin America.		
		many cultural practices	many cultural practices			
		and products that exist	and products that exist	Students will be able to		
		in the Spanish-speaking	in the Spanish-speaking	describe the cultural		
		world.	world with their	comparisons between		
			classmates and teacher.	the United States and		
				the Spanish-speaking		
				world.		
		Students know the	Students share their			
		many cultural practices	thoughts on the	Students will be able to		
		and products that exist	different cultural	demonstrate the		
		in the Spanish-speaking	practices, products and	incorporation of this		
		world.	perspectives that	knowledge in their		
		., ., .,	resonate with them.	other classes and life		
				outside of school.		
		Students are well	Students apprise the			
		educated in the many	many current political,			
		current political,	economic and social			
		economic and social	happenings in the			
		happenings in the	Spanish-speaking world.			
		Spanish-speaking world.	Spanish-speaking world.			
		Spanish-speaking world.				
		Caudana Ir	Canalana and the control of the cont			
		Students know how to	Students communicate in			
		communicate in all	all major timeframes and			
		major timeframes and	tenses on a wide variety			
		tenses on a wide variety	of topics.			
		of topics.				
<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>	<u>Communities:</u>
School and	How will you	Students know how this	Students describe how	Students will be able to	Α	12.5.1.54. <i>A</i>
global	incorporate this	information relates to	this information relates	describe in great detail	comprehensive	12.5.1.54.B
communities and	knowledge in your other	their other subjects	and will be utilized in	the current political,	list of over	12.5.1.54. <i>C</i>
Sommarines and	i intomicago in your offici	I THEN TIMES SUBJECTS	and will be diffized iff	me carrent pontical,	1131 01 0461	12.5.1.5 1.6

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

educated in the many current political, economic and social happenings in the Spanish-speaking world.	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.	Students communicate in all major timeframes and tenses on a wide variety of topics.	

### **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
	Communication:	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>	<u>Communication:</u>
10 days	Interpretive, Interpersonal and Presentational	Can you effectively teach a foreign language to an elementary student?	Students have the skills and techniques to teach a foreign language to anyone.	Students demonstrate the skills and techniques to teach a foreign language to anyone.	Students will be able to acquire the necessary skills to teach a foreign language to an elementary student.	All necessary vocabulary related to teaching foreign languages as	12.1.1.54.A 12.1.1.54.B 12.1.1.54.C 12.1.1.54.D 12.1.1.54.E
		Can you apprise the proper, professional	Students know the professional foreign	Students apprise the professional foreign	Students will be able to	well as content- specific	12.1.1.54.F

vocabulary related to	language instruction	language instruction	acquire the proper,	vocabulary	
foreign language	vocabulary necessary	vocabulary necessary for	professional vocabulary	related to the	
education?	for proper discussion on	proper discussion on FL	related to foreign	lesson the	
Educations	FL education.	education.	language education.	students will	
	i L education.	education.	language education.	teach	
Describe the parts of a	Students know the	Students demonstrate	Students will be able to	(circumlocution,	
lesson.	parts of a lesson.	comprehension of the	apprise the parts of a	anticipatory set,	
		parts of a lesson through	lesson.	modeling,	
Explain the ACTFL	Students know the 5	student centered		closing, target	
National foreign	"C's" of the ACTFL	activities in the	Students will be able to	language. L1, L2,	
language standards and	National foreign	classroom during	explain the ACTFL	differentiation,	
how they drive lesson	language education	preparation and during	National foreign	student-	
design.	standards.	the actual lesson to the	language standards and	centered, etc.)	
		elementary students.	how they drive lesson		
Can you describe the	Students have the		design.		
techniques and skills	techniques and	Students apprise the 5			
implemented to teach	strategies to	"C's" of the ACTFL	Students will be able to		
foreign language?	effectively teach	National foreign	acquire the techniques		
	foreign languages.	language education	and skills implemented		
		standards during the	to teach foreign		
		creation of their lesson.	language.		
		Students demonstrate	Students will be able to		
		the ability to	incorporate teaching		
		successfully teach a	culture in their lesson.		
		Spanish lesson to			
		elementary school	Students will be able to		
		students using the	acquire new information		
		techniques and	related to teaching		
		strategies learned.	foreign languages.		
			Students will be able to		
			make language		
			comparisons in relations		
			to teaching different		
			levels of learners.		
			107013 01 1001 1101 3.		
			Students will be able to		
			acquire the necessary		
			skills and techniques to		
			teach ANYONE a		

				foreign language.  Resources:  * Lesson plan template  *ACTFL National Foreign Language Standards  *Visuals and manipulatives for		
<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures</u> :	student lessons, etc. <u>Cultures</u> :	<u>Cultures</u> :	<u>Cultures:</u>
Relating cultural practices to perspectives and relating cultural products to perspectives	Can effectively incorporate teaching culture of the Spanish-speaking world in your lesson to the children.	Students know the many different cultural practices and products throughout the Spanish-speaking countries.  Students know how to incorporate "culture" into their lessons regardless of the topic.  Students have the skills and techniques to teach a foreign language to anyone.  Students know the professional foreign language instruction vocabulary necessary for proper discussion on FL education.	Students demonstrate comprehension of the many different cultural practices and products throughout the Spanish-speaking countries during their lesson preparation and execution.  Students incorporate "culture" into their lessons regardless of the topic.  Students demonstrate the skills and techniques to teach a foreign language to anyone.  Students apprise the professional foreign language instruction vocabulary necessary for proper discussion on FL	Students will be able to acquire the necessary skills to teach a foreign language to an elementary student.  Students will be able to acquire the proper, professional vocabulary related to foreign language education.  Students will be able to apprise the parts of a lesson.  Students will be able to explain the ACTFL National foreign language standards and how they drive lesson design.  Students will be able to acquire the techniques	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.)	12.2.1.54. <i>A</i> 12.2.1.54. <i>B</i> 12.2.1.54. <i>C</i>

Г					<u> </u>	1
		parts of a lesson.	education.	and skills implemented		
				to teach foreign		
		Students know the 5	Students demonstrate	language.		
		"C's" of the ACTFL	comprehension of the			
		National foreign	parts of a lesson through	Students will be able to		
		language education	student centered	incorporate teaching		
		standards.	activities in the	culture in their lesson.		
			classroom during			
		Students have the	preparation and during	Students will be able to		
		techniques and	the actual lesson to the	acquire new information		
		strategies to	elementary students.	related to teaching		
		effectively teach		foreign languages.		
		foreign languages.	Students apprise the 5			
			"C's" of the ACTFL	Students will be able to		
			National foreign	make language		
			language education	comparisons in relations		
			standards during the	to teaching different		
			creation of their lesson.	levels of learners.		
			Students demonstrate	Students will be able to		
			the ability to	acquire the necessary		
			successfully teach a	skills and techniques to		
			Spanish lesson to	teach ANYONE a		
			elementary school	foreign language.		
			students using the			
			techniques and			
			strategies learned.			
Connec	tions: Connections:	Connections:	Connections:	Connections:	Connections:	Connections:
Mak		Students have the skills	Students demonstrate	Students will be able to	All necessary	12.3.1.54.A
connecti	ons and information related to	related to teaching	the skills related to	acquire the necessary	vocabulary	12.3.1.54.B
acqui	ring teaching foreign	foreign languages.	teaching foreign	skills to teach a foreign	related to	12.3.1.54. <i>C</i>
informat	ion and languages and make		languages during the	language to an	teaching foreign	12.3.1.54.D
dive	rse connections between	Students know how	preparation for the	elementary student.	languages as	
perspe	ctives what you have learned	they have been taught	lesson and during the		well as content-	
	with how you have beer	over the years and can	actual lesson with the	Students will be able to	specific	
	instructed over the	make connections	children.	acquire the proper,	vocabulary	
	years in the foreign	between HOW they		professional vocabulary	related to the	
	language?	have been taught and	Students apprise how	related to foreign	lesson the	
		the specific strategies	they have been taught	language education.	students will	
		and methodologies they	over the years and make		teach	

learned related to	connections between	Students will be able to	(circumlocution,	
TEACHING foreign	HOW they have been	apprise the parts of a	anticipatory set,	
languages.	taught and the specific	lesson.	modeling,	
iangaages.	strategies and	1003011.	closing, target	
	methodologies they	Students will be able to	language. L1, L2,	
Students know the	learned related to	explain the ACTFL	differentiation,	
many different cultural	TEACHING foreign	National foreign	student-	
practices and products	languages.	language standards and	centered, etc.)	
throughout the	languages.	how they drive lesson	centered, etc.)	
Spanish-speaking		design.		
	Students demonstrate	design.		
countries.		Students will be able to		
Students know how to	comprehension of the			
	many different cultural	acquire the techniques		
incorporate "culture" into their lessons	practices and products	and skills implemented		
	throughout the Spanish-	to teach foreign		
regardless of the topic.	speaking countries	language.		
	during their lesson	6. 1		
Students have the skills	preparation and	Students will be able to		
and techniques to teach	execution.	incorporate teaching		
a foreign language to		culture in their lesson.		
anyone.	Students incorporate	6. l		
6	"culture" into their	Students will be able to		
Students know the	lessons regardless of the	acquire new information		
professional foreign	topic.	related to teaching		
language instruction		foreign languages.		
vocabulary necessary	Students demonstrate			
for proper discussion on	the skills and techniques	Students will be able to		
FL education.	to teach a foreign	make language		
	language to anyone.	comparisons in relations		
Students know the	<b></b>	to teaching different		
parts of a lesson.	Students apprise the professional foreign	levels of learners.		
Students know the 5	language instruction	Students will be able to		
"C's" of the ACTFL	vocabulary necessary for	acquire the necessary		
National foreign	proper discussion on FL	skills and techniques to		
language education	education.	teach ANYONE a		
standards.		foreign language.		
	Students demonstrate			
Students have the	comprehension of the			
techniques and	parts of a lesson through			
strategies to	student centered			

	1		off a skin last a				
			effectively teach	activities in the			
			foreign languages.	classroom during			
				preparation and during			
				the actual lesson to the			
				elementary students.			
				Students apprise the 5			
				"C's" of the ACTFL			
				National foreign			
				language education			
				standards during the			
				creation of their lesson.			
				Students demonstrate			
				the ability to			
				successfully teach a			
				Spanish lesson to			
				elementary school			
				students using the			
				techniques and			
				strategies learned.			
	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>	<u>Comparisons:</u>
	Language	Can you make language	Students have the skills	Students demonstrate	Students will be able to	All necessary	12.4.1.54.A
	comparisons and	comparisons in relations	to make language	the skills to make	acquire the necessary	vocabulary	12.4.1.54.B
	Cultural	to teaching different	comparisons in relation	language comparisons in	skills to teach a foreign	related to	12.4.1.54.C
	comparisons	levels of learners.	to how one should speak	relation to how one	language to an	teaching foreign	
			(and using which	should speak (and using	elementary student.	languages as	
			vocabulary) to	which vocabulary) to		well as content-	
			elementary students	elementary students and	Students will be able to	specific	
			and to high school	to high school students	acquire the proper,	vocabulary	
			students IN THE	IN THE TARGET	professional vocabulary	related to the	
			TARGET LANGUAGE	LANGUAGE	related to foreign	lesson the	
			(differentiated	(differentiated	language education.	students will	
			instruction).	instruction) through		teach	
				lesson preparation, class	Students will be able to	(circumlocution,	
				discussions and the	apprise the parts of a	anticipatory set,	
				actual implementation of	lesson.	modeling,	
				the lesson to the		closing, target	
				children.	Students will be able to	language. L1, L2,	
1					explain the ACTFL	differentiation,	

Students have the skills	Students demonstrate	National foreign	student-	
related to teaching	the skills related to	language standards and	centered, etc.)	
foreign languages.	teaching foreign	how they drive lesson	centered, etc.)	
Toreign languages.		· ·		
Students know how	languages during the preparation for the	design.		
		Students will be able to		
they have been taught	lesson and during the			
over the years and can	actual lesson with the	acquire the techniques		
make connections	children.	and skills implemented		
between HOW they		to teach foreign		
have been taught and	Students apprise how	language.		
the specific strategies	they have been taught			
and methodologies they	over the years and make	Students will be able to		
learned related to	connections between	incorporate teaching		
TEACHING foreign	HOW they have been	culture in their lesson.		
languages.	taught and the specific			
	strategies and	Students will be able to		
	methodologies they	acquire new information		
Students know the	learned related to	related to teaching		
many different cultural	TEACHING foreign	foreign languages.		
practices and products	languages.			
throughout the		Students will be able to		
Spanish-speaking		make language		
countries.	Students demonstrate	comparisons in relations		
	comprehension of the	to teaching different		
Students know how to	many different cultural	levels of learners.		
incorporate "culture"	practices and products			
into their lessons	throughout the Spanish-	Students will be able to		
regardless of the topic.	speaking countries	acquire the necessary		
	during their lesson	skills and techniques to		
Students have the skills	preparation and	teach ANYONE a		
and techniques to teach	execution.	foreign language.		
a foreign language to		, ggg		
anyone.	Students incorporate			
a,	"culture" into their			
Students know the	lessons regardless of the			
professional foreign	topic.			
language instruction	Topic.			
vocabulary necessary	Students demonstrate			
for proper discussion on	the skills and techniques			
FL education.	to teach a foreign			
I L EUUCUTION.				
l	language to anyone.			

<u> </u>			T	T		
		Students know the				
		parts of a lesson.	Students apprise the			
			professional foreign			
		Students know the 5	language instruction			
		"C's" of the ACTFL	vocabulary necessary for			
		National foreign	proper discussion on FL			
		language education	education.			
		standards.				
			Students demonstrate			
		Students have the	comprehension of the			
		techniques and	parts of a lesson through			
		strategies to	student centered			
		effectively teach	activities in the			
		foreign languages.	classroom during			
		. 5	preparation and during			
			the actual lesson to the			
			elementary students.			
			, , , , , , , , , , , , , , , , , , , ,			
			Students apprise the 5			
			"C's" of the ACTFL			
			National foreign			
			language education			
			standards during the			
			creation of their lesson.			
			Creation of men lesson.			
			Students demonstrate			
			the ability to			
			successfully teach a			
			Spanish lesson to			
			elementary school			
			students using the			
			techniques and			
			strategies learned.			
Communities:	Communities:	Communities:	Communities:	Communities:	Communities:	Communities:
Communities.	<u>communities.</u>	Communities.	Communities.	Communities.	Communities.	communities.
School and	Students will be able to	Students have the skills	Students demonstrate	Students will be able to	All necessary	12.5.1.S4.A
global	acquire the necessary	and techniques to teach	the skills and techniques	acquire the necessary	vocabulary	12.5.1.54.B
communities and	skills and techniques to	a foreign language to	to teach a foreign	skills to teach a foreign	related to	12.5.1.54. <i>C</i>
	teach ANYONE a		_	_		
Lifelong		anyone.	language to anyone.	language to an	teaching foreign	12.5.1.54.D
Learning	foreign language.	Studonta lasan tha	Studenta conside the	elementary student.	languages as	
		Students know the	Students apprise the		well as content-	

professional foreign	professional foreign	Students will be able to	specific	
language instruction	language instruction	acquire the proper,	vocabulary	
5 5	vocabulary necessary for	professional vocabulary	related to the	
vocabulary necessary	1		lesson the	
for proper discussion on	proper discussion on FL education	related to foreign		
FL education.	education.	language education.	students will	
Charles to los and the	Ctudenta demonstrata	Canalana and the able as	teach	
Students know the	Students demonstrate	Students will be able to	(circumlocution,	
parts of a lesson.	comprehension of the	apprise the parts of a	anticipatory set,	
	parts of a lesson through	lesson.	modeling,	
Students know the 5	student centered		closing, target	
"C's" of the ACTFL	activities in the	Students will be able to	language. L1, L2,	
National foreign	classroom during	explain the ACTFL	differentiation,	
language education	preparation and during	National foreign	student-	
standards.	the actual lesson to the	language standards and	centered, etc.)	
	elementary students.	how they drive lesson		
Students have the		design.		
techniques and	Students apprise the 5			
strategies to	"C's" of the ACTFL	Students will be able to		
effectively teach	National foreign	acquire the techniques		
foreign languages.	language education	and skills implemented		
Students have the skills	standards during the	to teach foreign		
to make language	creation of their lesson.	language.		
comparisons in relation				
to how one should speak	Students demonstrate	Students will be able to		
(and using which	the ability to	incorporate teaching		
vocabulary) to	successfully teach a	culture in their lesson.		
elementary students	Spanish lesson to			
and to high school	elementary school	Students will be able to		
students IN THE	students using the	acquire new information		
TARGET LANGUAGE	techniques and	related to teaching		
(differentiated	strategies learned.	foreign languages.		
instruction).				
	Students demonstrate	Students will be able to		
	the skills to make	make language		
Students have the skills	language comparisons in	comparisons in relations		
related to teaching	relation to how one	to teaching different		
foreign languages.	should speak (and using	levels of learners.		
- <del>-</del>	which vocabulary) to			
Students know how	elementary students and	Students will be able to		
they have been taught	to high school students	acquire the necessary		
over the years and can	IN THE TARGET	skills and techniques to		

			<del> </del>	1
make connections	LANGUAGE	teach ANYONE a		
between HOW they	(differentiated	foreign language.		
have been taught and	instruction) through			
the specific strategies	lesson preparation, class			
and methodologies they	discussions and the			
learned related to	actual implementation of			
TEACHING foreign	the lesson to the			
languages.	children.			
	Students demonstrate			
Students know the	the skills related to			
many different cultural	teaching foreign			
practices and products	languages during the			
throughout the	preparation for the			
Spanish-speaking	lesson and during the			
countries.	actual lesson with the			
	children.			
Students know how to				
incorporate "culture"	Students apprise how			
into their lessons	they have been taught			
regardless of the topic.	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.			
	Students demonstrate			
	comprehension of the			
	many different cultural			
	practices and products			
	throughout the Spanish-			
	speaking countries			
	during their lesson			
	preparation and			
	execution.			
	CACCUTION,			

			Students incorporate "culture" into their lessons regardless of the topic.			
REVIEW UNIT 21						
ASSESSMENT UNIT 21						