We must acquire the ability to understand and be understood in the languages of the worldwide neighborhood
# 1-12 World Language

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## SPANISH CURRICULUM

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## FRENCH CURRICULUM

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</tr>
<tr>
<td>Latin 7/8 Honors</td>
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OUR LEARNING JOURNEY

11.27.07 Foundations of World Languages
(Philosophy, National Standards)

1.24.08 State Standards
(Communication, Cultures, Connections, Comparisons, and Communities)

3.4.08 Proficiency Levels
(Novice, Intermediate, Advanced Levels of Languages)

4.16.08 Technology Assessment and Needs
What will the World Language student look like?

10.28.08 Backwards Design
Began to look at support materials

11.21.08 Continued studying resources

1.8.09 Revised, updated curriculum
Community survey

3.24.09 Continued curriculum writing
Reflections of survey and future considerations
  * Earlier and more offerings/opportunities
  * Parent Communication
  * Re-examine constraints vs. effectiveness
  * Analyze two-track language schedule
  * Differentiation and recovery efforts
  * Teacher cultivation and development

4.23.09 Put the “whole package” together

PROFESSIONAL LEARNING PLAN

- Continue 2009-2010 with World Language Implementation Team that supports new curriculum and professional development opportunities
- Present a plan to the BOE regarding findings from the community survey, focusing on:
  - Competence in more than one language
  - Access
  - Model program as benchmark
- Study and research proficiency level assessments
- Develop a technology plan that integrates with new curriculum and delivery of instruction
Language and culture, learners of language and culture, and language and culture education:

1. Competence in more than one language and culture enables people to:
   - communicate
   - look beyond borders
   - have a deeper understanding of their language and culture
   - act with greater awareness
   - gain access and knowledge
   - participate more globally

2. All students can be successful language and culture learners, and they
   - must have access to language and culture study
   - benefit from the development and maintenance of proficiency in more than one language

3. Language and culture education is part of the core curriculum, and it
   - is tied to program models that incorporate effective strategies, assessment procedures, and technologies
   - reflects evolving standards at the national, state and local levels
   - develops and enhances basic communication skills and higher order thinking skills
NATIONAL STANDARDS

**COMMUNICATION**

4th Hi! My name is Jill. I like to swim, do you?

**CULTURES**

"I've never played a guiro before. What's that?"

"Guinea pig for lunch – that's different."

"You're standing so close when we talk. Not my style but it's OK.

**CONNECTIONS**

Standard 3.2 Connections

- acquire information from sources intended for native speakers in order to recognize distinctive viewpoints

**COMMUNITIES**

Standard 5.2 Communities

use language for personal enjoyment and enrichment

**COMPARISONS**

Nature of Language

Native language ↔ Language study

- compare
- contrast
- formal
- informal
- sounds
- recognize
- writing
- strategies
- word order
- patterns
- language use
- ideas
- concepts
Number of instructional hours necessary to reach
Intermediate-Low Intermediate-Mid FSI/DLI Adult Learners · Highly Motivated

Category I: 240 Instructional Hours
Spanish, French, Italian
Category II: 300 Instructional Hours
German
Category III: 360 Instructional Hours
Russian, Vietnamese
Category IV: 520 Instructional Hours
Arabic, Chinese, Japanese, Korean

* 1 school year = 120-140 instructional hours
East Grand Rapids Proficiency Definitions and Goals

Elementary School Proficiency Definitions and Goals

Novice Low 1
The student has the ability to successfully complete performance tasks using concepts and vocabulary with one word answers, short memorized phrases or sentences, within 1 to 20 unit topics (School, Family, etc.). Example: Es mi perro. Es blanco. Corre. (Underlined words indicate areas for student variation. Format is provided with possible word substitutions.)
Estimated achievement: End of second grade

Novice Low 2
The student has the ability to successfully complete performance tasks using concepts and vocabulary with memorized phrases or sentences using substitutions within 21 to 36 unit topics (Community, Professions, etc.). Example: En mi comunidad la escuela está en el norte. La maestra trabaja en la escuela. (Underlined words indicate substitutions. Student provided with sentence format and substitution possibilities.)
Estimated achievement: End of fourth grade

Novice Low 3
The student has the ability to successfully complete performance tasks using concepts and vocabulary combining and recombining learned words, phrases and sentences within 37 to 50 unit topics (Solar System, Cuba, etc.). Example: Hace frío en Michigan en marzo. Hace calor en Cuba en marzo. (Student provided with core sentences asked to recombine sentences to make new variations.)
Estimated achievement: End of fifth grade

Middle School Proficiency Goals for end of school year

<table>
<thead>
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<tr>
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<td>Novice Low/Mid .................. Seventh Grade</td>
<td>Novice Low .................... Eighth Grade</td>
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<td>Novice Mid ........................ Eight Grade</td>
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High School Proficiency Goals for end of school year

Continuing Spanish

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<th>Traditional Spanish</th>
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French

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Latin

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<td>Novice High ............ 3/4</td>
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<td>Intermediate Low ..... 5/6</td>
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## SCOPE & SEQUENCE

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<th>Middle School French</th>
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<td>French 9/10 and Honors</td>
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RECOMMENDATIONS and BUDGET

HIGH SCHOOL

Spanish

*Realidades 1*, Pearson
40 books x $66.47 .......................................................... $2658.80

*Realidades 2*, Pearson
175 books x $67.47 .......................................................... $11,807.25

*Realidades 3*, Pearson
130 books x $67.47 .......................................................... $8771.10

*Ecuentros Maravillosos* ...................................................... $920.30
30 books

Spanish Total ......................................................................................... $24,157.45

French (MS/HS)

*Bon Voyage*, Level 1
60 books x 66.30 .......................................................... $3978.00

*Bon Voyage*, Level 2
60 books x 67.95 .......................................................... $4407.00

*Bon Voyage*, Level 3
45 books x 67.95 .......................................................... $3057.75

French Total ......................................................................................... 11,442.75

Latin

*Latin for the New Millennium* Level I ............................................. $4500.00 ..................... 4500.00

High School Total .................................................................................. $40,100.02

MIDDLE SCHOOL

*Realidades 1*, Pearson
Level 1, 150 class copies x $66.47 ................................................. $9970.50 ..................... 9970.50

ELEMENTARY

Additional $1000.00 for each elementary building ...................... $3000.00 ..................... 3000.00

TOTAL COST .................................................................................. $53,070.52
Elementary Spanish
First Grade
Unit 1: Amigos / Friends

Essential Question
• How can I have a polite introductory conversation with a new friend?

Essential Understandings
The student will understand that:
• Language is a tool to communicate and relate to each other.
• Polite conversations and manners are part of every language and culture.
• Personal celebrations are an important part of communities around the world.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral: Students engage in an introductory dialogue
Students say their name and how they feel to the class
Written: Students use the target language to write their names and express how they feel

Content Expectations/Benchmarks
The student will . . . at a novice low 1 level.

Communication
1.1 Interpersonal Communication
Students engage in conversations, provide and obtain information, and express feelings and emotions

Socializing
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions
1.1.N.SL.b Ask and answer basic questions about physical conditions and self
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions

Exchanging Information
1.1.N.SL.h Exchange information in the target language
1.1.N.SL.i Ask for and obtain information in everyday situations in the target language
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about health/physical conditions

1.2 Interpretive Communication
Students understand and interpret written and spoken language on a variety of topics
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, age-appropriate stories

1.3 Presentational Communication
Students present information to an audience of listeners or readers on a variety of topics
1.3.N.S.b Present brief personal descriptions on familiar topics in target language
1.3.N.W.a Illustrate and present materials in the target language

East Grand Rapids Public Schools, World Languages Curriculum, May 2009
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Cultures
2.1 Practices and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
2.1.N.F.e Explain the practices and significance of an important regional or personal celebration within a community or culture in which the target language is spoken

2.2 Products and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
2.2.N.F.d Describe and explain the significance of the products associated with an important regional or personal celebration within a community or culture in which the target language is spoken

Connections
3.1 Knowledge Students reinforce and further their knowledge of other disciplines through the world language
3.1.N.a Reinforce previously learned content knowledge through the target language

Comparisons
4.1 Comparing Languages
Students demonstrate understanding of the nature of language through comparisons of the language studies and their own
4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target
4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

4.2 Comparing Cultures
Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
4.2.N.a Identify basic target culture practices and compare them to one’s own

Communities
5.1 Use of Language
Students use the language both within and beyond the school setting
5.1.N.a Exchange information in the target language with people locally

5.2 Personal Enrichment
Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment
5.2.N.a Willingly use the target language within the classroom setting

Vocabulary
Exchanging Information
- Say hello and goodbye
  Hola  Buenos días  Buenas tardes
  Buenas noches  Nos vemos  Adiós
  Hasta luego  Hasta mañana
- Introduce and respond to an introduction
  ¿Cómo te llamas? Me llamo ________.
- Talk about birthdays
  ¿Cuándo es tu cumpleaños? Mi cumpleaños es ________.
  ¿Cuántos años tienes? Tengo _____ años.
• Describe self
  ¿Qué eres tú? Soy una niño/niña.

Expressing Feelings and Emotions
• Ask how someone is and say how you are
  ¿Cómo estás?  Bien  Mal
  Más o menos  Tengo hambre
  Tengo sed  Tengo sueño
  Tengo frío  Tengo calor

Persuading
• Ask and thank politely
  Gracias  De nada  Por favor
• Carry out actions
  Levántate  Siéntate  Para  Camina
  Corre  Da vueltas  Salta  Escucha
  Ven aquí  Levanta la mano  Baja la mano  Aplauda
  Levántense  Siéntense  Paren  Caminen
  Corran  Den vueltas  Salten  Escuchen
  Vengan aquí  Aplaudan
  Rapidamente  Lentamente

Songs
• Buenos Días/Buenas Tardes
• Nos Vemos, Niños
• Quiero lápiz
• A-E-I-O-U, Yo soy ______, ¿Qué eres tú?

Books
• Buenas Noches, Gatito
• Hola
• Feliz Cumpleaños (México)

Activities
• Make dialogue cards to practice vocabulary
• Rules
• TPR activities – whole group, Símon dice
• Papa caliente
• Buenas Noches Gatito with puppets
• Cambio
• Class book - ¿Cómo estás?
• Mata la mosca
• Pass the bag with items to demonstrate ¿Cómo estás?
• Graph niños/niñas
• Roll ball, greet students, respond to greetings
• Compare birthday celebrations between target culture and own culture (practices, objects such as piñatas, etc)
• Participate in Celebration of Hispanic Heritage Month school activities
UNIT 2: NÚMEROS, FIGURAS Y COLORES / NUMBERS, SHAPES, AND COLORS

Essential Question
• How many colors and shapes can I identify around me?

Essential Understanding
The student will understand that:
• there are other languages that can be used to describe the world around us.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral: Count from 1-10
Tell me four colors that you or a friend are wearing
Identify two shapes in the room

Content Expectations/Benchmarks
The student will . . . at a novice low 1 level.

Communication
1.1 Interpersonal Communication
Students engage in conversations, provide and obtain information
1.1.N.SL.i Ask for and obtain information in everyday situations in the target language

1.2 Interpretive Communication
Students understand and interpret spoken language on a variety of topics
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including
directions, commands, and requests

1.3 Presentational Communication
Students present information, concepts, and ideas to an audience of listeners

Cultures
2.1 Practices and Perspectives
Students demonstrate an understanding of the relationship between the practices and
perspectives of the culture studied
2.1.N.F.e Explain the practices and significance of an important holiday or celebration within a
community or culture in which the target language is spoken

2.2 Products and Perspectives
Students demonstrate an understanding of the relationship between the practices and
perspectives of the culture studied
2.2.N.F.d Explain the practices and significance of an important holiday or celebration within a
community or culture in which the target language is spoken

Connections
3.1 Knowledge
Students reinforce and further their knowledge of other disciplines through the world
language
3.1.N.a Reinforce previously learned content knowledge through the target language
Comparisons

4.1 Comparing Languages
Students demonstrate understanding of the nature of language through comparisons of the language studies and their own
4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target
4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

4.2 Comparing Cultures
Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
4.2.N.a Identify basic target culture practices and compare them to one’s own

Communities

5.1 Use of Language
Students use the language both within and beyond the school setting
5.1.N.a Exchange information in the target language with people locally

5.2 Personal Enrichment
Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment
5.2.N.a Willingly use the target language within the classroom setting

Vocabulary

Exchanging Information
• Ask and say how old someone is
  ¿Cuántos años tienes? Tengo ___ años.
  uno   dos   tres   cuatro
  cinco   seis   siete   ocho
  nueve   diez   once   doce
  trece   catorce   quince   dieciséis
  diecisiete   dieciocho   diecinueve   veinte
  treinta

• Ask and find the location of colors and shapes in room
  ¿Dónde está ____? Aquí está el ____.
  ¿Qué color es ____? Es ______.
  rojo   verde   Amarillo   azul
  morado   rosado   anaranjado   café
  negro   blanco   gris
  el círculo   el triángulo   la estrella   el rectángulo
  el cuadrado   el óvalo   el diamante

• Calendar skills: count from 1-30, identify day, date, month, year, special holidays and birthdays during each month

Songs
• Los Colores
• ¿Dónde está rojo?
• 1, 2, 3 song
• Shape Chant
• A Veces Me Gusta Caminar
• Señor Búho
• Dulces
Books
- Los Colores de Azulín
- Tío Totío
- Recortes
- ¿Qué puede ver?
- En el Bosque Oscuro
- La Viejecita que no Tenía Miedo de Nadie
- ¿Qué puede ver?

Activities
- Mata la mosca
- Siéntate
- Hand Give with colors
- Graph / Tally - ¿Cuántos llevan (color)?
- Dice game, count in circle whole group
- Unifix cube game – hide cubes, guess number
- UNO
- Poetry cube with numbers or colors
- ¿Qué falta?
- Top-It
- Murciélago number squeeze
- Flashlight owl hunting
- Make book - ¿Qué puedes ver?
- Bingo
- Make viejitos masks
- Dance Los viejitos
- Compare Día de los Muertos to Halloween
- Make items out of shapes – calabaza
- Number card on head – higher or lower
- Marker boards with numbers
- Estimate: which bag has 100 items
- Look at 100 pesos
- Number Flip Cards relay game
- Ta-Te-Ti with shapes
- Conferences: make people with speech bubbles, Mi color favorito es_____.
- Small group dice roll tally with partner
- Locate the shape: various shapes of different colors on the floor
- Color/Shape Bingo
- Graph favorite color
ELEMENTARY SPANISH
First Grade

UNIT 3: MI MOCHILA / MY BACKPACK

Essential Question
• How do I name classroom items in a different language?

Essential Understandings
The student will understand that:
• classroom items can be named in a different language.
• polite manners are part of every culture.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral: Name the items in your backpack

Content Expectations/Benchmarks
The student will . . . at a novice low 1 level.

Communication
1.1 Interpersonal Communication
Students engage in conversations, provide and obtain information

Socializing
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations

Exchanging Information
1.1.N.SL.h Exchange information in the target language on familiar topics

1.2 Interpretive Communication
Students understand and interpret spoken language on a variety of topics.

1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.b Understand interpersonal communication on topics of personal interest
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language

1.3 Presentational Communication
Students present information to an audience of listeners or readers
1.3.N.W.a Illustrate and present materials in the target language

Cultures
2.2 Products and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
2.2.N.E.a Identify materials needed for activities in a community or culture in which the language is spoken
Connections
3.1 Knowledge  Students reinforce and further their knowledge of other disciplines through the world language
3.1.N.a  Reinforce previously learned content knowledge through the target language

Comparisons
4.1 Comparing Languages
Students demonstrate understanding of the nature of language through comparisons of the language studies and their own
4.1.N.a  Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
4.1.N.b  Identify basic differences and similarities in grammatical structures between one’s own language and the target language
4.1.N.c  Identify basic differences and similarities in register/honorifics between one’s own language and the target language
4.1.N.d  Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

4.2 Comparing Cultures
Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
4.2.N.b  Identify basic target culture products and compare them to one’s own

Communities
5.1 Use of Language
Students use the language both within and beyond the school setting
5.1.N.a  Exchange information in the target language with people locally

5.2 Personal Enrichment
Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment
5.2.N.a  Willingly use the target language within the classroom setting

Vocabulary
Exchanging Information
- Describe items in my backpack and my school
  ¿Qué hay en mi mochila?
  - la mochila  - el libro  - el papel
  - el lápiz  - el marcador  - el creyón / crayon
  - las tijeras  - el pegamento  - la carpeta

  ¿Qué hay en mi clase?
  - la pizarra/pizarrita  - el basurero  - el reciclaje
  - pónlo  - tiralo  - borra

Songs
- Mi Mochila
- Quiero Lápiz

Books
- Mi Mochila
- La Mochila de Lin
- En La Escuela
- Azulín va a la escuela
Activities

• Put items in mochila, hide and guess
• ¿Quién tiene? – send child to hall, hide three books under three children, child returns and guesses who has libro
• ¿Qué falta?
• Robe el tocino in gym with mochila flashcards
• Bean bag toss
• ¿Qué hay en la caja? – put 1-3 of the same items in a box, shake box, guess how many of that item are in box
• Review items in mochila
• Play games with individual vocabulary item cards
• Compare polite manners between target culture and own culture
ELEMENTARY SPANISH
First Grade

UNIT 4: A VIAJAR / LET’S TRAVEL

Essential Question
• What would you like to eat and drink?

Essential Understandings
The student will understand that:
• many of the words used to name Spanish foods and beverages are English cognates.
• there are similarities and differences between foods in the US and foods in Spanish speaking countries.
• tasting foods from other places allows us to embrace other cultures.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral: Read the chant Tengo Hambre.
Written: Write on the chant Tengo Hambre two items they want to eat and one item they want to drink.

Content Expectations/Benchmarks
The student will . . . at a novice low 1 level.

Communication
1.1 Interpersonal Communication

1.1.N.SL.b Ask and answer basic questions about physical conditions
1.1.N.SL.d Request and reply appropriately using memorized phrases
1.1.N.SL.f Ask questions about feelings, and health of friends, family, classmates and answer using a list of traits

Exchanging Information
1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests

Exchanging Opinions
1.1.N.SL.j Share likes and dislikes in the target language with a classmate

1.2 Interpersonal Reading/Writing
Socializing
1.1.N.RW.b Exchange information in writing about hunger and thirst

1.2 Interpretive Communication

1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preference
1.2.N.L.d Understand main idea of an audio presentation (songs/music)
1.2.N.R.b Understand main idea of simple accessible written materials in the target language
1.3 Presentational Communication
Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
1.3.N.S.a Present songs in the target language
Presentational Language-Writing
Illustrate and present materials in the target language

Cultures
2.1 Practices and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
2.1.N.F.c Describe how daily needs are met within a community or culture in which the language is spoken (food preparation)
2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken

2.2 Products and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
2.2.N.F.a Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken

Connections
3.1 Knowledge
Students reinforce and further their knowledge of other disciplines through the world language
3.1.N.a Reinforce previously learned content knowledge through the target language

Comparisons
4.1 Comparing Languages
Students demonstrate understanding of the nature of language through comparisons of the language studies and their own
4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

4.2 Comparing Cultures
Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
4.2.N.a Identify basic target culture practices and compare them to one’s own
4.2.N.b Identify basic target culture products and compare them to one’s own

Communities
5.1 Use of Language
Students use the language both within and beyond the school setting
5.1.N.a Exchange information in the target language with people locally

5.2 Personal Enrichment
Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment
5.2.N.a Willingly use the target language within the classroom setting
Vocabulary
Exchanging Information

• Describe modes of transportation
  ¿De qué color es tu bicicleta? Es ____________.
  ¿Cuántas ruedas tiene? Tiene _______ ruedas.
    el carro    el avión    la bicicleta
    el bus     el barco    el camión (México)
    la gua-gua (Cuba)

• Talk about likes / dislikes with food
  ¿Te gusta ______? Sí / No me gusta ______.

• Talk about leisure activities in Mexico and Spain
  En México bailan La Raspa. En España bailan flamenco.

• Foods:
  La hamburguesa las papas fritas la manzana La naranja
  las uvas la lechuga El queso el tomate
  el maíz el pan los dulces El pollo
  el taco la tortilla La pizza el limón
  la sopa El arroz la ensalada los frijoles
  la sal Los huevos la tortilla española la pimienta
  la papa/las patatas el sándwich

• Drinks:
  La coca-cola la leche el agua la leche de chocolate
  el té el café el jugo/el zumo

• Monologue:
  Tengo hambre. Me siento. Como ______. Bebo______. Buen provecho.
  ¡Qué rico! Es diferente.

Songs

• Tengo Sed
• Tortillas Para Mamá
• Uno, dos, tres, cuatro, Díme lo que tienes en el plato
• Cascabeles
• Las Posadas
• Feliz Navidad

Books

• Sopa Fuchi
• El Restaurante de mis Tíos
• Sopa Fuchi
• La Piñata
• Días de Alegría
• El Piñatero
• Pancho’s Piñata

Video

• Kids Explore México, part 1

Activities

• Graph - ¿Cómo te gusta viajar?
• Four corners – Each child gets card finds partner and goes to corner
• Mata la mosca
• Plate and bag game – Put items on plate, whole group, small group
• 7 Up – child has card with food item
• Chain game – say food and keep adding items
• Comes o bebes sorting
• Riddle game with color and ¿Comes o bebes?
• Eat and graph different tortillas
• Food Bingo
• Fill the plate
• Dice toss and say number of items
• Concentration
• Cambio
• Project – glue items to eat on plate
• Make class book – Sopa Fuchi
• Cinco en la mano
• Dime lo que tienes – each student has three foods in front of him/her, responds to
• Chant
• Make and eat tortillas de maíz
• Make and eat tortilla española
• Graph tortilla preference
• Make sangría
• Compare Hispanic and Spanish foods to American foods
• Use authentic instruments – maraca
• Make maraca or tin ornament
• Recognize flag from target countries – México, Spain
• Make flag
• Participate in activities related to major holiday – Las Posadas: act out Las Posadas
• Compare holiday traditions
• Toma todo – play Perinolas
• Play Damas Españolas
ELEMENTARY SPANISH
First Grade
UNIT 5: LA ROPA / CLOTHING

Essential Question
- What clothes do I wear in different types of weather?

Essential Understandings
The student will understand that:
- I dress for the weather.
- I choose appropriate clothing for different activities.
- different cultures have distinctive clothing items.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral:
- Name 5 items of clothing
- Read book ¿Qué me pongo?
Written:
- Illustrate and write what their shoes do (Mis zapatos saltan)
- Illustrate and write on book ¿Qué me pongo?

Content Expectations/Benchmarks
The student will . . . at a novice low 1 level.

Communication
1.1 Interpersonal Communication
Students engage in conversations, provide and obtain information and exchange opinions
1.1.N.SL.b Ask and answer basic questions about the weather and self
1.1.N.SL.g Ask questions about the attributes of places and things in their immediate environment
1.1.N.SL.i Ask for and obtain information in everyday situations in the target language

Exchanging Opinions
1.1.N.SL.j Share likes and dislikes in the target language with a classmate
1.1.N.RW.h Exchange information in writing in the target language

1.2 Interpretive Communication
Students understand and interpret written and spoken language on a variety of topics
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.d Understand main idea of an audio presentation
1.2.N.R.b Understand main idea of simple accessible written materials in the target language

1.3 Presentational Communication
Students present information to an audience of listeners or readers
1.3.N.W.a Illustrate and present materials in the target language

Cultures
2.1 Practices and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
2.1.N.F.e Explain the practices and significance of an important holiday celebration within a community or culture in which the target language is spoken
2.2 Products and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

2.2.N.F.d Describe and explain the significance of the products associated with an important holiday celebration within a community or culture in which the target language is spoken

Connections

3.1 Knowledge

Students reinforce and further their knowledge of other disciplines through the world language

3.1.N.a Reinforce previously learned content knowledge through the target language

Comparisons

4.1 Comparing Languages

Students demonstrate understanding of the nature of language through comparisons of the language studies and their own

4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target language
4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

4.2 Comparing Cultures

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

4.2.N.b Identify basic target culture products and compare them to one’s own

Communities

5.1 Use of Language

Students use the language both within and beyond the school setting

5.1.N.a Exchange information in the target language with people locally

5.2 Personal Enrichment

Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

5.2.N.a Willingly use the target language within the classroom setting

Vocabulary

Exchanging Information

- Describe clothing items
  - ¿Qué es? Es ____________.
  - ¿Qué llevas? Llevo ____________.
  - ¿De qué color es _____? Es ____________.
  - el sombrero  la chaqueta  los pantalones (de nieve)
  - la camisa  los zapatos  los mitones
  - las botas  el suéter  la gorra
  - los calcetines  los guantes  las pantuflas
  - el sudadero  la camiseta

Songs

- A-E-I-O-U, Yo llevo ____________, ¿Qué llevas tú?
- Mami, ¿Dónde está mi zapato?
- Zapatito Blanco
- Vamos a recreo
Books

- La Ropa
- El Oso Más Elegante
- Papi y Yo
- Froggy se Viste
- Botas
- Sombreros, gorra y cachuchas
- El Mitón
- Se venden gorras

Activities

- ¿Qué falta?
- Papa caliente
- Mitones/Guantes – fill with unifix cubes
- Concentration
- Bean bag toss
- Dice roll – Name the amount of cards
- Mi amigo lleva – fold paper in fourths, teacher describes clothing and students draw
- Los estudiantes que llevan _______ levántense, etc.
- Leave shoes out, put candy in for Tres Reyes
- Dice game on strip with numbers
- Cinco en la mano
- Bingo
- Use Hispanic artwork and describe clothing
- Dress the penguin / snowman
- White boards – igual que yo
- Go Fish (Pesca)
- Read / Act out El Mitón (Jan Brett)
- Clothing Relay Race
- Identify clothing that is unique to target cultures
- Participate in activities related to Los Tres Reyes Magos
- Traditional choosing rhyme and songs
- Compare traditional clothing with American clothing
- Compare New Year’s traditions
ELEMENTARY SPANISH
First Grade

UNIT 6: MI FAMILIA / MY FAMILY

Essential Question
• Who is in my family?

Essential Understandings
The student will understand that:
• families all over the world are similar and different.
• love for family members is expressed all over the world.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral: Share book page with classmates
Written: Write and illustrate a page for class book Yo Amo a mi Familia

Content Expectations/Benchmarks
The student will . . . at a novice low 1 level.

Communication
Interpersonal Communication
Students provide and obtain information, and express feelings and emotions
1.1.N.SL.b Answer basic questions about family
1.1.N.SL.d Reply appropriately using memorized phrases

Exchanging Information
1.1.N.SL.h Exchange information in the target language on familiar topics such as family life
1.1.N.RW.h Exchange information in writing in the target language on familiar topics such as family life

1.2 Interpretive Communication
Students understand and interpret written and spoken language on a variety of topics
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.b Understand interpersonal communication on topics of personal interest such as family life
1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as family life

1.3 Presentational Communication
Students present information to an audience of listeners or readers
1.3.N.S.a Present songs in the target language
1.3.N.S.b Record materials in the target language
1.3.N.W.a Illustrate and present materials in the target language

Cultures
2.1. Practices and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
2.1.N.F.e Explain the practices and significance of an important celebration within a community in which the target language is spoken
2.2. Products and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
2.2.N.F.b Identify products that were native to a community, region, or country in which the language is spoken

Connections
3.1. Knowledge
Students reinforce and further their knowledge of other disciplines through the world language
3.1.N.a Reinforce previously learned content knowledge through the target language

3.2. Point of View
Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures
3.2.N.a Use materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture

Comparisons
4.1. Comparing Languages
Students demonstrate understanding of the nature of language through comparisons of the language studies and their own
4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
4.1.N.c Identify basic differences and similarities in register/honorifics between one’s own language and the target language
4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

4.2. Comparing Cultures
Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
4.2.N.a Identify basic target culture practices and compare them to one’s own
4.2.N.b Identify basic target culture products and compare them to one’s own

Communities
5.1. Use of Language
Students use the language both within and beyond the school setting
5.1.N.a Exchange information in the target language with people locally

5.2. Personal Enrichment
Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment
5.2.N.a Willingly use the target language within the classroom setting

Vocabulary
Exchanging Information
- Describe family and pets
  ¿Quién es? Es ______.
  la mamá el papá yo
  el hermano la hermana el bebé
  el abuelo la abuela el hermanito
  la hermanita el perro el gato
Songs
• Mamá, Papá, yo te amo
• ¿Dónde está papá?
• La Familia en la Casa

Books
• Yo Amo a Mi Familia
• Buenas Noches Gatito
• El Día de San Valentín
• Cuenta con la Familia
• El Amor

Activities
• Make Valentine cards for family members
• ¿Quién es? – Hide child behind mask, turn backwards, guess who is on mask
• Cambio
• Graph – Candy hearts
• ¿Cuántas personas hay en tu familia?
• Charades – act out family member and guess
• Duck, duck, goose with family words
• Act out book with mask – Yo Amo a mi Familia
• Class book – Yo amo a mi ______
• Adivina
• ¿Qué falta?
• Papa caliente – pass Hispanic family members to music
• Ta-te-ti with perro y gato
• ¿Quién es? – Hide child behind mask, turn backwards, guess who is on mask
• Cambio
• Graph - ¿Cuántas personas hay en tu familia?
• Charades – act out family member and guess
• Duck, duck, goose with family words
• Act out book with mask – Yo Amo a mi Familia
• Class book – Yo amo a mi ______
ELEMENTARY SPANISH
First Grade

UNIT 7: MI CUERPO / MY BODY

**Essential Question**
- How can I talk about my body in a different language?

**Essential Understanding**
The student will understand that:
- I can use another language to talk about my body.

**Assessment**
**Proficiency** *(Performance tasks: Interpersonal, Interpretive, Presentational)*
- **Oral:** Name 5 parts of the body
  - Read aloud bilingual body part book
- **Written:** Draw and label 5 parts of the body

**Content Expectations/Benchmarks**
The student will . . . at a novice low 1 level.

**Communication**
**Interpersonal Communication**
- Students engage in conversations, provide and obtain information

1.1 **Exchanging Information**
- 1.1.N.SL.h Exchange information in the target language
- 1.1.N.RW.h Exchange information in writing in the target language

1.2 **Interpretive Communication**
- Students understand and interpret written and spoken language
- 1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
- 1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
- 1.2.N.R.b Understand main idea of simple accessible written materials in the target language

1.3 **Presentational Communication**
- Students present information to an audience of listeners or readers
- 1.3.N.S.b Record materials in the target language
- 1.3.N.W.a Illustrate and present materials in the target language

**Cultures**
2.1 **Practices and Perspectives**
- Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
- 2.1.N.F.e Explain the practices and significance of an important celebration within a community or culture in which the target language is spoken (Martes de Carnaval)

2.2 **Products and Perspectives**
- Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
Describe and explain the significance of the products associated with an important celebration within a community or culture in which the target language is spoken

**Connections**

3.1 Knowledge

Students reinforce and further their knowledge of other disciplines through the world language

3.1.N.a

Reinforce previously learned content knowledge through the target language

**Comparisons**

4.1 Comparing Languages

Students demonstrate understanding of the nature of language through comparisons of the language studies and their own

4.1.N.a

Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)

4.1.N.b

Identify basic differences and similarities in grammatical structures between one’s own language and the target language

4.1.N.d

Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language

4.2 Comparing Cultures

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

4.2.N.a

Identify basic target culture practices and compare them to one’s own

**Communities**

5.1 Use of Language

Students use the language both within and beyond the school setting

5.1.N.a

Exchange information in the target language with people locally

5.2 Personal Enrichment

Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

5.2.N.a

Willingly use the target language within the classroom setting

**Vocabulary**

**Exchanging Information**

- Describe self (parts of the body)
  
  ¿Cuántos _____ tienes? Uno/dos...
  
  la cabeza  los hombros  las piernas
  los pies  los brazos  las manos
  el pelo  los ojos  las orejas
  la boca  la nariz  la lengua

**Songs**

- Cabeza, Hombros, Piernas, Pies
- Tengo Cabeza
- Con las manos plas, plas, plas

**Books**

- Los Sentidos
- En el espejo
- Bienvenidos a nuestro espectáculo
Activities

- Hokey Pokey
- Simon Dice
- ¿Qué falta? W/ numbers and colors
- TPR with the body parts
- ¿Dónde está?
- Concentration
- Adivina
- Whole group: draw body on white board
- Señor Cabeza de papa – show parts, race to build using dice roll
- Make and break cascarones to celebrate Martes de Carnaval
ELEMENTARY SPANISH
First Grade

UNIT 8: LOS TRES OSOS / THE THREE BEARS

Essential Question
• What elements in a folktale make it culturally unique?

Essential Understanding
The student will understand that:
• folktales have elements that make them universal, but also culturally unique.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral: Read and re-enact the story of Los Tres Osos

Content Expectations/Benchmarks
The student will . . . at a novice low 1 level.

Communication
1.1 Interpersonal Communication
Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting and leave taking
1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrases
1.1.N.SL.k Share opinions in the target language with their classmates

1.2 Interpretive Communication
Students understand and interpret written and spoken language on a variety of topics
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.b Understand interpersonal communication on topics of personal interest such as personal preferences
1.2.N.L.c Understand main idea of a visual media (books, video)
1.2.N.L.d Understand main idea of an audio presentation (lecture, books, songs)
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as books and songs

1.3 Presentational Communication
Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
1.3.N.S.a Present songs, poems or stories in the target language
1.3.N.W.a Illustrate and present songs and a play in the target language
1.3.N.S.c Record materials in the target language, such as a play
1.3.N.W.a Illustrate and present materials in the target language such as a book
Cultures

2.1 Practices and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

2.1.N.F.b Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)
2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken

2.2 Products and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

2.2.N.C.a Identify current cultural icons (fairytale) and the creators of these products
2.2.N.C.b Identify historic culture icons (fairytale and natural sites) and the creators of these products
2.2.N.F.b Identify products that were native to a country in which the language is spoken

Connections

3.1 Knowledge
Students reinforce and further their knowledge of other disciplines through the world language

3.1.N.a Reinforce previously learned content knowledge through the target language

3.2 Point of View
Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures

3.2.N.a Use print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture

Comparisons

4.1 Comparing Languages
Students demonstrate understanding of the nature of language through comparisons of the language studied and their own

4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)

4.2 Comparing Cultures
Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

4.2.N.a Identify basic target culture practices and compare them to one’s own
4.2.N.b Identify basic target culture products and compare them to one’s own

Communities

5.1 Use of Language
Students use the language both within and beyond the school setting

5.1.N.a Exchange information in the target language with classmates, family and friends
5.1.N.b Provide services to others in the school district through activities in the target language such as performing a play and/or by reading to others in the target language

5.2 Personal Enrichment
Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

5.2.N.a Willingly use the target language within the classroom setting

Vocabulary

Exchanging Information
- Read, illustrate and act out the story
Songs
• Los Tres Osos

Books
• Abuelo y Los Tres Osos
• Ricitos de Oro y Los Tres Osos

Activities
• Compare both stories of Los Tres Osos
• Use magnet board
• Use felt book
• Illustrate book
• Use body puppets
• Use stick puppets
• Concentration
• Sequence story
• Group characters
• Bear games – memory, etc.
• Present Skit
ELEMENTARY SPANISH  
First Grade  
UNIT 9: EL ZOOLÓGICO / THE ZOO

Essential Question  
• How can I talk about zoo animals in a different language?

Essential Understandings  
The student will understand that:  
• animals make different sounds in different languages.  
• animals live in different places.  
• animals move differently.

Assessment  
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)  
Oral: Name an animal; say how it moves and where it lives  
Written: Write a page for class animal riddle book.

Content Expectations/Benchmarks  
The student will . . . at a novice low 1 level.

Communication  
1.1. Interpersonal Communication  
Students provide and obtain information, and express feelings and emotions  
Socializing  
1.1.N.SL.b Ask and answer basic questions about animals  
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of social situations such as greetings, leave-takings, and introductions

Exchanging Information  
1.1.N.SL.h Exchange information in the target language on familiar topics such as animals

Socializing  
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about animals  
1.1.N.RW.h Exchange information in writing in the target language on familiar topics such as animal

1.2. Interpretive Communication  
Students present information to an audience of listeners or readers  
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests  
1.2.N.L.b Understand interpersonal communication on topics of personal interest such as animals  
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as stories

1.3. Presentational Communication  
Students present information to an audience of listeners or readers  
1.3.N.S.a Present songs, poems or stories in the target language  
1.3.N.W.a Illustrate and present materials in the target language  
1.3.N.W.b Prepare illustrated stories and share with an audience
Cultures
2.1. Practices and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which that language is spoken

2.2. Products and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
2.2.N.E.a. Identify facilities, supplies, and materials needed for activities in a community or culture in which the language is spoken

Connections
3.1. Knowledge Students reinforce and further their knowledge of other disciplines through the world language
3.1.N.a Reinforce previously learned content knowledge through the target language

3.2. Point of View
Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures
3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture

Comparisons
4.1. Comparing Languages
Students demonstrate understanding of the nature of language through comparisons of the language studies and their own
4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
4.1.N.c Identify basic differences and similarities in register/honorifics between one’s own language and the target language
4.1.N.d Identify basic differences and similarities in phonological features between one’s own language and the target language

4.2. Comparing Cultures
Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
4.2.N.a Identify basic target culture practices and compare them to one’s own
4.2.N.b Identify basic target culture products and compare them to one’s own

Communities
5.1. Use of Language
Students use the language both within and beyond the school setting
5.1.N.a Exchange information in the target language with people locally

5.2. Personal Enrichment
Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment
5.2.N.a Willingly use the target language within the classroom setting
Vocabulary
Exchanging Information

• Describe animals found in the zoo

¿Qué animal es? Es ________________.
la jirafa el león el tigre
el elefante el hipopótamo el mono
el oso el rinoceronte el búho
el papagayo el pingüino la ballena
la cebra el cocodrilo el pez
el tiburón el canguro el delfín
la foca

¿De qué color es? Es ________________.
¿Cuántas patas tiene? _____________ patas.
¿Dónde vive? Vive en ____________.
el zoológico la jaula el aire
el árbol el agua/el océano la tierra
¿Cómo se mueve?
camina Corre Nada
vuela Salta lentamente
rápidamente

• Describe el cuerpo.
las patas la cola larga
corta grande pequeño
mediana

Songs

• Vamos con Mamá al Zoológico
• Un Elefante
• Camina, Camina, Corre

Books

• Cinco de mayo books
• Mi Primera Visita al Zoológico
• Buenas Noches Gorila
• ¿Qué es un Huggles?
• Veo, Veo Colas
• Animales de la Selva
• Animales del Zoológico
• Animales Marinos

Video

• Cinco de mayo

Activities

• Cinco de mayo—amates, maracas, flags
• Participate in Cinco de Mayo activities
• ¿Qué hay en la jaula?
• Concentration
• Dice roll – name animals
• ¿Qué animal es? – class book
• ¿Qué falta?
• Graph/Venn diagram - ¿Cómo se mueve?
• Animal riddles
• Duplo animals
• Bean bag toss
• Sort and classify – Each student has animal card, teacher describes characteristics, student stands
• Tape animal pictures to back, ask questions to guess animal
• 7-Up
• Pass animals to music- papa caliente
• Hide animals in jaulas
• Bingo
• Ta-Te-Ti with yarn and two animals
• Mata la mosca
• Pesca (Go fish)
• Family Feud – two teams, first student to hit the bell guesses for a point
• ¿Qué piensas? – place all cards face up on the floor, on child visually picks a card and gives one clue at a time to the class, after each clue the class gets to guess the animal
• Guess the Animal – child closes eyes, plastic animal is then placed in his/her hands, they have three chances to guess
ELEMENTARY SPANISH  
First Grade  

UNIT 10: LA TORMENTA / THE STORM

Essential Question  
• How do I use a different language to describe a spring storm?

Essential Understandings  
The student will understand that:  
• there is a sequence to a rain storm.  
• weather sounds are different in another language.  
• different cultures have different nursery rhymes and songs to describe weather.

Assessment  
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)  
Oral: Read and re-enact La Tormenta book  
Written: Write and illustrate La Tormenta book

Content Expectations/Benchmarks  
The student will . . . at a novice low 1 level.

Communication  
1.1 Interpersonal Communication  
Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions  
1.1.N.SL.b Ask and answer basic questions about the weather  
1.1.N.SL.g Ask questions about the attributes of places and things in their immediate environment  
1.1.N.SL.j Exchange information in the target language on familiar topics  
1.1.N.SL.k Share opinions and preferences in the target language with a classmate  
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the weather

1.2 Interpretive Communication  
Students understand and interpret written and spoken language on a variety of topics  
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests  
1.2.N.L.c Understand main idea of a visual media presentation  
1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)  
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests  
1.2.N.R.b Understand main idea of simple accessible written materials in the target language

1.3 Presentational Communication  
Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics  
1.3.N.S.a Present songs, poems or stories in the target language  
1.3.N.W.a Illustrate and present materials in the target language such as a book
Cultures
2.1 Practices and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
2.1.N.F.e Explain the practices and significance of an important holiday celebration within a community or culture in which the target language is spoken

2.2 Products and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
2.2.N.F.d Describe and explain the significance of the products associated with an important holiday celebration within a community or culture in which the target language is spoken

Connections
3.1 Knowledge
Students reinforce and further their knowledge of other disciplines through the world language
3.1.N.a Reinforce previously learned content knowledge through the target language

3.2 Point of View
Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures
3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture

Comparisons
4.1 Comparing Languages
Students demonstrate understanding of the nature of language through comparisons of the language studies and their own
4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target
4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

4.2 Comparing Cultures
Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
4.2.N.a Identify basic target culture practices and compare them to one’s own

Communities
5.1 Use of Language
Students use the language both within and beyond the school setting
5.1.N.a Exchange information in the target language with people locally
5.1.N.b Provide services to others in the school district through activities in the target language such as reading to others in the target language

5.2 Personal Enrichment
Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment
5.2.N.a Willingly use the target language within the classroom setting

Vocabulary
Exchanging Information
- Describe weather associated with a storm and sky
Aquí viene las nubes el viento el sol
el relámpago el trueno la lluvia el arco iris

**Songs**
- Nube, Nube
- ¡Que llueva!

**Books**
- La Tormenta

**Activities**
- Sing traditional Spanish song: ¡Qué Llueva!
- Weather peek – whole/small group
- Cambio
- Class Books – La Tormenta
- Create Amate paintings
- Bean bag toss
- ¿Cuál es tu color favorito del arco iris?
- Graph and interpret colors of rainbow data
- Concentration – find items in order of book
- 5 – arriba
- Como yo: each student gets white board. Teacher draws sol, doesn’t show class, students draw item and try to match teacher. Show teacher picture, look for most common item, say “No es nubes”, students with change to a new picture. Continue until everyone has the same item. Have posible items charted for all to see.
- Small books of La Tormenta story
- Compare sounds of weather items in Spanish and English
- Play baleros
- Mata la mosca- numbers 1-30 on clouds
Essential Question
• How do I use the color, number, shape and emotion words I learned in first grade to talk with a second grade friend?

Essential Understandings
The student will understand that:
• language is a tool to communicate and relate to each other.
• polite conversations and manners are part of every language and culture.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral: Make and describe a picture using several shapes and colors.
Count to 100 by 10s.

Content Expectations/Benchmarks
• The student will . . . at a novice low 1 level.

Communication
1.1 Interpersonal Communication
Students engage in conversations, provide and obtain information, and express feelings and emotions

Socializing
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions
1.1.N.SL.b Ask and answer basic questions about physical conditions
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions

Exchanging Information
1.1.N.SL.h Exchange information in the target language on familiar topics
1.1.N.SL.i Ask for and obtain information in everyday situations in the target language

Exchanging Opinions
1.1.N.SL.j Share likes and dislikes in the target language with a classmate

Socializing
1.1.N.RW.a Use the target language in notes to greet, take leave, or make introductions
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about health/physical conditions

1.2 Interpretive Communication
Students understand and interpret written and spoken language on a variety of topics
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, age-appropriate stories
1.3 Presentational Communication

Students present information to an audience of listeners or readers on a variety of topics

1.3.N.S.b Present brief personal descriptions on familiar topics in target language
1.3.N.W.a Illustrate and present materials in the target language
1.3.N.W.c Write brief personal descriptions on familiar topics in the target language

Cultures

2.1 Practices and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

2.1.N.F.e Explain the practices and significance of an important personal or regional celebration within a community or culture in which the target language is spoken

Connections

3.1 Knowledge

Students reinforce and further their knowledge of other disciplines through the world language

3.1.N.a Reinforce previously learned content knowledge through the target language

Comparisons

4.1 Comparing Languages

Students demonstrate understanding of the nature of language through comparisons of the language studies and their own

4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target
4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

4.2 Comparing Cultures

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

4.2.N.a Identify basic target culture practices and compare them to one’s own

Communities

5.1 Use of Language

Students use the language both within and beyond the school setting

5.2 Personal Enrichment

Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

5.2.N.a Willingly use the target language within the classroom setting

Vocabulary

Exchanging Information

- Say Hello and Goodbye
  Hola  Buenos días (tardes, noches)  Adiós
  Hasta luego  Hasta mañana
- Introduce and respond to an introduction
  ¿Cómo te llamas?  Me llamo ______________.
Expressing Feelings and Emotions

• Ask how someone is and say how you are

  ¿Cómo estás? Estoy...
  Tengo hambre. Tengo sed. Tengo sueño.
  Tengo frío. Tengo calor. Tengo prisa.
  Tengo miedo.

• Ask and say how old someone is

  ¿Cuántos años tienes? Tengo ____ años.
  Numbers to 100 – Count to 100 by 10s

Colors:

  ¿Cuál color te gusta? Me gusta el __________
  Rojo verde amarillo azul
  Negro morado anaranjado café
  Blanco rosado gris turquesa
  Dorado plateado

Shapes:

  El círculo el óvalo el triángulo el rectángulo
  El cuadrado el diamante el corazón la estrella

• Recite Gouin dialogue

  ¿Cómo te llamas? Me llamo_____.
  ¿Y tú? Me llamo ______.
  Mucho gusto. ¿Cómo estás?
  Más o menos. Adiós.
  Adiós.

Persuading

• Ask and thank politely

  Gracias De nada Por favor

Songs

• ¡Adiós!
• ¡Buenos días!/¡Buenas Tardes!
• Feliz Cumpleaños
• Coca Cola number song
• ¿Cuál color?
• Manzanita del Perú
• Shape chant

Books

• Formas
• ¿Cómo estás?
• Caritas

Activities

• Poster: things we have in common/students work in pairs (Teacher makes templates or word banks to guide project)
• Act out Gouin dialogue
• TPR commands
• Make Rana y Sapo or George and Martha
• Simón dice
• Papa caliente – ¿Cómo te llamas?
• Cambio
• Bolso caliente (papa caliente with bag)
• Color/Shape Bingo
• Siéntate
• Cube – colors, numbers, shapes, commands
• Dice roll, identify number – small and whole group with large dice
• Mata la mosca with expression cards
• Concentration
• Color and Shape bingo
• ¿Cómo estás? Book
• ¿Qué falta?
• Numbers 10 – 100, write on boards, bean bag toss on number board
• Number squeeze
• White boards
• Number flip cards
• Top-It
• Pipe cleaners with shapes – small group
• Participate in school activities to celebrate Hispanic Heritage Month
ELEMENTARY SPANISH
Second Grade

UNIT 2: LA CLASE / THE CLASSROOM

Essential Question
• What do you find in your classroom and school?

Essential Understandings
The student will understand that:
• there are similarities and differences between my school and schools in Spanish speaking countries.
• there are different units of measurement in the US than in the rest of the world.
• it is important to use Spanish to communicate classroom needs.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral: ¿Qué hay en la escuela? Say as many items as you can.

Content Expectations/Benchmarks
The student will . . . at a novice low 1 level.

Communication
1.1 Interpersonal Communication
   Students engage in conversations, provide and obtain information

Socializing
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations

Exchanging Information
1.1.N.SL.h Exchange information in the target language on familiar topics such as school activities
1.1.N.RW.b Exchange information by asking and answering basic questions in writing

1.2 Interpretive Communication
   Students understand and interpret written and spoken language on a variety of topics

1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.b Understand interpersonal communication on topics of personal interest such as school activities
1.2.N.L.c Understand main idea of a visual media presentation (film)
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language

1.3 Presentational Communication
   Students present information to an audience of listeners or readers
1.3.N.W.a Illustrate and present materials in the target language
Cultures
2.1 Practices and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
2.1.N.F.e Explain the practices and significance of an important holiday within a community or culture in which the target language is spoken

2.2 Products and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
2.2.N.F.d Describe and explain the significance of the products associated with an important celebration within a community or culture in which the target language is spoken
2.2.N.E.a Identify materials needed for activities in a community or culture in which the language is spoken

Connections
3.1 Knowledge Students reinforce and further their knowledge of other disciplines through the world language
3.1.N.a Reinforce previously learned content knowledge through the target language

Comparisons
4.1 Comparing Languages
Students demonstrate understanding of the nature of language through comparisons of the language studies and their own
4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target language
4.1.N.c Identify basic differences and similarities in register/honorifics between one’s own language and the target language
4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

Comparing Cultures
4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
4.2.N.a Identify basic target culture practices and compare them to one’s own
4.2.N.b Identify basic target culture products and compare them to one’s own

Communities
5.1 Use of Language
Students use the language both within and beyond the school setting
5.1.N.b Provide services to others in the school district through activities in the target language such as reading to others in the target language

5.2 Personal Enrichment
Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment
5.2.N.a Willingly use the target language within the classroom setting
**Vocabulary**

**Exchanging Information**

- **Describe classroom objects**

  ¿Qué hay en la escuela? En mi escuela hay __________.

  - la escuela
  - el póster
  - el fólder
  - el libro
  - el maestro
  - la maestra
  - los creyones
  - el escritorio
  - la goma
  - el pegamento
  - la pizarra
  - el casillero
  - la cinta/el tape
  - la regla
  - el marcador
  - la silla
  - el clip
  - la computadora
  - las tijeras
  - el reciclaje
  - el basurero
  - la directora
  - la secretaria
  - la pizarrita
  - el borrador
  - el dado
  - el papel
  - lápiz
  - lápices de colores
  - el tablero
  - los alumnos/los estudiantes
  - el salón de clase

- **Match school items with the appropriate verbs**

  - cortar
  - dibujar
  - escribir
  - pegar
  - colorear
  - medir
  - jugar

**Songs**

- En Mi Escuela
- Dos y Dos
- Pinto, Pinto
- Corto con tijeras
- Otoño Chant

**Books**

- Pablo Remembres
- Spot Va a la Escuela
- En Mi Escuela
- Azulín Va a la Escuela
- Mi Mochila
- El Otoño

**Activities**

- ¿Quién tiene? – 4 students in front of class, only one has item
- Cambio, with questions about function (verb)
- Siéntate
- Dice games – roll die, name that number of items
- Small group dice game – collect items
- Mata la mosca
- Concentration
- Papa caliente
- Folder game – like Battleship with school items
- Yo necesito – several of each school item are in center of circle. Teacher says, “Yo necesito tres creyones”, and a student retrieves those items.
- Bingo
- Sort items by function
- Identify items by function
• ¿Qué tiene? – Student has all of the cards, selects one card without showing it to the class, and the class guesses what it is.
• ¿Qué falta?
• ¿Dónde está? – teacher or student says, ¿Dónde está el escritorio? And another student finds item in class.
• Compare choosing rhymes
• Compare units of measurement – metric vs. US
• Measure classroom items
• Weigh classroom items
• Beat the clock – pass ball in circle, student names as many items as possible before ball makes it around circle
• Family Feud
• Día de Los Muertos: Talk about it, taste Pan de Muerto, illustrate, write, and read about how this holiday is celebrated in Mexico.
Essential Question
• How can I talk about my body in a different language?

Essential Understandings
The student will understand that:
• I can use another language to talk about my body.
• different cultures use different gestures to communicate.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral: Share Kid Pix project or drawing with class
Written: Use Kid Pix computer program or paper and pencil to draw a person and label body parts

Content Expectations/Benchmarks
The student will . . . at a novice low 1 level.

Communication
1.1 Interpersonal Communication
Students engage in conversations, provide and obtain information, and express feelings
1.1.N.SL.b Ask and answer basic questions about health/physical conditions
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations

Identifying and Describing
1.1.N.SL.e Ask questions about physical appearance and answer using a list of traits

Exchanging Information
1.1.N.SL.h Exchange information in the target language
1.1.N.RW.h Exchange information in writing in the target language

1.2 Interpretive Communication
Students understand and interpret written and spoken language
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language

1.3 Presentational Communication
Students present information to an audience of listeners or readers
1.3.N.S.b Record materials in the target language
1.3.N.W.a Illustrate and present materials in the target language

Cultures
2.1 Practices and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
2.1.N.F.c Describe how daily needs are met within a community or culture in which the language is spoken

**Connections**

3.1 Knowledge

Students reinforce and further their knowledge of other disciplines through the world language

3.1.N.a Reinforce previously learned content knowledge through the target language

**Comparisons**

4.1 Comparing Languages

Students demonstrate understanding of the nature of language through comparisons of the language studies and their own

4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)

4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target

4.1.N.c Identify basic differences and similarities in register/honorifics between one’s own language and the target language

4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language

4.2 Comparing Cultures

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

4.2.N.a Identify basic target culture practices and compare them to one’s own

**Communities**

5.1 Use of Language

Students use the language both within and beyond the school setting

5.1.N.a Exchange information in the target language with people locally

5.2 Personal Enrichment

Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

5.2.N. Willingly use the target language within the classroom setting

**Vocabulary**

Exchanging Information

- Use senses with corresponding body parts
  - Veo con los ojos.
  - Huelo con la nariz.
  - Toco con las manos.
  - Oigo con los oídos.
  - Saboreo con la lengua.

- Describe body parts
  - ¿Qué te duele? Me duele ______________.
    - los brazos
    - los pies
    - el estómago
    - los ojos
    - los dientes
    - la rodilla
    - el pulgar
    - las manos
    - los dedos
    - los hombros
    - la nariz
    - la boca
    - el pelo
    - las orejas
    - la lengua
    - la cara
**Songs**
- Cabeza, hombros, piernas, pies
- Partes de la cara
- Sana, sana
- Mi cuerpo
- Veo con los ojos
- Me duele la cabeza

**Books**
- Chana y su Rana
- Orejas
- Los Sentidos
- Mis Cinco Sentidos

**Activities**
- Cambio
- Simon dice
- 7 Up
- Color part of the person-teacher names part and color, students color correct part
- ¿Qué tienen los monstruos?
- ¿Qué falta?
- Part and number correspondence – teacher calls out number, student labels body part with that number
- Silly body – teacher dictates parts to draw, student draws part and passes paper to next person. Continue until done.
- Roll dice, add features – small group game
- ¿Qué te duele? – Roll ball, answer question, pass band aids to music
- Papa caliente – with five cards
- Around the world – draw items on white board instead of saying them
- Bring items for the students to hear (keys, scissors, stapler, etc.) taste (sweet, salty, sour), smell (cinnamon, perfume, etc), touch (animal book with different textures), etc. for the section on the five senses
- Family Feud
- Draw and label person on computer using KidPix
- Compare Gestures: adiós, besos on both cheeks, ven aquí, pointing with chin.
Essential Questions
- Who is in my family?
- What rooms are in my house?

Essential Understandings
The student will understand that:
- families all over the world are different.
- houses are different depending on culture and location.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral:  Share information about family member using the Guatemalan style tapestry
Written:  Write information about a family member (relationship to me, name and one personal interest)

Content Expectations/Benchmarks
The student will . . . at a novice low 1 level.

Communication
1.1. Interpersonal Communication
- Students provide and obtain information, and express feelings and emotions
  - 1.1.N.SL.b Ask and answer basic questions about self and family
  - 1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions
  - 1.1.N.SL.d Reply appropriately using memorized phrases
  - 1.1.N.SL.g Ask questions about places and things in their immediate environment

1.2. Interpretive Communication
- Students understand and interpret written and spoken language on a variety of topics
  - 1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
  - 1.2.N.L.b Understand interpersonal communication on topics of personal interest such as family life
  - 1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as family life

1.3. Presentational Communication
- Students present information to an audience of listeners or readers
  - 1.3.N.S.a Present songs in the target language
  - 1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as self, family, and home.
  - 1.3.N.W.a Illustrate and present materials in the target language
  - 1.3.N.W.b Prepare illustrated stories (big books, posters, dioramas, cartoons) about activities or events in student’s personal life, and share these with an audience
  - 1.3.N.W.c Write brief personal descriptions on familiar topics in the target language such as self, friends, family, home, and school
Cultures

2.1. Practices and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

2.1.N.H.c Identify one important political issue in a country in which the language is spoken
2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken
2.1.N.F.e Explain the practices and significance of an important:
   - civil or religious holiday or celebration AND
   - regional holiday or celebration AND
   - personal or family holiday or celebration within a community or culture in which the target language is spoken

2.2. Products and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

2.2.N.G.a Identify country and its capital in which the language is spoken
2.2.N.C.a Identify current cultural icons (arts, music, literature, film)
2.2.N.C.b Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites)
2.2.N.F.b Identify products that were native to a community, region, or country in which the language is spoken

3.1. Knowledge

Students reinforce and further their knowledge of other disciplines through the world language

3.1.N.a Reinforce previously learned content knowledge through the target language

3.2. Point of View

Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures

3.2.N.a Use materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture

Comparisons

4.1. Comparing Languages

Students demonstrate understanding of the nature of language through comparisons of the language studies and their own

4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
4.1.N.c Identify basic differences and similarities in register/honorifics between one’s own language and the target language
4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

4.2. Comparing Cultures

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

4.2.N.a Identify basic target culture practices and compare them to one’s own
4.2.N.b Identify basic target culture products and compare them to one’s own

Communities

5.1. Use of Language

Students use the language both within and beyond the school setting

5.1.N.a Exchange information in the target language with people locally
5.2. Personal Enrichment

Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

5.2.N.a Willingly use the target language within the classroom setting

Vocabulary

Exchanging Information

- Describe family and pets
  ¿Cuántas personas viven en tu casa? Hay _____ personas.
  ¿Quién es? Es mi ________.
  ¿Cómo se llama? Se llama __________.
  ¿Tienes mascota? Sí/No tengo __________.
    la mamá el papá el hermano
    la hermana el bebé el abuelo
    la abuela el perro el gato
    el tío la tía el primo
    la prima el pez el hamster
    el ratón el conejo el pájaro
    el lagarto la serpiente el cangrejo

- Describe rooms in the house
  ¿Dónde está mamá? Está en ____________.
    la cocina la sala el comedor
    el baño el dormitorio el garaje
    la casa el ático el sótano
    el patio

Songs

- El Patio de mi casa
- Tenemos una tía

Books

- Yo Amo a Mi Familia
- Mi Papá y Yo
- El Restaurante de Mis Tíos
- Abuela’s Weave
- La Flor de Nochebuena

Videos

- Abuela’s Weave

Activities

- Graph: ¿Cuántas personas hay en tu familia? – students draw family on index card
- ¿Quién es? – describe family member
- Partner question activity
- Mata la mosca
- Cambio
- Hide family member in house (folder game), other student guesses where
- Four corners
- Place room cards on floor face up, hide family member under room, guess where
- To-Ti-To
- Class book: ¿Cuál es tu mascota favorita?
- Cinco en la mano
- Survey: whole class activity, asking questions about family and house
- ¿Dónde está papá?- Five students have room picture around neck, one student has papá, class guesses
- Make paper poinsettias / flores de nochebuena
ELEMENTARY SPANISH
Second Grade

UNIT 5: LAS ESTACIONES / THE SEASONS

Essential Question
• How does weather change throughout the year?

Essential Understandings
The student will understand that:
• weather changes throughout the year.
• seasons and weather change depending on location of countries.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral: Share collage birthday information with class
Written: Write birthday information (date, month, season, weather) to accompany the collage made in art class

Content Expectations/Benchmarks
The student will . . . at a novice low 1 level.

Communication
1.1 Interpersonal Communication
Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
1.1.N.SL.b Ask and answer basic questions about the weather
1.1.N.SL.g Ask questions about the attributes of places and things in their immediate environment
1.1.N.SL.h Exchange information in the target language on familiar topics
1.1.N.SL.j Share likes and dislikes in the target language with a classmate
1.1.N.SL.k Share opinions and preferences in the target language with their classmates
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the weather

1.2 Interpretive Communication
Students understand and interpret written and spoken language on a variety of topics
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.c Understand main idea of a visual media presentation
1.2.N.L.b Understand interpersonal communication on topics of personal interest
1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as websites

1.3 Presentational Communication
Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
1.3.N.S.a Present songs, poems or stories in the target language
1.3.N.S.b Present brief personal descriptions on familiar topics in target language
1.3.N.S.c Record materials in the target language, such as weather report
1.3.N.W.a Illustrate and present materials in the target language such as a book
1.3.N.W.b  Prepare illustrated stories (big books, posters, dioramas, cartoons) about activities or events in student’s personal life, and share these with an audience

**Cultures**

**2.1 Practices and Perspectives**

*Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied*

2.1.N.F.e  Explain the practices and significance of an important holiday celebration within a community or culture in which the target language is spoken

**2.2 Products and Perspectives**

*Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied*

2.2.N.G.a  Identify country, its capital and major city in which the language is spoken
2.2.N.G.d  Describe the climate and typical seasonal weather of a country in which the language is spoken
2.2.N.F.d  Describe and explain the significance of the products associated with an important holiday celebration within a community or culture in which the target language is spoken

**Connections**

**3.1 Knowledge**

*Students reinforce and further their knowledge of other disciplines through the world language*

3.1.N.a  Reinforce previously learned content knowledge through the target language

**3.2 Point of View**

*Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures*

3.2.N.a  Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture

**Comparisons**

**4.1 Comparing Languages**

*Students demonstrate understanding of the nature of language through comparisons of the language studies and their own*

4.1.N.a  Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
4.1.N.b  Identify basic differences and similarities in grammatical structures between one’s own language and the target
4.1.N.d  Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

**4.2 Comparing Cultures**

*Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own*

4.2.N.a  Identify basic target culture practices and compare them to one’s own

**Communities**

**5.1 Use of Language**

*Students use the language both within and beyond the school setting*

5.1.N.a  Exchange information in the target language with people locally
5.1.N.b  Provide services to others in the school district through activities in the target language such as reading to others in the target language
5.2 Personal Enrichment

Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

5.2.N.a Willingly use the target language within the classroom setting

Vocabulary

Exchanging Information

- Describe various weather conditions
  ¿Qué tiempo hace? Hace...

- Match months with corresponding season
  ¿En qué mes estamos? Estamos en ______.
  ¿Cuándo es tu cumpleaños? Mi cumpleaños es en ______.
  invierno primavera otoño verano
  enero febrero marzo abril
  mayo junio julio agosto
  septiembre octubre noviembre diciembre

Expressing Attitudes and Opinions

- Give preferences about weather and seasons
  ¿Cuál es tu estación favorita?
  ¿Por qué?

Songs

- ¿Qué tiempo hace?
- Las Estaciones
- Month song (Addams Family tune)
- Month Chant

Books

- La Primavera
- El Verano
- El Otoño
- El Invierno
- La Estrella de Angel

Activities

- Graph: ¿Cuál es tu estación favorita?
- Weather windows
- ¿Qué falta?
- ¿Qué tiene?
- Birthday graph with seasons
- Interpret data from graph
- Write related sentences
- Read a thermometer and compare temperatures
- Art project/birthday month, season, weather
- Seasons book
- Four corners with seasons
- Cambio
- 7 UP
- Track temperatures on the internet between GR and a Latin American city
• Use Rodolfo Morales’ book *(La Estrella de Angel)* as a model to make collage in art class related to birthday: day, month, season, weather
• Dice game with weather and seasons
• Celebrate Los Tres Reyes
• Sample food related to holiday – Rosca de Reyes (Who got the baby?)
• Celebrate El Día de la Candelaria (Feb. 2): the person with Rosca de Reyes baby, brings a special snack this day
ELEMENTARY SPANISH
Second Grade

UNIT 6: LA CUCARACHITA MARTINA / MARTINA THE LITTLE COCKROACH

Essential Question
• What can you learn about a culture from its folktales?

Essential Understandings
The student will understand that:
• folktales reflect cultural characteristics and values.
• folktales share universal characteristics as well as unique variations.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral: Students read and re-enact the folktale.
Written: Students illustrate a version of the folktale.

Content Expectations/Benchmarks
The student will . . . at a novice low 1 level.

Communication
1.1 Interpersonal Communication
Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting and leave taking
1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrases
1.1.N.SL.k Share opinions in the target language with their classmates

1.2 Interpretive Communication
Students understand and interpret written and spoken language on a variety of topics
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.b Understand interpersonal communication on topics of personal interest such as personal preferences
1.2.N.L.c Understand main idea of a visual media (books, video)
1.2.N.L.d Understand main idea of an audio presentation (lecture, books, songs)
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as books, reader’s theater and songs

1.3 Presentational Communication
Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
1.3.N.S.a Present songs, poems or stories in the target language
1.3.N.W.a Illustrate and present songs and a play in the target language
1.3.N.S.c Record materials in the target language, such as a play
1.3.N.W.a Illustrate and present materials in the target language such as a book
Cultures
2.1 Practices and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken

2.2 Products and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
2.2.N.C.a Identify current cultural icons (fairytale) and the creators of these products
2.2.N.C.b Identify historic culture icons (fairytale and natural sites) and the creators of these products
2.2.N.F.b Identify products that were native to a country in which the language is spoken

Connections
3.1 Knowledge
Students reinforce and further their knowledge of other disciplines through the world language
3.1.N.a Reinforce previously learned content knowledge through the target language

Comparisons
4.1 Comparing Languages
Students demonstrate understanding of the nature of language through comparisons of the language studies and their own
4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)

4.2 Comparing Cultures
Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
4.2.N.a Identify basic target culture practices and compare them to one’s own
4.2.N.b Identify basic target culture products and compare them to one’s own

Communities
5.1 Use of Language
Students use the language both within and beyond the school setting
5.1.N.a Exchange information in the target language with classmates, family and friends
5.1.N.b Provide services to others in the school district through activities in the target language such as a play and/or by reading to others in the target language

5.2 Personal Enrichment
Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment
5.2.N.a Willingly use the target language within the classroom setting

Vocabulary
- La Cucarachita Martina por Alma Flor Ada.

Exchanging Information
- Talk about different places
- Talk about the sounds animals make in Spanish
- Compare different versions of La Cucarachita

Songs
- De Colores
Books

- La Cucarachita Martina (Alma Flor Ada)
- CD: Under the Mango Tree (Elida Guardia Bonet)

Activities

- Read La Cucarachita Martina (Alma Flores) in Spanish
- Locate on map the different places where the characters go
- Dialogue Cards
- Matching with characters and lines
- Cambio
- Put story in sequence
- 7 Up with vocabulary flashcards
- Illustrate book
- Practice lines
- Present skit/reader’s theatre
Essential Question
• What are the ways animals adapt to their environment?

Essential Understanding
The student will understand that:
• animals adapt their physical and behavioral characteristics to survive in their environment.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral: Students read animal book to classmates and community members.
Written: Students write and illustrate a book identifying and describing one animal from each group (mammals, reptiles, etc.)

Content Expectations/Benchmarks
The student will . . . at a novice low 1 level.

Communication
1.1. Interpersonal Communication
Students provide and obtain information, and express feelings and emotions

Socializing
1.1.N.SL.b Ask and answer basic questions about animals
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of social situations such as greetings, leave-takings, and introductions
1.1.N.SL.g Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits

Exchanging Information
1.1.N.SL.h Exchange information in the target language on familiar topics such as animals

1.1.N.RW.b Exchange information by asking and answering basic questions in writing about animals
1.1.N.RW.h Exchange information in writing in the target language on familiar topics such as animals

1.2. Interpretive Communication
Students present information to an audience of listeners or readers

1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.b Understand interpersonal communication on topics of personal interest such as animals
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as stories
1.2.N.R.c Understand written interpersonal communication on topics of personal interest such a animals

1.3. Presentational Communication
Students present information to an audience of listeners or readers

1.3.N.S.a Present songs, poems or stories in the target language
1.3.N.W.a Illustrate and present materials in the target language
1.3.N.W.b Prepare illustrated stories and share with an audience
1.3.N.W.c Write brief personal descriptions on familiar topics in the target language such as animals
Cultures
2.2. Products and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
2.2.N.F.b. Identify products that were native to a community, region, or country in which their language is spoken

Connections
3.1. Knowledge
Students reinforce and further their knowledge of other disciplines through the world language
3.1.N.a Reinforce previously learned content knowledge through the target language

3.2. Point of View
Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures
3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture

Comparisons
4.1. Comparing Languages
Students demonstrate understanding of the nature of language through comparisons of the language studies and their own
4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
4.1.N.c Identify basic differences and similarities in register/honorifics between one’s own language and the target language
4.1.N.d Identify basic differences and similarities in phonological features between one’s own language and the target language

4.2. Comparing Cultures
Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
4.2.N.b Identify basic target culture products and compare them to one’s own

Communities
5.1. Use of Language
Students use the language both within and beyond the school setting
5.1.N.a Exchange information in the target language with people locally

5.2. Personal Enrichment
Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment
5.2.N.a Willingly use the target language within the classroom setting

Vocabulary
Exchanging Information
- Describe animals
- Describe un animal.
- Es un mamífero (reptil, anfibio, pez, ave).
- Es grande, mediano, pequeño, azul, verde, etc.
- Es un toro, una iguana, un quetzal, una rana, un tiburón.
- Tiene piel peluda, escamas secas, piel húmeda, escamas mojadas, plumas.
- Tiene cuatro patas, dos patas, cola larga, cola corta, muchos dientes, garras, lengua larga, pico, agallas, aletas, alas, etc.
• Tiene sangre caliente, fría, pone huevos, respira con pulmones, los bebés nacen vivos, beben leche de la mamá, etc.

**Songs**
- Animal group song – 1 verse for each group
- El sapito

**Books**
- Dream Carver
- Puede ser un mamífero
- Puede ser un Pez
- Asombrosos Sapos y Ranas
- Asombrosos Peces
- Asombrosos Mamíferos
- Asombrosos Reptiles
- Asombrosos Aves
- Chana y Su Rana

**Activities**
- Show pictures/objects of traditional Oaxacan, Mexican animals
- Iguana Game – Pass iguana around while one child sits in center of circle with eyes closed. Group sings reptiles song, when song ends, student with iguana must say reptil, cola, etc. Until child guesses who has iguana. Game can also be played with frog or other stuffed animal.
- Four corners
- Make animal book
- Brainstorm – name animals that belong in different groups – make list
- Act out Chana y Su Rana
- Overheads from Evan Moorehouse
- Ta-Te-Ti
- Survey – favorite reptile, bird, etc.
- Venn diagram with groups and photos of animals
- Web with all of the animal groups
- ¿Quién soy yo? – small group design own book
- Orejas – pattern book using beaks instead of ears
Essential Question
• What would you like to eat and drink at a picnic?

Essential Understandings
The student will understand that:
• many of the words used to name Spanish foods and beverages are English cognates.
• there are similarities and differences between foods in the US and foods in Spanish speaking countries.
• tasting foods from other places allows us to embrace other cultures (mangos, papaya, bolillo).
• Cinco de Mayo is an important celebration for many Mexicans and Mexican-Americans.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral: Students name foods used to prepare a sandwich
Written: Students fill in blanks with food and drink they want to order from a sandwich shop (e.g. Blimpie)

Content Expectations/Benchmarks
The student will . . . at a novice low 1 level.

Communication
1.1 Interpersonal Communication
Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave-taking or introductions
1.1.N.SL.b Ask and answer basic questions about physical conditions
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions
1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrases
1.1.N.SL.f Ask questions about feelings of friends, family, classmates and answer using a list of traits
1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests
1.1.N.SL.j Share likes and dislikes in the target language with a classmate
1.1.N.SL.k Share preferences in the target language with their classmates

1.2 Interpersonal Reading/Writing
1.1.N.RW.b Exchange information in writing about hunger and thirst

1.2 Interpretive Communication
Students understand and interpret written and spoken language on a variety of topics
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preference
1.2.N.L.d Understand main idea of an audio presentation (songs/music)
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language
1.3 Presentational Communication
Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

1.3.N.S.a Present songs in the target language
1.3.N.S.b Present brief dialogue on preferences in target language
1.3.N.W.a Illustrate and present materials in the target language

Cultures
2.1 Practices and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

2.1.N.F.c Describe how daily needs are met within a community or culture in which the language is spoken (food preparation)
2.1.N.F.e Explain the practices and significance of an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration within a community or culture in which the target language is spoken

2.2 Products and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

2.2.N.F.a Describe the products (foods) needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken

Connections
3.1 Knowledge
Students reinforce and further their knowledge of other disciplines through the world language

3.1.N.a Reinforce previously learned content knowledge through the target language

Comparisons
4.1 Comparing Languages
Students demonstrate understanding of the nature of language through comparisons of the language studies and their own

4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target
4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

4.2 Comparing Cultures
Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

4.2.N.a Identify basic target culture practices and compare them to one’s own
4.2.N.b Identify basic target culture products and compare them to one’s own

Communities
5.1 Use of Language
Students use the language both within and beyond the school setting

5.2 Personal Enrichment
Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

5.2.N.a Willingly use the target language within the classroom setting
**Vocabulary**

**Exchanging Information**

- Describe picnic foods and related items

  ¿Te gusta ______?  
  Sí/No me gusta _______.

  ¿Qué quieres comer?  
  Quiero _______.

<table>
<thead>
<tr>
<th>Food Item</th>
<th>Food Item</th>
<th>Food Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>la manzana</td>
<td>la pera</td>
<td>las fresas</td>
</tr>
<tr>
<td>la naranja</td>
<td>la ciruela</td>
<td>la sandía</td>
</tr>
<tr>
<td>las uvas</td>
<td>el pan</td>
<td>la tortilla</td>
</tr>
<tr>
<td>el bolillo</td>
<td>el sándwich</td>
<td>la crema de cacahuete</td>
</tr>
<tr>
<td>la jalea</td>
<td>el jamón</td>
<td>el pollo</td>
</tr>
<tr>
<td>la salchicha</td>
<td>el salame</td>
<td>el queso</td>
</tr>
<tr>
<td>la lechuga</td>
<td>el tomate</td>
<td>el pastel</td>
</tr>
<tr>
<td>la paleta</td>
<td>la torta</td>
<td>la limonada</td>
</tr>
<tr>
<td>la leche</td>
<td>el refresco</td>
<td>el café</td>
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<tr>
<td>el té</td>
<td>el agua</td>
<td>la hormiga</td>
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<tr>
<td>la Coca Cola</td>
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**Socializing**

- Recite Gouin dialogue

  Hola.
  Bienvenido a Blimpie.
  ¿Qué quieres comer?  Quiero un sándwich con....
  ¿Es todo?  No, tengo sed.
  ¿Qué quieres beber?  Quiero...
  De nada. Adiós.

**Songs**

- Frutas
- Un sándwich
- Tengo Hambre
- Las Hormigas

**Books**

- Un Sandwichón
- La Oruga Muy Hambrienta
- Frutas
- La Sandía
- Las Hormigas
- Hormigas y más hormigas
- Soy el Durazno
- El Gusto de Mercado Mexicano
- A sembrar sopa de verduras
- La Salchicha

**Activities**

- Cambio
- 7 Up
- Latin American fruit game (children pretend to be different fruits; vendor and buyer carry the fruit from the market to the house)
- Graph – Favorite jelly, ¿Te gusta _________?
- Build a sándwich – use paper jelly, etc. While singing song
- ¿Qué falta?
• Concentration
• Make a sándwich – student orders sándwich, other student get pictures
• Make sándwich class book – Me gusta un sándwich con...
• Sentence Building – use small family picture, come food card, and a small food picture. Students build sentences by turning over top card of family pictures, and of food pictures. Reads out loud to form sentence, gets a point if correct
• Bingo – draw a bingo
• Cinco en la mano
• En la cesta tengo... – Chain game / add-on game
• Dados Grandes – roll large dice, name that number of items
• Celebrate Cinco de Mayo through music, food, dance, video, and craft.
UNIT 1: PRESENTAR / INTRODUCTIONS

Essential Question
- How do I get to know a new friend?

Essential Understandings
The student will understand that:
- language is a tool to communicate and relate to each other.
- polite conversations and manners are part of every language and culture.
- Spanish alphabet is different from the English alphabet.

Assessment

Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)

Oral:
- Students socialize with peers by greeting and introducing one another.
- Students spell their names using the Spanish alphabet.
- Students count aloud by 100s to 1000.

Written:
- Students write a dialogue card or a friend book to display for Open House.

Content Expectations/Benchmarks
The student will . . . at a novice low 2 level.

Communication

1.1 Interpersonal Communication
Students engage in conversations, provide and obtain information, and express feelings and emotions

Socializing
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions
1.1.N.SL.b Ask and answer basic questions about physical conditions
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions

Exchanging Information
1.1.N.SL.h Exchange information in the target language on familiar topics
1.1.N.SL.i Ask for and obtain information in everyday situations in the target language

Exchanging Opinions
1.1.N.SL.j Share likes and dislikes in the target language with a classmate

Socializing
1.1.N.RW.a Use the target language in notes to greet, take leave, or make introductions
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about health/physical conditions

1.2 Interpretive Communication
Students understand and interpret written and spoken language on a variety of topics
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, age-appropriate stories
1.3 Presentational Communication
Students present information to an audience of listeners or readers on a variety of topics
1.3.N.S.b Present brief personal descriptions on familiar topics in target language
1.3.N.W.a Illustrate and present materials in the target language
1.3.N.W.c Write brief personal descriptions on familiar topics in the target language

Cultures
2.1 Practices and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
2.1.N.F.e Explain the practices and significance of an important personal or regional celebration within a community or culture in which the target language is spoken

Connections
3.1 Knowledge Students reinforce and further their knowledge of other disciplines through the world language
3.1.N.a Reinforce previously learned content knowledge through the target language

Comparisons
4.1 Comparing Languages
Students demonstrate understanding of the nature of language through comparisons of the language studies and their own
4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target
4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

4.2 Comparing Cultures
Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
4.2.N.a Identify basic target culture practices and compare them to one’s own

Communities
5.1 Use of Language
Students use the language both within and beyond the school setting
5.1.N.a Exchange information in the target language with people locally

5.2 Personal Enrichment
Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment
5.2.N.a Willingly use the target language within the classroom setting

Vocabulary
Exchanging Information
• Introduce people and respond to an introduction
  ¿Cuál es tu nombre? Mi nombre es _______.
  ¿Cuál es su nombre? Su nombre es _______.
  Este es mi amigo. Mucho gusto.
  ¿Cómo se llama? Se llama _______.
• Recite Gouin dialogue
  Buenos días.
  ¿Cuál es tu nombre? Mi nombre es _______.
  Este es mi amigo. Se llama _______.
Mucho gusto. Encantado.

¡Vamos a jugar!

- Spell name and colors
  ¿Cómo se escribe?
- Count to 1000
  cien/ciento doscientos trescientos
  cuatrocientos quinientos seiscientos
  setecientos ochocientos novecientos
  mil
- Recite the alphabet
- Simple math problems
  más menos por dividido por son

Expressing Feelings and Emotions
- Ask how someone is and say how you are
  ¿Qué pasa? Nada.
  ¿Qué tal? Bien, más o menos, mal, fantástico, tengo hambre, tengo sed, tengo calor, tengo frío, tengo sueño, tengo prisa, tengo miedo, estoy contento, estoy triste.

Songs
- Buenos días a Mi Escuela / Hasta Luego ...
- Dos y Dos Son Cuatro
- Hola, Hola, Coca-Cola
- Sí Cochinito
- El Abecedario

Activities
- Reglas
- Review TPR
- Read story – Los Tres Cochinitos
- Puppets with dialogue
- 7 Up with numbers
- Number flip – place value
- Hangman
- Pigs with speech bubbles
- Stand and hold letter with ABC song
- Number game – three stacks of numbers 0-9, form three digit numbers
- Siéntate – by 10 or 100
- Around the World
- Top – It
- Bingo
- White boards – practice names, numbers
- Beat the clock: practice spelling name or colors and timing
- Place value game, roll dice
- Bingo – alphabet
- Como yo: everyone has white boards, list of numbers on board, process of elimination to match teacher’s number
- Use large plastic money for numbers
- Sing Feliz Cumpleaños song – compare birthday celebrations between own country and Latin American countries
- Participate in school activities to celebrate Hispanic Heritage Month
UNIT 2: MI COMMUNIDAD / MY COMMUNITY

Essential Question
• Where do you go in your community?

Essential Understandings
The student will understand that:
• communities from around the world have different places and purposes.
• our community shapes our weekly activities.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral: Students describe a community they create.
Written: Students create a community map and write about the places they go during the week.

Content Expectations/Benchmarks
The student will . . . at a novice low 2 level.

Communication
1.1 Interpersonal Communication
Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
1.1.N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self, family and friends
1.1.N.SL.g Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits
1.1.N.SL.h Exchange information in the target language on familiar topics
1.1.N.SL.i Ask for and obtain information in everyday situations in the target language
1.1.N.RW.h Exchange information in writing in the target language on familiar topics

1.2 Interpretive Communication
Students understand and interpret written and spoken language on a variety of topics
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.b Understand interpersonal communication on topics of personal interest such everyday occurrences
1.2.N.L.c Understand main idea of a visual media or live presentation (El Mercado video)
1.2.N.R.b Understand main idea of simple accessible written materials in the target language

1.3 Presentational Communication
Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
1.3.N.S.a Present songs, poems or stories in the target language
1.3.N.W.a Illustrate and present materials in the target language such as an advertisement, poster, or menu

Cultures
2.1 Practices and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
2.1.N.F.b Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)

2.1.N.F.e Explain the practices and significance of an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration within a community or culture in which the target language is spoken

2.2 Products and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

2.2.N.F.a Describe the products needed to carry out daily routines and meet basic needs within a community,

2.2.N.F.d Describe and explain the significance of the products associated with an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration within a community or culture in which the target language is spoken

2.2.N.E.a Identify facilities, supplies, and materials needed for schooling and activities in a community

Connections

3.1 Knowledge Students reinforce and further their knowledge of other disciplines through the world language

3.1.N.a Reinforce previously learned content knowledge through the target language

3.2 Point of View

Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures

3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture

Comparisons

4.1 Comparing Languages

Students demonstrate understanding of the nature of language through comparisons of the language studies and their own

4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)

4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target

4.1.N.d Identify basic differences and similarities in phonological features

4.2 Comparing Cultures

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

4.2.N.a Identify basic target culture practices and compare them to one’s own

4.2.N.b Identify basic target culture products and compare them to one’s own

Communities

5.1 Use of Language

Students use the language both within and beyond the school setting
Share Spanish folders at home with family

5.2 Personal Enrichment

Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

5.2.N.a Willingly use the target language within the classroom setting
Communication
Exchanging Information

• Talk about where you go during the week
  ¿Qué día es hoy/ayer/mañana? Hoy es ________.
  Ayer fue ________.
  Mañana será ________.

  ¿Adónde vas? Voy a ________.
  ¿Qué hay en ________? Hay ________.

  lunes martes miércoles jueves
  viernes sábado domingo la escuela
  la biblioteca el supermercado la casa el banco
  el correo el restaurante el cine la galería
  el mercado el parque la iglesia la sinagoga
  la gasolinera la plaza la tienda el hospital
  el estudio el estadio la corte el hospital
  la clínica el aeropuerto el museo el teatro
  el apartamento la estación de bomberos la estación de policía la clínica de animales

• Ask for and give directions
  ¿Dónde está ____________? El/la _____ está _____ del _____.
    norte sur este oeste

Songs

• Hoy es lunes
• En Mi Comunidad
• Lunes, martes, miércoles tres.
• Norte, sur, este, oeste

Books

• A través de la semana con gato y perro
• El Restaurante de mi tío Totío
• Pablo Remembers
• Chuma la Cachumba
• Abedecario –Día de los Muertos

Video

• El Mercado

Activities

• Cambio
• 7 Up
• Concentration
• Hangman
• Four corners
• Batalla
• Around the World
• Folder Game – whole group or small group
• Board game
• Small maps with cars
• Adivina - ¿Dónde estás?
• Dice game – roll dice, name number of items
• Cinco en la mano
• Compare Latin American city with EGR/GR
• Celebrate Día de los Muertos through literature, video, and class discussion
ELEMENTARY SPANISH
Third Grade

UNIT 3: EL RESTAURANTE / THE RESTAURANT

Essential Question

- What happens when I go to a restaurant?
- What are the similarities and differences in restaurant behavior between Hispanic countries and the US?

Essential Understandings

The student will understand that:

- there are cultural differences in making a request at a restaurant.
- Hispanic countries use regional words to name the same things.

Assessment

Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)

Oral: Students act out a restaurant dialogue
Written: Students write what they want to eat and drink at the restaurant.

Content Expectations/Benchmarks

The student will . . . at a novice low 2 level.

Communication

1.1 Interpersonal Communication

Students provide and obtain information, and express feelings and emotions

1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations
1.1.N.SL.b Ask and answer basic questions about health/physical conditions, self, and friends
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations
1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrases
1.1.N.SL.i Ask for and obtain information in everyday situations in the target language about place, and relating to restaurants, transportation, and services
1.1.N.SL.k Share opinions and preferences in the target language with their classmates
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about health/physical conditions and self
1.1.N.RW.d Request, offer, invite, and reply appropriately in writing using memorized phrases

1.2. Interpretive Communication

Students understand and interpret written and spoken language on a variety of topics

1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, leisure and everyday occurrences
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as books, dialogues, and menus

1.3. Presentational Communication

Students present information to an audience of listeners or readers

1.3.N.S.a Present songs, poems or stories in the target language
1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as self, friends and family
1.3.N.W.a Illustrate and present materials in the target language such as songs, chants, dialogues and menus

**Cultures**

2.1. Practices and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

2.1.N.F.c Describe how daily needs are met within a community or culture in which the language is spoken (food preparation, transportation, health care)

2.1.N.F.e Explain the practices and significance of an important holiday or celebration within a community or culture in which the target language is spoken

2.2. Products and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

2.2.N.C.b Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites)

2.2.N.F.a Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (foods, transportation, health care, public services)

2.2.N.F.b Identify products that were native to a community, region, or country in which the language is spoken

2.2.N.F.d Describe and explain the significance of the products associated with an important holiday or celebration within a community or culture in which the target language is spoken

**Connections**

3.1. Knowledge

Students reinforce and further their knowledge of other disciplines through the world language

3.1.N.a Reinforce previously learned content knowledge through the target language

3.2. Point of View

Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures

3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture

**Comparisons**

4.1. Comparing Languages

Students demonstrate understanding of the nature of language through comparisons of the language studies and their own

4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)

4.1.N.c Identify basic differences and similarities in register/honorifics between one’s own language and the target language

4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

4.2. Comparing Cultures

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

4.2.N.a Identify basic target culture practices and compare them to one’s own

4.2.N.b Identify basic target culture products and compare them to one’s own

**Communities**

5.1. Use of Language

Students use the language both within and beyond the school setting

5.1.N.a Exchange information in the target language with people locally
5.2. Personal Enrichment

Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

5.2.N.a Willingly use the target language within the classroom setting

5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment

Vocabulary

Exchanging Information

- Choose mode of transportation
  ¿Cómo te gusta viajar? Me gusta viajar en _________.
  El coche/el carro  el autobús/el bus/la guagua
  la bicicleta/la bici  el tren  la patineta
  La ambulancia  el barco  el avión

- Order in a restaurant and comment on food
  La hamburguesa  las papas fritas  la coca-cola
  El helado  el taco  el arroz
  La leche  el churro

- Make polite requests for table setting items
  El plato  el vaso  la servilleta
  El cuchillo  la cuchara  el tenedor

- Talk about physical condition
  El estómago  la cabeza  la garganta

- Recite parts of Gouin dialogue
  Tengo hambre.
  Vamos al restaurante.
  Vamos en coche, bus...
  Bienvenidos al restaurante. Aquí está el menú.
  ¿Qué quieres?
  Quiero...
  Ts, ts, ts.
  ¿Necesita algo?
  Sí, necesito...
  ¡Qué rico!
  ¡Ay no! Estoy enfermo/a. Necesito la ambulancia. 911 ambulancia por favor.
  Vamos al hospital.
  ¿Qué pasa?
  Me duele el/la ....
  ¡Ay, pobrecito! Toma dos cucharas de medicina.
  ¡Gracias, doctor/a!

Songs

- Las Ruedas del Coche
- Plato, Vaso, Servilleta
- Choosing rhymes: En un plato de ensalada
- Navidad songs

Books

- En El Restaurante de Mis Tíos
- A Nueva York
- ¡Come Los Guisantes Cuanto Antes!
Activities

- Make “Ojos de Dios”
- Eat churros
- Graph - ¿Cuál postre prefieres?, circle graph
- Graph - ¿Cuál es tu color favorito de coche?, bar graph
- Act out dialogue
- ¿Qué falta?
- Cambio
- 7 Up
- Four corners
- Hangman
- Batalla
- Food Pyramid
ELEMENTARY SPANISH
Third Grade

UNIT 4: ¡A VIAJAR! / LET’S TRAVEL

Essential Question
• Where in the world are España, México and Puerto Rico?
• How do people in these countries celebrate the end of year holidays?

Essential Understandings
The student will understand that:
• España, México and Puerto Rico are part of the Spanish speaking world.
• these countries have a unique way of celebrating the end of year holidays.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral: Students say where one of the countries is located and describe how the holidays are celebrated. E.g. Puerto Rico está en el Caribe. Celebran el Día de los Tres Reyes.
Written: Students complete a dialogue about visiting Puerto Rico.

Content Expectations/Benchmarks
The student will . . . at a novice low 2 level.

Communication
1.1 Interpersonal Communication
Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
1.1.N.SL.b Ask and answer basic questions about the weather
1.1.N.SL.g Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits
1.1.N.SL.g Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits
1.1.N.SL.k Share opinions and preferences in the target language with their classmates

Socializing
1.1.M.RW.a Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet one another and write about everyday topics such as school and community events and activities
1.1.M.RW.b Recognize and use appropriate register/honorifics in routine written social correspondence
1.1.M.RW.c Request, offer, invite, and reply appropriately in writing using simple phrases/sentences, and provide rationale for the request and/or reply

Socializing
1.1.A.RW.a Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet one another and write about past and future activities such as weekend plans, vacation, jobs, and travel
1.1.A.RW.b Recognize and use appropriate register/honorifics in routine written social and professional correspondence
1.1.A.RW.c Request, offer, invite, and reply appropriately in writing and provide rationale for the request, offer, invitation and reply
1.1.N.RW.d Request, offer, invite, and reply appropriately in writing using memorized phrases
1.1.N.RW.g Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of traits
1.2 Interpretive Communication  
Students understand and interpret written and spoken language on a variety of topics  
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests

1.3 Presentational Communication  
Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics  
1.3.N.S.c Record materials in the target language (travel dialogue)

Cultures  
2.1 Practices and Perspectives  
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied  
2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken (En Puerto Rico juegan Matarile)  
2.1.N.F.e Explain the practices and significance of an important:  
- civil or religious holiday or celebration AND  
- regional holiday or celebration AND  
- personal or family holiday or celebration within a community or culture in which the target language is spoken

2.2 Products and Perspectives  
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied  
2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken  
2.2.N.G.b Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the language is spoken  
2.2.N.G.c Identify the neighboring countries and geographic features surrounding a country in which the language is spoken  
2.2.N.G.d Describe the climate and typical seasonal weather patterns in various parts of a country in which the language is spoken  
2.2.N.C.a Identify historic cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites)  
2.2.N.F.d Describe and explain the significance of the products associated with an important:  
- civil or religious holiday or celebration AND  
- regional holiday or celebration AND  
- personal or family holiday or celebration within a community or culture in which the target language is spoken  
2.2.N.E.c Recognize the currency of a country in which the language is spoken

Connections  
3.1 Knowledge  
Students reinforce and further their knowledge of other disciplines through the world language  
3.1.N.a Reinforce previously learned content knowledge through the target language

3.2 Point of View  
Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures  
3.2.N.a Use print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture (books on cultural events)
**Comparisons**

**4.1 Comparing Languages**

*Students demonstrate understanding of the nature of language through comparisons of the language studies and their own*

- **4.1.N.a** Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
- **4.1.N.b** Identify basic differences and similarities in grammatical structures between one’s own language and the target
- **4.1.N.d** Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

**4.2 Comparing Cultures**

*Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own*

- **4.2.N.a** Identify basic target culture practices and compare them to one’s own

**Communities**

**5.1 Use of Language**

*Students use the language both within and beyond the school setting*

**5.2 Personal Enrichment**

*Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment*

- **5.2.N.a** Willingly use the target language within the classroom setting

**Vocabulary**

**Exchanging Information**

- Talk about target country facts
  - España está en Europa. Celebran la navidad.
  - Usan luminarias. Juegan fútbol.
  - Dale a la piñata. Juegan fútbol.

**Songs**

- Holiday songs
- Qué Bonita Bandera
- Matarile
- Tingalayo

**Books**

- Las Posadas
- Los Reyes Magos
- Christmas in México
- Christmas in Spain

**Activities**

- Flags
- Map of world, color countries
- Fill out passport
- Label map of Puerto Rico
- Luminaria – brown bags, tissue paper
- Make Ojos de Dios
- Milk cartón (Cajas de paja) – Los Tres Reyes, with hay
- Read books about holiday/religious celebrations

East Grand Rapids Public Schools, World Languages Curriculum, May 2009
ELEMENTARY SPANISH
Third Grade

UNIT 5: OCUPACIONES / PROFESSIONS

Essential Question
• What, of the many career choices available to me, would I want to be when I grow up?

Essential Understandings
The student will understand that:
• knowing more than one language is an asset in the workplace.
• there are professions unique to each culture.
• their interests and strengths impact their career choice.
• cultures have unique ways of expressing hopes and dreams for the future.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral: Students talk about what they want to be when they grow up and where they will work. They may also describe a family member’s profession and workplace.
Written: Students write about and illustrate what they want to be when they grow up.

Content Expectations/Benchmarks
The student will . . . at a novice low 2 level.

Communication
1.1 Interpersonal Communication
Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

Socializing
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions
1.1.N.SL.b Ask and answer basic questions about self and family
1.1.N.SL.h Exchange information in the target language on familiar topics
1.1.N.SL.i Ask for and obtain information in everyday situations in the target language about stores and occupations
1.1.N.SL.j Share likes and dislikes in the target language with a classmate (Quiero ser dentista, no quiero ser doctor)
1.1.N.RW.h Exchange information in writing in the target language on familiar topics such as personal interests
Share likes and dislikes in the target language with a classmate in writing

1.2 Interpretive Communication
Students understand and interpret written and spoken language on a variety of topics
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences
1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences

1.3 Presentational Communication
Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
1.3.N.S.a Present songs, poems or stories in the target language
1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school
1.3.N.W.a Illustrate and present materials in the target language such as an advertisement, poster, or menu
1.3.N.W.c Write brief personal descriptions on familiar topics in the target language such as self, friends, family, home, and school

Cultures
2.1 Practices and Perspectives
   Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
   2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken
   2.1.N.F.e Explain the practices and significance of an important personal or family celebration or belief (Milagros)
   2.1.N.E.c Identify ways in which people of all ages earn money and/or make a living in a community or culture in which the language is spoken

2.2 Products and Perspectives
   Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
   2.2.N.F.d Describe and explain the significance of the products associated with an important personal or family celebration or belief within a community or culture in which the target language is spoken

Connections
3.1 Knowledge
   Students reinforce and further their knowledge of other disciplines through the world language
   3.1.N.a Reinforce previously learned content knowledge through the target language

Comparisons
4.1 Comparing Languages
   Students demonstrate understanding of the nature of language through comparisons of the language studies and their own
   4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
   4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target
   4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

4.2 Comparing Cultures
   Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
   4.2.N.a Identify basic target culture practices and compare them to one’s own
   4.2.N.b Identify basic target culture products and compare them to one’s own

Communities
5.1 Use of Language
   Students use the language both within and beyond the school setting
   Share Spanish folder at home with family

5.2 Personal Enrichment
   Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment
5.2.N.a Willingly use the target language within the classroom setting
5.2.N.c Identify careers where skills in another language or cross-cultural understanding are needed

Vocabulary

Exchanging Information

- Discuss career possibilities
  ¿Qué quieres ser? Quiero ser _________.
  el/la maestro/a el/la camarero/a
  el/la médico/a el doctor/a
  el piñatero el/la enfermero/a
  el/la piloto/a el/la sobrecargo
  el/la juez el/la abogado/a
  el/la mecánico/a el/la carpintero/a
  el/la dentista el/la cocinero/a
  el/la policía el/la bombero/a
  el/la científico/a el/la cartero/a
  el/la deportista el/la artista
  el actor/la actriz el/la hombre/mujer de negocios
  el/la arquitecto el/la veterinario

- Describe workplace
  ¿Dónde trabaja? Trabaja en _________.
  la escuela el restaurante el hospital
  el aeropuerto la corte el garaje
  la casa la oficina el estudio
  el laboratorio el correo el estadio
  el taller el teatro la clínica
  la estación de bomberos
  la estación de policía

- Describe what I want to be when I grow up
  Quiero trabajar en _________.
  Cuando sea grande quiero ser _________.
  Ahora soy pequeño/a, pero cuando sea grande
  Quiero trabajar en _________.
  Mi papá/mamá es _________.
  Trabaja en _____________.

Songs

- ¿Quién es?
- Dentista, Cocinero
- Matarile
- Quiero trabajar... (chant)

Books

- Yo Quiero Ser
- Puede Ser Astronauta
- El Bibliotecario
- El Piñatero
- El Médico
- El Maestro
- El Policía
- El Bombero
Activities

• 7 Up
• Complete the card – roll dice, cross off word
• Four Corners
• Riddle - ¿Quién es?
• Concentration – with multiplication on back
• Family Feud – bell game
• Class book – Yo quiero ser ________
• Cinco en la mano
• Verdugo (Hangman)
• Memory
• ¿Dónde está la persona? – students have place around neck, pass person behind back to music
• Verdad o Falso – say phrase about person/place, students say verdad o falso
• ¿Quién soy yo? – child has card, class guesses occupation
• Make milagros
• Identify occupations of well-known Hispanics
• Compare women’s roles in Hispanic countries with our own
• Learn words related to Valentine’s Day and make a craft using this vocabulary (for example: a Valentine card)
• Celebrate languages: ask a person who speaks another language at home how to say “I love you” in that language. Bring the phrase to school, write the phrases down on valentines and display them around the school.
ELEMENTARY SPANISH
Third Grade

UNIT 6: MI DÍA / MY DAY

Essential Questions
- What do you do each day?
- What time is it?

Essential Understandings
The student will understand that:
- daily activities occur at different times for different people.
- there are similarities and differences in school schedules and subjects.
- in Spanish, telling time is structurally different than in English.
- people’s concepts of time are different.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
- Oral: Students say three things they do in the morning, afternoon and evening.
- Written: Students write and illustrate a page for a class book telling what they do at a specific time of the day

Content Expectations/Benchmarks
The student will . . . at a novice low 2 level.

Communication
1.1 Interpersonal Communication
Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

Socializing
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions
1.1.N.SL.b Ask and answer basic questions about self and daily routine
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions
1.1.N.SL.d Request and reply appropriately using memorized phrases
1.1.N.SL.f Ask questions about feelings, emotions and health of friends and classmates and answer them

Exchanging Information
1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests and school activities
1.1.N.SL.i Ask for and obtain information in everyday situations in the target language about time and place

Exchanging Opinions
1.1.N.SL.j Share likes and dislikes in the target language with a classmate
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the self, daily activities and friends
1.1.N.RW.f Ask questions in writing about feelings, emotions and daily routine and answer in writing
1.1.N.RW.h Exchange information in writing in the target language on familiar topics such as personal interests and school activities
1.2 Interpretive Communication

**Students understand and interpret written and spoken language on a variety of topics**

- **1.2.N.L.a** Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
- **1.2.N.L.b** Understand interpersonal communication on topics of personal interest such as preferences, leisure and school activities
- **1.2.N.L.d** Understand main idea of an audio presentation (CD, lecture, songs/music)
- **1.2.N.R.a** Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
- **1.2.N.R.b** Understand main idea of simple accessible written materials in the target language
- **1.2.N.R.c** Understand written interpersonal communication on topics of personal interest such as preferences, leisure and school activities

1.3 Presentational Communication

**Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics**

- **1.3.N.S.a** Present songs, poems or dialogues in the target language
- **1.3.N.S.b** Present brief personal descriptions on familiar topics in target language such as self and school
- **1.3.N.W.a** Illustrate and present materials in the target language such as graphic organizer
- **1.3.N.W.b** Prepare and illustrated book about activities or events in student’s personal life, and share these with an audience
- **1.3.N.W.c** Write brief personal descriptions on familiar topics in the target language

**Cultures**

2.1 Practices and Perspectives

**Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied**

- **2.1.N.F.b** Describe daily routines within a community or culture in which the language is spoken
- **2.1.N.F.d** Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken
- **2.1.N.F.e** Explain the practices and significance of an important holiday or celebration within a community or culture in which the target language is spoken, such as carnaval
- **2.1.N.E.a** Identify typical daily school schedules and activities in a community or culture in which the language is spoken

2.2 Products and Perspectives

**Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied**

- **2.2.N.C.a** Identify current cultural icons (arts, music, and the creators of these products) such as carnival masks
- **2.2.N.E.a** Identify places and activities in a community or culture in which the language is spoken
- **2.2.N.F.d** Describe and explain the significance of the products associated with an important holiday or celebration (Carnaval) within a community or culture in which the target language is spoken

**Connections**

3.1 Knowledge

**Students reinforce and further their knowledge of other disciplines through the world language**

- **3.1.N.a** Reinforce previously learned content knowledge through the target language

3.2 Point of View

**Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures**

- **3.2.N.a** Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture
Comparisons
4.1 Comparing Languages
Students demonstrate understanding of the nature of language through comparisons of the language studies and their own
4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target language

4.2 Comparing Cultures
Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
4.2.N.a Identify basic target culture practices and compare them to one’s own
4.2.N.b Identify basic target culture products and compare them to one’s own

Communities
5.1 Use of Language
Students use the language both within and beyond the school setting
5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen pals

5.2 Personal Enrichment
Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment
5.2.N.a Willingly use the target language within the classroom setting

Vocabulary
Exchanging Information
- Tell time
  ¿Qué hora es? Es la _______.
  Son las _______.
  ¿A qué hora? A la _______.
  A las _______.
  _______ y cuarto.
  _______ y media.
  _______ menos cuarto.
- Tell what time something happens.
  Por la mañana. Por la tarde. Por la noche.
- Talk about classes
  Estudio…
  matemáticas ciencias lectura
  español escritura sociales
  música arte educación física
- Sequence events
  Por la mañana…
  Me levanto. Me visto. Me cepillo los dientes. Me lavo la cara
  Como el desayuno. (Como cereal. Bebo jugo.)
  Voy a la escuela. Voy a recreo.
  Como el almuerzo.
Por la tarde…
Voy a mi casa.
Hago mi tarea.
Leo un libro.
Juego con mis amigos.

Por la noche…
Como la cena.  (Como pollo.  Bebo agua.)
Me pongo los/mis pijamas.
Me acuesto.  Me duermo.

**Songs**
- Sale el Sol
- El Juego
- Mi mochila
- María Isabel

**Activities**
- Tell time with Judy Clock
- Human clock
- Little Judy clocks
- Around the World
- Dodecahedron dice game with clocks
- Fill out a blank calendar with the days of the week based on the Spanish calendar.
  Read Spanish magazines in which students from target language countries talk about their daily activities and favorite school subjects.
- Charades
- Sequence events
- 7 Up
- Board games
- Dice game
- El Horario
- Four corners
- Project for hall – class puts day in order
- Hangman – whole and small
- Simón dice
- Bingo
- Put day in order – worksheet
- Memory (word/picture)
- Cinco en la mano (with words)
- Family Feud
- Jeopardy
- Students partner up to practice a dialogue in which they greet each other, ask what they are doing, tell the time they’ll be doing an activity and issue an invitation and reply
- Decorate and break casacarones to celebrate Martes de Carnaval
ELEMENTARY SPANISH
Third Grade

UNIT 7: EL SISTEMA SOLAR / THE SOLAR SYSTEM

Essential Questions
- How can I talk about the solar system in Spanish?
- What can I do to protect the earth?

Essential Understandings
The student will understand that:
- there are many cognates that can be used to describe the solar system in Spanish.
- the earth is fragile and we have the responsibility to protect it.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral: Students will state facts about the earth, moon and sun.
Written: Students will write why they think protecting the Earth is important and pledge to do their part caring for our planet.

Content Expectations/Benchmarks
The student will . . . at a novice low 2 level.

Communication
1.1 Interpersonal Communication
Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
1.1.N.SL.b Ask and answer basic questions about the solar system
1.1.N.SL.g Ask questions about the attributes of places and things and answer using a list of traits
1.1.N.SL.h Exchange information in the target language on familiar topics
1.1.N.SL.k Share opinions in the target language with their classmates
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the solar system
1.1.N.RW.g Ask questions in writing about the attributes of places and things, and answer in writing using a list of traits
1.1.N.RW.k Share opinions in the target language with their classmates in writing

1.2 Interpretive Communication
Students understand and interpret written and spoken language on a variety of topics
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, songs)
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language

1.3 Presentational Communication
Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
1.3.N.S.a Present songs, opinions and factual information in the target language
1.3.N.W.c Write brief personal descriptions on familiar topics in the target language
Cultures

2.1 Practices and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

2.1.N.E.c Identify ways in which people of all ages can contribute to the betterment of all communities and cultures

2.2 Products and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

2.2.N.C.b Identify historic culture icons (arts, literature and the creators of these products) such as the “the rabbit in the moon”

Connections

3.1 Knowledge

Students reinforce and further their knowledge of other disciplines through the world language

3.1.N.a Reinforce previously learned content knowledge through the target language

3.2 Point of View

Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures

3.2.N.a Use print materials available in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture (folktale about rabbit in the moon)

Comparisons

4.1 Comparing Languages

Students demonstrate understanding of the nature of language through comparisons of the language studies and their own

4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)

4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

4.2 Comparing Cultures

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

4.2.N.a Identify basic target culture practices and compare them to one’s own

Communities

5.1 Use of Language

Students use the language both within and beyond the school setting

5.1.N.b Provide services to others in the school district and community through activities in the target language by reading to others in the target language

5.2 Personal Enrichment

Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

5.2.N.a Willingly use the target language within the classroom setting

Vocabulary

Exchanging Information

- Talk about the solar system
  - El Sol
  - El sol es una estrella.
El sol es muy grande.
El sol está en el sistema solar.
El sol es muy caliente.
El sol brilla.

Los Planetas
Los planetas están en el sistema solar.
Algunos planetas están más cerca del sol.
Algunas planetas están más lejos del sol.

La Tierra
La tierra es redonda.
El sol brilla sobre la tierra.
La tierra gira alrededor del sol.
La gente vive en la tierra.
Hay agua, aire, viento, y nubes en la tierra.
Hay montañas, cráteres y llanuras en la tierra.

La Luna
La luna es redonda.
El sol brilla sobre la luna.
La luna gira alrededor de la tierra.
La gente no vive en la luna.
No hay agua, aire, viento o nubes en la luna.
Hay montañas, cráteres y llanuras en la luna.

**Songs**
- Sistema Solar
- Hola, Amigo
- ABC Chant

**Books**
- Los Planetas
- Sistema Solar
- La Tierra
- La Luna
- Recycle Book

**Activities**
- KWL: brainstorm words that they know about solar system in Spanish
- Hangman
- White boards with facts
- Batalla – find space objects
- 7 UP
- Tic Tac Toe, use facts instead of X or O
- Four corners
- Sort facts: distribute all fact cards, call on student to read fact and place by appropriate space object
- Board game – read fact, name space object that matches
- Find the facts: all facts face down, try to be first group to find all that belong to a certain item
- Venn Diagram: moon and earth
- Toss la tierra: throw tierra ball to review facts
- Buscapalabras
- Cards on head
• Spelling practice
• Planet worksheet
• Sun game: class sits in circle-the earth. Child in center has flashlight-the sun. Sing song, pass the earth ball. Child with earth says fact when song is done. Sun child guess who it is.
• Read The Tale of Rabbit and Coyote in Spanish
• Compare rabbit in the moon vs. man in the moon
• Color and read student book about solar system
• Read book about recycling in Spanish
• Decide on a class project that will benefit the community and our earth.
• Participate in school activities to celebrate Cinco de Mayo
Essential Question

• What can you learn about a culture from its fairytales?

Essential Understandings

The student will understand that:

• fairytales reflect cultural characteristics and values.
• fairytales share universal characteristics as well as unique variations.

Assessment

Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)

Oral: Read and re-enact the Story of Adelita

Content Expectations/Benchmarks

The student will . . . at a novice low 2 level.

Communication

1.1 Interpersonal Communication

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting and leave taking
1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrases
1.1.N.SL.k Share opinions in the target language with their classmates

1.2 Interpretive Communication

Students understand and interpret written and spoken language on a variety of topics

1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.b Understand interpersonal communication on topics of personal interest such as personal preferences
1.2.N.L.c Understand main idea of a visual media (books, video)
1.2.N.L.d Understand main idea of an audio presentation (lecture, books, songs)
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as books, reader’s theater and songs

1.3 Presentational Communication

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

1.3.N.S.a Present songs, poems or stories in the target language
1.3.N.W.a Illustrate and present songs and a play in the target language
1.3.N.S.c Record materials in the target language, such as a play

Cultures

2.1 Practices and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
2.1.N.F.b Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)

2.1.N.F.c Describe how daily needs are met within a community or culture in which the language is spoken

2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken

2.1.N.F.e Explain the practices and significance of an important family celebration within a community or culture in which the target language is spoken

2.2 Products and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

2.2.N.C.a Identify current cultural icons (fairytale) and the creators of these products

2.2.N.C.b Identify historic culture icons (fairytale) and the creators of these products

2.2.N.F.b Identify products that were native to a country in which the language is spoken

Connections

3.1 Knowledge

Students reinforce and further their knowledge of other disciplines through the world language

3.1.N.a Reinforce previously learned content knowledge through the target language

3.2.N.a Use print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture

Comparisons

4.1 Comparing Languages

Students demonstrate understanding of the nature of language through comparisons of the language studies and their own

4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)

4.2 Comparing Cultures

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

4.2.N.a Identify basic target culture practices and compare them to one’s own

4.2.N.b Identify basic target culture products and compare them to one’s own

Communities

5.1 Use of Language

Students use the language both within and beyond the school setting

5.1.N.a Exchange information in the target language with classmates, family and friends

5.1.N.b Provide services to others in the school district through activities in the target language such as performing a play and/or by reading to others in the target language

5.2 Personal Enrichment

Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

5.2.N.a Willingly use the target language within the classroom setting

Vocabulary

Exchanging Information

• Read and re-enact the story of Adelita

Song

• Adelita
Books

- Adelita
- La Cenicienta

Activities

- Read Adelita (Tomie De Paola) in Spanish
- Read La Cenicienta and compare with Adelita
- Dialogue Cards
- Matching with characters and lines
- Cambio
- Put story in sequence
- 7 Up with vocabulary flashcards
- Celebrate Día de César Chávez by reading and discussing book Harvesting Hope (simplified Spanish version)
ELEMENTARY SPANISH
Fourth Grade

UNIT 1: ADAPTACIONES / ADAPTATIONS

Essential Question
• What are the ways animals adapt to their environment?

Essential Understandings
The student will understand that:
• animals adapt their physical and behavioral characteristics to survive in their environment.
• people in different countries communicate in a variety of ways on the phone.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral: Make a telephone call to a friend and talk about what you are learning in Spanish class.
Present animal book to class and community.
Written: Write and illustrate a book about a predator and a prey.

Content Expectations/Benchmarks
The student will . . . at a novice low 2 level.

Communication
1.1. Interpersonal Communication
Students provide and obtain information, and express feelings and emotions

Socializing
1.1.N.SL.b Ask and answer basic questions about self, family, friends, and animals
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of social situations such as greetings, leave-takings, and introductions
1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrases
1.1.N.SL.g Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits

Exchanging Information
1.1.N.SL.h Exchange information in the target language on familiar topics such as animals, personal interests, school activities, and family life

Socializing
1.1.N.RW.a Use the target language on the phone to greet, take leave, or make introductions
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about animals, self, family, and friends
1.1.N.RW.h Exchange information in writing in the target language on familiar topics such as animal

1.2. Interpretive Communication
Students present information to an audience of listeners or readers

1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.b Understand interpersonal communication on topics of personal interest such as animals, preferences, family life, friends, leisure and school activities, and everyday occurrences
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as stories
1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as animals

1.3. Presentational Communication
Students present information to an audience of listeners or readers
1.3.N.S.a Present songs, poems or stories in the target language
1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school
1.3.N.W.a Illustrate and present materials in the target language
1.3.N.W.b Prepare illustrated stories and share with an audience
1.3.N.W.c Write brief personal descriptions on familiar topics in the target language such as animals

Cultures
2.1. Practices and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
2.1.N.H.d Identify and describe significant current events in a country in which the language is spoken

2.2. Products and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
2.2.N.C.a Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites)
2.2.N.C.b Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites)
2.2.N.F.b Identify products that were native to a community, region, or country in which the language is spoken
2.2.N.G.a Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the language is spoken

Connections
3.1. Knowledge
Students reinforce and further their knowledge of other disciplines through the world language
3.1.N.a Reinforce previously learned content knowledge through the target language

3.2. Point of View
Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures
3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture

Comparisons
4.1. Comparing Languages
Students demonstrate understanding of the nature of language through comparisons of the language studies and their own
4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target
4.1.N.c Identify basic differences and similarities in register/honorifics between one’s own language and the target language
4.1.N.d Identify basic differences and similarities in phonological features between one’s own language and the target language
4.2. Comparing Cultures

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

4.2.N.a Identify basic target culture practices and compare them to one’s own
4.2.N.b Identify basic target culture products and compare them to one’s own

Communities

5.1. Use of Language

Students use the language both within and beyond the school setting

5.1.N.a Exchange information in the target language with people locally

5.2. Personal Enrichment

Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

5.2.N.a Willingly use the target language within the classroom setting

Vocabulary

Exchanging Information

- Talk on the telephone
  - Bueno
  - Diga
  - ¿Quién habla?
  - Habla…
  - ¿Qué estudias en la clase de español?
  - Estudio…
  - Dime algo de…
  - El tiburón es un pez. Tiene muchos dientes.
  - ¡Qué chévere!
  - Ya es tarde. Tengo que irme.
  - Adiós.
  - ¿Cuál es tu número de teléfono? Mi número es…
- Introduce people and respond to an introduction
  - ¿Cómo te llamas? Me llamo ________.
  - ¿Cuál es tu nombre? Mi nombre es _______
  - ¿Cómo se escribe tu nombre?
- Describe animal adaptations:
  - Partes del cuerpo:
    - patas    dientes    alas
    - jorobas    aletas    agallas
    - pico    garras
  - Piel:
    - camuflaje    piel peluda    piel húmeda
    - escamas secas    escamas mojadas    plumas
  - Acciones:
    - Nada    vuelta    salta
    - Corre    camina    se esconde
    - Se desliza/arrastra
  - Ambientes:
    - bosque    prado    océano
    - desierto    lago    río
    - montañas
  - Animales:
    - Reptil – iguana, serpiente
    - Ave – quetzal, águila
    - Pez – tiburón
Anfibio – rana
Mamífero – jaguar, toro, camello
Predador     Presa     Se escapa     Es atrapado

**Songs**
- Los Animales
- Adaptaciones
- ¿Dónde vivo yo?
- Carlos el Camello

**Books**
- Animal Books (predador y presa /written by students)
- Various animal books

**Activities**
- Hispanic Heritage week of celebrations—trivia questions, Mexican Hat Dance, Latin American dances, flags, Hispanic Heroes
- Hangman
- White boards with phone numbers
- Teacher spells names, students say name of student
- Phone number paper, teacher reads numbers students write it
- Cambio
- ¿Qué tiene?
- Animal card on head
- 7 UP
- Concentration
- Riddles
- Simón dice – acciones of animals
- Game boards – describe animal using 2-3 sentences
- Pass animal behind back – ambiente pictures in front of players, guess where
- Animal is
- Cinco en la mano
- Write and act out group story
Essential Question
• How and why did the Aztecs tell stories?

Essential Understandings
The student will understand that:
• the way people tell stories is intricately dependent on their cultural world views.
• some stories from different cultures have similar messages.
• writing systems vary from culture to culture.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral: Re-tell the two Aztec legends at school and at home.
Written: Complete a story map of each legend.

Content Expectations/Benchmarks
The student will . . . at a novice low 2 level.

Communication
1.1 Interpersonal Communication
Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
1.1.N.SL.b Ask and answer basic questions
1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrases
1.1.N.SL.k Share opinions in the target language with their classmates

1.2 Interpretive Communication
Students understand and interpret written and spoken language on a variety of topics
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.b Understand interpersonal communication on topics of personal interest such as personal preferences
1.2.N.L.c Understand main idea of a visual media (legend drawn on a codex and acted out)
1.2.N.L.d Understand main idea of an audio presentation (legend read aloud)
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as codex, symbols, story and songs

1.3 Presentational Communication
Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
1.3.N.S.a Present songs and legend in the target language
1.3.N.W.a Illustrate and present songs and legends in the target language

Cultures
2.1 Practices and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
2.1.N.F.c Describe how daily needs are met within a community or culture in which the language is spoken, such as religious faith and sustenance

2.1.N.F.e Explain the practices and significance of an important religious celebration (Day of the Dead) within a community or culture in which the target language is spoken

2.2 Products and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

2.2.N.C.a Identify current cultural icons (symbols) and the creators of these products

2.2.N.C.b Identify historic culture icons (legend and writing systems) and the creators of these products

2.2.N.F.b Identify products that were native to a country in which the language is spoken

Connections

3.1 Knowledge

Students reinforce and further their knowledge of other disciplines through the world language

3.1.N.a Reinforce previously learned content knowledge through the target language

3.2.N.a Use print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture

Comparisons

4.1 Comparing Languages

Students demonstrate understanding of the nature of language through comparisons of the language studies and their own

4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)

4.2 Comparing Cultures

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

4.2.N.a Identify basic target culture practices and compare them to one’s own

4.2.N.b Identify basic target culture products and compare them to one’s own

Communities

5.1 Use of Language

Students use the language both within and beyond the school setting

5.1.N.a Exchange information in the target language with classmates, family and friends

5.1.N.b Provide services to others in the school district through activities in the target language such as performing a play and/or by reading to others in the target language

5.2 Personal Enrichment

Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

5.2.N.a Willingly use the target language within the classroom setting

Vocabulary

Exchanging Information

- Sequence and retell two Aztec legends
  - La Concha de la Tortuga
  - Quetzalcoatl

Songs

- Preguntas
- Maiz
- Las Tortillas
- Quetzalcoatl song
Activities

• Write number, teacher or student says on white board
• Race to write numbers on board
• Race to form three-digit numbers with flip cards
• Numbers taped to back: students guess number using “más grande o más Pequeño”
• Read legends, act out using picture cards
• 7 UP
• Cambio
• Verdugo (Hangman)
• Story map – ambiente, personajes, ¿Qué ocurrió?
• Story retelling worksheets
• Eat white and blue corn tortilla chips, graph using Aztec numbers, show tortilla making process
• Design Quetzalcoatl with green feather
• Frases mezcladas: cut up sentences and have student put in order
• Buscapalabras with hidden word
• Story strips to retell story in small group
• Read and act out authentic Aztec legends.
• Sing authentic rhyme about tortillas
• Make and eat tortillas de maíz
• Discuss importance of maíz as staple food
• Compare Aztec and Native American legends
• Celebrate Día de los Muertos through literature, video, and class discusión
ELEMENTARY SPANISH
Fourth Grade

UNIT 3: CHILE / CHILE

Essential Question
• What can I tell you about Chile and its people?

Essential Understandings
The student will understand that:
• country resources impact daily life.
• the seasons of the year depend on the country location.
• traditional celebrations are unique to each country.
• tongue twisters are taught in every language.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral: Students act out a dialogue at the Santiago airport.
Written: Complete a map of Chile with written facts.

Content Expectations/Benchmarks
The student will . . . at a novice low 2 level.

Communication
1.1 Interpersonal Communication
Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions
1.1.N.SL.b Ask and answer basic questions about the weather
1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrases
1.1.N.RW.h Exchange information in writing in the target language on familiar topics

1.2 Interpretive Communication
Students understand and interpret written and spoken language on a variety of topics
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language

1.3 Presentational Communication
Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
1.3.N.S.a Present songs, and chants in the target language
1.3.N.S.c Present materials in the target language such as a skit (airport)

Cultures
2.1 Practices and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
2.1.N.F.b Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)

2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken (En Chile juegan Rayuela.)

2.1.N.F.e Explain the practices and significance of an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration within a community or culture in which the target language is spoken

2.2 Products and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken

2.2.N.G.b Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the language is spoken

2.2.N.G.c Identify the neighboring countries and geographic features surrounding a country in which the language is spoken

2.2.N.G.d Describe the climate and typical seasonal weather patterns in various parts of a country in which the language is spoken

2.2.N.F.a Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, foods, transportation, health care, public services)

2.2.N.F.d Describe and explain the significance of the products associated with an important holiday (lentils)

2.2.N.E.b Identify the major natural resources, commercial products, services, and industries of a country in which the language is spoken

2.2.N.E.c Recognize the currency of a country in which the language is spoken

Connections

3.1 Knowledge Students reinforce and further their knowledge of other disciplines through the world language

31.N.a Reinforce previously learned content knowledge through the target language

3.2 Point of View Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures

Comparisons

4.1 Comparing Languages Students demonstrate understanding of the nature of language through comparisons of the language studies and their own

4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)

4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

4.2 Comparing Cultures Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

4.2.N.a Identify basic target culture practices and compare them to one’s own

4.2.N.b Identify basic target culture products and compare them to one’s own
Communities

5.1 Use of Language
Students use the language both within and beyond the school setting

5.2 Personal Enrichment
Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

5.2.N.a Willingly use the target language within the classroom setting

Vocabulary

Exchanging Information
• Talk about weather
  ¿Qué tiempo hace?
  Hay neblina.
• Talk about physical features of Chile
  ¿Dónde está ...?
  el océano       la playa          el lago          el río
  el desierto     las montañas     el valle         el bosque
  norte          sur              este             oeste
• Make craft from Chile: copper tooling
• Sample traditional foods: mate, queques
• Observe New Year’s traditions from Chile
• Play Rayuela. En Chile juegan rayuela.

Songs
• Es verano en Chile
• Yo te daré
• Llama - Trabalenguas

Activities
• Make suitcase, name tag with address
• Label map – Atacama desert, Andes, oceans...
• Make flag
• Copper tooling
• Llama – cover with wool
• Chile video
• Tomar once: afternoon tea, drink mate con bombilla, eat queques con caramelo
• Play rayuela – throw coin and hit line
• Canicas – roll marbles through shoebox with holes
• Holiday gouin series
• New Years Traditions: eat lentils
• Cambio
• 7 UP
• Weather peek windows, whole and small group
• Weather folder game – similar to batalla
• Dice game
• Identify features on Chile map: desierto, montañas, playa, lago...
• Map and weather folder game – laminated maps and overhead pens, student draws weather item over feature on map of Chile, other student guesses weather and location
• Map dice game – roll dice, add items to map
ELEMENTARY SPANISH
Fourth Grade

UNIT 4: LA CASA Y LA FAMILIA / THE HOUSE AND THE FAMILY

Essential Questions
- Who is in your family?
- What do you do in the different rooms of your house?

Essential Understandings
The student will understand that:
- there are relationships between members of each family.
- your house has different rooms for different purposes.
- there are differences and similarities in houses of different cultures.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral: Ask and answer questions about one family member.
Written: Write questions and answers on a booklet format.

Content Expectations/Benchmarks
The student will . . . at a novice low 2 level.

Communication
1.1. Interpersonal Communication
Students provide and obtain information, and express feelings and emotions
1.1.N.SL.b Ask and answer basic questions about self and family
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions
1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrases
1.1.N.SL.g Ask questions about places and things in their immediate environment

Exchanging Information
1.1.N.RW.h Exchange information in writing in the target language on familiar topics such as personal interests and family life

Socializing
1.1.N.RW.a Use the target language in letters and notes to greet, take leave, or make introductions
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the self, family, and friends
1.1.N.RW.c Recognize and use appropriate register/honorifics in limited, simple social correspondence
1.1.N.RW.d Request, offer, invite, and reply appropriately in writing using memorized phrases

Identifying and Describing
1.1.N.RW.g Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of traits

1.2. Interpretive Communication
Students understand and interpret written and spoken language on a variety of topics
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.b Understand interpersonal communication on topics of personal interest such as family life
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2. N.R.c Understand written interpersonal communication on topics of personal interest such as family life

1.3. Presentational Communication

Students present information to an audience of listeners or readers

1.3. N.S.a Present songs, poems or stories in the target language
1.3. N.S.b Present brief personal descriptions on familiar topics in target language such as self, family, and home.
1.3. N.W.a Illustrate and present materials in the target language
1.3. N.W.b Prepare illustrated stories (big books, posters, dioramas, cartoons) about activities or events in student’s personal life, and share these with an audience
1.3. N.W.c Write brief personal descriptions on familiar topics in the target language such as self, friends, family, home, and school

Cultures

2.1. Practices and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

2.1. N.F.a Describe family structures and the role of friends within a community or culture in which the language is spoken
2.1. N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken

2.2. Products and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

2.2. N.F.c Describe the products needed for leisure activities commonly practiced within a community, region, or culture in which the language is spoken
2.2. N.E.a Identify facilities, supplies, and materials needed for schooling and activities in a community or culture in which the language is spoken

3.1. Knowledge

Students reinforce and further their knowledge of other disciplines through the world language

3.1. N.a Reinforce previously learned content knowledge through the target language

3.2. Point of View

Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures

3.2. N.a Use materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture

Comparisons

4.1. Comparing Languages

Students demonstrate understanding of the nature of language through comparisons of the language studies and their own

4.1. N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
4.1. N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target
4.1. N.c Identify basic differences and similarities in register/honorifics between one’s own language and the target language
4.1. N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language
4.2. Comparing Cultures

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

4.2.N.a Identify basic target culture practices and compare them to one’s own
4.2.N.b Identify basic target culture products and compare them to one’s own

Communities

5.1. Use of Language

Students use the language both within and beyond the school setting

5.1.N.a Exchange information in the target language with people locally

5.2. Personal Enrichment

Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

5.2.N.a Willingly use the target language within the classroom setting
5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment

Vocabulary

Exchanging Information

• Descripción familiar
  ¿Quién es _____?
  ¿Quién es el _____ de _____?
  madre    padre    esposa/o    hija/o    hermana/o
  abuela/o  tía/o    prima/o    madrastra    padrastro
  hermanastro/o  sobrina/o  nieta/o

• Descripción del hogar
  ¿Dónde está _____?
  ¿Por qué?
  ¿Qué hay en _____?
  La casa    la cocina    el comedor    La sala    el dormitorio
  el baño    El garaje    el sótano    el patio    El televisor
  el sofá    el refrigerador    la mesa    la cama    la ducha

Songs

• La Familia
• Tengo una casa
• En la casa (Gilligan´s Island song)
• Voy a la casa

Books

• La Familia (folding book)
• Books about Latin American families

Activities

• House overhead – put family in rooms of house as teacher names them
• Spell words on white boards
• Four-six corners
• Concentration
• Family Feud
• Games with family tree
• Interview using question words
• Buscapalabras
• Crucigrama
• Clue game with question words
• La casa misteriosa – make house with flip doors and put items behind and label
• Slides of houses from different countries
• Make and break cascarones for Martes de Carnaval
ELEMENTARY SPANISH
Fourth Grade

UNIT 5: BIOGRÁFIAS / BIOGRAPHIES

Essential Questions
• What can I, through the process of interviewing, learn about some famous Hispanic people?
• ¿Cómo es usted/What are you like?

Essential Understandings
The student will understand that:
• there are physical and personal attributes that make us unique.
• there is a formal and an informal way to address others in Spanish.
• Hispanic people’s names are structured differently than US names.
• there are many famous Hispanic people who have made important contributions to our global society.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral: Students participate in an interview where they pretend to be a famous Hispanic person and share personal information.
Written: Research and write biographical information of Famous Hispanic person of their choice.

Content Expectations/Benchmarks
The student will . . . at a novice low 2 level.

Communication
1.1 Interpersonal Communication
Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Socializing
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions
1.1.N.SL.b Ask and answer basic questions about self
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions

Identifying and Describing
1.1.N.SL.e Ask questions about physical appearance and personality traits of others and answer using a list of traits

Exchanging Information
1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests

Exchanging Opinions
1.1.N.SL.k Share opinions and preferences in the target language with their classmates

Socializing
1.1.N.RW.a Use the target language in notes to greet, take leave, or make introductions
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about self
Identifying and Describing
1.1.N.RW.e  Ask questions in writing about physical appearance and personality traits of others and answer in writing using a list of traits

Exchanging Information
1.1.N.RW.h  Exchange information in writing in the target language on familiar topics such as personal interests

Exchanging Opinions
1.1.N.RW.k  Share opinions and preferences in the target language with their classmates in writing

1.2 Interpretive Communication
Students understand and interpret written and spoken language on a variety of topics
1.2.N.L.a  Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.b  Understand interpersonal communication on topics of personal interest such as preferences
1.2.N.L.c  Understand main idea of a visual media or live presentation
1.2.N.R.a  Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b  Understand main idea of simple accessible written materials in the target language such as websites/internet or stories

1.3 Presentational Communication
Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
1.3.N.S.a  Present songs in the target language
1.3.N.S.b  Present brief personal descriptions on familiar topics in target language such as self
1.3.N.W.c  Write brief personal descriptions on familiar topics in the target language such as self

Cultures
2.2 Products and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
2.2.N.G.a  Identify countries in which the language is spoken
2.2.N.C.a  Identify current cultural icons (arts, music, literature, film)
2.2.N.C.b  Identify historic culture icons (arts, music, literature, film)

Connections
3.1 Knowledge
Students reinforce and further their knowledge of other disciplines through the world language
3.1.N.a  Reinforce previously learned content knowledge through the target language

Comparisons
4.1 Comparing Languages
Students demonstrate understanding of the nature of language through comparisons of the language studies and their own
4.1.N.a  Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
4.1.N.b  Identify basic differences and similarities in grammatical structures between one’s own language and the target language
4.1.N.d  Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

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4.2 Comparing Cultures

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

4.2.N.a Identify basic target culture practices and compare them to one’s own

Communities

5.1 Use of Language

Students use the language both within and beyond the school setting

5.1.N.a Exchange information in the target language with people locally

5.2 Personal Enrichment

Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

5.2.N.a Willingly use the target language within the classroom setting
5.2.N.c Identify careers where skills in another language or cross-cultural understanding are needed

Vocabulary

Exchanging Information

- Describe myself and others
  - Describe ________.
  - ¿Quién es?
  - ¿Cómo es?
  - ¿Cómo se llama?
  - ¿De dónde es?
  - ¿Dónde nació?
  - ¿En qué año nació?
  - ¿Qué hace?
  - ¿Cuál es su color favorito?
  - ¿Tiene mascota?

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<th>Es viejo/a</th>
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<td>Es simpático</td>
<td>Es atlético/a</td>
<td>Es famoso/a</td>
</tr>
<tr>
<td>Es cómico/a</td>
<td>Es gordo/a</td>
<td>Es flaco/a</td>
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<tr>
<td>Es feo/a</td>
<td>Es rápido/a</td>
<td>Es generoso</td>
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<tr>
<td>Era ______</td>
<td>Es político/a</td>
<td>Es maestro/a</td>
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<tr>
<td>Es médico/a</td>
<td>Es artista</td>
<td>Es beisbolista</td>
</tr>
<tr>
<td>Es autor</td>
<td>Es actriz</td>
<td>Es actor</td>
</tr>
<tr>
<td>Es cantante</td>
<td>Es presidente</td>
<td>Es el rey</td>
</tr>
<tr>
<td>Es científico</td>
<td>Es astronauta</td>
<td>Es modelo</td>
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<tr>
<td>Es ciclista</td>
<td>Es un jinete</td>
<td>Es corredor de carros</td>
</tr>
<tr>
<td>Es tenista</td>
<td>Es nadadora</td>
<td>Es futbolista</td>
</tr>
</tbody>
</table>

Songs

- Juan Paco Pedro de la Mar
- José se llamaba el padre

Books

- Antonia Novello
- Sammy Sosa
- Frida
• Diego
• César Chávez
• Celia Cruz

Activities

• Lista de personas famosas - given a category in Spanish, students list names of as many famous people as they can who fit in those categories. Give them one minute per category, receive points for each unique answer.
• Identify Hispanic family name patterns
• Four corners
• 7 UP
• Cootie catchers with descriptions
• Concentration
• Win, lose or draw
• Tic Tac Toe with adjectives
• ¿Quién tiene?
• Interview famous people with microphones using question words
• Diálogos
• ¿Qué tiene?
• ¿Quién soy yo? – famous person riddles
• Bingo
• Compare art work of Picasso, Rivera, Kahlo, Minnhaar
• Marker boards - write adjective, date, etc. Guess which one
• Jeopardy
• Board games with adjectives and people
• Interview - ¿Cuál Hispano es el más interesante?
• Have Whitecaps visit, interview
• Celebrate Día de César Chávez by reading and discussing book Harvesting Hope (simplified Spanish version)
Essential Question
• How is the rainforest an important ecosystem in our world?

Essential Understandings
The student will understand that:
• animals coexist in the different levels of the rainforest
• the preservation of the rainforest is vital to our world

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral: Present their animal report to the class.
Written: Write and illustrate a report about a rainforest animal of their choice.

Content Expectations/Benchmarks
The student will . . . at a novice low 2 level.

Communication
Interpersonal Communication
Students provide and obtain information, and express feelings and emotions
Socializing
1.1.N.SL.b Ask and answer basic questions about self, family, friends, and animals
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of social situations such as greetings, leave-takings, and introductions
1.1.N.SL.g Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits

Exchanging Information
1.1.N.SL.h Exchange information in the target language on familiar topics such as animals, personal interests, school activities, and family life

Socializing
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about animals, self, family, and friends

Exchanging Information
1.1.N.RW.h Exchange information in writing in the target language on familiar topics such as animal

Interpretive Communication
Students present information to an audience of listeners or readers
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.b Understand interpersonal communication on topics of personal interest such as animals, preferences, family life, friends, leisure and school activities, and everyday occurrences
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as stories
1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as animals

**Presentational Communication**

Students present information to an audience of listeners or readers

1.3.N.S.a Present songs, poems or stories in the target language
1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school
1.3.N.W.a Illustrate and present materials in the target language
1.3.N.W.b Prepare illustrated stories and share with an audience
1.3.N.W.c Write brief personal descriptions on familiar topics in the target language such as animals

**Cultures**

2.1. Practices and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

2.1.N.H.d Identify and describe significant current events in a country in which the language is spoken
2.1.N.F.c Describe how daily needs are met within a community or culture in which the language is spoken
2.1.N.F.e Explain the practices and significance of an important celebration within a community or culture in which the target language is spoken

2.2. Products and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

2.2.N.G.a Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the language is spoken
2.2.N.G.d Describe the climate in various parts of a country in which the language is spoken
2.2.N.C.a Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites)
2.2.N.C.b Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites)
2.2.N.F.b Identify products that were native to a community, region, or country in which the language is spoken
2.2.N.F.d Describe and explain the significance of the products associated with an important celebration within a community or culture in which the target language is spoken
2.2.N.E.b Identify the major natural resources of a country in which the language is spoken

**Connections**

3.1. Knowledge

Students reinforce and further their knowledge of other disciplines through the world language

3.1.N.a Reinforce previously learned content knowledge through the target language

3.2. Point of View

Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures

3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture

**Comparisons**

4.1. Comparing Languages

Students demonstrate understanding of the nature of language through comparisons of the language studies and their own

4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target language.

4.1.N.c Identify basic differences and similarities in register/honorifics between one’s own language and the target language.

4.1.N.d Identify basic differences and similarities in phonological features between one’s own language and the target language.

4.2. Comparing Cultures

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

4.2.N.b Identify basic target culture products and compare them to one’s own

Communities

5.1. Use of Language

Students use the language both within and beyond the school setting

5.1.N.a Exchange information in the target language with people locally

5.2. Personal Enrichment

Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

5.2.N.a Willingly use the target language within the classroom setting

Vocabulary

Exchanging Information

- Describe rainforest animal and items using correct adjectives and definite articles

  ¿Cómo es ____?    Es/tiene _______.
  ¿Qué es ____?    Es ________.
  Describe ________.
  ¿De qué color es _____?   Es ________.
  El quetzal     Tiene una cola larga.
  El colibrí     Tiene alas.
  El papagayo     Es ruidoso/a.
  El tucán      Es colorido/a.
  El murciélago
  La boa esmeralda    Es larga/o.
  La rana       Es chica/o.
  La hormiga    Es pequeña/o.
  La iguana     Es quieta/o.
  La mariposa   Es hermosa/o.
  La flor       Es bella/o.
  El perezoso   Es lento/a.
  El mono       Es rápido/a.
  El jaguar     Es feroz.
  La araña      Es grande.
  El arbol
  Capa emergente Dosel
  Sotobosque    Suelo

- Rainforest dialogue

Songs

- El Bosque tropical
- Vamos al bosque tropical
Books
- El Gran Capoquero
- El Bosque Tropical
- Animales del Bosque Tropical

Video
- Cinco de Mayo

Activities
- Learn about Cinco de Mayo through literature, video, music and dance
- Create an art project related to Cinco de Mayo
- Four corners
- Disappearing cards: similar to four corners, but with six cards. When a card is called, it is removed from play for that round
- 7 UP
- Describe animals – distribute phrase cards, show animal picture, have all
- Students who have a card that describes animal come to front of room
- Whole group memory: match animals with facts
- Go Fish (pesca)
- Bingo with animals and descriptions
- Cinco en la mano
- Levels of rainforest chart
- Around the world
- Board game
- Locate rainforests around the world
- White boards: students write down words for others to guess
- Family Feud
- Word search for tropical forest products
- Sample rainforest foods – chocolate, coconut, macadamia nuts, papaya...
- Tour the rainforest with a tour guide – children show animals and describe
- Adopt and acre of rainforest from a Latin American country
ELEMENTARY SPANISH
Fourth Grade

UNIT 7: ISLAS / ISLANDS

Essential Question
• How do Mackinac Island and the Dominican Republic compare?

Essential Understandings
The student will understand that:
• physical and cultural characteristics of islands differ depending on their location.
• tongue twisters are taught in every language.
• cognates can help us make language connections.
• tasting foods from other places allows us to embrace other cultures.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral: State facts comparing Mackinac Island and the Dominican Republic.
Written: Write a post card about one of the islands.

Content Expectations/Benchmarks
The student will . . . at a novice low 2 level.

Communication
1.1 Interpersonal Communication
Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
1.1.N.SL.b Ask and answer basic questions about the weather
1.1.N.SL.g Ask questions about the attributes of places and things and answer using a list of traits
1.1.N.SL.h Exchange information in the target language on familiar topics
1.1.N.SL.j Share likes and dislikes in the target language with a classmate
1.1.N.RW.a Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet, take leave, or make introductions
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends
1.1.N.RW.g Ask questions in writing about the attributes of places and things, and answer in writing using a list of traits

1.2 Interpretive Communication
Students understand and interpret written and spoken language on a variety of topics
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language

1.3 Presentational Communication
Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
1.3.N.S.a Present songs, and factual information in the target language
1.3.N.W.c Write brief personal descriptions on familiar topics in the target language such as self, friends, family, home, and school
**Cultures**

2.1 Practices and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

2.1.N.F.b Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)

2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken (Béisbol en República Dominicana)

2.1.N.E.b Identify the economic system in a community or culture in which the language is spoken

2.1.N.E.c Identify ways in which people of all ages earn money and/or make a living in a community or culture in which the language is spoken

2.2 Products and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken

2.2.N.G.b Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the language is spoken

2.2.N.G.c Identify the neighboring countries and geographic features surrounding a country in which the language is spoken

2.2.N.G.d Describe the climate and typical seasonal weather patterns in various parts of a country in which the language is spoken

2.2.N.E.b Identify the major natural resources, commercial products, services, and industries of a country in which the language is spoken

2.2.N.E.c Recognize the currency of a country in which the language is spoken

**Connections**

3.1 Knowledge

Students reinforce and further their knowledge of other disciplines through the world language

3.1.N.a Reinforce previously learned content knowledge through the target language

3.2 Point of View

Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures

**Comparisons**

4.1 Comparing Languages

Students demonstrate understanding of the nature of language through comparisons of the language studies and their own

4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)

4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

4.2 Comparing Cultures

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

4.2.N.a Identify basic target culture practices and compare them to one’s own

4.2.N.b Identify basic target culture products and compare them to one’s own

**Communities**

5.1 Use of Language

Students use the language both within and beyond the school setting

5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations (post card)
5.2 Personal Enrichment

Students show evidence of becoming life-long learners by using the language for personal
enjoyment and enrichment

5.2.N.a Willingly use the target language within the classroom setting

**Vocabulary**

**Exchanging Information**

- Describe Mackinac Island and the Dominican Republic
  - Mackinac:
    - Es una isla pequeña.
    - Hay ferrys.
    - No hay carros.
    - Usan dólares.
    - Hay caballos.
    - Hay un hotel grande.
    - Hay dulces.
    - Hay cuevas.
    - Hay fuertes.
    - Hay bosques de pino.
    - Hay bicicletas.
    - Hace frío.
    - Juegan golf.
    - Hay gaviotas.
    - Hay una escuela.
  - Dominican Republic:
    - Es una isla tropical.
    - Hay muchos carros.
    - Beben batidos.
    - Usan pesos.
    - Hay playas.
    - Hace calor.
    - Hay muchas escuelas.
    - Hay flamencos.
    - Hay iguanas.
    - Hay cocodrilos.
    - Juegan béisbol.
    - Bucean.
    - Hay montañas.
    - Hay piñas.
    - Hay mangos.
    - Hay papayas.
    - Hay caña de azúcar.
    - Hay bananas.
    - Hablan español.

**Songs**

- Michigan Chant
- La Isla Mackinac
- Arroz con Leche
- Compadre cómprame un coco

**Books**

- Michigan
- A – Z La República Dominicana

**Activities**

- Label maps
- Venn diagram – similarities and differences between Mackinac Island and the DR
- Color flags
- Eat/drink native Hispanic foods (batidos)
- Identify cultural symbols-flag, food, sports, etc.
- Mata la mosca
- Dance cha cha, merengue
- Board games using facts
- Make graphic organizers
- Dominos
- Write postcards to other classes, to a Dominican class
- Have a guest speaker from the DR
ELEMENTARY SPANISH
Fifth Grade

UNIT 1: COSAS FAVORITAS / FAVORITE THINGS

**Essential Question**
- What are my and your favorite things?

**Essential Understanding**
The student will understand that:
- favorite things are chosen based on cultural perspectives.

**Assessment**
**Proficiency** *(Performance tasks: Interpersonal, Interpretive, Presentational)*
**Oral:** Students share personal favorites on many topics.
**Written:** Students create a graphic organizer of their favorite things to share with classmates and family.

**Content Expectations/Benchmarks**
The student will . . . at a novice low 3 level.

**Communication**
1.1 Interpersonal Communication

*Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions*

**Socializing**
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions
1.1.N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self and friends
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions
1.1.N.SL.f Ask questions about feelings, emotions and health of friends and classmates and answer them

**Exchanging Information**
1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests and school activities

**Exchanging Opinions**
1.1.N.SL.j Share likes and dislikes in the target language with a classmate
1.1.N.SL.k Share opinions and preferences in the target language with their classmates
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self and friends
1.1.N.RW.f Ask questions in writing about feelings, emotions and health of friends, classmates, and answer in writing

**Exchanging Information**
1.1.N.RW.h Exchange information in writing in the target language on familiar topics such as personal interests and school activities

**Exchanging Opinions**
1.1.N.RW.j Share likes and dislikes in the target language with a classmate in writing
1.1.N.RW.k Share opinions and preferences in the target language with their classmates in writing
1.2 Interpretive Communication  
**Students understand and interpret written and spoken language on a variety of topics**

1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests.

1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, leisure and school activities.

1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music).

1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests.

1.2.N.R.b Understand main idea of simple accessible written materials in the target language.

1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as preferences, leisure and school activities.

1.3 Presentational Communication  
**Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics**

1.3.N.S.a Present songs, poems or stories in the target language.

1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as self and school.

1.3.N.S.c Record materials in the target language.

1.3.N.W.a Illustrate and present materials in the target language such as graphic organizer.

1.3.N.W.c Write brief personal descriptions on familiar topics in the target language.

**Cultures**

2.1 Practices and Perspectives  
**Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied**

2.1.N.F.b Describe daily routines within a community or culture in which the language is spoken.

2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken.

2.1.N.F.e Explain the practices and significance of an important holiday or celebration within a community or culture in which the target language is spoken, such as independence day.

2.1.N.E.a Identify typical daily school schedules and activities in a community or culture in which the language is spoken.

2.2 Products and Perspectives  
**Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied**

2.2.N.G.a Identify some countries in which the language is spoken.

2.2.N.F.b Identify products that were native to a community, region, or country in which the language is spoken.

2.2.N.F.d Describe and explain the significance of the products associated with an important holiday or celebration within a community or culture in which the target language is spoken.

2.2.N.E.a Identify facilities, supplies, and materials needed for schooling and activities in a community or culture in which the language is spoken.

**Connections**

3.1 Knowledge  
**Students reinforce and further their knowledge of other disciplines through the world language**

3.1.N.a Reinforce previously learned content knowledge through the target language.

3.2 Point of View  
**Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures**

3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture.
Comparisons

4.1 Comparing Languages
Students demonstrate understanding of the nature of language through comparisons of the language studies and their own

4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)

4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target language

4.1.N.c Identify basic differences and similarities in register/honorifics between one’s own language and the target language

4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

4.2 Comparing Cultures
Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

4.2.N.a Identify basic target culture practices and compare them to one’s own

4.2.N.b Identify basic target culture products and compare them to one’s own

Communities

5.1 Use of Language
Students use the language both within and beyond the school setting

5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen pals

5.2 Personal Enrichment
Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

5.2.N.a Willingly use the target language within the classroom setting

5.2.N.c Identify careers where skills in another language or cross-cultural understanding are needed

Vocabulary

Exchanging Information

- Ask date and respond
  ¿En qué mes estamos?
  ¿Cuál es la fecha de hoy?
  enero febrero marzo abril mayo junio
  julio agosto septiembre octubre noviembre diciembre

- Talk about the weather/season
  ¿Qué tiempo hace hoy?
  Hace frío Hace calor Hace fresco Hace viento
  Está lloviendo Está nevando Está nublado Hay neblina
  Hace buen tiempo Hace mal tiempo Es otoño Es invierno
  Es primavera Es verano

- Ask about likes and respond
  ¿Cuál es tu ______ favorito/a?
  Deportes comida asignatura colores
  animales equipo película libro

- Give personal information
  Información Personal:
  Me llamo ________.
  Mi cumpleaños es ________.
  Tengo _____ años.
Songs
• Month song (Addams Family)
• Adios
• Alphabet Chant

Activities
• Why is Spanish important
• Where have you heard Spanish in the community – Español por todo el mundo
• Verdugo – Class names
• Do calendar daily: talk about weather, special days in the month (holidays, birthdays, days off, etc.)
• Locate and retrieve information in a dictionary
• Create a graphic organizer of favorite things
• Create graphic organizer of favorite things using Inspiration (computer program)
• Spanish dictionary skills race
• Compare capitalization rules for months
• Compare letters in alphabet
• ¿Qué tal? Magazine – listen to tape, read magazine, do dialogue/South American students as models
• Dialogue to meet others
• Shared authentic items from Spanish-speaking places
• Listen to oral presentation about favorite things
• Share folder
• Compare Independence Day dates and celebrations between target language and own culture
ELEMENTARY SPANISH
Fifth Grade

UNIT 2: PAÍSES HISPANOS / HISPANIC COUNTRIES

Essential Question
• Who are the people of Spanish speaking countries and how do they live in their environment?

Essential Understandings
The student will understand that:
• even though people of these countries speak Spanish, their perspectives and practices vary from each other.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral: Share poster of a Spanish speaking country with the class.
Written: Create a poster with facts about a Spanish speaking country. Take a map and fact quiz about Spanish speaking countries.

Content Expectations/Benchmarks
The student will . . . at a novice low 3 level.

Communication
1.1 Interpersonal Communication
Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
1.1.N.SL.g Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits
1.1.N.RW.g Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of traits
1.1.N.RW.h Exchange information in writing in the target language on familiar topics

1.2 Interpretive Communication
Students understand and interpret written and spoken language on a variety of topics
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.c Understand main idea of a visual media or live presentation (class project presentations)
1.2.N.R.b Understand main idea of simple accessible written materials in the target language

1.3 Presentational Communication
Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
1.3.N.W.a Illustrate and present materials in the target language such as an advertisement, poster, or menu

Cultures
2.1 Practices and Perspectives
Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
2.1.N.H.d Identify and describe significant current events in a country in which the language is spoken

2.2 Products and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken
2.2.N.G.c Identify the neighboring countries and geographic features surrounding a country in which the language is spoken
2.2.N.E.b Identify the major natural resources, commercial products, services, and industries of a country in which the language is spoken
2.2.N.E.c Recognize the currency of a country in which the language is spoken

Connections
3.1 Knowledge Students reinforce and further their knowledge of other disciplines through the world language
3.1.N.a Reinforce previously learned content knowledge through the target language

3.2 Point of View Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures

Comparisons
4.1 Comparing Languages Students demonstrate understanding of the nature of language through comparisons of the language studies and their own
4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target
4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

4.2 Comparing Cultures Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
4.2.N.a Identify basic target culture practices and compare them to one’s own
4.2.N.b Identify basic target culture products and compare them to one’s own

Communities
5.1 Use of Language Students use the language both within and beyond the school setting
5.1.N.a Exchange information in the target language with people locally (Share project with parent)

5.2 Personal Enrichment Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment
5.2.N.a Willingly use the target language within the classroom setting

Vocabulary
Exchanging Information
- Give country information
  ¿Dónde está _________? Norte América, Centro América, Sur América, el Caribe, Europa, Africa.
  ¿Qué país está al norte (sur, este…) de _________?
  ¿Qué país es más grande/pequeño?
  ¿Cuál es la capital?
  ¿Cómo se llama la moneda?
  ¿De qué color es la bandera?
  ¿Cuántas personas hay en _______? (población)
  ¿Cuáles son los productos más importantes de _______?
Songs
- Mapa Mundi Chant
- Los Paises
- El Rap de las capitales
- Los Meses

Activities
- Research country information on the internet
- Use Spanish/English dictionaries for writing about countries
- Share country information with class
- Share authentic items from different countries
- Compare the products, practices, size, etc., of different countries to each other and to the United States
- Bingo
- Concentration
- Mata la mosca
- Share authentic materials with class
- Around the world
- Hangman
- Create poster/power point slide show of country with information, map, photos, etc.
- Map Puzzles
- Look for current events from country in paper or on news
- Map practice using laminated maps
- Participate in school activities related to the celebration of Hispanic Heritage month.
Essential Question
• What is the history behind Christopher Columbus’ discovery voyages?

Essential Understandings
The student will understand that:
• Christopher Columbus did not ‘discover’ America.
• although Columbus and other explorers and conquistadors benefited Spain, they negatively impacted the native peoples, cultures and lands of the Americas.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral: Participate in a play about Christopher Columbus and the history of Spain.

Content Expectations/Benchmarks
The student will . . . at a novice low 3 level.

Communication
1.1 Interpersonal Communication
Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions
1.1.N.SL.d Request and reply appropriately using memorized phrases
1.1.N.SL.i Ask for and obtain information in everyday situations in the target language about price of products
1.1.N.RW.d Request and reply appropriately in writing using memorized phrases
1.1.N.RW.i Inquire in writing, to obtain information in the target language about price relating to services

1.2 Interpretive Communication
Students understand and interpret written and spoken language on a variety of topics
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.c Understand main idea of a visual media or live presentation (video, skit)
1.2.N.L.d Understand main idea of an audio presentation (lecture, songs)
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as books and plays

1.3 Presentational Communication
Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
1.3.N.S.a Present songs, poems or stories in the target language
1.3.N.S.c Record materials in the target language, such as a play
1.3.N.W.a Illustrate and present songs in the target language
Cultures

2.1 Practices and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

2.1.N.H.a Identify and explain the impact of major historic events and their impact on the culture of a community or country in which the language is spoken.

2.1.N.H.b Name the governmental system and key political figures in a country in which the language is spoken.

2.1.N.H.c Identify one important political issue in a country in which the language is spoken.

2.1.N.H.e Identify and explain how the language and culture expanded throughout the world.

2.2 Products and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken.

2.2.N.G.b Identify major geographic features (rivers, mountains) of a country in which the language is spoken.

2.2.N.G.c Identify the neighboring countries and geographic features surrounding a country in which the language is spoken.

2.2.N.F.a Describe the products needed to meet basic needs within culture in which the language is spoken.

2.2.N.F.b Identify products that were native to a community and/or country in which the language is spoken.

2.2.N.F.b Identify products that were native to a community, region, or country in which the language is spoken.

2.2.N.E.c Recognize the currency of Spain.

Connections

3.1 Knowledge

Students reinforce and further their knowledge of other disciplines through the world language.

3.1.N.a Reinforce previously learned content knowledge through the target language.

3.2.N.a Use print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture.

Comparisons

4.1 Comparing Languages

Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.

4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words).

4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target.

4.2 Comparing Cultures

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

4.2.N.a Identify basic target culture practices and compare them to one’s own.

Communities

5.1 Use of Language

Students use the language both within and beyond the school setting.

5.1.N.a Exchange information in the target language with classmates, family and friends by sharing the Spanish folder.

5.1.N.b Provide services to others in the school district through activities in the target language such as a play or by reading to others in the target language.
5.2 Personal Enrichment

Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

5.2.N.a Willingly use the target language within the classroom setting

Vocabulary

Exchanging Information

- Ask where someone is from and respond
  ¿De dónde eres tú?

Socializing

- Introduce self
  Me llamo ___________.
  Soy de ___________.
  Exploré el Nuevo Mundo.

Exchanging Information

- Ask for a price and pay for an item (market dialogue)
  Quiero dos caballos. ¿Cuánto cuestan? _________ pesetas. Es buen precio.
  Es muy caro. ______ pesetas. Está bien, amigo.
  Mil gracias.
- Present content information orally

Songs

- Exploradores
- La Bamba
- Regateo

Books

- Los Exploradores
- El Mundo de Colón

Activities

- Label map of Spain
- Tally graph of explorers and countries of origin
- Shower curtain map activity – label map, hide Colón
- Read book, act out with props, illustrate booklet
- Read Explorer book
- Read Colón book
- Bargain for azúcar, caballo, guitarra with pesetas
- Act out play, videotape it, watch video
- Celebrate Día de los Muertos through literature, video, and class discussion
Essential Question

What kind of governmental system and way of life does Cuba have and how does it compare to the US?

Essential Understandings

The student will understand that:

- the type of government a country has defines and it is defined by culture.
- communism and capitalism are two totally different types of government.
- a country’s history also defines its people, cultural perspectives and practices.

Assessment

Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)

Oral: State facts to compare Cuba with the United States. Share book about their lives with family. Take book to Middle School next year to use for introducing themselves.

Written: Quiz and Exam. Write a book about their lives using Ruben’s story as a model.

Content Expectations/Benchmarks

The student will . . . at a novice low 3 level.

Communication

1.1 Interpersonal Communication

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

1.1.N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self, family and friends

1.1.N.SL.e Ask questions about physical appearance, character and personality traits of friends, family, classmates and answer using a list of traits

1.1.N.SL.g Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits

1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life

1.1.N.SL.i Ask for and obtain information in everyday situations in the target language about time, price, size, relating to restaurants, stores, transportation, and services

1.1.N.SL.j Share likes and dislikes in the target language with a classmate

1.1.N.RW.a Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet, take leave, or make introductions

1.1.N.RW.c Recognize and use appropriate register/honorifics in limited, simple social correspondence

1.1.N.RW.g Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of traits

1.2 Interpretive Communication

Students understand and interpret written and spoken language on a variety of topics

1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests

1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences

1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)

1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language
1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences

1.3 Presentational Communication
Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
1.3.N.S.a Present songs, poems or stories in the target language
1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school
1.3.N.W.c Write brief personal descriptions on familiar topics in the target language such as self, friends, family, home, and school

Cultures
2.1 Practices and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
2.1.N.H.b Name the governmental system(s) and key political figures in a country in which the language is spoken
2.1.N.H.c Identify one important political issue in a country in which the language is spoken
2.1.N.H.d Identify and describe significant current events in a country in which the language is spoken
2.1.N.F.a Describe family structures and the role of friends within a community or culture in which the language is spoken
2.1.N.F.c Describe how daily needs are met within a community or culture in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services)
2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken (En Cuba juegan beisbol, bailan la salsa, el son y la rumba)
2.1.N.E.b Identify the economic system in a community or culture in which the language is spoken
2.1.N.E.c Identify ways in which people of all ages earn money and/or make a living in a community or culture in which the language is spoken

2.2 Products and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken
2.2.N.G.c Identify the neighboring countries and geographic features surrounding a country in which the language is spoken
2.2.N.C.a Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites)
2.2.N.C.b Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites)
2.2.N.F.a Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, foods, transportation, health care, public services)
2.2.N.E.b Identify the major natural resources, commercial products, services, and industries of a country in which the language is spoken
2.2.N.E.c Recognize the currency of a country in which the language is spoken

Connections
3.1 Knowledge
Students reinforce and further their knowledge of other disciplines through the world language
3.1.N.a Reinforce previously learned content knowledge through the target language
3.2 Point of View
Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures
3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture (power point of Cuba/Ruben’s story)

Comparisons
4.1 Comparing Languages
Students demonstrate understanding of the nature of language through comparisons of the language studies and their own
4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target
4.1.N.d Identify basic differences and similarities in phonological features

4.2 Comparing Cultures
Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
4.2.N.a Identify basic target culture practices and compare them to one’s own
4.2.N.b Identify basic target culture products and compare them to one’s own

Communities
5.1 Use of Language
Students use the language both within and beyond the school setting
5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations
5.1.N.b Provide services to others in the school district through activities in the target language such as skits and/or musical presentations, or by reading to others in the target language (pledge of allegiance)

5.2 Personal Enrichment
Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment
5.2.N.a Willingly use the target language within the classroom setting

Vocabulary
Exchanging Information
- Answer questions pertaining to Cuba
  ¿Quién escribió Guantanamera?
  ¿Cómo se llama el líder de Cuba?
  ¿Qué tipo de gobierno hay en Cuba?
  ¿Qué tipo de música hay en Cuba?
  ¿Dónde está Cuba?
  ¿Cómo es el comunismo?
  ¿Cómo es la democracia?
- Talk about leisure activities.
  En Cuba juegan beisbol, bailan la salsa, el son y la rumba.
- Describe family relationship
  ¿Quién es _____?
  ¿Cómo se llama el _____ de _____?
- Describe likes and dislikes
  ¿Cuál es tu música favorita? (salsa, rumba, son, Guantanamera)
Songs
• Guantanamera
• Cuba (baseball song)

Books
• Cuba

Videos
• Cuba Close-Up
• Clips of current events

Activities
• Flag – put on note card, write facts about Cuba on back
• Identify famous Cubans – José Martí, Fidel Castro
• Identify traditional instruments – bongo, guiro
• Compare and play instruments
• Listen to different types of Cuban music
• Watch Cuba videos
• Guest speaker from Cuba
• Daily current events from Cuba, reported by students
• Pesca using Cuba facts
• Cupón game – shop for 6 items to put in shopping bag, use dice to get items, when items run out in the store, must bargain for fruit and produce to fill bag
• Venn Diagram comparing democracy and communism
• Pledge of Allegiance – recite for school
• Read book with power point presentation
• Listen to tape of book (Ruben) while reading along
• Create facts about Miami
• Write a postcard about Cuba or Miami to exchange with another school in district
• Read web information about the New Year in Cuba- eating grapes and other traditional customs.
Essential Question

• What was everyday life like for the Inca people?

Essential Understandings

The student will understand that:

• the geography of a place shapes its people, cultural perspectives and practices.
• native people share universal characteristics and they also have unique differences.

Assessment

Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)

Oral: Students act as guides in the Museum of Gold in Lima, Perú.

Written: Write facts about the Incas to share with other students in the Museum of Gold, Perú.

Content Expectations/Benchmarks

The student will . . . at a novice low 3 level.

Communication

1.1 Interpersonal Communication

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

1.1.N.SL.b Ask and answer basic questions about family pets
1.1.N.SL.i Ask for and obtain information in everyday situations in the target language about price of services
1.1.N.SL.k Share opinions in the target language with their classmates
1.1.N.RW.i Inquire in writing, to obtain information in the target language about price relating to services

1.2 Interpretive Communication

Students understand and interpret written and spoken language on a variety of topics

1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.b Understand interpersonal communication on topics of personal interest such as family life
1.2.N.L.d Understand main idea of an audio presentation (lecture, songs)
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as books, songs and websites/internet

1.3 Presentational Communication

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

1.3.N.S.a Present songs, poems or stories in the target language
1.3.N.W.a Illustrate and present songs in the target language

Cultures

2.1 Practices and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
2.1.N.H.a Identify and explain the impact of major historic events and their impact on the culture of a community or country in which the language is spoken

2.1.N.H.e Identify and explain how the language and culture expanded throughout the world

2.1.N.F.c Describe how daily needs are met within a community or culture in which the language is spoken (housing, crop cultivation, transportation, health care, access to public services)

2.1.N.E.c Identify ways in which the Inca people of all ages contribute to the Inca community and culture

2.2 Products and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken

2.2.N.G.b Identify major geographic features (rivers, mountains, deserts, forests) of the Incan civilization in South America

2.2.N.G.c Identify the countries and geographic features that comprised the Incan civilization

2.2.N.G.d Describe the climate in various parts of Peru, Chile, Bolivia, Ecuador, Argentina

2.2.N.C.b Identify historic culture icons, and the creators of these products as well as natural sites

2.2.N.F.a Describe the products needed to carry out daily routines and meet basic needs within the Incan community, region, or culture (housing, foods, transportation, record system, clothing)

2.2.N.F.d Describe and explain the significance of the products associated with important religious ceremonies within a community or culture in which the target language is spoken

2.2.N.F.b Identify products that were native to a community, region, or country in which the language is spoken

2.2.N.E.b Identify the major natural resources, services, and industries of South America and the Incan civilization

2.2.N.E.c Recognize the currency of Peru

Connections

3.1 Knowledge

Students reinforce and further their knowledge of other disciplines through the world language

3.1.N.a Reinforce previously learned content knowledge through the target language

Comparisons

4.1 Comparing Languages

Students demonstrate understanding of the nature of language through comparisons of the language studies and their own

4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)

4.2 Comparing Cultures

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

4.2.N.a Identify basic target culture practices and compare them to one’s own

4.2.N.b Identify basic target culture products and compare them to one’s own

Communities

5.1 Use of Language

Students use the language both within and beyond the school setting

5.1.N.a Exchange information in the target language with classmates, family and friends by sharing the Spanish folder.

5.2 Personal Enrichment

Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

5.2.N.a Willingly use the target language within the classroom setting
Vocabulary
Exchanging Information
• Answer questions pertaining to the Aztec civilization
  ¿Dónde vivían los Incas?
  ¿Cómo se llamaba la capital?
  ¿Cómo se llama la capital de Perú?
  ¿Qué comían los incas?
  ¿Qué formas de transporte usaban los incas?
  ¿Qué idioma hablaban los incas?
  ¿Quién era un dios importante para los incas?

Songs
• Los Incas
• Lago Titicaca

Books
• Los Incas

Activities
• Label map – Incan civilization, surrounding geography
• Overview of three native civilizations
• Compare the wool of llamas, alpacas y vicuñas
• Fill in country comparison chart
• Guest speaker from Perú
• Do a survey using Quipus
• Look at artifacts from Inca countries
• Go fish for Inca facts in lago Titicaca
• Act out Three Kings Day Inca horse race as it is celebrated in a small mountain village in Perú
ELEMENTARY SPANISH
Fifth Grade

UNIT 6: LOS AZTECAS / THE AZTECS

Essential Question
• How did the Aztecs build Tenochtitlan and how were their daily needs met?

Essential Understandings
The student will understand that:
• the geography of a place shapes its people, cultural perspectives and practices.
• native people share universal characteristics and they also have unique differences.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral: Participate in an Aztec market.
Written: Write phrases to use in the Aztec Market.
Take quiz comparing the Incas and the Aztecs.

Content Expectations/Benchmarks
The student will . . . at a novice low 3 level.

Communication
1.1 Interpersonal Communication
Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations
1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrases
1.1.N.SL.i Ask for and obtain information in everyday situations in the target language about cost of products
1.1.N.SL.k Share opinions in the target language with their classmates
1.1.N.RW.c Recognize and use appropriate register/honorifics in limited, simple social correspondence
1.1.N.RW.d Request, offer, invite, and reply appropriately in writing using memorized phrases
1.1.N.RW.i Inquire in writing, to obtain information in the target language about price relating to products

1.2 Interpretive Communication
Students understand and interpret written and spoken language on a variety of topics
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.c Understand main idea of a visual media
1.2.N.L.d Understand main idea of an audio presentation (lecture, songs)
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as books, songs and websites/internet

1.3 Presentational Communication
Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
1.3.N.S.a Present songs, poems or stories in the target language
1.3.N.S.c Record materials in the target language, such as a dialogue and cultural facts
1.3.N.W.a Illustrate and present songs and dialogue in the target language
Cultures

### 2.1 Practices and Perspectives

**Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied**

- **2.1.N.H.a** Identify and explain the impact of major historic events and their impact on the culture of a community or country in which the language is spoken
- **2.1.N.H.e** Identify and explain how the language and culture expanded throughout the world
- **2.1.N.F.c** Describe how daily needs are met within a community or culture in which the language is spoken (housing, crop cultivation, transportation, access to public services, religion)

### 2.2 Products and Perspectives

**Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied**

- **2.2.N.G.a** Identify countries, their capital and major cities in which the language is spoken
- **2.2.N.G.b** Identify major geographic features (rivers, mountains, deserts, forests) of the Aztec civilization in Mexico
- **2.2.N.C.b** Identify historic culture icons, and the creators of these products (natural sites and products such as the ruins of Tenochtitlan, the stone Aztec calendar and their hieroglyphic writing, murals of Diego Rivera)
- **2.2.N.F.a** Describe the products needed to carry out daily routines and meet basic needs within the Aztec community, region, or culture (housing, foods, transportation, writing system, clothing)
- **2.2.N.F.b** Identify products that were native to a community, region, or country in which the language is spoken
- **2.2.N.F.d** Describe and explain the significance of the products associated with important religious ceremonies within a community or culture in which the target language is spoken
- **2.2.N.E.b** Identify the major natural resources of central Mexico
- **2.2.N.E.c** Recognize the currency of Mexico (past and present)

### Connections

#### 3.1 Knowledge

**Students reinforce and further their knowledge of other disciplines through the world language**

- **3.1.N.a** Reinforce previously learned content knowledge through the target language

### Comparisons

#### 4.1 Comparing Languages

**Students demonstrate understanding of the nature of language through comparisons of the language studies and their own**

- **4.1.N.a** Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)

#### 4.2 Comparing Cultures

**Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own**

- **4.2.N.a** Identify basic target culture practices and compare them to one’s own
- **4.2.N.b** Identify basic target culture products and compare them to one’s own

### Communities

#### 5.1 Use of Language

**Students use the language both within and beyond the school setting**

- **5.1.N.a** Exchange information in the target language with classmates, family and friends

#### 5.2 Personal Enrichment

**Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment**

- **5.2.N.a** Willingly use the target language within the classroom setting
5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment

**Vocabulary**

**Exchanging Information**

- Answer questions pertaining to the Aztec civilization
  - ¿Dónde vivían los Aztecas?
  - ¿Cómo se llamaba la capital?
  - ¿Qué vendían en el mercado?
  - ¿Quién conquistó a los Aztecas?
  - ¿Cómo viajaban en Tenochtitlán?
  - ¿Cómo se llama la capital de México?
  - ¿Qué comían los aztecas?
  - ¿Qué formas de transporte usaban los aztecas?
  - ¿Qué idioma hablaban los aztecas?
  - ¿Quién era un dios importante para los aztecas?
- Ask for a price and pay for an item (market dialogue)
  - Compre! Compre! Es bonito! Es barato! Es buen producto!  
  - Quiero esto. ¿Cuánto cuesta? __________ cacaos.  
  - Es muy caro. __________ cacaos. No, amigo. Es muy poco.  
  - __________ cacaos.  
  - Está bien amigo.  
  - Mil gracias.

**Songs**

- La Cucaracha
- Regateo

**Books**

- Los Aztecas

**Activities**

- Label map – Aztec location, Tenochtitlán, océanos
- Compare Aztec, Inca and Maya civilizations – location, symbols, past and present cities
- Act out Aztec legend about Tenochtitlán
- Identify Aztec calendar
- Visit interactive website about Aztec calendar
- Make market items in Art class – yarn ornaments, alcatraces, stamps, jewelry, masks, etc.
- Buy and sell items at market day using cocoa beans as currency
- Play spoons with information about the three civilizations
- Celebrate Día de César Chávez through reading, video clips and discussion
- Decorate and break cascarones to celebrate Martes de Carnaval
ELEMENTARY SPANISH
Fifth Grade

UNIT 7: LOS MAYAS / THE MAYANS

Essential Question
• Who were the Mayas? Where did they live? What were their achievements?

Essential Understandings
The student will understand that:
• the geography of a place shapes its people, cultural perspectives and practices.
• native people share universal characteristics and they also have unique differences.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral: Participate in a trip conversation stating facts about different Maya cities visited.
Written: Write facts about Mayan cities to use in trip conversation.

Content Expectations/Benchmarks
The student will . . . at a novice low 3 level.

Communication
1.1 Interpersonal Communication
Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations
1.1.N.SL.i Ask for and obtain information in everyday situations in the target language
1.1.N.SL.k Share opinions in the target language with their classmates
1.1.N.RW.c Recognize and use appropriate register/honorifics in limited, simple social correspondence
1.1.N.RW.i Inquire in writing, to obtain information in the target language about time, place and price relating to services

1.2 Interpretive Communication
Students understand and interpret written and spoken language on a variety of topics
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.c Understand main idea of a visual media
1.2.N.L.d Understand main idea of an audio presentation
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as books, songs and websites/internet

1.3 Presentational Communication
Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
1.3.N.S.a Present songs and skits in the target language
1.3.N.S.c Record materials in the target language, such as a skits and cultural facts
1.3.N.W.a Illustrate and present songs and skit in the target language
Cultures

2.1 Practices and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken
2.1.N.H.e Identify and explain how the language and culture expanded throughout the world
2.1.N.F.c Describe how daily needs are met within a community or culture in which the language is spoken (housing, crop cultivation, transportation, access to public services, religion)
2.1.N.F.e Explain the practices and significance of an important religious ceremony/ritual within a community or culture in which the target language is spoken

2.2 Products and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken
2.2.N.G.b Identify major geographic features (rivers, mountains, deserts, forests) of the Mayan civilization
2.2.N.G.d Describe the climate and typical seasonal weather patterns in various parts of a country in which the language is spoken
2.2.N.C.b Identify historic culture icons, and the creators of these products, as well as natural sites
2.2.N.F.a Describe the products needed to carry out daily routines and meet basic needs within the Mayan community, region, or culture (housing, foods, mathematical and writing systems, clothing)
2.2.N.F.b Identify products that were native to a community, region, or country in which the language is spoken
2.2.N.F.d Describe and explain the significance of the products associated with important religious ceremonies within a community or culture in which the target language is spoken
2.2.N.E.b Identify the major natural resources used by the Mayan civilization
2.2.N.E.a Identify facilities, supplies, and materials needed for activities in a culture in which the language is spoken
2.2.N.E.c Recognize the currency of Mexico, Guatemala and Honduras (past and present)

Connections

3.1 Knowledge

Students reinforce and further their knowledge of other disciplines through the world language

3.1.N.a Reinforce previously learned content knowledge through the target language

Comparisons

4.1 Comparing Languages

Students demonstrate understanding of the nature of language through comparisons of the language studies and their own

4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)

4.2 Comparing Cultures

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

4.2.N.a Identify basic target culture practices and compare them to one’s own
4.2.N.b Identify basic target culture products and compare them to one’s own

Communities

5.1 Use of Language

Students use the language both within and beyond the school setting

5.1.N.a Exchange information in the target language with classmates, family and friends
5.2 Personal Enrichment

Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

5.2.N.a Willingly use the target language within the classroom setting

Vocabulary

Exchanging Information

- Answer questions pertaining to the Mayan civilization
  ¿Dónde vivían los mayas?
  ¿Cómo se llamaban unas ciudades importantes de los Mayas?
  ¿Dónde vivían los mayas?
  ¿Qué comían los mayas?
  ¿Qué formas de transporte usaban los mayas?
  ¿Qué idioma hablaban los mayas?
  ¿Quién era un dios importante para los mayas?
  ¿Dónde estudiaban las estrellas?
- Ask for bus travel information (time, price, destination)
- Present information orally
- Bus dialogue
  Hola. Necesito ___ boletos de ida y vuelta a ____ (Mayan city)
  ¿A qué hora sale el autobús?
  Sale a la/las _________.
  ¿Cuánto cuesta?
  Cuesta ______ pesos, quetzales, lempiras.
  Aquí está. Gracias.
  De nada. Adiós.
  (In the city)
  Bienvenido a ______ (city name)
  __________________ (two facts about that Mayan city)
  ¡Qué interesante / increíble! Gracias, adiós.

Songs

- Los Mayas
- Yo Soy Puro Guatemalteco

Books

- Los Mayas

Videos

- Tikal
- Copan
- Lost Kingdoms of the Maya
- Mayan music

Activities

- Label map for location of Maya, Inca, Aztec
- Four corners
- Label map for important Mayan cities – Chichén Itzá, Palenque, Tulum, Tikal, and Copán
- Identify major Mayan cities
- Rápido – flash Mayan number, show on marker board
- Show maíz and Mayan town slides and pictures
- Presentation by speaker from the Yucatan
- Act out bus dialogue
- Use local bus schedules and timetables in Spanish
• Compare twenty-four hour clock
• Identify traditional Mayan clothing
• Compare Mayan dress between different areas
• Look at different authentic Mayan instruments
• Listen to Mayan music
• Look up different Mayan cities on the Internet
• Celebrate Cinco de Mayo through music, food, dance, video, and craft.
Unit 1 (Spanish) focuses on the student’s personal and academic world, also covering similar topics in the target culture. Students learn basic vocabulary such as classroom expressions, greetings words, and ways to express likes and dislikes. Students use simple, practiced phrases and discourse in the present tense at a Novice Low level.

**Unit Title:** Mis amigos/My Friends  
**Grade Level/Course Title:** Sixth Grade/Spanish 1st Semester

**Essential Questions**
- How do I relate to others?  
- How do I spend my time?  
- How do I greet others and introduce myself?  
- How can I communicate with the teacher in a Spanish classroom?

**Essential Understandings**
The student will understand that:
- there are similarities and differences in daily life among people of different cultures.  
- there is a formal and an informal way to address others in Spanish.

**Assessment**
**Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)**  
Oral and Written
- Draw pictures for useful expressions  
- Getting to know you writing assignment  
- Me gusta paragraph  
- Vocabulary Poster

**Achievement**
- Skit: Nuestros Amigos  
- Presentation: Poster question and answer  
- Tests and quizzes: Classroom expressions, Spanish speaking country map test, letter

**Content Expectations/Benchmarks**
The student will … at novice low level.

**Communication**
**1.1 Interpersonal Communication**
- 1.1.N.SL.a Use the target language in greetings, leave taking, or introductions  
- 1.1.N.SL.b Ask and answer basic questions on family and self  
- 1.1.N.SL.c Recognize and use appropriate register/honorifics in greetings, leave takings, and introductions  
- 1.1.N.SL.h Exchange information about daily life  
- 1.1.N.SL.j Share likes and dislikes  
- 1.1.N.SL.k Share opinions and preferences  
- 1.1.N.RW.a Send notes to a friend to greet them  
- 1.1.N.RW.b Ask and answer basic questions  
- 1.1.N.R.W.h Share personal interest in writing  
- 1.1.N.R.W.j Share likes and dislikes in writing
1.2 Interpretive Communication
1.2.N.L.a Demonstrate understanding of oral classroom language
1.2.N.L.b Understand interpersonal communication on leisure and school activities
1.2.N.R.a Demonstrate understanding of written classroom language
1.2.N.R.c Understand written interpersonal communication on personal interest topics using a pen pal letter

1.3 Presentational Communication
1.3.N.S.b Present brief personal descriptions about self
1.3.N.W.c Write brief personal description of self

2.1 Practices and Perspectives
2.1.N.F.d Describe typical leisure activities in a Spanish speaking culture
2.1.N.F.e Explain the practices and significance of Día de los muertos

2.2 Products and Perspectives
2.2.N.G.a Identify countries in which Spanish is spoken
2.2.N.F.d Describe typical leisure activities in a Spanish speaking country
2.2.N.F.e Describe and explain significance of products related to religious/regional/personal celebration in a Spanish speaking country (Día de los muertos)

3.1 Knowledge
3.1.N.a Reinforce previously learned content knowledge (geography) through Spanish

4.1 Comparing Cultures
4.1.N.a Identity basic Hispanic practices and compare with one’s own

4.2 Comparing Languages
4.2.N.a Identify basic differences and similarities in vocabulary between Spanish and English
4.2.N.b Identify basic differences and similarities in grammar between Spanish and English
4.2.N.c Identify basic differences and similarities in honorifics between Spanish and English
4.2.N.d Identify basic differences and similarities in phonological feature between Spanish and English

5.1 Use of Language
5.1.N.a Exchange information in the target language through pen pals and/or email exchanges with students in Honduras/Spain

5.2 Personal Enrichment
5.2.N.a Willingly use Spanish within the classroom setting

Cross Cultural Competencies
- **Communication**
  - CCCI TLW demonstrate knowledge of exchanging information. Ask and state cultural background. (¿De dónde eres?)
  - CCCIV TLW discuss some generalizations of U.S. culture
- **Cultures**
  - CCCI TLW state names of Spanish speaking countries and their own cultural background
  - CCCII TLW define culture
  - CCCV-2 & 3 TLW practice how to comment on food respectfully as we celebrate Día de los muertos with Pan de Muertos
• **Connections**
  CCCII TLW compare different definitions of “americano” and how they change based on cultural perspective

• **Comparisons**
  CCCII Compare similarities and differences of culture that flow from the definition of culture

• **Communities**
  CCCI TLW write postcard to a friend in another class and indicate personal cultural background
  CCCVI TLW participate in Hispanic cultural activities (e.g., Watching Spanish TV, restaurant, festival)

**Vocabulary**

- Review: Colors, numbers, months, foods, animals, sports, community places, seasons, days of the week
- New Vocabulary: Classroom expressions, greetings, verbs, and country names

**Grammar**

- Me gusta + noun
- Me gusta + verb
- Ar, er, and ir infinitives

**Activities**

- Total Physical Response Activities
- Conversation activities
- Competitive games
- Bingo, Tic Tac Toe, Whomp-em, Mata la Mosca, Manos en la Cabeza
- Food tasting
- Pen Pals
- Singing
- Total Physical Response Story Telling

**Instructional Resources**

- Songs
- Videos
- Websites
- Worksheets
- CD – Sing, Laugh, Dance and Eat Tacos
- Textbook
- Teacher made materials
- Skinny Skits
Unit 2 (Spanish) focuses on the student’s personal and academic world, also covering similar topics in the target culture. Students learn basic vocabulary such as classes, numbers, classroom items and telling time. Students use simple, practiced phrases and discourse at a Novice Low level.

Unit Title: Mi escuela/My School Day
Grade Level/Course Title: Sixth Grade/Spanish 1st Semester

Essential Question
• How do I spend my day?

Essential Understanding
The student will understand that:
• there are similarities and differences in school life among people of different cultures

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral and Written
• Written time task
• Written indefinite and definite article
• Skit: Part I, Part II and Part III

Achievement
• My Horario Project
• Classroom items quiz, Time quiz, class subjects quiz
• Pen pal letters schedule
• Skit: Dialogue

Content Expectations/Benchmarks
The student will … at novice low level.

Communication
1.1 Interpersonal Communication
1.1.N.SL.h Exchange information about daily life
1.1.N.SL.i Ask about time
1.1.N.SL.j Share likes and dislikes regarding school classes
1.1.N.SL.k Share opinions and preferences about school classes
1.1.N.RW.a Use the target language to write letters of introduction and share a schedule
1.1.N.RW.c Recognize and use honorifics in simple social correspondence
1.1.N.RW.h Exchange information about school activities
1.1.N.RW.i Inquire in writing to obtain information in the target language about time of school activities

1.2 Interpretive Communication
1.2.N.L.a Demonstrate understanding of oral classroom language regarding classroom needs
1.2.N.L.b Understand interpersonal communication on preferences and school activities
1.2.N.R.a Demonstrate understanding of written classroom language
1.2.N.R.b Understand main idea of simple written materials
1.2.N.R.c Understand written interpersonal communication on personal interest topics like school schedule
1.3 Presentational Communication
1.3.N.S.b Present brief personal descriptions about self and school
1.3.N.W.b Prepare an illustrated schedule of school activities

Cultures
2.1 Practices and Perspectives
2.1.N.F.b Describe daily routines regarding school activities
2.1.N.F.d Describe typical holiday activities through pen pal exchange
2.1.N.E.a Identify typical daily school schedules and activities in a Spanish speaking country

2.2 Products and Perspectives
2.2.N.F.b Identify Spanish products (food)
2.2.N.E.a Identify school-related items in a Spanish speaking country

Connections
3.1 Knowledge
3.1.N.a Reinforce previously learned content knowledge (telling time) through Spanish

Comparisons
4.1 Comparing Cultures
4.1.N.a Identify basic Spanish school practices and holiday songs and compare with one’s own

4.2 Comparing Languages
4.2.N.a Identify basic differences and similarities in vocabulary between Spanish and English (classroom items and subjects)
4.2.N.b Identify basic differences and similarities in grammar between Spanish and English (articles)
4.2.N.c Identify basic differences and similarities in honorifics between Spanish and English
4.2.N.d Identify basic differences and similarities in phonological feature between Spanish and English

Communities
5.1 Use of Language
5.1.N.a Exchange information in the target language through pen pals and/or email exchanges with students in Honduras/Spain

5.2 Personal Enrichment
5.2.N.a Willingly use Spanish with the classroom setting
5.2.N.b Use Spanish print and electronic materials to explore topics of personal interest

Cross Cultural Competencies

• Communication
  CCCI TLW identify time as an element of culture. Learn how to state time using a 24 hr v. 12 hr framework

• Cultures
  CCCII TLW identify school day differences and similarities

• Comparisons
  CCCII TLW watch video of a typical school day of a Spanish speaking student

• Communities
  CCCV TLW write a pen pal letter

Vocabulary
  • Classroom items, school subjects, time, opinion expressions, numbers
Grammar
• definite and indefinite articles
• ser with time

Activities
• Conversation activities
• Competitive games
• Bingo, Tic Tac Toe
• Inside outside line
• Hear/Say
• Human Clock
• Simon Says
• Clock Partner Activity
• Dry Erase Activities
• Food tasting
• Singing
• Pen Pals
• Skit
• Story writing
• Holiday games and songs

Instructional Resources
• Songs
• Videos
• Websites
• Textbook
Unit 3 (Spanish) focuses on the student’s home life and leisure activities. This unit also covers similar topics in the target culture. Students learn to talk about activities they do and activities that friends and family like to do. Students use simple, practiced phrases and discourse in the present tense at a Novice Low level.

**Unit Title:** Mis actividades/Our Leisure Time Activities  
**Grade Level/Course Title:** Sixth Grade/Spanish 2nd Semester

**Essential Questions**
- What do I do in my leisure time?  
- What do students in Spanish Speaking countries have as hobbies and pastimes?

**Essential Understanding**
The student will understand that:  
- there are similarities and differences in what people of different cultures do in their leisure time

**Assessment**
**Proficiency** (*Performance tasks: Interpersonal, Interpretive, Presentational*)
- Oral and Written
  - Written – Original sentences using present tense verbs  
  - White Board Conjugation Task  
  - Written subject pronouns and verb assignments  
  - Oral response

**Achievement**
- Unit Quizzes and Tests: Grammar and vocabulary points, reading
- Pen pal letter describing typical daily activities

**Content Expectations/Benchmarks**
The student will … at novice low level.

**Communication**
1.1 Interpersonal Communication
1.1.N.SL.a Use of target language in greetings, leave taking, or introductions  
1.1.N.SL.b Ask and answer basic questions on self and friends  
1.1.N.SL.c Recognize and use appropriate register/honorifics in simple social situations  
1.1.N.SL.d Request, offer, invite, and reply using appropriate phrases  
1.1.N.SL.g Ask questions about places and things related to leisure time  
1.1.N.SL.h Exchange information about leisure time and interests  
1.1.N.SL.j Share likes and dislikes in Spanish with a classmate  
1.1.N.SL.k Share opinions and preferences on leisure activities  
1.1.N.RW.b Exchange information by asking and answering basic questions in writing  
1.1.N.RW.c Recognize and use honorifics in simple social correspondence  
1.1.N.RW.e Ask questions in writing about leisure activities  
1.1.N.RW.h Exchange information in writing in Spanish on familiar topics such as pastimes and interests  
1.1.N.RW.j Share likes and dislikes in Spanish with a classmate in writing using letters

1.2 Interpretive Communication
1.2.N.L.a Demonstrate understanding of oral classroom language including commands
1.2.N.L.b Understand interpersonal communication on leisure activities and interests
1.2.N.L.c Understand main idea of visual media (video Julio y Su Angel)
1.2.N.R.a Demonstrate understanding of written classroom language including commands
1.2.N.R.b Understand main idea of simple written stories
1.2.N.R.c Understand written interpersonal communication on leisure activities

1.3 Presentational Communication
1.3.N.S.b Present brief personal descriptions about personal interests
1.3.N.W.c Write brief personal descriptions on leisure activities and interests

Cultures
2.1 Practices and Perspectives
2.1.N.F.b Describe daily leisure routines within the Spanish community
2.1.N.F.d Describe typical leisure activities of Honduras/Spain
2.1.N.E.a Identify typical leisure activities and interests in Honduras/Spain

Connections
3.1 Knowledge
3.1.N.a Reinforce previously learned content knowledge (grammar) through Spanish

3.2 Point of View
3.2.N.a Use authentic Spanish audio, visual, and/or print materials to recognize differences in how a situation is viewed between one’s own culture and the Spanish culture (Julio y su Angel)

Comparisons
4.1 Comparing Cultures
4.1.N.a Identify basic Spanish practices and compare with one’s own

4.2 Comparing Languages
4.2.N.a Identify basic differences and similarities in vocabulary between Spanish and English
4.2.N.b Identify basic differences and similarities in grammar between Spanish and English
4.2.N.c Identify basic differences and similarities in honorifics between Spanish and English
4.2.N.d Identify basic differences and similarities in phonological feature between Spanish and English

Communities
5.1 Use of Language
5.1.N.a Exchange information in the target language through pen pals and/or email exchanges with students in Honduras/Spain

5.2 Personal Enrichment
5.2.N.a Willingly use Spanish within the classroom setting

Cross Cultural Competencies
- Communication
  CCCI TLW talk about what they and others do
- Cultures
  CCCI TLW describe a typical day in the US
- Connections
  CCCV-1 TLW use appropriate social skills in formal vs. informal situations (tú v. usted)
- Comparisons
  CCCII TLW compare and contrast typical day in the US with a typical day in pen pal country
- Communities
  CCCV TLW write a pen pal letter telling about what they do during the week
  CCCVI – 2 TLW demonstrate proper use of interpersonal skills in writing the pen pal letter
Vocabulary
- Subject Pronouns
- Verbs

Grammar
- Conjugation of ar, er, and ir verbs
- Subject Pronouns

Activities
- What’s Missing
- Memory
- Tic, tac, toe pronouns
- Dry erase boards
- Fly swatter game
- Cut and Paste verb activity
- Triangle fold snap game
- Dice game
- Partner verb hangman
- Reading activity
- Pick Five
- Board Race
- Songs
- Battleship

Instructional Resources
- Presentation Express CD
- Teacher made materials
- Textbook
UNIT 4: MI VIAJE A ESPAÑA / MY TRIP TO SPAIN

Unit 4 (Spanish) focuses on a virtual trip to Spain. Students learn to talk about weather, clothing, food and tourist attractions. They ask for and give opinions on weather, clothing, food and tourist attractions. Students use simple, practiced phrases and discourse in the present tense at a Novice Low level.

Unit Title: Mi viaje a españa/My Trip to Spain
Grade Level/Course Title: Sixth Grade/Spanish 2nd Semester

Essential Question
• How do I talk about every day events like weather, clothing and places to visit?

Essential Understanding
The student will understand that:
• there are similarities and differences in weather, clothing and tourist attractions between cultures.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral and Written
• Cartoon Character Description
• Online Weather Assignment
• Spain City Postcard

Achievement
• Weather quiz
• Clothing quiz
• Travel Journal

Content Expectations/Benchmarks
The student will … at novice low level.

Communication
1.1 Interpersonal Communication
1.1.N.SL.b Ask and answer basic questions on weather, clothing, food and tourist attractions
1.1.N.SL.c Recognize and use appropriate register/honorifics in simple social situations
1.1.N.SL.d Request, offer, invite, and reply using appropriate phrases
1.1.N.SL.g Ask questions about the attributes of place
1.1.N.SL.j Share likes and dislikes about food in Spanish with a classmate
1.1.N.SL.k Share opinions and preferences on food
1.1.N.RW.b Exchange information by asking and answering basic questions in writing
1.1.N.RW.c Recognize and use honorifics in simple social correspondence
1.1.N.RW.g Exchange information in writing in Spanish on attributes of place
1.1.N.RW.j Share likes and dislikes about food in Spanish with a classmate in writing

1.2 Interpretive Communication
1.2.N.L.a Demonstrate understanding of oral classroom language including commands
1.2.N.L.b Understand interpersonal communication on everyday occurrences like weather and clothing preferences
1.2.N.R.a Demonstrate understanding of written classroom language including commands
1.2.N.R.b Understand main idea of simple written materials
1.2.N.R.c Understand written interpersonal communication on weather, clothing, food and tourist attractions
1.3 Presentational Communication
1.3.N.S.b Present brief personal descriptions of visits to different places
1.3.N.W.a Illustrate and present a journal of a trip to Spain
1.3.N.W.c Write brief personal descriptions on visits to different cities in Spain

Cultures
2.1 Practices and Perspectives
2.1.N.H.b Name the governmental system and key political figures of Spain
2.1.N.H.e Identify and explain how the language and culture expanded throughout the world
2.1.N.F.c Describe how daily needs are met within a community or culture in which the language is spoken (Spain)
2.1.N.F.d Describe typical leisure activities commonly practiced in Spain
2.1.N.F.e Explain the practices and significance of a religious/regional/personal celebration in Spain

2.2 Products and Perspectives
2.2.N.G.a Identify countries capital and major cities of Spain
2.2.N.G.b Identify major geographic features of Spain
2.2.N.G.c Identify the neighboring countries and geographic features surrounding Spain
2.2.N.G.d Describe climate and typical seasonal weather in Spain
2.2.N.C.a Identify current cultural icons of Spain
2.2.N.C.b Identify historic culture icons
2.2.N.F.b Identify Spanish products (food)
2.2.N.F.d Describe and explain significance of products related to religious/regional/personal celebration in Spain
2.2.N.E.c Recognize currency in a Spain

Connections
3.1 Knowledge
3.1.N.a Reinforce previously learned content knowledge (geography, weather) through Spanish

Comparisons
4.1 Comparing Cultures
4.1.N.a Identity basic Spanish practices and compare with one’s own

4.2 Comparing Languages
4.2.N.a Identify basic differences and similarities in vocabulary between Spanish and English
4.2.N.b Identify basic differences and similarities in grammar between Spanish and English
4.2.N.c Identify basic differences and similarities in honorifics between Spanish and English
4.2.N.d Identify basic differences and similarities in phonological feature between Spanish and English

Communities
5.1 Use of Language
5.1.N.a Exchange information in the target language through pen pals and/or email exchanges with students in Honduras/Spain

5.2 Personal Enrichment
5.2.N.a Willingly use Spanish within the classroom setting

Cross Cultural Competencies
- Communications
  CCCCI TLW identify and appreciate different nationalities through passport activity.
- Cultures
  CCCIII TLW identify and explain Spanish contributions (artist and sports).
  CCCCV-1 TLW demonstrate an appreciation of commonalities and differences in food
• **Connections**
  CCCI  TLW identify role of Metric system in other countries and compute metric vs. non-metric measurements

• **Comparisons**
  CCCIV  TLW make a comparison of “las Fallas” and the Rose Bowl Parade. Use as an example of withholding judgment
  CCCIV  TLW demonstrate through testing recognition of stereotypes of Spanish people

**Vocabulary**
- Weather
- Clothing
- Map Vocabulary
- Extending Numbers
- Seasons
- Months
- Opinions/feelings
- Food
- Tourist Attractions
- Community

**Grammar**
- Verb llevar
- Verb ir
- Verb estar
- Adjective noun agreement

**Activities**
- Temperature conversion
- Graphic Organizer
- Food Tasting
- Whomp’em
- Clothing guessing game
- Ir Chant
- Weather song
- Fly Swater Game
- Travel Journal
- Crafts
- Papel Picado
- Postcards
- Double ended race
- Dry erase board

**Instructional Resources**
- Weather website
- Songs – Sing, laugh, dance and eat tacos
- Teacher created materials
- PowerPoints Spain
- Food
- Cooking Supplies
- Spain Video
- Art Supplies
- Stamps
UNIT 1: LA COMIDA / FOOD

The students will learn to identify and describe common breakfast and lunch foods. Students will comment on their likes and dislikes of different foods. Students will also learn interrogative words, answer basic questions and create questions. Students will also develop story writing skills that promote proficiency within an authentic context.

**Unit Title:** La comida/Food  
**Grade Level/Course Title:** Seventh Grade/Spanish 1st Semester

**Essential Questions**

- How do I share my likes and dislikes?
- How do I describe various food items?

**Essential Understandings**

The student will understand that:

- there are similarities and differences in the foods that different groups of people in the Hispanic world eat.
- there is a difference in describing foods with noun and adjective agreements in Spanish.
- there is a difference between Spanish and English when one describes his/her likes and or dislikes.

**Assessment**

**Proficiency** *(Performance tasks: Interpersonal, Interpretive, Presentational)*

- Oral and Written
  - **Skit:** Students act out a scene during breakfast or lunch describing the food and whether they like or dislike the items
  - **Interview:** News report presenting an interview in which they discuss and present information about a Spanish-speaking country’s lunch or breakfast
  - **Research Project:** Power point presentation on a typical breakfast and lunch in a specified Spanish-Speaking country

**Achievement**

- Unit Quizzes and Tests: Grammar and vocabulary points, listening, reading

**Content Expectations/Benchmarks**

The student will … at novice low level.

**Communication**

1.1 **Interpersonal Communication**

- I.I.N.SL.b Ask questions about health
- I.I.N.SL.f Discuss health and feelings/emotions (story)
- I.I.N.SL.g Learn food attributes
- I.I.N.SL.h Exchange information on personal interest (food)
- I.I.N.SL.j Express likes and dislikes about food
- I.I.N.SL.k Share opinions and preferences
- I.I.N.RW.f Ask/answer questions about feelings (story)
- I.I.N.RW.g Read and write about food attributes
- I.I.N.RW.j Read and write about likes and dislikes about food
- I.I.N.RW.k Read and write opinions and preferences
1.2 Interpretive Communication
I.2.N.L.a Demonstrate understanding of oral classroom directions
I.2.N.L.b Understand interpersonal communication on preferences
I.2.N.L.d Understand main idea of stories (TPRS)
I.2.N.R.a Demonstrate understanding of written directions
I.2.N.R.c Understand written interpersonal communication on preferences

1.3 Presentational Communication
I.3.N.S.a Present stories in the target language
I.3.N.S.c Record materials in target language for story presentations
I.3.N.W.b Prepare written stories

Cultures
2.1 Practices and Perspectives
2.I.N.H.e Identify and explain how we assimilated food practices
2.I.N.F.b Describe mealtimes impact on daily routines
2.I.N.F.c Describe daily food preparation and shopping
2.I.N.F.d Describe typical leisure activities related to a healthy life style practiced by a community or culture in which the language is spoken
2.I.N.F.e Explain the practices and significance of an important practice (quinceañera)
2.I.N.E.a Identify schedules and activities of a typical day (lunch and breakfast) in a community or culture in which the language is spoken
2.I.N.E.c Identify how economic class impacts leisure/food practices

2.2 Products and Perspectives
2.2.N.F.a Describe food products for daily life
2.2.N.F.b Identify foods that were native to a community
2.2.N.F.c Describe products for leisure activities native to a community (quinceañera)
2.2.N.F.d Describe food associated with quinceañera
2.2.N.E.a Identifying food needed for activities in a community
2.2.N.E.b Identify food products of country in which the language is spoken

Connections
3.1 Knowledge
3.1.N.a Social studies – role of food

Comparisons
4.1 Comparing Cultures
4.1.N.a Identify basic target culture practices and compare them to one’s own (cultural comparisons with meals)

4.2 Comparing Languages
4.2.N.a Identify cognates
4.2.N.b Identify basic grammar connections

Communities
5.1 Use of Language
5.2.N.a Willingly use the language to communicate basic needs

Cross Cultural Competencies
Understand cultural perspectives on meals
CCCII TLW compare and contrast food and geography of Ecuador and United States
CCCIV TLW investigate and identify prejudice and discrimination that arises from misunderstanding of Hispanic Holidays (e.g. Día de los Muertos)
CCCII TLW recognize differences and similarities between speakers from different Spanish speaking countries (video clips people in different countries eating different foods)

**Vocabulary**
- Food and beverages for breakfast and lunch, health vocabulary

**Grammar**
- me gustan/me encantan
- plural of adjectives
- verbs: ser/estar

**Activities**
- Reading
- Writing
- Listening
- Speaking
- Grammar practice
- Games- i.e. Manos en la cabeza, mata mosca, bingo, womp ‘em
- Dry erase boards
- Total Physical Response
- Total Physical Response Story Telling

**Instructional Resources**
- Textbook
- Video
- Presentation Express CD (grammar)
- Clip art vocabulary
MIDDLE SCHOOL SPANISH
Seventh Grade

UNIT 2: INVITACIONES Y PLANES / INVITATIONS AND PLANS

Unit 2 focuses on leisure activities, invitations and making plans. Students learn to extend, accept or decline invitations, discuss the time events will occur and describe how they feel.

Unit Title: Invitaciones y planes/Invitations and Plans
Grade Level/Course Title: Seventh Grade/Spanish 1st Semester

Essential Questions
• How do I invite others to do something?
• How do I make plans for the future?

Essential Understanding
The student will understand that:
• There is a formal and informal way to extend an invitation.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral and Written
• Written story- presented live, video, puppet show, or power point

Achievement
• Unit Quizzes and Tests: Grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will … at novice mid level.

Communication
Interpersonal Communication
1.1.N.SL.b Ask and answer basic questions on weather and health
1.1.N.SL.c Recognize and use appropriate register/honorifics in greetings, leave takings, and introductions
1.1.N.SL.d Inviting using appropriate phrases
1.1.N.SL.h Exchanging information on school activities and personal interest
1.1.N.SL.i Ask for and obtain information about time and place of events.
1.1.N.SL.k Share opinions and preferences about events/leisure activities
1.1.N.RW.d Invite and reply in writing
1.1.N.RW.f Ask and answer about feelings using a list of traits
1.1.N.RW.i Inquire in writing to obtain information about the time and place of events
1.1.N.RW.k Share opinions and preferences about events

Interpretive Communication
1.2.N.L.b Understand interpersonal communication on leisure activities
1.2.N.L.c Video
1.2.N.L.d Listening activities. Understand main idea of visual media (video)
1.2.N.R.a Demonstrate understanding of written classroom language
1.2.N.R.b Understand main idea of written invitations
1.2.N.R.c Understand written interpersonal communication on invitations
**Presentational Communication**

1.3.N.S.a Present stories in the target language  
1.3.N.W.b Prepare illustrated stories

**Cultures**

**Practices and Perspectives**

2.1.N.F.b Describe typical activities  
2.1.N.F.d Describe typical leisure activities  
2.1.N.E.a Daily schedule – school dances and activities in the community

**Products and Perspectives**

2.2.N.F.c Products needed for leisure activities (movies, movie theaters, etc.)  
2.2.N.E.a Identify facilities needed for activities

**Connections**

**Knowledge**

3.1.N.a Reinforce previously learned content knowledge (geography, math, history)

**Point of View**

3.1.N.b Use print materials to recognize differences in how a situation is viewed between one’s own culture

**Comparisons**

**Comparing Cultures**

4.1.N.a Identify basic practices and compare with one’s own like opportunities for leisure activities

**Comparing Languages**

4.2.N.a Identify basic differences and similarities in vocabulary with cognates  
4.2.N.b Identify basic differences and similarities in grammar

**Communities**

**Use of Language**

5.1.N.a Exchange information in the target language through pen pals and/or email exchanges with students

**Personal Enrichment**

5.2.N.a Willingly use Spanish in the classroom setting for TPRS

**Cross Cultural Competencies**

Understand perspective and culture on leisure activities

CCCV – iv TLW identify Hispanic food stereotypes that lead to prejudicial attitudes (Survey friends and family, discuss and provide feedback)

**Vocabulary**

- Community places  
- Leisure activities  
- Invitations and making plans  
- Extend, accept or decline invitations  
- Time  
- Feelings
Grammar
- Verb ‘ir’
- Asking questions
- *Ir + a + infinitive*
- Verb ‘jugar’

Activities
- Storytelling
- Retelling stories
- Vocabulary cards-community places
- Grammar practice
- Games-mata a la mosca, womp ‘em, bingo, manos en la cabeza
- Partner activities
- Listening activities
- Total Physical Response
- Total Physical Response Story Telling

Instructional Resources
- Book
- Audio CD
- Videos
- Presentation Express CD
- TPRS-Blaine Ray Chapter 9
UNIT 3: MI FAMILIA Y AMIGOS / MY FAMILY AND FRIENDS

Unit 3 focuses on describing oneself and others, specifically family members and friends. Students will learn adjectives so that they can describe the physical appearance, character and personality traits of friends, family, and classmates.

**Unit Title:** Mi familia y amigos / My Family and Friends

**Grade Level/Course Title:** Seventh Grade / Spanish 1st Semester

### Essential Questions
- How do I describe the people in my family?
- How do I describe my friends and myself?

### Essential Understanding
The student will understand that:
- there are similarities and differences in daily life among families and friends of different cultures.

### Assessment

**Proficiency** *(Performance tasks: Interpersonal, Interpretive, Presentational)*

Oral and Written
- Family Project
- Reading comprehension
- Presentation/TV show: Families around the world

**Achievement**
Unit Quizzes and Tests: Grammar and vocabulary points, listening, reading

### Content Expectations/Benchmarks
The student will … at novice low/mid level.

### Communication

**Interpersonal Communication**
- 1.1.N.SL.b Ask and answer basic questions about self, family and friends
- 1.1.N.SL.e Ask questions about physical characteristics of family, friends and self
- 1.1N.SL.h Exchange information on personal interests and family life
- 1.1.N.SL.j Share likes and dislikes
- 1.1.N.RW.a Use the target language to write pen pal letters
- 1.1.N.RW.b Exchange information to ask about weather and family
- 1.1.N.RW.c Use appropriate honorific register in letter
- 1.1.N.RW.e Ask questions about physical appearance of family and friends
- 1.1.N.RW.h Exchange information about personal interests and family life

**Interpretive Communication**
- 1.2.N.L.b Understand interpersonal communication on personal interests and family
- 1.2.N.L.c Understand main idea of visual media (video)
- 1.2.N.L. d Listening activities
- 1.2.N.R.b Understand main idea of simple written materials
- 1.2.N.R.c Understand written interpersonal communication on personal interest topics
Presentational Communication
1.3.N.S.b Present personal descriptions about self, family, and friends
1.3.N.W.c Write a personal description of self, family and friends

Cultures
Practices and Perspectives
2.1.N.F.a Describe family structures and the role of friends
2.1.N.F.e Explain the practices and significance of a personal celebration of a quinceañera

Connections
Knowledge
3.1.N.a Reinforce previously learned content knowledge (art)

Point of View
3.1.N.b Use authentic print materials to recognize differences in families

Comparisons
Comparing Cultures
4.1.N.a Identify celebrations and compare with one’s own

Comparing Languages
4.2.N.a Identify basic differences and similarities in vocabulary using cognates
4.2.N.b Identify basic differences using adjectives

Communities
Personal Enrichment
5.2.N.a Willingly use Spanish within the classroom setting

Cross Cultural Competencies
Cultural perspectives on families and celebrations
CCCI TLW discuss diversity in families illustrated through family projects
CCCII TLW compare families in Latin America and East Grand Rapids (Pobre Ana)

Vocabulary
• Family
• Adjectives
• Possessive adjectives

Grammar
• Verbs: ser y estar
• Verb venir
• Verb tener

Activities
• Vocabulary cards
• Games-womp ‘em, mata a la mosca, bingo, manos en la cabeza
• Partner activities
• Dry erase boards
• Getting to know you activity
• Reading Pobre Ana
• Acting out scenes from Pobre Ana
• Total Physical Response
• Total Physical Response Story Telling
Instructional Resources

- Book-textbook & Pobre Ana
- Audio CD
- Videos
- Websites
- Presentation Express
MIDDLE SCHOOL SPANISH
Seventh Grade

UNIT 4: VAMOS A COMER / LET’S GO OUT TO EAT

Unit 4 focuses on the student’s ability to go to a restaurant and order a meal. Students will learn to describe table settings, eating out, and how to describe their needs within a restaurant setting.

Unit Title: Vamos a comer/Let’s Go Out to Eat
Grade Level/Course Title: Seventh Grade/Spanish 2nd Semester

Essential Questions
- How do I order a meal at a restaurant?
- How do I express my needs at a restaurant?

Essential Understanding
The student will understand that:
- there are similarities and differences in how people go to a restaurant and the foods they eat there

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral and Written
  Skit: Eating out at a restaurant
  Menu: Make a menu
  Debate: Argue in favor to move to Ecuador

Achievement
- Unit Quizzes and Tests: Grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will … at novice low/mid level.

Communication
Interpersonal Communication
1.1.N.SL.a Use of target language in greetings, leave taking, or introductions
1.1.N.SL.c Recognize and use appropriate register/honorifics in greetings, leave takings, and introductions
1.1.N.SL.d Request and apply appropriately using phrases
1.1.N.SL.g Comment on attributes of table settings
1.1.N.SL.i Asking for information relating to restaurants
1.1.N.SL.j Share likes and dislikes about food
1.1.N.SL.k Share opinions and preferences on food
1.1.N.RW.c Recognize and use honorifics in simple social correspondence
1.1.N.RW.d Request and reply in restaurant dialogue
1.1.N.RW.g Ask questions about the attributes of foods (restaurant dialogue)

Interpretive Communication
1.2.N.L.a Demonstrate understanding of oral classroom language
1.2.N.L.b Understand interpersonal communication on preferences about food
1.2.N.L.c Understand main idea of visual media (video)
1.2.N.L.d Understand main idea of an audio presentation
1.2.N.R.a Demonstrate understanding of written classroom language
1.2.N.R.b Understand main idea of simple written materials like authentic restaurant menus
Presentational Communication
1.3.N.S.c Present restaurant dialogue
1.3.N.W.a Present a menu

Cultures
Practices and Perspectives
2.1.N.H.e Identify and explain how Hispanic foods have expanded throughout the United States
2.1.N.E.a Identify activities as they pertain to eating out

Products and Perspectives
2.2.N.F.b Identify Hispanic products (food)
2.2.N.F.d Describe and explain significance of products related to religious/regional/personal celebration in a Hispanic country

Connections
3.1.N.a math (kilograms and pounds)

Point of View
3.1.N.b Use authentic menus

Comparisons
Comparing Cultures
4.1.N.a Identify basic Hispanic eating out practices and compare with one’s own

Comparing Languages
4.2.N.a Identify basic differences and similarities in vocabulary between Spanish and English via cognates
4.2.N.b Identify basic differences and similarities in grammar between Spanish and English
4.2.N.c Identify basic differences and similarities in honorifics between Spanish and English

Communities
Personal Enrichment
5.2.N.a Willingly use Spanish with the classroom setting

Cross Cultural Competencies
Understand cultural perspectives on family celebrations
CCCI-3 TLW participate in a debate on the strengths and weakness of East Grand Rapids as a community
CCCII Ecuador Research framed within elements of culture
CCCIII TLW identify contributions of Ecuador to world community
CCCII TLW compare and contrast music, holidays and social environment of Ecuador and United States
CCCIV TLW analyze prejudice and discrimination that arises from exposure to a new culture (Ecuador Video – Traveler viewpoint)
CCCIV TLW discuss prejudice and discrimination of migrants

Vocabulary
• feelings and need
• restaurant conversations
• table settings
• dinner foods
• activities
Grammar
- Verb: traer
- Quisiera-I would like

Activities
- Conversation activities
- Food tasting
- Group activity-research a menu
- Total Physical Response
- Total Physical Response Story Telling

Instructional Resources
- Book
- Realidades TPR Stories
- Audio CD
- Videos
- Websites
- Presentation Express
MIDDLE SCHOOL SPANISH
Eighth Grade

UNIT 1: LA CASA / THE HOME

The students will learn to identify and describe bedroom items, electronic equipment, rooms in a house and household chores. Students will make comparisons using adjectives that describe things. Students will also make comparisons between different types of housing around the world. Students will also develop story writing skills that promote proficiency within an authentic context.

Unit Title: La casa/The Home
Grade Level/Course Title: Eighth Grade/Spanish 1st Semester

Essential Questions
- How do I talk about my home environment?
- How do I make comparisons?

Essential Understandings
The student will understand that:
- there are similarities and differences in the houses that different groups of people in the Hispanic world live in.
- there is a difference in comparing with noun and adjective agreements in Spanish.
- there is a difference between Spanish and English when one describes his/her surroundings.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral and Written
- House plan: Students create and describe their house plan
- Presentation: Students present a how to project using the present progressive
- Skit: Students act out a scene using chores and household commands

Achievement
- Unit Quizzes and Tests: Grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will … at novice mid level.

Communication
1.1 Interpersonal Communication
I.I.N.SL.c Recognize and use the appropriate honorifics when giving commands
I.I.N.SL.e Ask questions using comparison about physical characteristics of people
I.I.N.SL.g Ask questions about rooms and items in the home
I.I.N.SL.j Express likes and dislikes through comparisons
I.I.N.SL.k Share opinions and preferences
I.I.N.RW.a Use the target language in pen pal letters to describe the home
I.I.N.RW.b Ask and answer basic questions about my home and my chores
I.I.N.RW.c Recognize and use appropriate honorifics in pen pal correspondence
I.I.N.RW.d Request information appropriate in pen pal letter
I.I.N.RW.g Ask questions in writing about places and things in a student’s immediate environment
I.I.N.RW.h Exchange information in writing on familiar topics such as home and family life
I.I.N.RW.k Share opinions and preferences with classmates and pen pals in writing

East Grand Rapids Public Schools, World Languages Curriculum, May 2009
1.2 Interpretive Communication
I.2.N.L.a Demonstrate understanding of oral classroom instruction
I.2.N.L.b Understand interpersonal communication on comparisons
I.2.N.L.c Understand the main idea of a visual media
I.2.N.R.a Written commands
I.2.N.R.b Understand main idea in stories
I.1.N.R.c Understand written communication from pen pals

1.3 Presentational Communication
I.3.N.S.a Present stories
I.3.N.S.c Present speaking story presentations
I.3.N.W.a Writing stories and presenting
I.3.N.W.b Prepare illustrated stories
I.3.N.W.c Write brief personal descriptions to pen pals

Cultures
2.1 Practices and Perspectives
2.I.N.H.d Identify current events related to housing
2.I.N.F.c Describe how daily housing needs are met
2.I.N.F.e Explain the significance of an important holiday (Dia de los Muertos)

2.2 Products and Perspectives
2.2N.C.a Identify current cultural icons (music)
2.2N.C.b Identify historic cultural icons (art)
2.2.N.F.a Describe products needed to carry out daily home routines
2.2.N.F.d Food associated with Día de los Muertos

Connections
3.1 Knowledge
3.1.N.a Social studies – role of housing, Art - art architectural design

3.2 Point of View
3.2.N.a Use print material to recognize that a topic might be viewed in more than one way

Comparisons
4.1 Comparing Cultures
4.1.N.a Cultural comparisons with homes, music, art and holidays

4.2 Comparing Languages
4.2.N.a Cognates
4.2.N.b Grammar connections
4.2.N.c Differences in honorifics – tú commands
4.2.N.d Identify differences and similarities in phonological language features

Communities
5.1 Use of Language
5.1.N.a Exchange information with pen

5.2 Personal Enrichment
5.2.N.a Willingly use the language to communicate with pen pals
5.2.N.b Use authentic target language media to explore topics of personal interest and enjoyment (music)
Cross Cultural Competencies

Understand cultural perspectives on housing

CCCI TLW recognize social structures of organization that shape who we are – housing as an example of cultural framework used to understand our world

CCCII TLW identify and discuss housing practices in Latin America and United States (specialized stores)

CCIII TLW identify and explain examples of important contributions of artists

CCCIV TLW use relationship building skills with pen pals in asking questions without giving offense

Vocabulary

- Bedroom items, electronic equipment, colors, adjectives, rooms in house and household chores

Grammar

- Making comparisons including superlatives
- Stem changing verbs poder and dormir
- Affirmative tú commands
- Present progressive

Activities

- Reading
- Writing
- Listening
- Speaking
- Grammar practice
- Games - i.e. Manos en la cabeza, mata mosca, bingo, womp ‘em
- Dry erase boards
- Total Physical Response
- Total Physical Response Story Telling

Instructional Resources

- Textbook
- Video
- Presentation Express CD (grammar)
- Clip art vocabulary
- Art visuals
- Authentic floor plans
The students will learn to identify and describe clothes and gifts. Students will be able to talk about what they want and prefer. Students will also tell what happened in the past. Students will understand cultural perspectives on shopping and gift giving. Students will also develop story writing skills that promote proficiency within an authentic context.

Unit Title: Vamos de compras / Let’s Go Shopping
Grade Level/Course Title: Eighth Grade / Spanish 1st Semester

Essential Questions
- How do I talk about shopping for clothes and gifts?
- How do I talk about the past?
- How do I shop in a Hispanic community?

Essential Understandings
The student will understand that:
- there are similarities and differences in shopping establishments and customs.
- there is a difference in how things are pointed out (demonstrative adjectives) in Spanish.
- there is a difference between Spanish and English when one talks about past events.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral and Written
- Fashion Show: Students will create a fashion show
- Catalogue: Students will create a clothing catalogue
- Letter: Students will write a letter telling about a past vacation
- Presentation: Shopping for clothes

Achievement
- Unit Quizzes and Tests: Grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will … at novice mid level.

Communication
1.1 Interpersonal Communication
I.I.N.SL.b Ask and answer shopping questions
I.I.N.SL.c Recognize and use the appropriate honorifics when buying gifts and clothes
I.I.N.SL.d Request clothing information using memorized phrases
I.I.N.SL.g Ask questions about clothing attributes
I.I.N.SL.h Exchange information regarding personal apparel
I.I.N.SL.i Ask for and obtain information in everyday situations in the target language about size and price
I.I.N.SL.j Express likes and dislikes about clothing and gifts
I.I.N.SL.k Share opinions and preferences about clothing and gifts
I.I.N.RW.a Use the target language in pen pal letters to describe clothing they wear
I.I.N.RW.b Ask and answer basic questions about clothing
I.I.N.RW.c Recognize and use appropriate honorifics in pen pal correspondence
I.I.N.RW.g Ask questions in writing about attributes of clothing and gifts
I.I.N.RW.i  Inquire in writing to obtain information about clothing size and price relating to stores
I.I.N.RW.k  Share opinions and preferences with classmates and pen pals in writing (getting to know you)

1.2 Interpretive Communication
I.2.N.L.a  Demonstrate understanding of oral classroom instruction
I.2.N.L.b  Understand interpersonal communication on clothing and gift preferences
I.2.N.R.a  Demonstrate understanding of written requests
I.2.N.R.b  Understand main idea in stories
I.2.N.R.c  Understand written communication on interest topics relating to shopping and stores

1.3 Presentational Communication
I.3.N.S.a  Present stories
I.3.N.S.b  Present brief personal description of clothing
I.3.N.S.c  Present speaking story presentations
I.3.N.W.a  Illustrate and present clothing catalogue
I.3.N.W.b  Prepare illustrated stories
I.3.N.W.c  Write brief personal descriptions to pen pals

Cultures
2.1 Practices and Perspectives
2.1.N.F.a  The role of gift giving in a community
2.1.N.F.d  Describe typical leisure activities like shopping
2.1.N.F.e  Explain the practices and significance of a religious holiday

2.2 Products and Perspectives
2.2.N.C.b  Identify historic cultural icons (Juan Miró)
2.2.N.F.a  Describe products needed to carry out daily shopping and clothing routines
2.2.N.F.b  Identify clothing products that are native to a Hispanic country
2.2.N.F.c  Identify clothing needed for leisure activities
2.2.N.F.d  Describe the significance of gifts and clothing associated with a religious holiday
2.2.N.E.c  Recognize the currency of an Hispanic country

Connections
3.1 Knowledge
3.1.N.a  social studies – role of clothing and stores – math – currency conversions

3.2 Point of View
3.2.N.a  Use audio and visual material to recognize that a topic might be viewed in more than one way

Comparisons
4.1 Comparing Cultures
4.1.N.a  Cultural comparisons with shopping and clothing

4.2 Comparing Languages
4.2.N.a  Cognates
4.2.N.b  Grammar connections
4.2.N.d  Identify differences and similarities in phonological language features

Communities
5.1 Use of Language
5.1.N.a  Use the language to communicate with pen pals

5.2 Personal Enrichment
5.2.N.a  Willingly use the target language within the classroom setting
5.2.N.b Use authentic target language media to explore topics of personal interest and enjoyment (music)
5.2.N.c Identify careers where skills in another language or cross-cultural understanding are needed

**Cross Cultural Competencies**

**Understand cultural perspectives on shopping, clothing and gift giving**

CCC1 TLW demonstrate knowledge of one's own culture as it regards to shopping, clothing, and gift giving

CCCII TLW identify and discuss how shopping and gift giving practices are similar and how they are different in Latin America and United States (specialized stores).

**Vocabulary**

Clothing, shopping, numbers, places to shop, gift items, accessories, talking about the past

**Grammar**

- Stem changing verbs: pensar, querer, preferir
- Demonstrative adjectives
- The preterite of ar verbs
- The preterite of -car and -gar verbs
- Direct object pronouns

**Activities**

- Reading
- Writing
- Listening
- Speaking
- Grammar practice
- Getting to know you
- Games - i.e. Manos en la cabeza, mata mosca, bingo, womp ‘em
- Dry erase boards
- Fine line bingo
- Partner activities
- Total Physical Response
- Total Physical Response Story Telling

**Instructional Resources**

- Textbook
- Video
- Presentation Express CD (grammar)
- Clip art vocabulary
- Authentic crafts and clothing
The students will learn to describe their vacations, places they visited, and volunteer community activities. Students will be able to talk about events in the past. Students will understand cultural perspectives on volunteer work, travel and vacations. Students will also develop story writing skills that promote proficiency within an authentic context.

Unit Title: Mis vacaciones y comunidad/My Vacation and Community
Grade Level/Course Title: Eighth Grade/Spanish 2nd Semester

Essential Questions
• How do I talk about places I have been to?
• How do I talk about the past?
• How do I talk about my involvement in the community?

Essential Understandings
The student will understand that:
• there are similarities and differences in travel and vacation experiences between our culture and Hispanic cultures.
• how the past is expressed varies according to the verb infinitive.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Oral and Written
  Letter: Use the past tense to describe a past vacation
  Poster: Create a poster which highlights their previous summer experiences
  Story: Write a story using the past tense
  Report: Day of Caring report

Achievement
• Unit Quizzes and Tests: Grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will … at novice mid level.

Communication
1.1 Interpersonal Communication
I.I.N.SL.b Ask and answer basic questions about personal experiences
I.I.N.SL.d Request information about experiences
I.I.N.SL.g Ask questions about place attributes
I.I.N.SL.h Exchange information regarding personal experiences
I.I.N.SL.i Ask for and obtain information in everyday situations in the target language about community
I.I.N.SL.k Share opinions and preferences about vacations with classmates
I.I.N.RW.a Use the target language in pen pal letters to describe past events
I.I.N.RW.b Ask and answer basic questions about experiences
I.I.N.RW.c Recognize and use appropriate honorifics in pen pal correspondence
I.I.N.RW.d Request, offer, invite and reply appropriately in writing
I.I.N.RW.e Ask questions in writing about family and friends
I.I.N.RW.g Ask questions in writing about attributes of community
I.I.N.RW.h Exchange information in writing about a memorable experience
I.I.N.RW.j Share likes and dislikes in the target language

1.2 Interpretive Communication
I.2.N.L.a Demonstrate understanding of oral classroom instruction
I.2.N.L.b Understand interpersonal communication on topics of personal interest such as previous experiences
I.2.N.L.c Understand main idea of visual media or live presentation
I.2.N.R.a Demonstrate understanding of written requests
I.2.N.R.b Understand main idea in stories
I.2.N.R.c Understand written communication on interest topics relating to previous experiences and community service

1.3 Presentational Communication
I.3.N.S.a Present stories
I.3.N.S.b Present brief personal description of past experiences
I.3.N.S.c Present speaking story presentations
I.3.N.W.a Illustrate and present report on Day of Caring
I.3.N.W.b Prepare illustrated stories
I.3.N.W.c Write brief personal descriptions to pen pals

Cultures
2.1 Practices and Perspectives
2.1.N.F.a Describe products associated with recycling and community service
2.1.N.F.b Describe routines and vacation practices
2.1.N.F.d Describe typical leisure activities
2.1.N.F.e Explain the practices and significance of a religious holiday (Cinco de Mayo)

2.2 Products and Perspectives
2.2.N.G.a Identify countries, their capitals and major cities in which the language is spoken
2.2.N.G.b Identify major geographic features of a country in which a language is spoken
2.2.N.F.a Describe products associated with recycling and community service
2.2.N.F.b Identify products native to a community, region, or culture

Connections
3.1 Knowledge
3.1.N.a Science – protected regions, eco-tourism, recycling

Comparisons
4.1 Comparing Cultures
4.1.N.a Cultural comparisons with shopping and clothing

4.2 Comparing Languages
4.2.N.a Cognates
4.2.N.b Grammar connections (indirect object pronouns, past tense, irregular verbs)
4.2.N.d Identify differences and similarities in phonological language features

Communities
5.1 Use of Language
5.1.N.a Use the language to communicate with pen pals

5.2 Personal Enrichment
5.2.N.a Willingly use the target language within the classroom setting
5.2.N.b Use authentic target language media to explore topics of personal interest and enjoyment (music)
5.2.N.c Identify careers where skills in another language or cross-cultural understanding are needed
Cross Cultural Competencies
Understand cultural perspectives on vacations and community service

CCCI TLW demonstrate knowledge of one's own culture as it regards to vacation practices and community service

CCCII TLW identify and discuss how leisure and community service practices are similar and how they are different in Latin America and United States

Vocabulary
• Places to visit on vacation, things to see and do on vacation, transportation, expressions to talk about vacation, places in the community

Grammar
• Preterite of er and ir verb
• Preterite of irregular verbs: ir, hacer and dar
• Present tense of decir
• Indirect object pronouns

Activities
• Reading
• Writing
• Listening
• Speaking
• Grammar practice
• Getting to know you
• Games- i.e. Manos en la cabeza, mata mosca, bingo, womp ‘em
• Dry erase boards
• Fine line bingo
• Partner activities
• Total Physical Response
• Total Physical Response Story Telling

Instructional Resources
• Textbook
• Video
• Presentation Express CD (grammar)
• Clip art vocabulary
• Internet resources
In this unit the student will become acquainted with concepts and vocabulary dealing with school, classroom and weather.

Unit Title: Para empezar/Preliminary Unit
Grade Level/Course Title: Various/Spanish 1/2

Essential Question
• How can I express myself on basic topics?

Essential Understanding
The student will understand that:
• people use Spanish to communicate.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• Student will be able to express themselves in the target language using the vocabulary learned for basic greetings and classroom situations. (1.1.N.SL.a, 1.1 N.SL.b, 1.1N. SL.c, 1.1N.SL.g, 1.2.N.L.a, 1.3.N.S.b, 2.1N.H.c, 2.2.N.G.d, 3.1.N.a, 5.2.N.a)
• Students will work in small groups and write a dialog using the vocabulary and grammar learned in this unit.(1.1.N.RW.a, 1.1.N.RW.b, 1.1.N.RW.i, 1.2.N.R.a, 1.2.N.R.b,)

Achievement
• Unit quizzes and tests, grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will …at a novice mid level.

Communication
1.1 Interpersonal Communication
1.1.N.SL.a Use of target language in greetings, leave taking, or introductions
1.1.N.SL.b Ask and answer basic questions on weather and health
1.1.N.SL.c Recognize and use expressions in simple social situations
1.1.N.SL.g Ask questions about things in their immediate environment
1.1N.RW.a Use the target language in written communication such as email, letters, etc., to greet, take leave, or make introductions

Interpretive Communication
1.2.N.L.a Shows understanding of oral classroom directions, commands, and requests in the target language
1.2.N.L.c Understand main idea of visual media or live presentation
1.2.N.R.a Understand basic written classroom language

Presentational Communication
1.3.N.S.a Present songs, poems, stories in target language
1.3.N.W.b Present personal description on familiar topics such as classroom, self, and school
1.3.N.W.a Illustrate materials on poster, advertisement, etc.
Cultures

2.1 Practices and Perspectives
2.1.N.H.c Describe one important political issue in a country in which target language is spoken
2.1.N.H.e Talk about how the language and culture expanded throughout the world

2.2 Products and Perspectives
2.2.N.G.c Become aware of neighboring countries that speak the target language
2.2.N.G.d Describe weather and season in parts of a country in which the target language is spoken
2.2.N.E.a Identify materials needed for schooling and activities

Connections

3.1 Knowledge
3.1.N.a Reinforce previously learned knowledge through the target language

Comparisons

4.2 Comparing Languages
4.2.N.a Use cognates to identify differences and similarities between target language and one’s own language
4.2.N.b Identify grammatical differences and similarities

Communities

5.2 Personal Enrichment
5.2.N.a Willingly use the target language within the classroom. Activities and expressions for saying greetings, introductions, leave takings, numbers, time, weather, seasons, body parts, classroom items, and asking for help.

Cross Cultural Competencies

I. Knowledge of One’s Own Culture
II. Elements of Culture
III. Contributions
IV. Prejudice and Discrimination

Vocabulary

• Activities and expressions for saying greetings, introductions, leave takings, numbers, time, weather, seasons, body parts, classroom items, and asking for help

Grammar

• Introduction to the verbs: Tener, Ser, Estar, Querer, Gustar, Necesitar, Poder, formula for telling time

Activities

• Bingo, tic tac toe, stop starts on songs, spelling bees, bell game, grammatical chairs, singing of grammar and vocabulary songs, spelling relays on the board, puzzles

Instructional Resources

• Realidades Level 1: Textbook, workbook, activity workbook, videos, songs, transparencies, and C.D’s
• Song: “De Colores”
• Website: PhSchool.com
This unit deals with expressing likes and dislikes.

**Unit Title:** Mis amigos y yo/My Friends and I  
**Grade Level/Course Title:** Various/Spanish 1/2

**Essential Questions**  
- What do I like to do?  
- What am I like?

**Essential Understanding**  
The student will understand that:  
- people use Spanish to communicate.

**Assessment**  
**Proficiency** *(Performance tasks: Interpersonal, Interpretive, Presentational)*  
- Student will tell classmates about likes and dislikes. (1.1.N.SL., 1.1 N.SL.h, 1.1N. SL.j, 1.1N.RW.b, 1.3.N.S.b, 2.1.NF.d, 2.2.N.C.b, 4.2.N.d)  
- Student will write an e-mail introducing themselves to a pen pal. (1.1.N.RW.h, 1.3.N.W.b, 1.3.N.W.c, 5.2.N.b)

**Achievement**  
- Unit quizzes and tests, grammar and vocabulary points, listening reading

**Content Expectations/Benchmarks**  
The student will … at a novice mid level.

**Communication**  
**1.1 Interpersonal Communication**  
1.1.N.SL.b Ask and answer questions on health/physical conditions of self and others  
1.1.N.SL.h Talk about personal interests, school activities, and family life  
1.1.N. SL.j Share likes and dislikes in target language  
1.1.N.RW.b Ask and answer questions in writing in target language about health and physical conditions of self and others  
1.1.N.RW.h Exchange written information in target language of personal interests

**1.2 Interpretive Communication**  
1.2.N.L.b Understand communication of personal interests  
1.2.N.LR.c Understand written interpersonal communication of personal interests

**1.3 Presentational Communication**  
1.3.N.S.b Present brief personal description on interests  
1.3.N.W.b Write illustrated stories, books, etc., on interests and self description  
1.3.N.W.c Write personal description in target language on self

**Cultures**  
**2.1 Practices and Perspectives**  
2.1.NF.d Describe typical leisure activities within a community
2.2 Products and Perspectives
2.2.N.C.b Talk about art, music, literature, etc., to show likes, dislikes

Connections
3.2 Point of View
3.2.N.a Use audio, visual, and written materials in target language. Notice how situation may be viewed differently when presented in another language.

Comparisons
4.2 Comparing Languages
4.2.N.a Use cognates to identify differences and similarities between target language and one’s own language
4.2.N.b Identify grammatical differences and similarities
4.2.N.d Discuss differences and similarities in phonological features between target and one’s own language

Communities
5.2 Personal Enrichment
5.2.N.b Use printed and electronic media to explore personal interests

Cross Cultural Competencies
II Elements of Culture
IV Prejudice & Discrimination

Vocabulary
• Activities and expressions for saying what you like and don’t like, adjectives and vocabulary to ask about and describe someone’s personality

Grammar
• Infinitives, making negative statements, adjectives, definite and indefinite articles, word order

Activities
• Bingo, tic tac toe, stop starts on songs, spelling bees, bell game, grammatical chairs, singing of grammar and vocabulary songs, spelling relays on the board, and puzzles

Instructional Resources
• Realidades Level 1: Textbook, workbook, activity workbook, videos, songs, transparencies, C.D’s
• Song: ¿Cómo eres tú?
• Website: PhSchool.com
This unit deals with learning vocabulary that is found in the classroom and using prepositions of location.

Unit Title: La escuela/The School
Grade Level/Course Title: Various/Spanish 1/2

Essential Questions
- What are the items of a classroom?
- How do I describe the location of things?

Essential Understanding
The student will understand that:
- people use Spanish to communicate.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
- Student will present an oral description of the items in the classroom using the vocabulary from classroom objects, ar verbs, the verb estar and basic prepositions of location. (1.1.N.SL.g, 1.2.N.L.a, 2.2.N.E.a, 4.2.N.a, 5.2.N.a)
- Student will write a physical description of the classroom using classroom objects, the verb estar and prepositions of location. (1.2.N.L.a, 1.2.N.L.a, 3.2.N.a, 4.2.N.b)

Achievement
- Unit quizzes and tests, grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will …at a novice mid level.

Communication
1.1 Interpersonal Communication
1.1.N.SL.g Ask questions about the attributes of places and things in the immediate environment
1.1N.RW.g Ask questions in writing about the attributes of places and things in the immediate environment

1.2 Interpretive Communication
1.2.N.L.a Show understanding of oral classroom language using directions, commands and requests
1.2.N.L.a Show understanding of written language including directions, commands, and requests

1.3 Presentational Communication
1.3.N.S.b Present brief personal description on familiar topics

Cultures
2.2 Products and Perspectives
2.2.N.E.a Identify supplies and materials needed for schooling

Connections
3.2 Point of View
3.2.N.a Use audio, visual, and written materials in target language. Notice how situation may be viewed differently when presented in another language.
Comparisons

4.2 Comparing Languages
4.2.N.a Use cognates to identify differences and similarities between target language and one’s own language
4.2.N.b Identify grammatical differences and similarities

Communities

5.2 Personal Enrichment
5.2.N.a Willingly use the target language in the classroom setting

Cross Cultural Competencies

II Elements of Culture

Vocabulary

• Classroom items and furniture, parts of the classroom; prepositions of location

Grammar

• Subject pronouns, the present tense of AR verbs, the verb estar, the plurals of nouns and articles

Activities

• Bingo, tic tac toe, stop starts on songs, spelling bees, bell game, grammatical chairs, singing of grammar and vocabulary songs, spelling relays on the board, and puzzles

Instructional Resources

• Realidades Level 1: Textbook, workbook, activity workbook, videos, songs, transparencies, C.D’s
• Video: “La Bamba” (excerpts)
• Song: “La Bamba”
• Website: PhSchool.com
UNIT 3: LA COMIDA / THE FOOD

This unit deals with vocabulary pertaining to foods, expressing one’s health, and using adjectives and adverbs to express quantity and preferences.

Unit Title: La comida/The Food
Grade Level/Course Title: Various/Spanish 1/2

Essential Questions
- When and what do I eat for breakfast and lunch?
- What should I eat to maintain good health?

Essential Understanding
The student will understand that:
- people use Spanish to communicate.

Assessment Tasks
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
- Student will talk about the various foods, meal times and health. (1.1.N.SL.b, 1.1 N.SL.h, 1.1N. SL.j, 1.1N.RW.b, 1.2.N.L.c, 2.1.N.F.b, 2.1.N.F.c, 2.2.N.F.a, 2.2.N.F.b, 2.2.N.F.d, 4.1N.a, 4.2.N.a)
- Student will make a poster or power point listing various foods and which meals can be associated with these foods. (1.1N.RW.b, 1.1.N.RW.i, 1.1.N.RW.k, 1.2.N.R.b, 1.3.N.W.a, 1.3.N.W.b, 3.2.N.a, 5.1.N.a)

Achievement
- Unit quizzes and tests, grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will …at a novice mid level.

Communication
1.1 Interpersonal Communication
1.1.N.SL.b Ask and answer questions on health/physical conditions of self and others
1.1 N.SL.h Talk about situations relating to restaurants and food
1.1N. SL.j Share likes and dislikes in target language about foods
1.1N.RW.b Ask and answer questions in writing in target language about health and physical conditions of self and others
1.1.N.RW.i Obtain written information about restaurants and stores
1.1.N.RW.k Share opinions on foods in writing, using e-mail, letters, etc.

1.2 Interpretive Communication
1.2.N.L.c Understand main idea of commercials or TV shows dealing with cuisine
1.2.N.R.b Understand the main idea of simple written materials pertaining to cuisine and health

1.3 Presentational Communication
1.3.N.W.a Present materials such as a menu
1.3.N.W.b Write illustrated stories dealing with diet and meals

Cultures
2.1 Practices and Perspectives
2.1.N.F.b Describe typical daily activities within a community, such as meals
2.1.N.F.c Talk about shopping, food preparation within a culture
2.2 Products and Perspectives
2.2.N.F.a Describe products needed to carry out daily routines (stores, foods)
2.2.N.F.b Identify products native to a region or country
2.2.N.F.d Describe the importance of the products associated with various holidays

Connections
3.2 Point of View
3.2.N.a Use audio, visual, and written materials in target language. Notice how situation may be viewed differently when presented in another language.

Comparisons
4.1 Comparing Cultures
4.1.N.a Identify basic target culture’s practices and compare them to one’s own

4.2 Comparing Languages
4.2.N.a Identify differences and similarities in vocabulary; use cognates and borrowed words

Communities
5.2 Personal Enrichment
5.1.N.a Exchange information on foods, recipes with people around the world via e-mail, letters, etc.

Cross Cultural Competencies
II. Elements of Culture
III. Contributions
IV. Prejudice & Discrimination

Vocabulary
• Foods, beverages, adverbs of frequency, expressions to show surprise, expressions to discuss health, preferences, agreement, disagreement, and quantity; adjectives to describe food

Grammar
• Present tense of er and ir verbs, the verbs gustar and encantar, the plural of adjectives and the verb ser

Activities
• Bingo, tic tac toe, stop starts on songs, spelling bees, bell game, grammatical hairs, singing of grammar and vocabulary songs, spelling relays on the board, and puzzles

Instructional Resources
• Realidades Level 1: Textbook, workbook, activity workbook, videos, songs, transparencies, audio C.D’
• Song: “Eres tú”
• Website: PhSchool.com
This unit deals with leisurely activities that one is going to do alone or with others.

Unit Title: Los pasatiempos/My Hobbies
Grade Level/Course Title: Various/Spanish 1/2

Essential Questions
• Where am I going?
• With whom am I going?
• What am I going to do?

Essential Understanding
The student will understand that:
• people use Spanish to communicate.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• Student will tell others what he is going to do in the future. (1.1.N.SL.d, 1.1.N.SL.g, 1.1.N.SL.i, 1.2.N.L.b, 2.1.N.F.b, 2.2.N.F.c, 3.1.N.a, 4.2.N.a, 4.2.N.b)
• Student will write a letter to a pen pal telling what he plans to do after he graduates from school. (1.1.N.RW.i, 1.2.N.LRW.c, 1.3.N.W.b, 1.3.N.W.c, 5.2.N.b)

Achievement
• Unit quizzes and tests, grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will …at a novice mid level.

Communication
1.1 Interpersonal Communication
1.1.N.SL.d Request, offer, invite and reply using memorized phrases
1.1.N.SL.g Ask questions about attributes of places and things
1.1.N.SL.i Ask questions and obtain information about places, time, stores, transportation, and services
1.1.N.RW.d Request, offer, and invite in writing using memorized phrases
1.1.N.RW.g Ask written questions about places and things
1.1.N.RW.i Inquire in writing to get information about places, time, stores, transportation, and services

1.2 Interpretive Communication
1.2.N.L.b Understand communication of personal interests
1.2.N.LR.c Understand written interpersonal communication of personal interests

1.3 Presentational Communication
1.3.N.W.b Write illustrated stories, books, etc., on interests and self description
1.3.N.W.c Write personal description in target language on self
Cultures
2.1 Practices and Perspectives
2.1.N.F.b Talk about daily routines within a culture using time and activities appropriate to various periods of the day
2.1.N.F.d Talk about typical leisure activities

2.2 Products and Perspectives
2.2.N.F.c Describe the products needed for leisure activities

Connections
3.1 Knowledge
3.1.N.a Reinforce previously learned content knowledge through the target language

Comparisons
4.2 Comparing Languages
4.2.N.a Use cognates to identify differences and similarities between target language and one’s own language
4.2.N.b Identify grammatical differences and similarities

Communities
5.2 Personal Enrichment
5.2.N.b Use printed and electronic media to explore topics of personal interests and enjoyment

Cross Cultural Competencies
V. Conflict Resolution

Vocabulary
• Feelings, expressing invitations, expressions to express the near future, expressions telling where and with whom one is going, leisure activities

Grammar
• The verb ir, interrogative words such as “where”, the future expressed with the construction: Ir+a+Infinitive

Activities
• Bingo, tic tac toe, stop starts on songs, spelling bees, bell game, grammatical chairs, singing of grammar and vocabulary songs, spelling relays on the board, and puzzles

Instructional Resources
• Realidades Level 1: Textbook, workbook, activity workbook, videos, songs, transparencies, audio C.D’s
• Movie: “The Mask of Zorro”
• Song: “Adónde vas?”
• Website: PhSchool.com
The unit will show how and when families celebrate various occasions.

Unit Title:  Fiesta en familia/Family Parties
Grade Level/Course Title:  Various/Spanish 1/2

Essential Questions
• How do I celebrate birthdays?
• How do I order food at a restaurant?

Essential Understandings
The student will understand that:
• people use Spanish to communicate.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• Student will talk about the Sweet 15 birthday celebrations. (1.1.N.SL.a, 1.1 N.SL.c, 1.1N. SL.d, 1.2.N.L.b, 1.3.N.S.b, 2.1.N.H.d, 2.1.N.F.e,)
• Student will write out an invitation inviting others to his/her birthday party. (1.1.N.RW.c, 1.1.N.RW.d, 1.2.N.LR.c, 1.3.N.W.b, 1.3.N.W.c, 2.2.N.F.d, 3.2.N.a, 4.1.N.a, 5.2.N.b)

Achievement
• Unit quizzes and tests, grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will …at a novice mid level.

Communication
1.1 Interpersonal Communication
1.1.N.SL.a Use the target language with culturally appropriate gestures
1.1.N.SL.c Use the appropriate grammatical forms in simple social situations
1.1.N. SL.d Request, offer, and invite using memorized phrases
1.1N.RW.c Recognize and use honorifics in simple social correspondence
1.1.N.RW.d Request, offer, invite, and reply in writing using memorized phrases

1.2 Interpretive Communication
1.2.N.L.b Understand interpersonal communication on family life, leisure, and everyday occurrences
1.2.N.LR.c Understand written interpersonal communication of personal interests such as leisure, family life

1.3 Presentational Communication
1.3.N.S.b Present brief personal description on interests
1.3.N.W.b Write illustrated stories, books, etc., on interests and self description
1.3.N.W.c Write personal description in target language on self

Cultures
2.1 Practices and Perspectives
2.1.N.H.d Describe current events (celebrations) in a country in which the language is spoken
2.1.N.F.e Explain the practices of civil, religious, regional, personal, or family holiday or celebration
2.2 Products and Perspectives
2.2.N.F.d Describe and explain the importance of the products associated with holidays and celebrations

Connections
3.2 Point of View
3.2.N.a Use audio, visual, and written materials in target language. Notice how situation may be viewed differently when presented in another language.

Comparisons
4.1 Comparing Cultures
4.1.N.a Identify basic target culture practices and compare them to one’s own

Communities
5.2 Personal Enrichment
5.2.N.b Use printed and electronic media to explore personal interests

Cross Cultural Competencies
   I. Knowledge of One’s Own Culture
   II. Elements of Culture
   IV. Prejudice & Discrimination

Vocabulary
   • Vocabulary dealing with family, parties, description of people, and ordering a meal

Grammar
   • The verbs: tener, estar, ser and venir, possessive adjectives

Activities
   • Bingo, tic tac toe, stop starts on songs, spelling bees, bell game, grammatical chairs, singing of grammar and vocabulary songs, spelling relays and board games

Instructional Resources
   • Realidades Level 1: Textbook, workbook, activity workbook, videos, songs, transparencies, audio C.D’s
   • Movies: “Sweet 15”
   • Song: “Ven Conmigo”
   • Website: PhSchool.com
This unit deals with vocabulary and grammar used to describe the rooms of a house and what chores are done.

Unit Title: La casa/The Home
Grade Level/Course Title: Various/Spanish 1/2

Essential Questions
- How do I describe my house?
- Which chores do I perform at home?

Essential Understanding
The student will understand that
- people use Spanish to communicate.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Student will describe a typical floor plan of a house and talk about who is responsible for the household chores. (1.1.N.SL.b, 1.1.N.Sl.g, 1.1.N.Sl.h, 1.2.N.L.b, 1.3.N.S.b, 2.1.N.F.c, 2.2.N.F.a, 3.1.N.a, 4.2.N.a, 4.2.N.c)
Student will write a simple essay describing his/her home using adjectives and verbs previously learned. (1.1.N.RW.g, 1.1.N.RW.h, 1.2.N.LR.c, 1.3.N.W.b, 1.3.N.W.c, 3.2.N.a, 4.2.N.b, 5.2.N.b)

Achievement
- Unit quizzes and tests, grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will …at a novice mid level.

Communication
1.1 Interpersonal Communication
1.1.N.SL.b Ask basic questions about self, family and friends
1.1.N.SL.g Ask questions about the attributes of places and things in their immediate environment
1.1.N.SL.h Talk about personal interests, school activities, and family life
1.1.N.RW.g Ask questions in writing about the physical attributes of places and things in their immediate environment
1.1.N.RW.h Exchange written information about personal interests and family life

1.2 Interpretive Communication
1.2.N.L.b Talk about interpersonal communication on topics of personal interest such as family life, leisure activities and every day occurrences
1.2.N.LR.c Understand written interpersonal communication on topics of personal interest such as family life, leisure activities and every day occurrences

1.3 Presentational Communication
1.3.N.S.b Present brief personal descriptions on familiar topics in the target language such as home and self
1.3.N.W.b Prepare illustrated stories about activities or events in student’s personal life
1.3.N.W.c Write brief personal descriptions on familiar topics such as home and self
Cultures
2.1 Practices and Perspectives
2.1.N.F.c Describe how daily needs are met within a community (housing, shopping, food preparation, etc.)

2.2 Products and Perspectives
2.2.N.F.a Describe the products needed to carry out daily routines and meet basic needs in a community in which the language is spoken (housing, foods, etc.)

Connections
3.1 Knowledge
3.1.N.a Reinforce previously learned content knowledge through the target language

3.2 Point of View
3.2.N.a Use audio, visual, and or printed materials only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture

Comparisons
4.2 Comparing Languages
4.2.N.a Use cognates to identify differences and similarities between target language and one’s own language
4.2.N.b Identify grammatical differences and similarities
4.2.N.c Identify basic differences and similarities in honorifics

Communities
5.2 Personal Enrichment
5.2.N.b Use printed and electronic media to explore personal interests

Cross Cultural Competencies
II. Elements of Culture

Vocabulary
• Bedroom items, electronic equipment, colors, adjectives to describe things, rooms in a house and household chores

Grammar
• Comparisons and superlatives, stem-changing verbs: poder and dormir, affirmative tú commands, the present progressive tense

Activities
• Bingo, tic tac toe, stop starts on songs, spelling bees, bell game, grammatical chairs, singing of grammar and vocabulary songs, spelling relays on the board

Instructional Resources
• Realidades Level 1: Textbook, workbook, activity workbook, videos, songs, transparencies, C.D’s
• Song: “La Cucaracha”
• Website: PhSchool.com
The student will learn how to shop in a different environment.

**Unit Title:** De compras/Shopping  
**Grade Level/Course Title:** Various/Spanish 1/2

**Essential Questions**
- How do I find out how much things cost?
- What can I buy and where can I buy things?

**Essential Understanding**
The student will understand that:
- people use Spanish to communicate.

**Assessment**
**Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)**
- Student will talk about the Sweet 15 birthday celebrations. (1.1.N.SL.i, 1.1.N.SL.j, 1.2.N.L.c, 1.3.N.S.b, 2.1.N.H.d, 2.1.N.F.c, 2.2.N.F.a, 2.2.N.E.b, 3.1.N.N.a, 4.2.N.a, 5.1.N.a, 5.2.N.c)
- Student will write out an invitation inviting others to a birthday party. (1.1.N.RW.i, 1.1.N.RW.j, 1.1.N.RW.k, 1.2.N.R.c, 1.3.N.W.a, 3.2.N.a, 4.2.N.b)

**Achievement**
- Unit quizzes and tests, grammar and vocabulary points, listening, reading

**Content Expectations/Benchmarks**
The student will … at a novice mid level.

**Communication**

1. **1.1 Interpersonal Communication**
   - 1.1.N.SL.i Ask for and obtain information about price, size, relating to stores, and services
   - 1.1.N.SL.j Share likes and dislikes in the target language with a classmate
   - 1.1.N.RW.i Inquire in writing to obtain information about price, stores, services, etc.
   - 1.1.N.RW.j Share likes and dislikes in the target language with their classmates in writing using e-mail messages, notes, letters
   - 1.1.N.RW.k Share opinions with classmates using e-mail messages, notes and letters

2. **1.2 Interpretive Communication**
   - 1.2.N.L.c Understand main idea of a visual media or live presentation (commercials, etc.)
   - 1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as leisure and school activities (e-mail, letters, etc.)

3. **1.3 Presentational Communication**
   - 1.3.N.S.b Present brief personal description on interests
   - 1.3.N.W.a Illustrate and present materials in the target language such as advertisement, poster, or menu
Cultures
2.1 Practices and Perspectives
2.1.N.E.c Identify ways in which people of all ages earn money or make a living in a community or culture where the target language is spoken
2.1.N.F.c Describe how daily needs are met within a culture (shopping, food preparation, etc.)

2.2 Products and Perspectives
2.2.N.F.a Describe the products needed to carry out daily routines within a community
2.2.N.E.c Recognize the currency of a country in which the language is spoken

Connections
3.1. Knowledge
3.1.N.a Reinforce previously learned content knowledge through the target language

3.2 Point of View
3.2.N.a Use audio, visual or print materials to recognize a topic may be viewed (shopping) differently in one’s own culture than in the target language

Comparisons
4.2 Comparing Languages
4.2.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
4.2.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target language

Communities
5.1 Use of Language
5.1.N.a Exchange information in the target language with people locally and around the world e-mail, etc.

5.2 Personal Enrichment
5.2.N.c Identify careers where skills in another language or cross-cultural understanding are needed

Cross Cultural Competencies
II. Elements of Culture
IV. Prejudice & Discrimination

Vocabulary
• Clothing, shopping, numbers 200-1,000, places to shop, gifts, accessories; buying and selling

Grammar
• Stem-changing verbs: pensar, querer, and preferir, demonstrative adjectives, preterite of ar, car, and gar verbs, direct object pronouns lo, la, los, las

Activities
• Bingo, tic tac toe, stop starts on songs, spelling bees, bell game, grammatical chairs, singing of grammar and vocabulary songs, spelling relays on the board, puzzles

Instructional Resources
• Realidades Level 1: Textbook, workbook, activity workbook, videos, songs, transparencies, audio C.D’s Movies: Argentina
• Song: “Escapar”
• Website: PhSchool.com
This unit introduces the student to various activities that one can do to help in the community and to traveling.

Unit Title: Experiencias/Experiences
Grade Level/Course Title: Various/Spanish 1/2

Essential Questions
- How can travel in a different place?
- What activities can I do to help in the community?

Essential Understanding
The student will understand that:
- people use Spanish to communicate.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
- Student will call and ask information about traveling to a certain destination in the target language. Student will do volunteer work in a community where the target language is spoken.
  (1.1.N.SL.a, 1.1.N.SL.g, 1.2.N.SL.i, 1.2.N.L.b, 1.3.N.S.b, 2.1.N.H.c, 2.1.NF.c, 2.2.N.F.a, 2.2.N.F.c, 4.1.N.a)
- Student will write to a travel agency/destination asking information on planning a vacation.
  (1.1.N.RW.a, 1.1.N.RW.g, 1.1.N.RW.i, 1.2.N.R.b, 1.3.NW.b, 3.2.N.a, 5.1.N.a, 5.2.N.b)

Achievement
- Unit quizzes and tests, grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will …at a novice mid level.

Communication
1.1 Interpersonal Communication
1.1.N.SL.a Use the target language in everyday social situations
1.1.N.SL.g Ask questions about the attributes of places and things in their immediate environment
1.1.N.SL.i Ask for and obtain information about stores, transportation, and services
1.1.N.RW.a Use the target language in email messages, test messages, etc., to greet, take leave or make introductions
1.1.N.RW.g Ask questions in writing about the attributes of places and things in their environment and answer in writing
1.1.N.RW.i Inquire in writing to receive information about stores, transportation, and services

1.2 Interpretive Communication
1.2.N.L.b Understand interpersonal communication on topics of personal interest such as leisure, and everyday life
1.2.N.R.b Understand main idea of simple accessible written materials such as magazine, newspaper articles, internet, etc.

1.3 Presentational Communication
1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as self, friends, family, etc.
1.3.N.W.b Prepare illustrated stories (big books, posters, etc.) about activities or events in student’s personal life (travel, volunteer experiences)

**Cultures**
**2.1 Practices and Perspectives**
2.1.N.H.c Identify one important political issue in a country in which the language is spoken
2.1.N.F.c Describe how daily needs are met within a community or culture (transportation, health care, access to public services)

**2.2 Products and Perspectives**
2.2.N.F.a Describe the products needed to carry out daily routines and meet basic needs with a community (transportation, public services, etc.)
2.2.N.F.c Describe the products needed for leisure activities practiced within a community, region, or culture in which the target language is spoken

**Connections**
**3.2 Point of View**
3.2N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic may be viewed differently in one’s own culture than in the target culture

**Comparisons**
4.1 Comparing Cultures:
4..N.a Identify basic target culture practices and compare them to one’s own

**Communities**
**5.1 Use of Language**
5.1.N.a Exchange information in the target language with people locally and around the world e-mail, etc.

**5.2 Personal Enrichment**
5.2.N.b Use authentic target language print materials and electronic media to explore topics of interest and enjoyment

**Cross Cultural Competencies**
II. Elements of Culture
III. Contribution
IV Prejudice & Discrimination

**Vocabulary**
- Vacation places; activities; modes of transportation, recycling and volunteer work; places in a community

**Grammar**
- Preterite of er and ir verbs; preterite of the verb ir, the personal a, the verb decir, indirect object pronouns; preterite of hacer and dar

**Activities**
- Bingo, tic tac toe, stop starts on songs, spelling bees, bell game, grammatical chairs, singing of grammar and vocabulary songs, spelling relays on the board, puzzles

**Instructional Resources**
- Realidades Level 1: Textbook, workbook, activity workbook, videos, songs, transparencies, audio C.D’s
- Song: “Tecolote”
- Website: PhSchool.com
In this unit the student will express opinions on media entertainment.

Unit Title: Medios de comunicación/Means of Communication
Grade Level/Course Title: Various/Spanish 1/2

Essential Questions
• What kind of television shows and movies do I prefer?
• What kind of computer activities do I like to do?

Essential Understanding
The student will understand that:
• people use Spanish to communicate.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• Student will perform a skit with other classmates and film it. (1.1.N.SL.j, 1.1.N..SL.k, 1.2.NL.c, 1.2.NL.d, 2.2.NC.b, 4.2.N.d)
• Student will send a skit made by himself/herself and classmates to another class in a country where the target language is spoken. In return, they will receive a video from the foreign students. (1.1.N.RW.j, 1.1.RW.k, 1.2.N.R.b, 1.3.N.S.c, 3.2.N.a, 5.1.N.a, 5.1.N.b, 5.2.N.b)

Achievement
• Unit quizzes and tests, grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will …at a novice mid level.

Communication
1.1 Interpersonal Communication
1.1.N.SL.j Share likes and dislikes in the target language with a classmate
1.1 N.SL.k Share opinions and preferences in the target language
1.1.N.RW.j Share likes and dislikes with a classmate in writing, using e-mail, notes and letters
1.1.N.RW.k Share opinions and preferences in the target language in writing, email, notes and letters

1.2 Interpretive Communication
1.2.N.L.c Understand main idea of a visual media or live presentation
1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, song/music)
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as websites, internet, poetry or stories

1.3 Presentational Communication
1.3.N.S.c Record materials in the target language such as fashion show, weather report

Culture
2.1 Practices and Perspectives
2.2.N.C.b Talk about art, music, literature, etc., to show likes, dislikes
Connections
3.2 Point of View
3.2.N.a Use audio, visual, and written materials in target language. Notice how situation may be viewed differently when presented in another language.

Comparisons
4.2 Comparing Languages
4.2.N.d Identify basic differences and similarities in phonological features such as pronunciation, intonation, and tone

Communities
5.1 Use of Language
5.1.N.a Exchange information in the target language with people locally and around the world through pen and key pals, email and electronic presentations
5.1.N.b Provide services to others in the school district such as musical presentations, skits or reading to others

5.2 Personal Enrichment
5.2.N.b Use printed and electronic media to explore personal interests

Cross Cultural Competencies
II. Elements of Culture
III. Contribution
IV. Prejudice & Discrimination
VI. Social Justice/Service Learning

Vocabulary
• Television shows, movie genres, giving opinions, computers, communication, computer-related activities

Grammar
• Acabar de+ infinitive; gustar and similar verbs; the verbs pedir, servir, saber, conocer

Activities
• Bingo, tic tac toe, stop starts on songs, spelling bees, bell game, grammatical chairs, singing of grammar and vocabulary songs, spelling relays on the board, and puzzles

Instructional Resources
• Realidades Level 1: Textbook, workbook, activity workbook, videos, songs, transparencies, audio C.D’s
• Movies: La Fiesta Brava (history of bull fighting)
• Song: Medley of all songs learned throughout the year
• Website: PhSchool.com
HIGH SCHOOL SPANISH
Spanish 3/4

PARA EMPEZAR / PRELIMINARY UNIT

In this preliminary unit the student will review skills to communicate about themselves and the leisure activities they enjoy doing. They will discuss topics while focusing on the correct usage of adjectives and present regular ar, er, and ir verbs in sentences. They will focus on nationalities and describe the first day of class in Spanish-speaking countries. Students will connect with other content areas as they read and write about the immigrant population in the United States. Comparisons will be made about adjectives and nationality in relation to countries of origin. The theme of community will be explored as students share about summer experiences involving Spanish.

Unit Title: Para empezar/Preliminary Unit
Grade Level/Course Title: Various/Spanish 3/4

Essential Question
- How do I share about myself in another language?

Essential Understanding
The student will understand that:
- people use languages other English to describe themselves and get to know other people.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
- Write a poem in the shape of a diamond. The poem is going to describe you. Write 3 questions for your classmates to get to know them better. Be prepared to answer questions from your teacher and classmates so they are able to learn more about you.

 Achievement
- Unit quizzes and tests. Grammar and vocabulary points, listening and reading.

Content Expectations/Benchmarks
The student will …at a novice high level.

Communication
1.1 Interpersonal Communication
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions
1.1.N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self, family and friends
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions
1.1.N.SL.e Ask questions about physical appearance, character and personality traits of friends, family, classmates and answer using a list of traits
1.1.N.SL.f Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits
1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends
1.1.N.RW.c Recognize and use appropriate register/honorifics in limited, simple social correspondence
1.1.RW.e Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits

1.1.RW.f Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits

1.2 Interpretive Communication
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests

1.3 Presentational Communication
1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school
1.3.N.W.a Illustrate and present materials in the target language such as an advertisement, poster, or menu (poem)

Cultures
Practices and Perspectives
2.1.N.H.d Identify and describe significant current events in a country in which the language is spoken
2.1.N.H.e Identify and explain how the language and culture expanded throughout the world
2.1.N.F.b Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)
2.1.N.E.a Identify levels of instruction, courses, and typical daily school schedules and activities in a community or culture in which the language is spoken

Products and Perspectives
2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken
2.2.N.E.a Identify facilities, supplies, and materials needed for schooling and activities in a community or culture in which the language is spoken

Connections
3.1 Knowledge
3.1.N.a Reinforce previously learned content knowledge through the target language

3.2 Point of View
3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture

Comparisons
4.1 Comparing Languages
4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target language
4.1.N.c Identify basic differences and similarities in register/honorifics between one’s own language and the target language
4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

4.2 Comparing Cultures
4.2.N.a Identify basic target culture practices and compare them to one’s own
4.2.N.b Identify basic target culture products and compare them to one’s own
Communities

5.1 Use of Language
5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations

5.2 Personal Enrichment
5.2.N.a Willingly use the target language within the classroom setting
5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment

Cross Cultural Competencies
I. Knowledge of One’s Own Culture
II. Elements of Culture
III. Contributions
IV. Prejudice and Discrimination
VI. Social Justice/Service Learning

Vocabulary
• Descriptive adjectives
• Adjectives of nationality
• Common verbs
• Question words
• Seasons
• Adverbs of time

Grammar
• Adjective agreement
• Present tense of the verb ser
• Subject pronouns
• Present tense of regular verbs

Activities
• Complete survey with classmates about likes and dislikes
• Make diamond poem for class, present and post in class or on web.
• Begin Carpeta of Verbos – This will have subject pronouns and verb endings for all tenses. Will be used throughout high school.

Instructional Resources
• Realidades 2
• World map in Spanish
HIGH SCHOOL SPANISH  
Spanish 3/4  

UNIT 1: TÚ DÍA ESCOLAR / YOUR SCHOOL DAY

In this unit the student will use skills to communicate about classroom and extracurricular activities, school rules and what they know. They will discuss topics while focusing on the correct usage of stem-changing verbs in sentences. They will focus on cultural practices in schools and sports. Students will connect with other content areas as they describe the poet José Martí and his work. Comparisons will be made about cognates, the pronunciation of b, v, d and the use of saber and conocer. The theme of community will be explored as students identify special activities in the community.

Unit Title: Tú día escolar/Your School Day  
Grade Level/Course Title: Various/Spanish 3/4

Essential Question  
• How is my school day the same and different from other students around the world?

Essential Understanding  
The student will understand that:  
• there are schools around the world that provide quality education for students.

Assessment  
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)  
• Your teacher and classmates want to get to know you better. Write a paragraph and present to the class what you like to do at and after school. Bring photos or illustrate your activities or post it on the internet. Write 3 questions for your classmates. Be prepared to answer questions from your teacher and classmates.

 Achievement  
• Unit quizzes and tests. Grammar and vocabulary points, listening and reading.

Content Expectations/Benchmarks  
The student will … at a novice high level.

Communication  
1.1 Interpersonal Communication  
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions  
1.1.N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self, family and friends  
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions  
1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrases request, offer, invitation and reply  
1.1.N.SL.e Ask questions about physical appearance, character and personality traits of friends, family, classmates and answer using a list of traits  
1.1.N.SL.f Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits  
1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life  
1.1.N.SL.j Share likes and dislikes in the target language with a classmate  
1.1.N.SL.k Share opinions and preferences in the target language with their classmates

East Grand Rapids Public Schools, World Languages Curriculum, May 2009 197
1.1. N. RW.a Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet, take leave, or make introductions
1.1. N. RW.b Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends
1.1. N. RW.c Recognize and use appropriate register/honorifics in limited, simple social correspondence
1.1. N. RW.d Request, offer, invite, and reply appropriately in writing using memorized phrases
1.1. N. RW.e Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits
1.1. N. RW.f Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits
1.1. N. RW.h Exchange information in writing in the target language about personal interests, memorable experiences, school activities, and family life
1.1. N. RW.i Inquire in writing, to obtain information in the target language about time, place, price, and size relating to restaurants, stores, transportation, and services
1.1. N. RW.j Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters
1.1. N. RW.k Share opinions and preferences in the target language with their classmates in writing using email messages, notes, letters

1.2 Interpretive Communication
1.2. N. L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2. N. L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences
1.2. N. R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2. N. R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories
1.2. N. R.c Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (email, letters, messages, notes, and text messages)

1.3 Presentational Communication
1.3. N. S.a Present songs, poems or stories in the target language
1.3. N. S.b Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school
1.3. N. W.c Write brief personal descriptions on familiar topics in the target language such as self, friends, family, home, and school

Cultures
Practices and Perspectives
2.1. N. F.b Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)
2.1. N. E.a Identify levels of instruction, courses, and typical daily school schedules and activities in a community or culture in which the language is spoken

Products and Perspectives
2.2. N. G.a Identify countries, their capital and major cities in which the language is spoken

Connections
3.1 Knowledge
3.1. N.a Reinforce previously learned content knowledge through the target language
3.2 Point of View
3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture

Comparisons
4.1 Comparing Languages
4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target language
4.1.N.c Identify basic differences and similarities in register/honorifics between one’s own language and the target language
4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

4.2 Comparing Cultures
4.2.N.a Identify basic target culture practices and compare them to one’s own
4.2.N.b Identify basic target culture products and compare them to one’s own

Communities
5.1 Use of Language
5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations
5.1.N.b Provide services to others in the school district through activities in the target language such as skits and/or musical presentations, or by reading to others in the target language

5.2 Personal Enrichment
5.2.N.a Willingly use the target language within the classroom setting
5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment

Cross Cultural Competencies
I. Knowledge of One’s Own Culture
II. Elements of Culture
III. Contributions
IV. Prejudice and Discrimination
VI. Social Justice/Service Learning

Vocabulary
• School activities
• School rules
• Classroom objects
• Extracurricular activities
• Verbos 2

Grammar
• Stem-changing verbs
• Tener
• Affirmative and negative words
• Making comparisons
• Saber and conocer
• Hacer + time expressions
• Ir
Activities
• Complete survey with classmates about extracurricular activities
• Write email to ask classmate to join extracurricular activity
• Make poster of classroom rules
• Learn to dance the salsa
• Email classmate to find out class schedule
• Journals
  • Song 28 – Oreja de Van Gough
  • Continue Carpeta de Verbos and add present stem changing verbs
  • Start Verbos 2 – Spanish to English, English to Spanish, open-ended

Instructional Resources
• Realidades 2
HIGH SCHOOL SPANISH
Spanish 3/4

UNIT 2: UN EVENTO ESPECIAL / A SPECIAL EVENT

In this unit the student will use skills to communicate about getting ready for special events, daily routines, and shopping trips. They will discuss topics while focusing on the correct usage of reflexive verbs, ser and estar, possessive and demonstrative adjectives, regular preterit verbs, and using adjectives as nouns in sentences. They will focus on cultural perspectives of clothing and practices at parties. Students will connect with other content areas by investigating the theater arts. Comparisons will be made the use of ser and estar, the use of adjectives and special events in Spanish-speaking countries. The theme of community will be explored as students identify special events in U.S. communities and the importance of bilingual employees.

Unit Title: Un evento especial/A Special Event
Grade Level/Course Title: Various/Spanish 3/4

Essential Question
• How do special events and routines reflect values in a community?

Essential Understanding
The student will understand that:
• special events and routines are influenced and based on cultural values.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• You are an exchange student in Mexico. Your host family wants to know about special events in which you participate in your community. Show and describe photos of a typical special event you or your friends might attend. Be prepared to answer questions from your teacher and classmates. Listen to a special event presented by 2 other of your “roommates.” Ask your classmates 3 questions about their event.
• You received money for your birthday and just purchased several articles of clothing with the money. Write an email to a friend describing your shopping trip.

Achievement
• Unit quizzes and tests. Grammar and vocabulary points, listening and reading.

Content Expectations/Benchmarks:
The student will …at a novice high level.

Communication
1.1 Interpersonal Communication
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions
1.1.N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self, family and friends
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions
1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrases
1.1.N.SL.f Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits
1.1.N.SL.g Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits

East Grand Rapids Public Schools, World Languages Curriculum, May 2009
1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
1.1.N.SL.i Ask for and obtain information in everyday situations in the target language about time, place, price, size, relating to restaurants, stores, transportation, and services
1.1.N.SL.j Share likes and dislikes in the target language with a classmate
1.1.N.SL.k Share opinions and preferences in the target language with their classmates
1.1.N.RW.a Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet, take leave, or make introductions
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends
1.1.N.RW.c Recognize and use appropriate register/honorifics in limited, simple social correspondence
1.1.N.RW.d Request, offer, invite, and reply appropriately in writing using memorized phrases
1.1.N.RW.f Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits
1.1.N.RW.g Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of traits
1.1.N.RW.h Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
1.1.N.RW.i Inquire in writing, to obtain information in the target language about time, place, price, and size relating to restaurants, stores, transportation, and services
1.1.N.RW.j Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters
1.1.N.RW.k Share opinions and preferences in the target language with their classmates in writing using email messages, notes, letters

1.2 Interpretive Communication
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences
1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories
1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (email, letters, messages, notes, and text messages)

1.3 Presentational Communication
1.3.N.S.a Present songs, poems or stories in the target language
1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school
1.3.N.S.c Record materials in the target language, such as a puppet show, fashion show, or weather report
1.3.N.W.a Illustrate and present materials in the target language such as an advertisement, poster, or menu
1.3.N.W.b Prepare illustrated stories (big books, posters, dioramas, cartoons) about activities or events in student’s personal life, and share these with an audience
1.3.N.W.c Write brief personal descriptions on familiar topics in the target language such as self, friends, family, home, and school

Cultures
Practices and Perspectives
2.1.N.F.a Describe family structures and the role of friends within a community or culture in which the language is spoken
2.1.N.F.b Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)

2.1. N. F. c Describe how daily needs are met within a community or culture in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services)

2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken

2.1.N.F.e Explain the practices and significance of an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration within a community or culture in which the target language is spoken

**Products and Perspectives**

2.2.N.F.a Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, foods, transportation, health care, public services)

2.2.N.F.c Describe the products needed for leisure activities commonly practiced within a community, region, or culture in which the language is spoken

2.2.N.F.d Describe and explain the significance of the products associated with an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration within a community or culture in which the target language is spoken

2.2.N.E.c Recognize the currency of a country in which the language is spoken

**Connections**

3.1 Knowledge

3.1.N.a Reinforce previously learned content knowledge through the target language

3.2 Point of View

3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture

**Comparisons**

4.1 Comparing Languages

4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)

4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target language

4.1.N.c Identify basic differences and similarities in register/honorifics between one’s own language and the target language

4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

4.2 Comparing Cultures

4.2.N.a Identify basic target culture practices and compare them to one’s own

4.2.N.b Identify basic target culture products and compare them to one’s own

**Communities**

5.1 Use of Language

5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations
5.2 Personal Enrichment
5.2.N.a Willingly use the target language within the classroom setting
5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment
5.2.N.c Identify careers where skills in another language or cross-cultural understanding are needed

Cross Cultural Competencies
I. Knowledge of One’s Own Culture
II. Elements of Culture
III. Contributions
IV. Prejudice and Discrimination
V. Social Justice/Service Learning

Vocabulary
• Daily routines
• Clothing
• Fashion
• Shopping

Grammar
• Reflexive verbs
• Ser and estar
• Possessive adjectives
• Preterit of regular verbs
• Demonstrative adjectives
• Using adjectives as nouns

Activities
• Write fashion magazine with review of clothing, what person did, what they bought, and where they went in their new outfit
• Write and present information about daily routines
• Begin carpeta with preterit

Instructional Resources
• Realidades 2
In this unit the student will use skills to communicate about giving directions and running errands in the community. They will discuss topics while focusing on the correct usage of select irregular verbs in the preterit, direct objects, affirmative informal commands and the present progressive in sentences. Culturally, they will describe and talk about barrios and open air markets. They will learn about communicating with gestures. Students will connect with other content areas by investigating the theater arts. Comparisons will be made with the use of direct object pronouns and in communities they will compare markets, plazas and barrios. The theme of community will be explored as students identify tourist places in the community.

Unit Title: Tú y tu comunidad/You and Your Community
Grade Level/Course Title: Various/Spanish 3/4

Essential Question
• How do communities reflect the needs and parameters of the community?

Essential Understandings
The student will understand that:
• communities develop according to the needs and restrictions of the people.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• You are going to visit your best friend from Mexico for a week during summer vacation. Your friend lives in nearby Mérida, Mexico, where it is hot and humid during the summer. Your friend has already told you some plans: visit Mayan ruins nearby, spend time with friends, and go to the beach in Cancún for two days. Are you prepared to go? Explain what you did to prepare for the trip. Be prepared to answer questions from your friend about your preparations. Ask your friend 3 questions to clarify about what you did to prepare.
• You and your classmates have recently or will soon receive your first driver’s license. Make a poster that can be displayed that reminds everyone of safe driving practices and special traffic signs you need to recognize.

Achievement
• Unit quizzes and tests. Grammar and vocabulary points, listening and reading.

Content Expectations/Benchmarks
The student will …at a novice high level.

Communication
1.1 Interpersonal Communication
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions
1.1.N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self, family and friends
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions
1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrases
1.1.N.SL.f Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits
1.1.N.SL.g Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits
1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
1.1.N.SL.i Ask for and obtain information in everyday situations in the target language about time, place, price, size, relating to restaurants, stores, transportation, and services
1.1.N.SL.j Share likes and dislikes in the target language with a classmate
1.1.N.SL.k Share opinions and preferences in the target language with their classmates
1.1.N.RW.a Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet, take leave, or make introductions
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends
1.1.N.RW.c Recognize and use appropriate register/honorifics in limited, simple social correspondence
1.1.N.RW.d Request, offer, invite, and reply appropriately in writing using memorized phrases
1.1.N.RW.f Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits
1.1.N.RW.g Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of traits
1.1.N.RW.i Inquire in writing, to obtain information in the target language about time, place, price, and size relating to restaurants, stores, transportation, and services
1.1.N.RW.j Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters
1.1.N.RW.k Share opinions and preferences in the target language with their classmates in writing using email messages, notes, letters

1.2 Interpretive Communication
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences
1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories
1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (email, letters, messages, notes, and text messages)

1.3 Presentational Communication
1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school
1.3.N.W.a Illustrate and present materials in the target language such as an advertisement, poster, or menu

Cultures
Practices and Perspective
2.1.N.F.b Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)
2.1. N. F. c Describe how daily needs are met within a community or culture in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services)
2.1.N.E.c Identify ways in which people of all ages earn money and/or make a living in a community or culture in which the language is spoken
Products and Perspectives

2.2.N.F.a Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, foods, transportation, health care, public services)

2.2.N.F.b Identify products that were native to a community, region, or country in which the language is spoken

2.2.N.F.c Describe the products needed for leisure activities commonly practiced within a community, region, or culture in which the language is spoken

2.2.N.E.a Identify facilities, supplies, and materials needed for schooling and activities in a community or culture in which the language is spoken

2.2.N.E.b Identify the major natural resources, commercial products, services, and industries of a country in which the language is spoken

2.2.N.E.c Recognize the currency of a country in which the language is spoken

Connections

3.1 Knowledge

3.1.N.a Reinforce previously learned content knowledge through the target language

3.2 Point of View

3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture

Comparisons

4.1 Comparing Languages

4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)

4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target language

4.1.N.c Identify basic differences and similarities in register/honorifics between one’s own language and the target language

4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

4.2 Comparing Cultures

4.2.N.a Identify basic target culture practices and compare them to one’s own

4.2.N.b Identify basic target culture products and compare them to one’s own

Communities

5.1 Use of Language

5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations

5.1.N.b Provide services to others in the school district through activities in the target language such as skits and/or musical presentations, or by reading to others in the target language

5.2 Personal Enrichment

5.2.N.a Willingly use the target language within the classroom setting

5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment

5.2.N.c Identify careers where skills in another language or cross-cultural understanding are needed

Cross Cultural Competencies

I. Knowledge of One’s Own Culture

II. Elements of Culture
III. Contributions
IV. Prejudice and Discrimination
VI. Social Justice/Service Learning

Vocabulary
• Places around town
• Errands
• Giving directions
• Good driving habits

Grammar:
• Direct object pronouns
• Preterit forms of ir, ser, dar, ver, ibi dibi di, uve dube du, jota, , car, gar, zar, Y, uir, zapatillas
• Commands – Tú positive – regular and irregular
• Present progressive – regular and irregular

Activities
• Continue carpeta with preterit – ir, ser, dar, ver, ibi dibi di, uve dube du, jota, , car, gar, zar, Y, uir, zapatillas, Spanish to English, English to Spanish

Instructional Resources
• Realidades 2
HIGH SCHOOL SPANISH  
Spanish 3/4  

UNIT 4: RECUERDOS DEL PASADO / MEMORIES FROM THE PAST

In this unit the student will use skills to communicate in the past about themselves, their families and holiday celebrations. They will discuss topics while focusing on the correct usage of the imperfect in sentences. Culturally, they will describe and talk Hispanic toys, songs, child care and Hispanic holiday celebrations around the world. Students will connect with other content areas by singing popular Spanish childhood songs, reading a fable, and learning about different Independence Days. Comparisons will be made with the use of the past tense in English and Spanish and comparing Independence Day activities. The theme of community will be explored as students identify schools in the local community where Spanish is used for instruction.

Unit Title: Recuerdos del pasado/Memories from the Past  
Grade Level/Course Title: Various/Spanish 3/4

Essential Questions  
• How do I describe my past in Spanish?  
• How do how I celebrate holidays compare to others around the world?

Essential Understandings  
The student will understand that:  
• people around the world celebrate events that are significant to them and their community.

Assessment  
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)  
• You have a summer job at a guardería infantil and several of your students speak Spanish. They are always asking you what you were like when you were their age. Show them some pictures of you when you were young. Tell them what you used to be like and what you used to do. Be prepared to answer questions from your students. Ask your students questions about their past.  
• You have an email pal who wants to know about your favorite holiday or celebration. Write an email message describing an event from your childhood.

Achievement  
• Unit quizzes and tests. Grammar and vocabulary points, listening and reading.

Content Expectations/Benchmarks  
The student will …at a novice high level.

Communication  
1.1 Interpersonal Communication  
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions  
1.1.N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self, family and friends  
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions  
1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrases  
1.1.N.SL.e Ask questions about physical appearance, character and personality traits of friends, family, classmates and answer using a list of traits  
1.1.N.SL.f Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits
1.1.N.SL.g Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits
1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
1.1.N.SL.j Share likes and dislikes in the target language with a classmate
1.1.N.SL.k Share opinions and preferences in the target language with their classmates
1.1.N.RW.a Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet, take leave, or make introductions
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends
1.1.N.RW.c Recognize and use appropriate register/honorifics in limited, simple social correspondence
1.1.N.RW.d Request, offer, invite, and reply appropriately in writing using memorized phrases
1.1.N.RW.e Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits
1.1.N.RW.f Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits
1.1.N.RW.h Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
1.1.N.RW.j Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters
1.1.N.RW.k Share opinions and preferences in the target language with their classmates in writing using email messages, notes, and letters

1.2 Interpretive Communication
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, leisure and school activities, and everyday occurrences
1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories
1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (email, letters, messages, notes, and text messages)

1.3 Presentational Communication
1.3.N.S.a Present songs, poems or stories in the target language
1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school
1.3.N.W.a Illustrate and present materials in the target language such as an advertisement, poster, or menu
1.3.N.W.b Prepare illustrated stories (big books, posters, dioramas, cartoons) about activities or events in student’s personal life, and share these with an audience
1.3.N.W.c Write brief personal descriptions on familiar topics in the target language such as self, friends, family, home, and school

Cultures
Practices and Perspectives
2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken
2.1.N.F.e Explain the practices and significance of an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration within a community or culture in which the
  target language is spoken

Products and Perspectives
2.2.N.F.b Identify products that were native to a community, region, or country in which the language is spoken
2.2.N.F.c Describe the products needed for leisure activities commonly practiced within a community, region, or culture in which the language is spoken
2.2.N.F.d Describe and explain the significance of the products associated with an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration within a community or culture in which the
  target language is spoken

Connections
3.1 Knowledge
3.1.N.a Reinforce previously learned content knowledge through the target language

3.2 Point of View
3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture

Comparisons
4.1 Comparing Languages
4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target language
4.1.N.c Identify basic differences and similarities in register/honorifics between one’s own language and the target language
4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

4.2 Comparing Cultures
4.2.N.a Identify basic target culture practices and compare them to one’s own
4.2.N.b Identify basic target culture products and compare them to one’s own

Communities
5.1 Use of Language
5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations
5.1.N.b Provide services to others in the school district through activities in the target language such as skits and/or musical presentations, or by reading to others in the target language

5.2 Personal Enrichment
5.2.N.a Willingly use the target language within the classroom setting
5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment
5.2.N.c Identify careers where skills in another language or cross-cultural understanding are needed
Cross Cultural Competencies

I. Knowledge of One’s Own Culture
II. Elements of Culture
III. Contributions
IV. Prejudice and Discrimination
VI. Social Justice/Service Learning

Vocabulary

• Toys, games and childhood activities
• Describing family celebrations and holidays

Grammar

• Imperfect tense – regulars and irregulars

Activities

• Continue carpeta with imperfect tense
• Play with top – Toma, pon
• Learn traditional Hispanic childhood song and rhyme
• Create online photo album with Spanish descriptions
• Practice proper manners for greeting and leaving a holiday celebration

Instructional Resources

• Realidades 2
In this unit the student will use skills to communicate in the past about heroic acts and accidents. They will discuss topics while focusing on the correct usage of the imperfect, imperfect progressive and preterit in sentences. They will describe and talk about cultural perspectives in relation to natural disasters and health. Students will connect with other content areas by writing a journalistic interview, learning about major disasters, and reviewing public service announcements. Comparisons will be made between the use of the past tense in English and Spanish and comparing false cognates. The theme of community will be explored as students investigate medical translator positions and identify local humanitarian opportunities.

Unit Title: En las noticias/In the News
Grade Level/Course Title: Various/Spanish 3/4

Essential Questions
- How do I describe my health in Spanish?
- What kind natural disasters happen around the world?
- How does the world community respond to disasters around the world?

Essential Understanding
The student will understand that:
- people around world suffer from natural disasters and the world community works to help those in need. It is important to accurately describe your health problems.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
- You are the anchor of a local television station. Prepare a special report about the news in another country. The news will include cultural information form many who will be coming to your country to help out with a natural disaster or health outbreak. Prepare to interview someone about the situation. Prepare to answer questions bout your country.
- An accident happened at your school. Write the main office a report about the incident.

Achievement
- Unit quizzes and tests. Grammar and vocabulary points, listening and reading.

Content Expectations/Benchmarks
The student will …at a novice high level.

Communication
1.1 Interpersonal Communication
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions
1.1.N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self, family and friends
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions
1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrases
1.1.N.SL.e Ask questions about physical appearance, character and personality traits of friends, family, classmates and answer using a list of traits
1.1.N.SL.f Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits
1.1.N.SL.g Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits
1.1.N.SL.j Share likes and dislikes in the target language with a classmate
1.1.N.SL.k Share opinions and preferences in the target language with their classmates
1.1.N.RW.a Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet, take leave, or make introductions
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends
1.1.N.RW.c Recognize and use appropriate register/honorifics in limited, simple social correspondence
1.1.N.RW.d Request, offer, invite, and reply appropriately in writing using memorized phrases
1.1.N.RW.e Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits
1.1.N.RW.f Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits
1.1.N.RW.g Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of traits
1.1.N.RW.j Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters
1.1.N.RW.k Share opinions and preferences in the target language with their classmates in writing using email messages, notes, letters

1.2 Interpretive Communication
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.c Understand main idea of a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)
1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories

1.3 Presentational Communication
1.3.N.S.a Present songs, poems or stories in the target language
1.3.N.S.c Record materials in the target language, such as a puppet show, fashion show, or weather report
1.3.N.W.a Illustrate and present materials in the target language such as an advertisement, poster, or menu
1.3.N.W.b Prepare illustrated stories (big books, posters, dioramas, cartoons) about activities or events in student’s personal life, and share these with an audience

Cultures
Practices and Perspectives
2.1.N.H.a Identify and explain the impact of three major historic events and their impact on the culture of a community or country in which the language is spoken
2.1.N.H.b Name the governmental system(s) and key political figures in a country in which the language is spoken
2.1.N.H.c Identify one important political issue in a country in which the language is spoken
2.1.N.H.d Identify and describe significant current events in a country in which the language is spoken
2.1.N.H.e Identify and explain how the language and culture expanded throughout the world
2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken
2.1.N.F.e Explain the practices and significance of an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration within a community or culture in which the target language is spoken

2.1.N.E.a Identify levels of instruction, courses, and typical daily school schedules and activities in a community or culture in which the language is spoken

2.1.N.E.b Identify the economic system in a community or culture in which the language is spoken

Products and Perspectives

2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken

2.2.N.G.b Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the language is spoken

2.2.N.G.c Identify the neighboring countries and geographic features surrounding a country in which the language is spoken

2.2.N.G.d Describe the climate and typical seasonal weather patterns in various parts of a country in which the language is spoken

2.2.N.C. a Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites)

2.2.N.C.b Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites)

2.2.N.F.b Identify products that were native to a community, region, or country in which the language is spoken

2.2.N.F.c Describe the products needed for leisure activities commonly practiced within a community, region, or culture in which the language is spoken

2.2.N.F.d Describe and explain the significance of the products associated with an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration within a community or culture in which the target language is spoken

2.2.N.E.a Identify facilities, supplies, and materials needed for schooling and activities in a community or culture in which the language is spoken

2.2.N.E.b Identify the major natural resources, commercial products, services, and industries of a country in which the language is spoken

2.2.N.E.c Recognize the currency of a country in which the language is spoken

Connections

3.1 Knowledge

3.1.N.a Reinforce previously learned content knowledge through the target language

3.2 Point of View

3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture

Comparisons

4.1 Comparing Languages

4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)

4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target language

4.1.N.c Identify basic differences and similarities in register/honorifics between one’s own language and the target language

4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

4.2 Comparing Cultures

4.2.N.a Identify basic target culture practices and compare them to one’s own

4.2.N.b Identify basic target culture products and compare them to one’s own
Communities
5.1 Use of Language
5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations

5.2 Personal Enrichment
5.2.N.a Willingly use the target language within the classroom setting
5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment
5.2.N.c Identify careers where skills in another language or cross-cultural understanding are needed

Cross Cultural Competencies
I. Knowledge of One’s Own Culture
II. Elements of Culture
III. Contributions
IV. Prejudice and Discrimination
VI. Social Justice/Service Learning

Vocabulary
• Natural disasters
• News
• Rescues
• Accident scenes
• Injuries
• Treatments

Grammar
• Uses of the preterit and imperfect

Activities
• Continue carpeta with rules for comparing preterit and imperfect
• Create cultural carpeta for different Spanish-speaking countries. Information includes requirements for standards. Information presented by students in newscast type format. Small groups of students present newscast each week.
• Invite in medical translator from Voices for Health – Medical translation company or explore their website
• Listen to Spanish TV newscasts every week.

Instructional Resources
• Realidades 2
UNIT 6: LA TELEVISIÓN Y EL CINE / TELEVISION AND THE MOVIES

In this unit the student will use skills to communicate about their favorite TV shows and movies. They will discuss topics while focusing on the correct usage of the imperfect, preterit, indirect objects and present perfect. Culturally, they will describe and talk Spanish TV shows, movies and popular actors. Students will connect with other content areas by learning about the Pan American games and reinforcing math skills. Comparisons will be made about pronunciations of sounds in different Spanish-speaking countries. Comparisons will be made of TV game shows. The theme of community will be explored as students view a Spanish television station on a regular basis.

Unit Title: La televisión y el cine/Television and the Movies
Grade Level/Course Title: Various/Spanish 3/4

Essential Questions

• How does television reflect correctly and incorrectly the values of a community?
• How to the TV shows I watch influence me?

Essential Understanding
The student will understand that:
• television and the media powerfully communicates messages that may or may not be true about the people that are represented.

Assessment

Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)

• Choose your favorite TV show in Spanish. Prepare a review of it and present it to class. Be prepared to answer questions from your classmates about the show. Ask your friends about their favorite show.
• Your class is having a contest to produce exciting or humorous new movie ideas. For this contest you will need to produce a brief description of the plot and the major characters. You also will need to plan the details of one scene to provide a preview of your movie.

Achievement

• Unit quizzes and tests. Grammar and vocabulary points, listening and reading.

Content Expectations/Benchmarks
The student will …at a novice high level.

Communication

1.1 Interpersonal Communication
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions
1.1.N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self, family and friends
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions
1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrases
1.1.N.SL.e Ask questions about physical appearance, character and personality traits of friends, family, classmates and answer using a list of traits
1.1.N.SL.f Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits
1.1.N.SL.j Share likes and dislikes in the target language with a classmate
1.1.N.SL.k Share opinions and preferences in the target language with their classmates

1.1.N.RW.a Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet, take leave, or make introductions

1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends

1.1.N.RW.c Recognize and use appropriate register/honorifics in limited, simple social correspondence

1.1.N.RW.d Request, offer, invite, and reply appropriately in writing using memorized phrases

1.1.N.RW.e Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits

1.1.N.RW.f Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits

1.1.N.RW.h Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life

1.1.N.RW.i Inquire in writing, to obtain information in the target language about time, place, price, and size relating to restaurants, stores, transportation, and services

1.1.N.RW.j Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters

1.1.N.RW.k Share opinions and preferences in the target language with their classmates in writing using email messages, notes, letters

1.2 Interpretive Communication

1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests

1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences

1.2.N.L.c Understand main idea of a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)

1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)

1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests

1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories

1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (email, letters, messages, notes, and text messages)

1.3 Presentational Communication

1.3.N.S.a Present songs, poems or stories in the target language

1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school

1.3.N.S.c Record materials in the target language, such as a puppet show, fashion show, or weather report

1.3.N.W.a Illustrate and present materials in the target language such as an advertisement, poster, or menu

1.3.N.W.b Prepare illustrated stories (big books, posters, dioramas, cartoons) about activities or events in student’s personal life, and share these with an audience

Cultures
Practice and Perspectives

2.1.N.H.a Identify and explain the impact of three major historic events and their impact on the culture of a community or country in which the language is spoken

2.1.N.H.b Name the governmental system(s) and key political figures in a country in which the language is spoken

2.1.N.H.c Identify one important political issue in a country in which the language is spoken

2.1.N.H.d Identify and describe significant current events in a country in which the language is spoken

2.1.N.H.e Identify and explain how the language and culture expanded throughout the world
2.1.N.F.a Describe family structures and the role of friends within a community or culture in which the language is spoken
2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken
2.1.N.F.e Explain the practices and significance of an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration within a community or culture in which the target language is spoken
2.1.N.E.a Identify levels of instruction, courses, and typical daily school schedules and activities in a community or culture in which the language is spoken
2.1.N.E.b Identify the economic system in a community or culture in which the language is spoken
2.1.N.E.c Identify ways in which people of all ages earn money and/or make a living in a community or culture in which the language is spoken

Products and Perspectives
2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken
2.2.N.G.b Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the language is spoken
2.2.N.G.c Identify the neighboring countries and geographic features surrounding a country in which the language is spoken
2.2.N.G.d Describe the climate and typical seasonal weather patterns in various parts of a country in which the language is spoken
2.2.N.C.a Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites)
2.2.N.C.b Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites)
2.2.N.F.a Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, foods, transportation, health care, public services)
2.2.N.F.b Identify products that were native to a community, region, or country in which the language is spoken
2.2.N.F.c Describe the products needed for leisure activities commonly practiced within a community, region, or culture in which the language is spoken
2.2.N.F.d Describe and explain the significance of the products associated with an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration within a community or culture in which the target language is spoken
2.2.N.E.a Identify facilities, supplies, and materials needed for schooling and activities in a community or culture in which the language is spoken
2.2.N.E.b Identify the major natural resources, commercial products, services, and industries of a country in which the language is spoken
2.2.N.E.c Recognize the currency of a country in which the language is spoken

Connections
3.1 Knowledge
3.1.N.a Reinforce previously learned content knowledge through the target language

3.2 Point of View
3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture
Comparisons
4.1 Comparing Languages
4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
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4.2 Comparing Cultures
4.2.N.a Identify basic target culture practices and compare them to one’s own
4.2.N.b Identify basic target culture products and compare them to one’s own

Communities
5.1 Use of Language
5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations

5.2 Personal Enrichment
5.2.N.a Willingly use the target language within the classroom setting
5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment
5.2.N.c Identify careers where skills in another language or cross-cultural understanding are needed

Cross Cultural Competencies
I. Knowledge of One’s Own Culture
II. Elements of Culture
III. Contributions
IV. Prejudice and Discrimination
VI. Social Justice/Service Learning

Vocabulary
• Televised sporting events
• Game shows
• Beauty contests
• Movies and movie production

Grammar
• Preterit
• Reflexive verbs
• Verbs that use indirect object pronouns
• Present perfect

Activities
• Create board game. Ask questions about favorite movies and television shows.
• Use game show format – ex. Jeopardy to practice chapter vocabulary and grammar
• Watch Spanish TV on a weekly basis and do follow – up activity
• Add present perfect to carpeta
• Continue cultural carpeta for different Spanish- speaking countries. Information includes requirements for standards. Information presented by students in newscast type format. Small groups of students present newscast each week.

Instructional Resources
• Realidades 2
In this unit the student will use skills to communicate about food and cooking. They will discuss topics while focusing on the correct usage of informal and formal commands and the use of por in sentences. They will describe and talk about the cultural aspects of recipes, special foods outdoor food vendors. Students will connect with other content areas by learning about nutrition and reading poems by Pablo Neruda. Comparisons will be made between the use of the impersonal se and compound words. Comparisons will also be made between traditional foods in Spanish-speaking countries and the student’s own traditional food. The theme of community will be explored as students identify Spanish-language signs in restaurants and retail shops.

**Essential Questions**
- How do people use the resources available to them to make nutritious and special holiday foods?
- Can I explain to someone my favorite foods and how to prepare them?

**Essential Understanding**
The student will understand that:
- the nutritional needs of people can be met in a variety of ways.

**Assessment**
**Proficiency** (*Performance tasks: Interpersonal, Interpretive, Presentational*)
- You are a guest on a television cooking show and will be explaining to the audience how to prepare your favorite dish. Explain what the ingredients are, the main steps for preparing it, and what utensils you need. Be prepared to answer questions from your audience about the show. Ask your friends about their favorite food that they present.
- An elementary school that many Spanish-speaking children attend is preparing its students for summer activities. You have been asked to prepare a poster on safety and fun at outdoor cookouts. Prepare a poster that provides directions for what to do and not to do.

**Achievement**
- Unit quizzes and tests. Grammar and vocabulary points, listening and reading.

**Content Expectations/Benchmarks**
The student will …at a novice high level.

**Communication**

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1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
1.1.N.SL.i Ask for and obtain information in everyday situations in the target language about time, place, price, size, relating to restaurants, stores, transportation, and services
1.1.N.SL.j Share likes and dislikes in the target language with a classmate
1.1.N.SL.k Share opinions and preferences in the target language with their classmates
1.1.N.RW.a Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet, take leave, or make introductions
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends
1.1.N.RW.c Recognize and use appropriate register/honorifics in limited, simple social correspondence
1.1.N.RW.d Request, offer, invite, and reply appropriately in writing using memorized phrases
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1.1.N.RW.g Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
1.1.N.RW.h Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters
1.1.N.RW.i Share opinions and preferences in the target language with their classmates in writing using email messages, notes, and letters

1.2 Interpretive Communication
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences
1.2.N.L.c Understand main idea of a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)
1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories
1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (email, letters, messages, notes, and text messages)

1.3 Presentational Communication
1.3.N.S.a Present songs, poems or stories in the target language
1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school
1.3.N.S.c Record materials in the target language, such as a puppet show, fashion show, or weather report
1.3.N.W.a Illustrate and present materials in the target language such as an advertisement, poster, or menu
1.3.N.W.b Prepare illustrated stories (big books, posters, dioramas, cartoons) about activities or events in student’s personal life, and share these with an audience
1.3.N.W.c Write brief personal descriptions on familiar topics in the target language such as self, friends, family, home, and school

Cultures
Practices and Perspectives
2.1.N.H.a Identify and explain the impact of three major historic events and their impact on the culture of a community or country in which the language is spoken
2.1.N.H.b Name the governmental system(s) and key political figures in a country in which the language is spoken
2.1.N.H.c Identify one important political issue in a country in which the language is spoken
2.1.N.H.d Identify and describe significant current events in a country in which the language is spoken
2.1.N.H.e Identify and explain how the language and culture expanded throughout the world
2.1.N.F.a Describe family structures and the role of friends within a community or culture in which the language is spoken
2.1.N.F.b Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)
2.1.N.F.c Describe how daily needs are met within a community or culture in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services)
2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken
2.1.N.F.e Explain the practices and significance of an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration within a community or culture in which the target language is spoken
2.1.N.E.a Identify levels of instruction, courses, and typical daily school schedules and activities in a community or culture in which the language is spoken
2.1.N.E.b Identify the economic system in a community or culture in which the language is spoken
2.1.N.E.c Identify ways in which people of all ages earn money and/or make a living in a community or culture in which the language is spoken

Products and Perspectives
2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken
2.2.N.G.b Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the language is spoken
2.2.N.G.c Identify the neighboring countries and geographic features surrounding a country in which the language is spoken
2.2.N.G.d Describe the climate and typical seasonal weather patterns in various parts of a country in which the language is spoken
2.2.N.C.a Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites)
2.2.N.C.b Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites)
2.2.N.F.a Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, foods, transportation, health care, public services)
2.2.N.F.b Identify products that were native to a community, region, or country in which the language is spoken
2.2.N.F.c Describe the products needed for leisure activities commonly practiced within a community, region, or culture in which the language is spoken
2.2.N.F.d Describe and explain the significance of the products associated with an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration within a community or culture in which the target language is spoken
2.2.N.E.a Identify facilities, supplies, and materials needed for schooling and activities in a community or culture in which the language is spoken
2.2.N.E.b Identify the major natural resources, commercial products, services, and industries of a country in which the language is spoken
2.2.N.E.c Recognize the currency of a country in which the language is spoken
**Connections**

**3.1 Knowledge**

3.1.N.a Reinforce previously learned content knowledge through the target language

**3.2 Point of View**

3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture

**Comparisons**

**4.1 Comparing Languages**

4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target language
4.1.N.c Identify basic differences and similarities in register/honorifics between one’s own language and the target language
4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

**4.2 Comparing Cultures**

4.2.N.a Identify basic target culture practices and compare them to one’s own
4.2.N.b Identify basic target culture products and compare them to one’s own

**Communities**

**5.1 Use of Language**

5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations

**5.2 Personal Enrichment**

5.2.N.a Willingly use the target language within the classroom setting
5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment
5.2.N.c Identify careers where skills in another language or cross-cultural understanding are needed

**Cross Cultural Competencies**

I. Knowledge of One’s Own Culture  
II. Elements of Culture  
III. Contributions  
IV. Prejudice and Discrimination  
VI. Social Justice/Service Learning

**Vocabulary**

- Food and cooking  
- Following recipes  
- Giving instructions in the kitchen  
- Outdoor cooking  
- Outdoor activities

**Grammar**

- Commands – Tú and Ud.  
- The impersonal se  
- Uses of por
Activities
- Plan a menu for a special meal and present to class
- Prepare a food from a Spanish-speaking country for class. Write recipe and present how to make food. Have follow-up evaluation of food by class.
- Add commands to carpeta

Instructional Resources
- Realidades 2
HIGH SCHOOL SPANISH  
Spanish 3/4  

UNIT 8: CÓMO SER UN BUEN TURISTA / HOW TO BE A GOOD TOURIST

In this unit the student will use skills to communicate about the main aspects involved in taking a trip to a foreign country including the airport, hotel, and sight seeing destinations. They will discuss topics while focusing on the correct usage of the present subjunctive with verbs of influence in impersonal expressions in sentences. They will discuss the cultural components involved in traveling to a foreign country. Students will connect with other content areas by analyzing information from a graph and learning about Ecuador and Guatemala. Comparisons will be made between the uses of the subjunctive. Students will compare Oaxacan and US tourist sites, crafts and perspectives of spending money on vacation. The theme of community will be explored as students identify services available at foreign consulates and use Spanish as they travel in foreign countries.

Unit Title: Cómo ser un buen turista/How to Be a Good Tourist  
Grade Level/Course Title: Various/Spanish 3/4

Essential Question  
• How can traveling to places around the world enhance my life?

Essential Understanding  
The student will understand that:  
• traveling to foreign destinations can enhance their life.

Assessment

Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)  
• You have a job at a travel agency. A client wants to take her family on a summer trip to a Spanish-speaking country. She wants to spend few days in a nice city, a day or two visiting ruins or historical sites and a few days at the beach. Recommend a country and provide key travel information. Be prepared to answer questions from your client. Ask your client about their preferences and opinion about your recommendations.  
• You are part of a group of students who are going with your teacher to a Spanish-speaking country. Prepare an illustrated brochure for your group.

Achievement  
• Unit quizzes and tests. Grammar and vocabulary points, listening and reading.

Content Expectations/Benchmarks  
The student will …at a novice high level.

Communication

1.1 Interpersonal Communication  
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions  
1.1.N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self, family and friends  
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions  
1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrases  
1.1.N.SL.f Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits  
1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
1.1.N.SL.i Ask for and obtain information in everyday situations in the target language about time, place, price, size, relating to restaurants, stores, transportation, and services
1.1.N.SL.j Share likes and dislikes in the target language with a classmate
1.1.N.SL.k Share opinions and preferences in the target language with their classmates
1.1.N.RW.a Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet, take leave, or make introductions
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends
1.1.N.RW.c Recognize and use appropriate register/honorifics in limited, simple social correspondence
1.1.N.RW.d Request, offer, invite, and reply appropriately in writing using memorized phrases
1.1.N.RW.e Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits
1.1.N.RW.f Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
1.1.N.RW.i Inquire in writing, to obtain information in the target language about time, place, price, and size relating to restaurants, stores, transportation, and services
1.1.N.RW.j Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters
1.1.N.RW.k Share opinions and preferences in the target language with their classmates in writing using email messages, notes, letters

1.2 Interpretive Communication
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories
1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (email, letters, messages, notes, and text messages)

1.3 Presentational Communication
1.3.N.S.c Record materials in the target language, such as a puppet show, fashion show, or weather report
1.3.N.W.a Illustrate and present materials in the target language such as an advertisement, poster, or menu

Cultures
Practices and Perspectives
2.1.N.H.a Identify and explain the impact of three major historic events and their impact on the culture of a community or country in which the language is spoken
2.1.N.H.b Name the governmental system(s) and key political figures in a country in which the language is spoken
2.1.N.H.c Identify one important political issue in a country in which the language is spoken
2.1.N.H.d Identify and describe significant current events in a country in which the language is spoken
2.1.N.H.e Identify and explain how the language and culture expanded throughout the world
2.1.N.F.b Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day
2.1.N.F.c Describe how daily needs are met within a community or culture in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services)
2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken
2.1.N.F.e Explain the practices and significance of an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration within a community or culture in which the target language is spoken
2.1.N.E.a Identify levels of instruction, courses, and typical daily school schedules and activities in a community or culture in which the language is spoken
2.1.N.E.b Identify the economic system in a community or culture in which the language is spoken
2.1.N.E.c Identify ways in which people of all ages earn money and/or make a living in a community or culture in which the language is spoken

Products and Perspectives
2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken
2.2.N.G.b Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the language is spoken
2.2.N.G.c Identify the neighboring countries and geographic features surrounding a country in which the language is spoken
2.2.N.G.d Describe the climate and typical seasonal weather patterns in various parts of a country in which the language is spoken
2.2.N.C.a Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites)
2.2.N.C.b Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites)
2.2.N.F.a Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, foods, transportation, health care, public services)
2.2.N.F.b Identify products that were native to a community, region, or country in which the language is spoken
2.2.N.F.c Describe the products needed for leisure activities commonly practiced within a community, region, or culture in which the language is spoken
2.2.N.F.d Describe and explain the significance of the products associated with an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration within a community or culture in which the target language is spoken
2.2.N.E.a Identify facilities, supplies, and materials needed for schooling and activities in a community or culture in which the language is spoken
2.2.N.E.b Identify the major natural resources, commercial products, services, and industries of a country in which the language is spoken
2.2.N.E.c Recognize the currency of a country in which the language is spoken

Connections
3.1 Knowledge
3.1.N.a Reinforce previously learned content knowledge through the target language

3.2 Point of View
3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture

Comparisons
4.1 Comparing Languages
4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target language
4.1.N.c Identify basic differences and similarities in register/honorifics between one’s own language and the target language
4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

4.2 Comparing Cultures
4.2.N.a Identify basic target culture practices and compare them to one’s own
4.2.N.b Identify basic target culture products and compare them to one’s own

Communities
5.1 Use of Language
5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations

5.2 Personal Enrichment
5.2.N.a Willingly use the target language within the classroom setting
5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment
5.2.N.c Identify careers where skills in another language or cross-cultural understanding are needed

Cross Cultural Competencies
I. Knowledge of One’s Own Culture
II. Elements of Culture
III. Contributions
IV. Prejudice and Discrimination
VI. Social Justice/Service Learning

Vocabulary
• Visiting an airport
• Taking a trip to a foreign country
• Safe travel
• Staying in a hotel
• Traveling in a foreign city
• Being a good tourist

Grammar
• Present subjunctive
• Using present subjunctive with verbs of influence in impersonal expressions

Activities
• Add present subjunctive to carpeta
• Plan foreign trip
• Send and read postcards

Instructional Resources
• Realidades 2
In this unit the student will use skills to communicate about professions, plans for the future and discuss environmental issues. They will discuss topics while focusing on the correct usage of the future tense and present subjunctive with verbs of doubt in sentences. Culturally, they will discuss the educational system in Spanish-speaking countries and environmental issues in Mexico, Ecuador and Antarctica. Students will connect with other content areas by identifying important Hispanic artists and environmental issues. Comparisons will be made between the use of the future, Hispanic educational systems and environmental issues. The theme of community will be explored as students identify local career opportunities that require bilingual employees and opportunities for Spanish speakers to work with environmental issues.

Unit Title: ¿Cómo será el futuro?/What Will the Future be Like?
Grade Level/Course Title: Various/Spanish 3/4

Essential Question
• How can I use my Spanish skills and cultural knowledge in my future career?

Essential Understanding
The student will understand that:
• bilingual skills are an asset for future employment.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• It is increasingly common for people to have more than one job in a lifetime. Prepare a presentation in which you talk about the jobs you expect to have in the future, based on your current hobbies, talents, and pursuits. Be ready to answer questions from your classmates and ask your classmates questions about their career presentations.
• Summer vacation is a good time to do something to improve your community. You are organizing a volunteer project and have been asked to write an article for the daily paper explaining your project.

Achievement
• Unit quizzes and tests. Grammar and vocabulary points, listening and reading.

Content Expectations/Benchmarks
The student will …at a novice high level.

Communication
1.1 Interpersonal Communication
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave-taking or introductions
1.1.N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self, family and friends
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions
1.1.N.SL.f Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits
1.1.N.SL.g Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits
1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
1.1.N.SL.j Share likes and dislikes in the target language with a classmate
1.1.N.SL.k Share opinions and preferences in the target language with their classmates
1.1.N.RW.a Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet, take leave, or make introductions
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends
1.1.N.RW.c Recognize and use appropriate register/honorifics in limited, simple social correspondence
1.1.N.RW.f Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits
1.1.N.RW.g Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of traits
1.1.N.RW.j Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters
1.1.N.RW.k Share opinions and preferences in the target language with their classmates in writing using email messages, notes, letters

1.2 Interpretive Communication
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories
1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (email, letters, messages, notes, and text messages)

1.3 Presentational Communication
1.3.N.W.a Illustrate and present materials in the target language such as an advertisement, poster, or menu

Cultures
Practices and Perspectives
1.3.N.E.a Identify levels of instruction, courses, and typical daily school schedules and activities in a community or culture in which the language is spoken
1.3.N.E.c Identify ways in which people of all ages earn money and/or make a living in a community or culture in which the language is spoken

Products and Perspectives
1.3.N.E.a Identify facilities, supplies, and materials needed for schooling and activities in a community or culture in which the language is spoken

Connections
3.1 Knowledge
3.1.N.a Reinforce previously learned content knowledge through the target language

3.2 Point of View
3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture
Comparisons
4.1 Comparing Languages
4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target language
4.1.N.c Identify basic differences and similarities in register/honorifics between one’s own language and the target language
4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

4.2 Comparing Cultures
4.2.N.a Identify basic target culture practices and compare them to one’s own
4.2.N.b Identify basic target culture products and compare them to one’s own

Communities
5.1 Use of Language
5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations

5.2 Personal Enrichment
5.2.N.a Willingly use the target language within the classroom setting
5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment
5.2.N.c Identify careers where skills in another language or cross-cultural understanding are needed

Cross Cultural Competencies
I. Knowledge of One’s Own Culture
II. Elements of Culture
III. Contributions
IV. Prejudice and Discrimination
VI. Social Justice/Service Learning

Vocabulary
• Professions
• Making plans for the future
• Predictions for the future
• Ecological issues
• Environmental problems and solutions

Grammar
• Future tense
• Present subjunctive with expressions of doubt

Activities
• Add present subjunctive reasons of use to carpeta
• Prepare posters for a job fair
• Make poster for environmental issues

Instructional Resources
• Realidades 2
In this unit the student will use skills to communicate about memorable outdoor experiences and competitions. Students will also express the details of an event in the past and their emotions regarding the outcome of that event. Comparisons will be made about the use of the past tense in Spanish and English. Students will learn about athletic events and other competitions in the Spanish speaking world. Students will explore cultural perspectives on family outings. Students will discuss features of the natural environment in Chile and other National parks in South America. As students learn about outdoor activities and competitions, they will make connections to Mexico, Chile, Argentina, and Spain. The activities are focused at the intermediate level using creative, connected sentences and paragraphs in the present, preterite and imperfect tenses.

Unit Title: Dias inolvidables/Unforgettable Days
Grade Level/Course Title: Various/Spanish 5/6

Essential Questions
- How have events and activities in my life shaped who I am?

Essential Understandings
The student will understand that:
- events and activities in their lives have helped to shape who they are.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
- Tell about an unforgettable experience you had in your childhood.
- Write about a memorable experience from your childhood.

Achievement
- Unit quizzes and tests: grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will …at an intermediate low level.

Communication
1.1 Interpersonal Communication
1.1.MA.SL.a Use the target language with culturally appropriate gestures to greet one another and engage in conversations about past and future activities such as school and community events, weekend plans, vacation, and travel
1.1.M.SL.b Use appropriate register in routine social situations
1.1.M.SL.c Request, offer, invite, and reply appropriately using simple phrases/sentences and provide rationale for the request and/or reply
1.1.M.SL.f Share a detailed description of places and things beyond their immediate environment or in the target culture
1.1.MA.SL.g Exchange information in the target language about personal and social, community or current events as well as social issues and problems
1.1.M.SL.h Ask for and obtain information in everyday situations with a complication that needs to be resolved in the target language, in person or on the telephone relating to restaurants, stores, transportation, and services
1.1.MA.SL.i Interview a classmate about their likes, dislikes, preferences, and opinions
1.1.M.SL.j Share opinions and perspectives on a variety of topics dealing with contemporary issues. Share their opinions via discussion on what they have recently read or seen such as articles, short stories, books, comics, film, video/DVD, music and art

1.1.M.SL.k Exchange, support and discuss opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues in the target culture

1.1.MA.RW.a Use the target language in email messages, blogs, and letters to greet one another and write about past and future activities as well as everyday school and community topics

1.1.M.RW.b Recognize and use appropriate/honorifics in routine written social correspondence

1.1.M.RW.c , offer, invite, and reply appropriately in writing using simple phrases/sentences and provide rational for the request and/or reply

1.1.M.RW.f Share a written detailed description of places and things beyond the student’s immediate environment or in the target culture

1.1.M.RW.g Exchange information in writing about personal, social, community, or current events

1.1.M.RW.h Resolve in writing an everyday situation that presents a complication that needs to be resolved

1.1 Exchanging Opinions

1.1.M.RW.i Create and use a questionnaire to interview a classmate in the target language about their likes, dislikes, preferences, and opinions, and write a summary of the information

1.1.M.RW.j Share in writing, opinions and individual perspectives on a variety of topics dealing with contemporary issues

1.2 Interpretive Communication

1.2.MA.L.a Demonstrate understanding of oral classroom language in the target language on a variety of familiar and select unfamiliar topics

1.2.MA.L.b Understand interpersonal communication, spoken messages, interviews, and group discussions in the target language on familiar topics related to family, school, and community and select unfamiliar topics

1.2.M.L.c Understand main idea and supporting detail, and summarize a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)

1.2.M.L.d Understand main idea and supporting detail, and summarize an audio presentation (CD, lecture, radio, podcast, songs/music)

1.2.MA.R.a Demonstrate understanding of written classroom language in the target language on a variety of familiar and select unfamiliar topics

1.2.M.R.b Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or stories.

1.2.MA.R.c Understand written interpersonal communication in the target language on familiar topics related to family, school, and community and select unfamiliar topics (email, letters, messages, notes, and text messages)

1.3 Presentational Communication

1.3.M.S.b Retell a story to an audience in the target language

1.3.M.S.c Present brief oral reports about personal experiences, school, and community happenings in target language

1.3.M.W.b Create original compositions or journal entries in the target language

1.3.M.W.c Present brief written reports about personal experiences, school, and community happenings in the target language

Cultures

2.1 Practices and Perspectives

2.1.M.H.a Explain the chronology of major historic events and their impact on the culture of a community or country in which the language is spoken

2.1.MA.F.b Begin to analyze the cultural beliefs, values, and perspectives associated with time and daily routines
2.1.M.H.d Explain the importance of significant current events in a community or country in which the language is spoken

2.1.M.H.e Analyze the influence of linguistic and cultural expansion on indigenous populations or within different communities, regions, or countries

2.1.M.F.d Describe leisure activities associated with a particular community, region, or culture in which the target language is spoken

2.1.M.F.e Compare the practices and significance of an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken

2.2 Products and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Understanding the impact of geography and natural resources on the target cultures (G)

2.2.M.G.a Identify and describe regions and their distinctive characteristics with the countries where the language is spoken

2.2.M.G.b Identify and describe major geographic features (rivers, mountains, deserts, forests) of additional countries or regions in which the language is spoken

2.2.M.G.c Identify and describe the neighboring countries and geographic features surrounding additional countries in which the language is spoken

2.2.MA.G.d Describe the climate and typical seasonal weather patterns in various regions in additional countries in which the language is spoken and begin to analyze how geographic location, climate, and typical seasonal weather patterns influence the economy

Understanding the importance of cultural and creative heritage within the target cultures (C)

2.2.M.C.a Describe the significance of current cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)

2.2.M.C.b Describe the significance of historic cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)

Understanding the artifacts associated with family and community life within the target cultures (F)

2.2.M.F.b Compare the products that are native to a community, region or country with those of one or more other communities, regions, or countries

2.2.M.Fc Compare the products needed for leisure activities within two or more communities, regions, or cultures in which the language is spoken

2.2.M.F.d Compare the significance of the products associated with an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken

Understanding the artifacts associated with education, employment, and the economy in the target cultures (E)

2.2.M.E.a Compare the facilities needed for schooling in a community or country in which the language is spoken with one or more other communities or countries

2.2.M.E.b Compare the major natural resources, commercial products, services, and industries in a community or country in which the language is spoken with one or more other communities or countries
**Connections**

3.1 Knowledge
3.1.M.a Acquire new content knowledge about familiar topics through the target language

3.2 Point of View
3.2.M.A.a Use audio, visual, and print materials in Spanish to acquire information and compare distinctive cultural viewpoints

**Comparisons**

4.1 Comparing Languages
4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language
4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language
4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language
4.1.M.d Select phonological features recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language

4.2 Comparing Cultures
4.2.M.a Identify the significance of cultural practices within the target culture and compare them to one’s own

**Communities**

5.1 Use of Language
5.1.M.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, and newsletters, and/or webpages

5.2 Personal Enrichment
5.2.M.A.a Seek out opportunities and use target language with teachers, friend, or family outside the classroom and in real life situations within the community
5.2.M.b Use authentic target language print materials and electronic media to explore topics of interest within their own culture and the new culture

**Cross Cultural Competencies**

I. Knowledge of own culture
II. Elements of Culture
III. Contributions

**Vocabulary**

• Camping and outdoor activities
• Natural environment and weather
• Athletic events and competitions

**Grammar**

• Preterite tense of verbs with spelling changes
• Preterite tense of irregular verbs
• Imperfect tense

**Activities**

• Weekly journal entries, emails, moodle
• Weekly verb tests practicing use of variety of verb tenses
• Continue filling in manila Subjunctive folder (carpeta)
• Continue filling in Dictionary folder (carpeta)
• Weekly conversational situations
• Read Mexican Legend *el Iztaccihuatl y el Popocatépetl*, two volcanoes in Mexico.
• Read, listen to, write about and discuss information about athletic events, other kinds of competitions, and goals and prizes.
• Write and talk about an important sporting event for the school newspaper.
• Read about a famous pilgrimage route in Spain El Camino de Santiago
• Learn about national parks in Chile, Argentina, and Mexico.
• Narrate a travel experience, childhood memories, family outings, family celebrations and myths.

**Instructional Resources**
• Classroom textbook, workbook, DVDs, website (Realidades)
• Songs
• Videos
• Websites
In this unit the student will use skills to communicate about different types of art, music, dance and entertainment. Students will also express their opinions about various works and performances and discuss sources of artistic inspiration. Students will learn about the practices and perspectives of important Latin American and Spanish figures in the visual, literary and performing arts. Students will comparisons about growing up in one culture to growing up in more than one culture. Comparisons will be made about the use of the past tense, comparatives, and superlatives in Spanish and English. The activities are focused at the intermediate level using creative, connected sentences and paragraphs in a variety of verb tenses.

Unit Title: ¿Cómo me expreso y qué me inspira? / How Do I Express Myself and What Inspires Me?
Grade Level/Course Title: Various/Spanish 5/6

Essential Questions
- How do I express myself?
- What inspires me?
- How can the arts be used to express perspectives and attitudes of people?

Essential Understandings
The student will understand that:
- different artistic expressions can be appreciated.
- people use art to express their perspectives and attitudes.
- culture impacts the formation of personality.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
- Present individual nominations for Artist of the Millennium. Show examples of the artist and explain why he/she would be the best candidate.
- Write a review of a work of art or music, drama, or dance performance.

Achievement
- Unit quizzes and tests: grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will …at an intermediate low level.

Communication
1.1 Interpersonal Communication
1.1.MA.SL.a Use the target language with culturally appropriate gestures to greet one another and engage in conversations about past and future activities such as school and community events, weekend plans, vacation, and travel
1.1.M.SL.b Use appropriate register in routine social situations
1.1.M.SL.c Request, offer, invite, and reply appropriately using simple phrases/sentences and provide rationale for the request and/or reply

Identifying and Describing
1.1.M.SL.d Share a detailed description about physical appearance, character and personality traits of contemporary figures in their own and the target culture
1.1.M.SL.e Share a detailed description about feelings, emotions and health of contemporary figures
1.1.M.SL.f | Share a detailed description of places and things beyond their immediate environment or in the target culture
---|---
1.1.MA.SL.g | Exchange information in the target language about personal and social, community or current events as well as social issues and problems
1.1.M.SL.h | Ask for and obtain information in everyday situations with a complication that needs to be resolved in the target language, in person or on the telephone relating to restaurants, stores, transportation, and services
1.1.M.SL.i | Interview a classmate about their likes, dislikes, preferences, and opinions
1.1.M.SL.j | Share opinions and perspectives on a variety of topics dealing with contemporary issues. Share their opinions via discussion on what they have recently read or seen such as articles, short stories, books, comics, film, video/DVD, music and art.
1.1.M.SL.k | Exchange, support and discuss opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues in the target culture
1.1.MA.RW.a | Use the target language in email messages, blogs, and letters to greet one another and write about past and future activities as well as everyday school and community topics
1.1.M.RW.b | Recognize and use appropriate/honorifics in routine written social correspondence
1.1.M.RW.c | Request, offer, invite, and reply appropriately in writing using simple phrases/sentences and provide rational for the request and/or reply
1.1.M.RW.d | Share a written detailed description of physical appearance, character, and personality traits of contemporary figures in their own and the target culture
1.1.M.RW.e | Share a written detailed description of feelings, emotions, and health of contemporary figures
1.1.M.RW.f | Share a written detailed description of places and things beyond the student’s immediate environment or in the target culture
1.1.M.RW.g | Exchange information in writing about personal, social, community, or current events

**Exchanging Opinions**

| 1.1.M.RW.i | Create and use a questionnaire to interview a classmate in the target language about their likes, dislikes, preferences, and opinions, and write a summary of the information
| 1.1.M.RW.j | Share in writing, opinions and individual perspectives on a variety of topics dealing with contemporary issues

**1.2 Interpretive Communication**

| 1.2.MA.L.a | Demonstrate understanding of oral classroom language in the target language on a variety of familiar and select unfamiliar topics
| 1.2.MA.L.b | Understand interpersonal communication, spoken messages, interviews, and group discussions in the target language on familiar topics related to family, school, and community and select unfamiliar topics
| 1.2.M.L.c | Understand main idea and supporting detail, and summarize a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)
| 1.2.M.L.d | Understand main idea and supporting detail, and summarize an audio presentation (CD, lecture, radio, podcast, songs/music)
| 1.2.MA.R.a | Demonstrate understanding of written classroom language in the target language on a variety of familiar and select unfamiliar topics
| 1.2.M.R.b | Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or stories
| 1.2.MA.R.c | Understand written interpersonal communication in the target language on familiar topics related to family, school, and community and select unfamiliar topics (email, letters, messages, notes, and text messages)

**1.3 Presentational Communication**

| 1.3.M.S.a | Present skits or short plays in the target language
| 1.3.M.S.b | Retell a story to an audience in the target language
| 1.3.M.S.c | Present brief oral reports about personal experiences, school, and community happenings in target language
1.3.M.W.b Create original compositions or journal entries in the target language
1.3.M.W.c Present brief written reports about personal experiences, school, and community happenings in the target language

Cultures
2.1 Practices and Perspectives
2.1.M.H.a Explain the chronology of major historic events and their impact on the culture of a community or country in which the language is spoken
2.1.MA.F.b Begin to analyze the cultural beliefs, values, and perspectives associated with time and daily routines
2.1.M.H.c Explain important political issues in a community or country in which the language is spoken
2.1.M.H.d Explain the importance of significant current events in a community or country in which the language is spoken
2.1.M.H.e Analyze the influence of linguistic and cultural expansion on indigenous populations or within different communities, regions, or countries
2.1.M.F.d Describe leisure activities associated with a particular community, region, or culture in which the target language is spoken
2.1.M.F.e Compare the practices and significance of an important:
   - civil or religious holiday or celebration AND
   - regional holiday or celebration AND
   - personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken

2.2 Products and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Understanding the importance of cultural and creative heritage within the target cultures (C)
2.2.M.C.a Describe the significance of current cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)
2.2.M.C.b Describe the significance of historic cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)

Understanding the artifacts associated with family and community life within the target culture(s) (F)
2.2.M.F.b Compare the products that are native to a community, region or country with those of one or more other communities, regions, or countries
2.2.M.Fc Compare the products needed for leisure activities within two or more communities, regions, or cultures in which the language is spoken
2.2.M.F.d Compare the significance of the products associated with an important:
   - civil or religious holiday or celebration AND
   - regional holiday or celebration AND
   - personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken

Understanding the artifacts associated with education, employment, and the economy in the target cultures (E)
2.2.M.E.b Compare the major natural resources, commercial products, services, and industries in a community or country in which the language is spoken with one or more other communities or countries

Connections
3.1 Knowledge
3.1.M.a Acquire new content knowledge about familiar topics through the target language
3.2 Point of View
3.2.MA.a Use audio, visual, and print materials in Spanish to acquire information and compare distinctive cultural viewpoints

Comparisons
4.1 Comparing Languages
4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language
4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language
4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language
4.1.M.d Select phonological features recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language

4.2 Comparing Cultures
4.2.M.a Identify the significance of cultural practices within the target culture and compare them to one’s own

Communities
5.1 Use of Language
5.1.M.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, and newsletters, and/or webpages

5.2 Personal Enrichment
5.2.MA.a Seek out opportunities and use target language with teachers, friend, or family outside the classroom and in real life situations within the community
5.2.M.b Use authentic target language print materials and electronic media to explore topics of interest within their own culture and the new culture

Cross Cultural Competencies
   I. Knowledge of own culture
   II. Elements of Culture
   III. Contributions

Vocabulary
   • Types of art
   • Describing art and sculpture
   • Tools for painting
   • Describing what influences art
   • Musical instruments
   • Describing dance
   • Describing drama

Grammar
   • Preterite vs. Imperfect
   • Estar + past participle
   • Ser v. Estar
   • Verbs with special meanings in preterite vs. imperfect

Activities
   • Weekly journal entries, emails, Moodle
   • Weekly verb tests practicing use of variety of verb tenses
• Continue filling in manila Subjunctive folder (carpeta)
• Continue filling in Dictionary folder (carpeta)
• Weekly conversational situations

**Instructional Resources**

• Classroom textbook, workbook, DVDs, website (Realidades)
• Songs
• Videos
• Websites
• Artwork of Francisco Goya, Diego Rivera, Miró, Dalí, David Alfaro Siqueiros, Picasso, Carlos Enríquez, Osvaldo Guayasamín, and ceramist Dina Bursztyn
• Salsa music
• Music of Marc Anthony
In this unit the student will use skills to communicate about health, food, and nutrition. Students will express how they feel under certain circumstances and give advice about health, physical fitness, and nutrition. They will discuss topics focusing on correct usage of commands and present subjunctive. Comparisons will be made about the use of the commands in Spanish and English. Students will learn about sports in ancient American civilizations and the use of natural remedies from medicinal plants in Latin America. Students will explore cultural perspectives about health, fitness, and nutrition.

**Unit Title:** Una vida más sana/A Healthier Lifestyle

**Grade Level/Course Title:** Various/Spanish 5/6

**Essential Questions**
- Why is it important to have a healthy lifestyle?
- How do health and eating habits affect my life?
- How can I lead a healthier lifestyle?
- What do I do to stay in shape?

**Essential Understandings**
The student will understand that:
- cultural perspectives exist about health, physical fitness, and nutrition.
- there is a culturally appropriate manner in which to order food in a restaurant.

**Assessment**

**Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)**
- Write and present an information brochure/poster/video on how to have a healthier lifestyle including culturally unique foods from a Spanish-speaking country.
- Call someone and make arrangements with them to do a healthy activity with you. Email another friend to join you.
- Order food in an authentic restaurant.

**Achievement**
- Unit quizzes and tests: grammar and vocabulary points, listening, reading

**Content Expectations/Benchmarks**
The student will …at an intermediate low level.

**Communication**

1.1 Interpersonal Communication
- 1.1.MA.SL.a Use the target language with culturally appropriate gestures to greet one another and engage in conversations about past and future activities such as school and community events, weekend plans, vacation, and travel
- 1.1.M.SL.b Use appropriate register in routine social situations
- 1.1.M.SL.c Request, offer, invite, and reply appropriately using simple phrases/sentences and provide rationale for the request and/or reply

**Identifying and Describing**
- 1.1.M.SL.d Share a detailed description about physical appearance, character and personality traits of contemporary figures in their own and the target culture
- 1.1.M.SL.e Share a detailed description about feelings, emotions and health of contemporary figures
1.1.M.SL.f Share a detailed description of places and things beyond their immediate environment or in the target culture
1.1.MA.SL.g Exchange information in the target language about personal and social, community or current events as well as social issues and problems
1.1.M.SL.h Ask for and obtain information in everyday situations with a complication that needs to be resolved in the target language, in person or on the telephone relating to restaurants, stores, transportation, and services
1.1.MA.SL.i Interview a classmate about their likes, dislikes, preferences, and opinions
1.1.M.SL.j Share opinions and perspectives on a variety of topics dealing with contemporary issues. Share their opinions via discussion on what they have recently read or seen such as articles, short stories, books, comics, film, video/DVD, music and art.
1.1.M.SL.k Exchange, support and discuss opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues in the target culture
1.1.MA.RW.a Use the target language in email messages, blogs, and letters to greet one another and write about past and future activities as well as everyday school and community topics
1.1.M.RW.b Recognize and use appropriate/honorifics in routine written social correspondence
1.1.M.RW.c Request, offer, invite, and reply appropriately in writing using simple phrases/sentences and provide rational for the request and/or reply

Identifying and Describing
1.1.M.RW.e Share a written detailed description of feelings, emotions, and health of contemporary figures
1.1.M.RW.f Share a written detailed description of places and things beyond the student’s immediate environment or in the target culture
1.1.M.RW.g Exchange information in writing about personal, social, community, or current events
1.1.M.RW.h Resolve in writing an everyday situation that presents a complication that needs to be resolved in the target language relating to stores, transportation, services, and online purchases

Exchanging Opinions
1.1.M.RW.i Create and use a questionnaire to interview a classmate in the target language about their likes, dislikes, preferences, and opinions, and write a summary of the information
1.1.M.RW.j Share in writing, opinions and individual perspectives on a variety of topics dealing with contemporary issues

1.2 Interpretive Communication
1.2.MA.L.a Demonstrate understanding of oral classroom language in the target language on a variety of familiar and select unfamiliar topics
1.2.MA.L.b Understand interpersonal communication, spoken messages, interviews, and group discussions in the target language on familiar topics related to family, school, and community and select unfamiliar topics
1.2.M.L.c Understand main idea and supporting detail, and summarize a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)
1.2.M.L.d Understand main idea and supporting detail, and summarize an audio presentation (CD, lecture, radio, podcast, songs/music)
1.2.MA.R.a Demonstrate understanding of written classroom language in the target language on a variety of familiar and select unfamiliar topics
1.2.M.R.b Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or stories
1.2.MA.R.c Understand written interpersonal communication in the target language on familiar topics related to family, school, and community and select unfamiliar topics (email, letters, messages, notes, and text messages)

1.3 Presentational Communication
1.3.M.S.b Retell a story to an audience in the target language
1.3.M.S.c Present brief oral reports about personal experiences, school, and community happenings in target language
1.3.M.W.b Create original compositions or journal entries in the target language
1.3.M.W.c Present brief written reports about personal experiences, school, and community happenings in the target language

Cultures
2.1 Practices and Perspectives
2.1.M.A.F.b Begin to analyze the cultural beliefs, values, and perspectives associated with time and daily routines
2.1.M.H.d Explain the importance of significant current events in a community or country in which the language is spoken
2.1.M.H.e Analyze the influence of linguistic and cultural expansion on indigenous populations or within different communities, regions, or countries
2.1.M.F.b Compare daily routines within two or more communities or cultures in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)
2.1.M.F.c Describe how daily needs are met within two or more communities or cultures in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services)
2.1.M.F.d Describe leisure activities associated with a particular community, region, or culture in which the target language is spoken
2.1.M.E.a Compare the educational systems in a community or country in which the language is spoken with one or more other communities or countries

2.2 Products and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Understanding the importance of cultural and creative heritage within the target cultures (C)
2.2.M.C.a Describe the significance of current cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)
2.2.M.C.b Describe the significance of historic cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)

Understanding the artifacts associated with family and community life within the target culture(s) (F)
2.2.N.F.a Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, foods, transportation, health care, public services)
2.2.M.F.b Compare the products that are native to a community, region or country with those of one or more other communities, regions, or countries
2.2.M.F.c Compare the products needed for leisure activities within two or more communities, regions, or cultures in which the language is spoken
2.2.M.F.d Compare the significance of the products associated with an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken

Understanding the artifacts associated with education, employment, and the economy in the target cultures (E)
2.2.M.E.a Compare the facilities, supplies and materials needed for schooling in a community or country in which the language is spoken with one or more other communities or countries
2.2.M.E.b Compare the major natural resources, commercial products, services, and industries in a community or country in which the language is spoken with one or more other communities or countries

2.2.M.E.c Compare the value of a currency used in a community or country in which the language is spoken with one or more other communities or countries

**Connections**

3.1 Knowledge
3.1.M.a Acquire new content knowledge about familiar topics through the target language

3.2 Point of View
3.2.M.A.a Use audio, visual, and print materials in Spanish to acquire information and compare distinctive cultural viewpoints

**Comparisons**

4.2 Comparing Languages
4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language
4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language
4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language
4.1.M.d Select phonological features recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language

4.2 Comparing Cultures
4.2.M.a Identify the significance of cultural practices within the target culture and compare them to one’s own

**Communities**

5.1 Use of Language
5.1.M.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, and newsletters, and/or webpages

5.2 Personal Enrichment
5.2.M.A.a Seek out opportunities and use target language with teachers, friend, or family outside the classroom and in real life situations within the community
5.2.M.b Use authentic target language print materials and electronic media to explore topics of interest within their own culture and the new culture
5.2.M.c Investigate and present information to others about careers where skills in another language, or cross-cultural understanding, are needed

**Cross Cultural Competencies**

I. Knowledge of own culture
II. Elements of Culture
III. Contributions
VI. Social Justice/Service Learning

**Vocabulary**

- Symptoms and remedies
- Health food
- Nutrition
- Illnesses and pains
- Medicine
• Habits for good health
• Exercises/Fitness
• Getting and staying in shape
• Health advise

Grammar
• Affirmative tú commands
• Affirmative and negative commands with usted and ustedes
• Nosotros command
• Present Subjunctive

Activities
• Weekly journal entries, emails, Moodle
• Weekly verb tests practicing use of variety of verb tenses
• Continue filling in manila Subjunctive folder (carpeta)
• Continue filling in Dictionary folder (carpeta)
• Weekly conversational situations
• Purchase water capabilities for another community
• Students will write their own poem on food after Neruda’s poem
• Students will present, listen, evaluate, and respond to each other’s plans.
• Use persuasive writing to encourage people to have a healthier life.
• Write a text message to a parent saying you are sick at school and they need to either pick you up or bring you medicine.

Instructional Resources
• Classroom textbook, workbook, DVDs, website (Realidades)
• Pablo Neruda poems on food: La Sandía
• Songs
• Videos
• Websites
UNIT 4: ¿Cómo me llevo con los demás / How do I Get Along with Others?

In this unit the student will use skills to communicate about love, friendship, interpersonal relationships, personality traits, emotions, customary behavior and conflict resolution. Students will also explain the impact of love in Spanish-speaking cultures and their art. Students will make comparisons about U.S. holidays and TV shows with those in Spanish-speaking countries. Comparisons will be made about English and Spanish reflexive verbs, por and para with English, and nosotros commands with English. The activities are focused at the intermediate level using creative, connected sentences in the subjunctive tense and commands with nosotros.

Unit Title: ¿Cómo me llevo con los demás? / How do I Get Along with Others?
Grade Level/Course Title: Various/Spanish 5/6

Essential Questions
- How do I relate to friends and family?
- What is needed to maintain friendships and family relationships?
- How do family and friends influence me and my viewpoints?
- How do I resolve conflicts with friends and family members?

Essential Understandings
The student will understand that:
- friends and family influence them and their viewpoints.
- there are positive and negative personal qualities and relationships.
- conflicts can be resolved in different ways.
- there are similarities and differences in the opinions of teenagers in Spanish-speaking cultures about family relationships.
- expressions of love are used at different times and in diverse cultures.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
- You and a friend are talking at school. Your friend has a conflict in a relationship. Listen to the problem, ask questions to find out how both people’s actions affected the relationship, and give him/her suggestions for reconciliation (include one piece of bad advice). Switch roles.
- Write an email to a friend about a conflict you have had in a relationship. Explain that another friend has already given you some suggestions for reconciliation that you didn’t like. Summarize your opinions about your friend’s advice and ask for new advice.

Achievement
- Unit quizzes and tests: grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will …at an intermediate low level.

Communication
1.1 Interpersonal Communication
1.1.MASL.a Use the target language with culturally appropriate gestures to greet one another and engage in conversations about past and future activities such as school and community events, weekend plans, vacation, and travel
1.1.MSL.b Use appropriate register in routine social situations
1.1.MSL.c Request, offer, invite, and reply appropriately using simple phrases/sentences and provide rationale for the request and/or reply
Identifying and Describing

1.1.M.SL.d Share a detailed description about physical appearance, character and personality traits of contemporary figures in their own and the target culture.

1.1.M.SL.e Share a detailed description about feelings, emotions and health of contemporary figures.

1.1.M.SL.g Exchange information in the target language about personal and social, community or current events.

1.1.M.SL.h Ask for and obtain information in everyday situations with a complication that needs to be resolved in the target language, in person or on the telephone relating to restaurants, stores, transportation, and services.

1.1.MA.SL.i Interview a classmate about their likes, dislikes, preferences, and opinions.

1.1.M.SL.j Share opinions and perspectives on a variety of topics dealing with contemporary issues. Share their opinions via discussion on what they have recently read or seen such as articles, short stories, books, comics, film, video/DVD, music and art.

1.1.M.SL.k Exchange, support and discuss opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues in the target culture.

1.1.MA.RW.a Use the target language in email messages, blogs, and letters to greet one another and write about past and future activities as well as everyday school and community topics.

1.1.M.RW.b Recognize and use appropriate/honorifics in routine written social correspondence.

1.1.M.RW.c Request, offer, invite, and reply appropriately in writing using simple phrases/sentences and provide rationale for the request and/or reply.

1.1.M.RW.d Share a written detailed description of physical appearance, character, and personality traits of contemporary figures in their own and the target culture.

1.1.M.RW.e Share a written detailed description of feelings, emotions, and health of contemporary figures.

1.1.M.RW.f Share a written detailed description of places and things beyond the student’s immediate environment or in the target culture.

1.1.M.RW.g Exchange information in writing about personal, social, community, or current events.

1.1.M.RW.h Resolve in writing an everyday situation that presents a complication that needs to be resolved in the target language relating to stores, transportation, services, and online purchases.

Exchanging Opinions

1.1.M.RW.i Create and use a questionnaire to interview a classmate in the target language about their likes, dislikes, preferences, and opinions, and write a summary of the information.

1.1.M.RW.j Share in writing, opinions and individual perspectives on a variety of topics dealing with contemporary issues.

1.2 Interpretive Communication

1.2.MA.L.a Demonstrate understanding of oral classroom language in the target language on a variety of familiar and select unfamiliar topics.

1.2.MA.L.b Understand interpersonal communication, spoken messages, interviews, and group discussions in the target language on familiar topics related to family, school, and community and select unfamiliar topics.

1.2.M.L.c Understand main idea and supporting detail, and summarize a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production).

1.2.M.L.d Understand main idea and supporting detail, and summarize an audio presentation (CD, lecture, radio, podcast, songs/music).

1.2.MA.R.a Demonstrate understanding of written classroom language in the target language on a variety of familiar and select unfamiliar topics.

1.2.M.R.b Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or stories.

1.2.MA.R.c Understand written interpersonal communication in the target language on familiar topics related to family, school, and community and select unfamiliar topics (email, letters, messages, notes, and text messages).
1.3 Presentational Communication
1.3.M.S.a Present skits or short plays in the target language
1.3.M.S.b Retell a story to an audience in the target language
1.3.M.S.c Present brief oral reports about personal experiences, school, and community happenings in target language
1.3.M.S.d Produce a short original target language video/DVD recording, such as a segment of a newscast, talk show, or game show
1.3.M.W.b Create original compositions or journal entries in the target language
1.3.M.W.c Present brief written reports about personal experiences, school, and community happenings in the target language

Cultures
2.1 Practices and Perspectives
2.1.M.H.a Explain the chronology of major historic events and their impact on the culture of a community or country in which the language is spoken
2.1.M.H.d Explain the importance of significant current events in a community or country in which the language is spoken
2.1.M.F.a Compare family structures and the role of friends within two or more communities or cultures in which the language is spoken
2.1.M.F.d Describe leisure activities associated with a particular community, region, or culture in which the target language is spoken
2.1.M.F.e Compare the practices and significance of an important:
   - civil or religious holiday or celebration AND
   - regional holiday or celebration AND
   - personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken

2.2 Products and Perspectives
   Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
2.2.MA.G.b Explain how geographic features help to define regional identities within a country

Understanding the importance of cultural and creative heritage within the target cultures (C)
2.2.M.C.a Describe the significance of current cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)
2.2.M.C.b Describe the significance of historic cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)

Understanding the artifacts associated with family and community life within the target culture(s) (F)
2.2.M.F.b Compare the products that are native to a community, region or country with those of one or more other communities, regions, or countries
2.2.M.F.c Compare the products needed for leisure activities within two or more communities, regions, or cultures in which the language is spoken
2.2.M.F.d Compare the significance of the products associated with an important:
   - civil or religious holiday or celebration AND
   - regional holiday or celebration AND
   - personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken

Connections
3.1 Knowledge
3.1.M.a Acquire new content knowledge about familiar topics through the target language
3.2 Point of View
3.2.MA.a Use audio, visual, and print materials in Spanish to acquire information and compare distinctive cultural viewpoints

Comparisons
4.1 Comparing Languages
4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language
4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language
4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language
4.1.M.d Select phonological features recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language

4.2 Comparing Cultures
4.2.M.a Identify the significance of cultural practices within the target culture and compare them to one’s own

Communities
5.1 Use of Language
5.1.M.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, and newsletters, and/or webpages

5.2 Personal Enrichment
5.2.MA.a Seek out opportunities and use target language with teachers, friend, or family outside the classroom and in real life situations within the community
5.2.M.b Use authentic target language print materials and electronic media to explore topics of interest within their own culture and the new culture

Communities
5.1 Use of Language
5.1.M.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, and newsletters, and/or webpages

5.2 Personal Enrichment
5.2.MA.a Seek out opportunities and use target language with teachers, friend, or family outside the classroom and in real life situations within the community
5.2.M.b Use authentic target language print materials and electronic media to explore topics of interest within their own culture and the new culture

Cross Cultural Competencies
I. Knowledge of own culture
II. Elements of Culture
III. Contributions
IV. Conflict Resolution

Vocabulary
- Personality traits and conflicts
- Friends and family relationships
Grammar
- Subjunctive mode with verbs of emotion
- Uses of por and para
- Nosotros commands
- Use of possessive Pronouns

Activities
- Weekly journal entries, emails, moodle
- Weekly verb tests practicing use of variety of verb tenses
- Continue filling in manila Subjunctive folder (carpeta)
- Continue filling in Dictionary folder (carpeta)
- Weekly conversational situations
- Look at the depictions of family life by artists Carmen Lomas Garza and Pablo Picasso.
- Do a project/presentation involving Internet search into love and friendship celebrations in the Spanish-speaking world.
- Read to learn about the theme of love in Latin American and Spanish fine arts.
- Read and analyze poems about love and friendship.
- Compare and contrast expressions of love and how they are used at different times.
- Talk about their opinions and feelings about the behaviors of other people.
- Read a chat room message about relationships and offer advice on how to improve those relationships.
- Write a description about a relationship that has conflict, how their actions affected the relationship, and suggestions for reconciliation.
- Listen to various teenagers describe their friends, answer questions about their friendships and compare them to their own friendships.
- Role play a Student Council meeting that helps to resolve problems in the school.
- Tape personal interview from a reality TV show describing personal conflict

Instructional Resources
- Classroom textbook, workbook, DVDs, website (Realidades)
- Art books
- Songs
- Videos
- Websites
In this unit the student will use skills to communicate about jobs and volunteer work. Students will identify skills and abilities needed to perform a job and discuss how to get involved in community activities and volunteer work. The activities are focused at the intermediate level using creative, connected sentences in the present perfect, pluperfect, and present perfect subjunctive. Comparisons will be made about the English pluperfect tense to the Spanish pluscuamperfecto as well as the Spanish present perfect subjunctive to its expression in English.

Unit Title: Trabajo y comunidad/Work and Community
Grade Level/Course Title: Various/Spanish 5/6

Essential Questions
• What skills, abilities and qualities do I possess?
• How can I use my knowledge and skills to help in my community?

Essential Understandings
The student will understand that:
• there is a professional process to finding a job.
• Hispanics have contributed much to American society.
• there are volunteer opportunities available in the Grand Rapids community.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• Role-play a class election—create a poster and give a presentation to convince the class why you are the best candidate for President. Include in your presentation a description of what you do outside of school; how you have helped others; what you think needs to be changed in the school; and how you would go about making those changes? Be ready to ask questions of other candidates and answer questions from your classmates.

Achievement
• Unit quizzes and tests: grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will …at an intermediate low level.

Communication
1.1 Interpersonal
1.1.MA.SL.a Use the target language with culturally appropriate gestures to greet one another and engage in conversations about past and future activities such as school and community events, weekend plans, vacation, and travel
1.1.M.SL.b Use appropriate register in routine social situations
1.1.M.SL.c Request, offer, invite, and reply appropriately using simple phrases/sentences and provide rationale for the request and/or reply

Identifying and Describing
1.1.M.SL.d Share a detailed description about physical appearance, character and personality traits of contemporary figures in their own and the target culture
1.1.M.SL.g Exchange information in the target language about personal and social, community or current events
1.1.M.SL.h  Ask for and obtain information in everyday situations with a complication that needs to be resolved in the target language, in person or on the telephone relating to restaurants, stores, transportation, and services

1.1.MA.SL.i  Interview a classmate about their likes, dislikes, preferences, and opinions

1.1.M.SL.j  Share opinions and perspectives on a variety of topics dealing with contemporary issues. Share their opinions via discussion on what they have recently read or seen such as articles, short stories, books, comics, film, video/DVD, music and art.

1.1.M.SL.k  Exchange, support and discuss opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues in the target culture

1.1.MA.RW.a  Use the target language in email messages, blogs, and letters to greet one another and write about past and future activities as well as everyday school and community topics

1.1.M.RW.b  Recognize and use appropriate/honorifics in routine written social correspondence

1.1.M.RW.c  Request, offer, invite, and reply appropriately in writing using simple phrases/sentences and provide rational for the request and/or reply

**Identifying and Describing**

1.1.M.RW.g  Exchange information in writing about personal, social, community, or current events

1.1.M.RW.h  Resolve in writing an everyday situation that presents a complication that needs to be resolved in the target language relating to stores, transportation, services, and online purchases

**Exchanging Opinions**

1.1.M.RW.i  Create and use a questionnaire to interview a classmate in the target language about their likes, dislikes, preferences, and opinions, and write a summary of the information

1.1.M.RW.j  Share in writing, opinions and individual perspectives on a variety of topics dealing with contemporary issues

**1.2 Interpretive**

1.2.MA.L.a  Demonstrate understanding of oral classroom language in the target language on a variety of familiar and select unfamiliar topics

1.2.MA.L.b  Understand interpersonal communication, spoken messages, interviews, and group discussions in the target language on familiar topics related to family, school, and community and select unfamiliar topics

1.2.M.L.c  Understand main idea and supporting detail, and summarize a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)

1.2.M.L.d  Understand main idea and supporting detail, and summarize an audio presentation (CD, lecture, radio, podcast, songs/music)

1.2.MA.R.a  Demonstrate understanding of written classroom language in the target language on a variety of familiar and select unfamiliar topics

1.2.M.R.b  Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or stories

1.2.MA.R.c  Understand written interpersonal communication in the target language on familiar topics related to family, school, and community and select unfamiliar topics (email, letters, messages, notes, and text messages)

**1.3 Presentational**

1.3.M.S.a  Present skits or short plays in the target language

1.3.M.S.b  Retell a story to an audience in the target language

1.3.M.S.c  Present brief oral reports about personal experiences, school, and community happenings in target language

1.3.M.S.d  Produce a short original target language video/DVD recording, such as a segment of a newscast, talk show, or game show

1.3.M.W.a  Illustrate and present materials in the target language such as an informational brochure or instructions for accomplishing a task

1.3.M.W.b  Create original compositions or journal entries in the target language

East Grand Rapids Public Schools, World Languages Curriculum, May 2009
1.3.M.W.c Present brief written reports about personal experiences, school, and community happenings in the target language

**Cultures**

**2.1 Practices and Perspectives**

2.1.M.H.c Explain important political issues in a community or country in which the language is spoken

2.1.M.H.d Explain the importance of significant current events in a community or country in which the language is spoken

2.1.M.F.b Compare daily routines within two or more communities or cultures in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)

2.1.M.F.e Compare the practices and significance of an important:
   - civil or religious holiday or celebration AND
   - regional holiday or celebration AND
   - personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken

2.1.M.E.a Compare the educational systems in a community or country in which the language is spoken with one or more other communities or countries

2.1.M.E.b Compare the economic system in a community or country in which the language is spoken with one or more other communities or countries

2.1.M.E.c Compare the role of work within a community or culture in which the language is spoken with that of one or more other communities or countries

**2.2 Products and Perspectives**

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**Understanding the importance of cultural and creative heritage within the target cultures (C)**

2.2.M.C.a Describe the significance of current cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)

2.2.M.C.b Describe the significance of historic cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)

**Understanding the artifacts associated with family and community life within the target culture(s) (F)**

2.2.M.F.a Compare the products needed to carry out daily routines and meet basic needs within two or more communities, regions, or cultures in which the language is spoken (housing, stores, food preparation, transportation, health care, public services)

2.2.M.F.b Compare the products that are native to a community, region or country with those of one or more other communities, regions, or countries

2.2.M.E.a Compare the facilities, supplies and materials needed for schooling in a community or country in which the language is spoken with one or more other communities or countries

2.2.M.E.c Compare the value of a currency used in a community or country in which the language is spoken with one or more other communities or countries

**Connections**

**3.1 Knowledge**

3.1.M.a Acquire new content knowledge about familiar topics through the target language

**3.2 Point of View**

3.2.MA.a Use audio, visual, and print materials in Spanish to acquire information and compare distinctive cultural viewpoints
Comparisons

4.1 Comparing Languages
4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation from one’s own language to the target language
4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation from one’s own language to the target language
4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation from one’s own language to the target language
4.1.M.d Select phonological features recognizing that meaning is not always conveyed through direct word-for-word translation from one’s own language to the target language

4.2 Comparing Cultures
4.2.M.a Identify the significance of cultural practices within the target culture and compare them to one’s own

Communities

5.1 Use of Language
5.1.M.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, and newsletters, and/or webpages
5.1.M.b Provide services to others in the school district and community through activities in the target language such as serving as conversation partners for other students in the target language

5.2 Personal Enrichment
5.2.M.a.a Seek out opportunities and use target language with teachers, friends, or family outside the classroom and in real life situations within the community
5.2.M.b Use authentic target language print materials and electronic media to explore topics of interest within their own culture and the new culture
5.2.M.c Investigate and present information to others about careers where skills in another language, or cross-cultural understanding, are needed

Vocabulary
- Jobs and job skills
- Interviewing techniques
- Volunteer work
- Places in the community
- Activities in the community

Grammar
- Present perfect tense
- Pluperfect tense
- Present perfect subjunctive
- Demonstrative adjectives and pronouns

Activities
- Weekly journal entries, emails, moodle
- Weekly verb tests practicing use of variety of verb tenses
- Continue filling in manila Subjunctive folder (carpeta)
- Continue filling in Dictionary folder (carpeta)
- Weekly conversational situations
- Talk about work, job searches, and employment types, sites, and skills.
- Talk about personality traits.
- Talk about emergencies, volunteer community organizations, and community activism.
- Read and talk about volunteer work opportunities available in Grand Rapids.
• students will research how they can help their community.
• Read, write, and discuss the contributions of the Spanish-speaking Community in the U.S.
• Evaluate the work of Diego Rivera and Rufino Tamayo
• Read a Mayan folktale.
• Job fair
• Job interview
• Read classified ads in Spanish.
• Listen and translate songs with social content
• Write a cover letter to express interest in a job.
• Describe their qualities and work experience.
• Role-play a job interview
• Hold a job fair
• Listen to various students who are being interviewed and will identify the jobs for which they are applying.
• Debate whether volunteer work should be a mandatory graduation requirement.

Instructional Resources
• Classroom textbook, workbook, DVDs, website (Realidades)
• Art books
• Songs
• Videos
• Websites
UNIT 6: ¿QUÉ ME TRAERÁ EL FUTURO? / WHAT WILL THE FUTURE BRING ME?

In this unit the student will use skills to communicate about careers, professions and technology. Students will read, write, and discuss careers and professions and necessary qualities for them. Students will describe strategies for obtaining employment and keeping up with employment trends. Students will also discuss important facts about going to college, plans for the future, and the impact of science and technology on their lives. Students will compare the lifestyles of young people from Spain and the U.S. as well as the roles of television in Mexico and in the U.S. Comparisons will be made about the use of the Spanish personal se to English passive voice as well as the Spanish and English future and future perfect tenses. The activities are focused at the intermediate level using creative, connected sentences and paragraphs in the future, future of probability, and future perfect.

Unit Title: ¿Qué me traerá el futuro?/What Will the Future Bring Me?
Grade Level/Course Title: Various/Spanish 5/6

Essential Questions
- What are my plans after graduating from high school?
- What is my ideal career?
- What will my life be like after graduating from college?

Essential Understandings
The student will understand that:
- science and technology greatly effect our lives.
- the role of television is different in Mexico than in the United States.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
- You are at a job interview. Tell the manager what skills and personal characteristics you have that you will bring to the job. Be ready to answer the interviewer’s questions.
- You are going to interview someone for a summer job. Write five questions that you will ask the candidate.

Achievement
Unit quizzes and tests: grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will …at an intermediate mid-high level.

Communication
1.1 Interpersonal Communication
1.1.MA.SL.a Use the target language with culturally appropriate gestures to greet one another and engage in conversations about past and future activities such as school and community events, weekend plans, vacation, and travel
1.1.M.SL.b Use appropriate register in routine social situations
1.1.M.SL.c Request, offer, invite, and reply appropriately using simple phrases/sentences and provide rationale for the request and/or reply

Identifying and Describing
1.1.M.SL.f Share a detailed description of places and things beyond their immediate environment or in the target culture
1.1.M.SL.g Exchange information in the target language about personal and social, community or current events
1.1.M.SL.h Ask for and obtain information in everyday situations with a complication that needs to be resolved in the target language, in person or on the telephone relating to restaurants, stores, transportation, and services
1.1.MA.SL.i Interview a classmate about their likes, dislikes, preferences, and opinions.
1.1.M.SL.j Share opinions and perspectives on a variety of topics dealing with contemporary issues. Share their opinions via discussion on what they have recently read or seen such as articles, short stories, books, comics, film, video/DVD, music and art.
1.1.M.SL.k Exchange, support and discuss opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues in the target culture
1.1.MA.RW.a Use the target language in email messages, blogs, and letters to greet one another and write about past and future activities as well as everyday school and community topics
1.1.M.RW.b Recognize and use appropriate/honorifics in routine written social correspondence
1.1.M.RW.c Request, offer, invite, and reply appropriately in writing using simple phrases/sentences and provide rational for the request and/or reply

Identifying and Describing
1.1.M.RW.f Share a written detailed description of places and things beyond the student’s immediate environment or in the target culture
1.1.M.RW.g Exchange information in writing about personal, social, community, or current events

Exchanging Opinions
1.1.M.RW.i Create and use a questionnaire to interview a classmate in the target language about their likes, dislikes, preferences, and opinions, and write a summary of the information
1.1.M.RW.j Share in writing, opinions and individual perspectives on a variety of topics dealing with contemporary issues

1.2 Interpretive Communication
1.2.MA.L.a Demonstrate understanding of oral classroom language in the target language on a variety of familiar and select unfamiliar topics
1.2.MA.L.b Understand interpersonal communication, spoken messages, interviews, and group discussions in the target language on familiar topics related to family, school, and community and select unfamiliar topics
1.2.M.L.c Understand main idea and supporting detail, and summarize a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)
1.2.M.L.d Understand main idea and supporting detail, and summarize an audio presentation (CD, lecture, radio, podcast, songs/music)
1.2.MA.R.a Demonstrate understanding of written classroom language in the target language on a variety of familiar and select unfamiliar topics
1.2.M.R.b Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or stories.
1.2.M.A.R.c Understand written interpersonal communication in the target language on familiar topics related to family, school, and community and select unfamiliar topics (email, letters, messages, notes, and text messages)

1.3 Presentational Communication
1.3.M.S.a Present skits or short plays in the target language
1.3.M.S.b Retell a story to an audience in the target language
1.3.M.S.c Present brief oral reports about personal experiences, school, and community happenings in target language
1.3.M.W.b Create original compositions or journal entries in the target language
1.3.M.W.c Present brief written reports about personal experiences, school, and community happenings in the target language
Cultures
2.1 Practices and Perspectives

2.1.M.H.d Explain the importance of significant current events in a community or country in which the language is spoken

2.1.M.F.b Compare daily routines within two or more communities or cultures in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)

2.1.M.F.c Compare the practices and significance of an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken

2.1.M.E.a Compare the educational systems in a community or country in which the language is spoken with one or more other communities or countries

2.1.M.E.b Compare the economic system in a community or country in which the language is spoken with one or more other communities or countries

2.1.M.E.c Compare the role of work within a community or culture in which the language is spoken with that of one or more other communities or countries

2.2 Products and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Understanding the importance of cultural and creative heritage within the target cultures (C)

2.2.M.C.a Describe the significance of current cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)

2.2.M.C.b Describe the significance of historic cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)

Understanding the artifacts associated with family and community life within the target culture(s) (F)

2.2.M.E.a Compare the facilities, supplies and materials needed for schooling in a community or country in which the language is spoken with one or more other communities or countries

2.2.M.E.c Compare the value of a currency used in a community or country in which the language is spoken with one or more other communities or countries

Connections
3.1 Knowledge

3.1.M.a Acquire new content knowledge about familiar topics through the target language

3.2 Point of View

3.2.MA.a Use audio, visual, and print materials in Spanish to acquire information and compare distinctive cultural viewpoints

Comparisons
4.1 Comparing Languages

4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language

4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language

4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language

4.1.M.d Select phonological features recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language
4.2 Comparing Cultures
4.2.M.a Identify the significance of cultural practices within the target culture and compare them to one’s own

Communities
5.1 Use of Language
5.1.M.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, and newsletters, and/or webpages

5.2 Personal Enrichment
5.2.M.a Seek out opportunities and use target language with teachers, friend, or family outside the classroom and in real life situations within the community
5.2.M.b Use authentic target language print materials and electronic media to explore topics of interest within their own culture and the new culture
5.2.M.c Investigate and present information to others about careers where skills in another language, or cross-cultural understanding, are needed

Cross Cultural Competencies
I. Knowledge of own culture
II. Elements of Culture
III. Contributions

Vocabulary
• Careers and professions
• Plans for the future
• Impact of science and technology
• Technology and environment

Grammar
• Future tense
• Future of probability
• Future perfect
• Uses of direct and indirect object pronouns

Activities
• Weekly journal entries, emails, moodle
• Weekly verb tests practicing use of variety of verb tenses
• Continue filling in manila Subjunctive folder (carpeta)
• Continue filling in Dictionary folder (carpeta)
• Weekly conversational situations
• Evaluate the work of Chilean surrealist painter Roberto Matta
• Read poetry by Gustavo Adolfo Béquer and fiction by Ángel Balzarino.
• Read online Spanish-language newspapers.
• Read a university workshop announcement
• Talk about plans for the future.
• Write a comparison about the past and the present.
• Role-play what you will do in ten years as acting principal of the school. Present information about future changes.
• Read and listen to information about past, present, and future changes.
• Discuss the products of Spanish-speaking architects.
• Research and present information orally about careers and professions where Spanish can be used and describe necessary qualities for those jobs. Be ready to answer and ask questions of your classmates.
Instructional Resources

- Classroom textbook, workbook, DVDs, website (Realidades)
- Art books
- Songs
- Videos
- Websites
- Online Spanish-language newspapers
HIGH SCHOOL SPANISH  
Spanish 5/6  

UNIT 7: MITO O REALIDAD / MYTH OR REALITY

In this unit Students will communicate about past and present myths, legends, and mysterious events. Students will identify and describe some extraordinary phenomena and compare ancient myths with modern scientific explanations. They will compare some myths and legends from the Spanish-speaking world with those of the United States. Students will learn about prehispanic civilizations and archaeological discoveries and talk about the contributions of the Maya and Aztec civilizations. Comparisons will be made about the use of pero and sino to English “but” and “but rather”. The activities are focused at the intermediate level using creative, connected sentences in the present and present perfect subjunctive with doubt and in adjective clauses.

Unit Title: Mito o realidad/Myth or Reality  
Grade Level/Course Title: Various/Spanish 5/6

Essential Questions  
• Can legends, myths (stories), and mysterious events be explained by science and actual events?

Essential Understandings  
The student will understand that:  
• stories and events in the world can be interpreted in many ways.  
• the Mayan and Aztec civilizations made important contributions.

Assessment  
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)  
• Describe a rare phenomenon and suggest a logical explanation for why the mystery surrounds that phenomenon.

Achievement  
• Unit quizzes and tests: grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks  
The student will …at an intermediate low level.

Communication  
1.1 Interpersonal Communication  
1.1.MA.SL.a Use the target language with culturally appropriate gestures to greet one another and engage in conversations about past and future activities such as school and community events, weekend plans, vacation, and travel  
1.1.M.SL.b Use appropriate register in routine social situations  
1.1.M.SL.c Request, offer, invite, and reply appropriately using simple phrases/sentences and provide rationale for the request and/or reply

Identifying and Describing  
1.1.M.SL.f Share a detailed description of places and things beyond their immediate environment or in the target culture  
1.1.M.SL.g Exchange information in the target language about personal and social, community or current events  
1.1.MA.SL.i Interview a classmate about their likes, dislikes, preferences, and opinions  
1.1.M.SL.j Share opinions and perspectives on a variety of topics dealing with contemporary issues. Share their opinions via discussion on what they have recently read or seen such as articles, short stories, books, comics, film, video/DVD, music and art.
1.1.M.SL.k Exchange, support and discuss opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues in the target culture

1.1.MA.RW.a Use the target language in email messages, blogs, and letters to greet one another and write about past and future activities as well as everyday school and community topics

1.1.M.RW.b Recognize and use appropriate/honorifics in routine written social correspondence

1.1.M.RW.c Request, offer, invite, and reply appropriately in writing using simple phrases/sentences and provide rationale for the request and/or reply

Identifying and Describing

1.1.M.RW.e Share a written detailed description of feelings, emotions, and health of contemporary figures

1.1.M.RW.f Share a written detailed description of places and things beyond the student’s immediate environment or in the target culture

1.1.M.RW.g Exchange information in writing about personal, social, community, or current events

Exchanging Opinions

1.1.M.RW.j Share in writing, opinions and individual perspectives on a variety of topics dealing with contemporary issues

1.2 Interpretive Communication

1.2.MA.L.a Demonstrate understanding of oral classroom language in the target language on a variety of familiar and select unfamiliar topics

1.2.MA.L.b Understand interpersonal communication, spoken messages, interviews, and group discussions in the target language on familiar topics related to family, school, and community and select unfamiliar topics

1.2.M.L.c Understand main idea and supporting detail, and summarize a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)

1.2.M.L.d Understand main idea and supporting detail, and summarize an audio presentation (CD, lecture, radio, podcast, songs/music)

1.2.MA.R.a Demonstrate understanding of written classroom language in the target language on a variety of familiar and select unfamiliar topics

1.2.M.R.b Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or stories

1.2.MA.R.c Understand written interpersonal communication in the target language on familiar topics related to family, school, and community and select unfamiliar topics (email, letters, messages, notes, and text messages)

1.3 Presentational Communication

1.3.M.S.b Retell a story to an audience in the target language

1.3.M.S.c Present brief oral reports about personal experiences, school, and community happenings in target language

1.3.M.W.b Create original compositions or journal entries in the target language

1.3.M.W.c Present brief written reports about personal experiences, school, and community happenings in the target language

Culture

2.1 Practices and Perspectives

2.1.M.H.a Explain the chronology of major historic events and their impact on the culture of a community or country in which the language is spoken

2.1.M.H.d Explain the importance of significant current events in a community or country in which the language is spoken

2.1.M.H.c Analyze the influence of linguistic and cultural expansion on indigenous populations or within different communities, regions, or countries

2.1.M.E.c Compare the role of work within a community or culture in which the language is spoken with that of one or more other communities or countries
2.2 Products and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

2.2.M.G.a Identify and describe regions and their distinctive characteristics within the countries where the language is spoken

2.2.M.G.b Explain how geographic features help to define regional identities within a country

Identify and describe major geographic features (rivers, mountains, deserts, forests) of additional countries or regions in which the language is spoken

2.2.M.G.d Describe the climate and typical seasonal weather patterns in various regions in additional countries in which the language is spoken

Understanding the importance of cultural and creative heritage within the target cultures (C)

2.2.M.C.a Describe the significance of current cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)

2.2.M.C.b Describe the significance of historic cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)

Understanding the artifacts associated with family and community life within the target culture(s) (F)

2.2.M.F.b Compare the products that are native to a community, region or country with those of one or more other communities, regions, or countries

2.2.M.F.d Compare the practices and significance of an important:
   - civil or religious holiday or celebration AND
   - regional holiday or celebration AND
   - personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken

Connections

3.1 Knowledge

3.1.M.a Acquire new content knowledge about familiar topics through the target language

3.2 Point of View

3.2.MA.a Use audio, visual, and print materials in Spanish to acquire information and compare distinctive cultural viewpoints

Comparisons

4.1 Comparing Languages

4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language

4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language

4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language

4.1.M.d Select phonological features recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language

4.2 Comparing Cultures

4.2.M.a Identify the significance of cultural practices within the target culture and compare them to one’s own
Communities

5.1 Use of Language

5.1.M.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, and newsletters, and/or webpages

5.2 Personal Enrichment

5.2.M.a Seek out opportunities and use target language with teachers, friend, or family outside the classroom and in real life situations within the community

5.2.M.b Use authentic target language print materials and electronic media to explore topics of interest within their own culture and the new culture

Cross Cultural Competencies

I. Knowledge of own culture
II. Elements of Culture
III. Contributions

Vocabulary

• Archaeological discoveries and mysteries
• Description of objects
• Myths and legends

Grammar

• Present and present perfect subjunctive after expressions of doubt, uncertainty, or disbelief
• Uses of pero and sino
• Subjunctive in adjective clauses

Activities

• Read about legends and mysteries of past civilizations in Latin America
• Weekly journal entries, emails, Moodle
• Weekly verb tests practicing use of variety of verb tenses
• Continue filling in manila Subjunctive folder (carpeta)
• Continue filling in Dictionary folder (carpeta)
• Weekly conversational situations

Instructional Resources

• Classroom textbook, workbook, DVDs, website (Realidades)
• Songs
• Videos
• Websites
In this unit the student will use skills to communicate about how different cultures interact. Students will talk about the fusion of cultures in Spain before 1492 and the fusion of different cultures in the Americas after the Europeans arrived. Students will make comparisons about the cultural fusion in the Spanish-speaking world with that in the U.S. as well as indigenous influence in Latin America with that in the U.S. Students will compare Tex-Mex and Latin-American food with traditional fare in the U.S. Comparisons will also be made about the Spanish use of the imperfect subjunctive with English if/then sentences as well as the Spanish to the English conditional. The activities are focused at the intermediate level using creative, connected sentences and paragraphs in a variety of verb tenses.

Unit Title: Encuentro entre culturas/Interactions between Different Cultures
Grade Level/Course Title: Various/Spanish 5/6

Essential Questions
- What is culture?
- What defines cultural identity?
- How do I identify myself? What determines who I am?
- What happens when different cultures interact?

Essential Understandings
The student will understand that:
- there is much cultural diversity in the Spanish-speaking world.
- the fusion of different cultures can be seen in many parts of the Spanish-speaking world in language, literature, architecture, art, music, and cuisine.
- different ethnic groups in the US have different cultural perspectives.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
- Write an email to a friend telling them that you are studying abroad for a year. Include a description of how your life could be different, how you will assimilate, how and why your ethnic identity would change during the process of assimilation, and whether it is possible to maintain your ethnic identity? What do you give up and what traditions do you conserve.
- After receiving the above email, call your friend and share your excitement for him/her and ask him/her some questions about their study abroad. (Switch roles).

Achievement
- Unit quizzes and tests: grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will …at an intermediate low level.

Communication
1.1 Interpersonal Communication
1.1.MA.SL.a Use the target language with culturally appropriate gestures to greet one another and engage in conversations about past and future activities such as school and community events, weekend plans, vacation, and travel
1.1.M.SL.b Use appropriate register in routine social situations
1.1.M.SL.f Share a detailed description of places and things beyond their immediate environment or in the target culture
1.1.MA.SL.g Exchange information in the target language about personal and social, community or current events as well as social issues and problems
1.1.M.SL.i Interview a classmate about their likes, dislikes, preferences, and opinions
1.1.M.SL.j Share opinions and perspectives on a variety of topics dealing with contemporary issues
1.1.MA.SL.RW.a Use the target language in email messages, blogs, and letters to greet one another and write about past and future activities as well as everyday school and community topics
1.1.M.RW.b Recognize and use appropriate/honorifics in routine written social correspondence
1.1.M.RW.f Share a written detailed description of places and things beyond the student’s immediate environment or in the target culture
1.1.M.RW.g Exchange information in writing about personal, social, community, or current events
1.1.M.RW.j Share in writing, opinions and individual perspectives on a variety of topics dealing with contemporary issues

1.2 Interpretive Communication
1.2.MA.L.a Demonstrate understanding of oral classroom language in the target language on a variety of familiar and select unfamiliar topics
1.2.MA.L.b Understand interpersonal communication, spoken messages, interviews, and group discussions in the target language on familiar topics related to family, school, and community and select unfamiliar topics
1.2.M.L.c Understand main idea and supporting detail, and summarize a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)
1.2.M.L.d Understand main idea and supporting detail, and summarize an audio presentation (CD, lecture, radio, podcast, songs/music)
1.2.MA.R.a Demonstrate understanding of written classroom language in the target language on a variety of familiar and select unfamiliar topics
1.2.M.R.b Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or stories
1.2.MA.R.c Understand written interpersonal communication in the target language on familiar topics related to family, school, and community and select unfamiliar topics (email, letters, messages, notes, and text messages)

1.3 Presentational Communication
1.3.M.S.b Retell a story to an audience in the target language
1.3.M.S.c Present brief oral reports about personal experiences, school, and community happenings in target language
1.3.M.W.b Create original compositions or journal entries in the target language
1.3.M.W.c Present brief written reports about personal experiences, school, and community happenings in the target language

Cultures
2.1 Practices and Perspectives
2.1.M.H.a Explain the chronology of major historic events and their impact on the culture of a community or country in which the language is spoken
2.1.M.H.c Explain important political issues in a community or country in which the language is spoken
2.1.M.H.d Explain the importance of significant current events in a community or country in which the language is spoken
2.1.M.H.e Analyze the influence of linguistic and cultural expansion on indigenous populations or within different communities, regions, or countries
2.1.MA.F.b Begin to analyze the cultural beliefs, values, and perspectives associated with time and daily routines
2.1.M.F.e Compare the practices and significance of an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken

2.2 Products and Perspectives
  Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**Understanding the impact of geography and natural resources on the target cultures (G)**

2.2.M.G.a Identify and describe regions and their distinctive characteristics within the countries where the language is spoken

**Understanding the importance of cultural and creative heritage within the target cultures (C)**

2.2.M.C.a Describe the significance of current cultural icons (arts, architecture, music, literature, film, media, TV, newspapers, and the creators of these products) Exemption: No Longer Spoken

2.2.M.C.b Describe the significance of historic cultural icons (arts, architecture, music, literature, film, media, TV, newspapers, and the creators of these products)

**Understanding the artifacts associated with family and community life within the target culture(s) (F)**

2.2.MA.F.b Compare the products that are native to a community, region or country with those of one or more other communities, regions, or countries. Begin to analyze the contribution of indigenous products within the economy of different communities, regions, or countries

2.2.M.F.a Compare the products needed to carry out daily routines and meet basic needs within two or more communities, regions or cultures (food preparation)

2.2.M.F.d Compare the significance of the products associated with an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken and begin to explain how cultural beliefs, values and perspectives influence the products associated with civil, religious, and personal/family holidays or celebrations

**Connections**

3.1 Knowledge

3.1.M.a Acquire new content knowledge about familiar topics through the target language

3.2 Point of View

3.2.MA.a Use audio, visual, and print materials in Spanish to acquire information and compare distinctive cultural viewpoints

**Comparisons**

4.1 Comparing Languages

4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language
4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language

4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language

4.1.M.d Select phonological features recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language

4.2 Comparing Cultures

4.2.M.a Identify the significance of cultural practices within the target culture and compare them to one’s own

Communities

5.1 Use of Language

5.1.M.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, and newsletters, and/or webpages

5.2 Personal Enrichment

5.2.MA.a Seek out opportunities and use target language with teachers, friend, or family outside the classroom and in real life situations within the community

5.2.M.b Use authentic target language print materials and electronic media to explore topics of interest within their own culture and the new culture

Cross Cultural Competencies

I. Knowledge of own culture
II. Elements of Culture
III. Contributions
IV. Conflict Resolution

Vocabulary

• Ethnic groups
• Conquest and occupation
• Architecture and culture
• Conquest, trade, and missions
• Ancestors and cultural heritage

Grammar

• Conditional
• Imperfect subjunctive

Activities:

• Weekly journal entries, emails, moodle
• Weekly verb tests practicing use of variety of verb tenses
• Continue filling in manila Subjunctive folder (carpeta)
• Continue filling in Dictionary folder (carpeta)
• Weekly conversational situations

Instructional Resources

• Classroom textbook, workbook, DVDs, website (Realidades)
• Songs
• Videos
• Websites
UNIT 9: CUIDEMOS NUESTRO PLANETA / LET’S TAKE CARE OF OUR PLANET

In this unit the student will use skills to communicate about local and global environmental concerns and endangered species and measures to protect both. Students will also express attitudes and opinions about the environment and discuss how to solve local and global environmental problems. Students will make comparisons about Latin American environmental and recycling problems and programs to those in the U.S. Students will also compare nature-based festivals in Mexico and the U.S. Comparisons will be made about the use of Spanish verbs like gustar to that of their English counterparts as well as Spanish and English relative pronouns and conjunctions. The activities are focused at the intermediate level using creative, connected sentences and paragraphs in a variety of verb tenses.

**Unit Title:** Cuidemos nuestro planeta/Let’s Take Care of Our Planet  
**Grade Level/Course Title:** Various/Spanish 5/6

**Essential Questions**  
- What is the relationship between people and the environment?  
- Why is it important to take care of the earth?  
- How can I participate in taking care of our natural environment?

**Essential Understandings**  
The student will understand that:  
- cultural perspectives exist in dealing with conservation and the environment.  
- people have an effect on the natural world around them.  
- each individual can help to protect the environment.

**Assessment**  
**Proficiency** *(Performance tasks: Interpersonal, Interpretive, Presentational)*  
- Write and present information orally about a local or global environmental issue, clearly outlining and explaining the problem and possible solutions.  
- Write a petition letter to a company persuading it to act on an environmental problem. Include a description of the harm they are causing the environment and how it impacts the future, give recommendations for solutions to the problem, and request for a reply. *(subjunctive)*

**Achievement**  
- Unit quizzes and tests: grammar and vocabulary points, listening, reading

**Content Expectations/Benchmarks**  
The student will …at an intermediate low level.

**Communication**  
**1.1 Interpersonal Communication**  
1.1.MA.SL.a Use the target language with culturally appropriate gestures to greet one another and engage in conversations about past and future activities such as school and community events, weekend plans, vacation, and travel  
1.1.M.SL.b Use appropriate register in routine social situations  
1.1.M.SL.c Request, offer, invite, and reply appropriately using simple phrases/sentences and provide rationale for the request and/or reply
Identifying and Describing

1.1.M.SL.f  Share a detailed description of places and things beyond their immediate environment or in the target culture

1.1.MA.SL.g  information in the target language about personal and social, community or current events as well as social issues and problems

1.1.M.SL.h  Ask for and obtain information in everyday situations with a complication that needs to be resolved in the target language, in person or on the telephone relating

1.1.A.SL.i  Report to someone the resolution of the situation

1.1.M.SL.j  Interview a classmate about their likes, dislikes, preferences, and opinions

1.1.MA.SL.RW.a  Use the target language in email messages, blogs, and letters to greet one another and write about past and future activities as well as everyday school and community topics

1.1.M.RW.b  Recognize and use appropriate/honorifics in routine written social correspondence

1.1.M.RW.c  Request, offer, invite, and reply appropriately in writing using simple phrases/sentences and provide rational for the request and/or reply

1.1.M.RW.f  Share a written detailed description of places and things beyond the student’s immediate environment or in the target culture

1.1.M.RW.g  Exchange information in writing about personal, social, community, or current events

1.1.M.RW.h  Resolve in writing an everyday situation that presents a complication that needs to be resolved

1.1.M.RW.i  Create and use a questionnaire to interview a classmate in the target language about their likes, dislikes, preferences, and opinions, and write a summary of the information

1.1.M.RW.j  Share in writing, opinions and individual perspectives on a variety of topics dealing with contemporary issues

1.2 Interpretive Communication

1.2.MA.L.a  Demonstrate understanding of oral classroom language in the target language on a variety of familiar and select unfamiliar topics

1.2.MA.L.b  Understand interpersonal communication, spoken messages, interviews, and group discussions in the target language on familiar topics related to family, school, and community and select unfamiliar topics

1.2.M.L.c  Understand main idea and supporting detail, and summarize a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)

1.2.M.L.d  Understand main idea and supporting detail, and summarize an audio presentation (CD, lecture, radio, podcast, songs/music)

1.2.MA.R.a  Demonstrate understanding of written classroom language in the target language on a variety of familiar and select unfamiliar topics

1.2.M.R.b  Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or stories

1.2.MA.R.c  Understand written interpersonal communication in the target language on familiar topics related to family, school, and community and select unfamiliar topics (email, letters, messages, notes, and text messages)

1.3 Presentational Communication

1.3.M.S.b  Retell a story to an audience in the target language

1.3.M.S.c  Present brief oral reports about personal experiences, school, and community happenings in target language

1.3.M.W.a  Illustrate and present materials in the target language such as an informational brochure or instructions for accomplishing a task

1.3.M.W.b  Create original compositions or journal entries in the target language

1.3.M.W.c  Present brief written reports about personal experiences, school, and community happenings in the target language

East Grand Rapids Public Schools, World Languages Curriculum, May 2009
Cultures

2.1 Practices and Perspectives

2.1.M.H.a Explain the chronology of major historic events and their impact on the culture of a community or country in which the language is spoken.

2.1.M.H.c Explain important political issues in a community or country in which the language is spoken.

2.1.M.H.d Explain the importance of significant current events in a community or country in which the language is spoken.

2.1.M.F.c Describe how daily needs are met within two or more communities or cultures in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services).

2.1.M.F.d Describe leisure activities associated with a particular community, region, or culture in which the target language is spoken.

2.1.M.F.e Compare the practices and significance of an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken.

2.1.M.E.b Compare the economic system in a community or country in which the language is spoken with one or more other communities or countries. Begin to analyze the role and impact of the economic system on a community or country in which the language is spoken.

2.1.M.E.c Compare the role of work within a community or culture in which the language is spoken with that of one or more other communities or countries. Begin to analyze the cultural beliefs related to money, wealth, and the social status of various types of employment.

2.2 Products and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Understanding the impact of geography and natural resources on the target cultures (G)

2.2.M.G.a Identify and describe regions and their distinctive characteristics within the countries where the language is spoken.

Understanding the importance of cultural and creative heritage within the target cultures (C)

2.2.M.C.a Describe the significance of current cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products) Exemption: No Longer Spoken.

2.2.M.C.b Describe the significance of historic cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products).

Understanding the artifacts associated with family and community life within the target culture(s) (F)

2.2.A.E.b Analyze the role and impact of the major natural resources, commercial products, services, and industries on the way of life in a community, region or country in which the language is spoken.

Connections

3.1 Knowledge

3.1.M.a Acquire new content knowledge about familiar topics through the target language.

3.2 Point of View

3.2.MA.a Use audio, visual, and print materials in Spanish to acquire information and compare distinctive cultural viewpoints.
Comparisons
4.1 Comparing Languages
4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation from one’s own language to the target language
4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation from one’s own language to the target language
4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation from one’s own language to the target language
4.1.M.d Select phonological features recognizing that meaning is not always conveyed through direct word-for-word translation from one’s own language to the target language

4.2 Comparing Cultures
4.2.M.a Identify the significance of cultural practices within the target culture and compare them to one’s own

Communities
5.1 Use of Language
5.1.M.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, and newsletters, and/or webpages
5.1.M.b Provide services to others in the school district and community through activities in the target language such as serving as conversation partners for other students in the target language

5.2 Personal Enrichment
5.2.M.A.a Seek out opportunities and use target language with teachers, friend, or family outside the classroom and in real life situations within the community
5.2.M.b Use authentic target language print materials and electronic media to explore topics of interest within their own culture and the new culture

Cross Cultural Competencies
I. Knowledge of own culture
II. Elements of Culture
III. Contributions
IV. Social Justice & Service Learning

Vocabulary
• Pollution
• Natural resources
• Animals
• Environmental issues
• Endangered species

Grammar
• Conjunctions used with the subjunctive and the indicative
• Relative pronouns que, quien, lo que
• Passive voice
• Present perfect subjunctive
• Imperfect subjunctive
• Pluperfect subjunctive
• Condicional perfect

Activities
• Weekly journal entries, emails, Moodle
• Weekly verb tests practicing use of variety of verb tenses

East Grand Rapids Public Schools, World Languages Curriculum, May 2009
• Continue filling in manila Subjunctive folder (carpeta)
• Continue filling in Dictionary folder (carpeta)
• Weekly conversational situations
• Learn about ecoturism in Chile.
• Discussion with subjunctive: What would the earth look like if no one took care of it? What would be the effects?

**Instructional Resources**
- Classroom textbook, workbook, DVDs, website (Realidades)
- Songs
- Videos
- Websites
In this unit students will use skills to communicate about issues concerning humans and their relationship with the environment. They will discuss topics focusing on correct usage of the preterit regular and irregular verbs in sentences and paragraphs using a variety of verb tenses. They will become acquainted the geography, history, and culture of Spain. Students will identify with other content area as they identify common elements found in literature. Comparisons will be made between selections of literature. Theme of community will be explored by focusing of the Hispanic world.

In this unit students will become acquainted the geography, history, and culture of Spain.

**Unit Title:** España/Spain  
**Grade Level/Course Title:** Various/Spanish 7/8

**Essential Question**  
- I refer to specific things

**Essential Understanding**  
The student will understand:  
- general history and culture of Spain and how to communicate using past tense.

**Assessment**

**Proficiency** *(Performance tasks: Interpersonal, Interpretive, Presentational)*  
- The geography of Spain: Describe the geography and weather of Spain.  
- The history of Spain: They will work in groups and talk about what they have learned about the history of Spain.  
- Journal Entry: Usando la información que aprendiste en esta unidad, imagínate que fuiste a España por tres semanas. ¿Adónde fuiste? ¿Qué hiciste? ¿Cuál fue tu parte favorita de todo el viaje? Comparte tu información con un compañero y compara la información.

**Achievement**  
- Unit quizzes and chapter test: grammar, vocabulary points, listening, history, and literature of Spain.

**Content Expectations/Benchmarks**  
The student will … at an intermediate mid level.

**Communication**

1.1 Interpersonal Communication  
1.1.M.SL.a Use the target language with culturally appropriate gestures and engage in a conversation.  
1.1.M.SL.f Share a detailed description of places and things beyond their immediate environment or in the target culture.  
1.1.M.SL.j Share opinions and individual perspective on a variety of topics dealing with contemporary issues.

1.2 Interpretive Communication  
1.2.M.L.d Understand main idea and supporting detail, and summarize and audio presentation (CD, lecture, radio, songs/music)  
1.2.M.R.a Demonstrate understanding of written classroom language in the target language on familiar topics.
1.2.M.R.b Understand main idea and supporting detail, summarize accessible written materials on familiar topic
1.2.M.S.d Produce a short original target language video/DVD recording, such as a segment of a newscast, talk show, or game show

1.3 Presentational Communication
1.3.M.W.b Create original compositions or journal entries in the target language

Cultures
2.1 Practices and Perspectives
2.1.M.H.a Explain the chronology of major historic events and their impact on the culture

2.2 Products and Perspectives
2.2.M.G.a Identify and describe regions and their distinctive characteristics within the countries where the language is spoken
2.2.M.G.b Identify and describe major geographic features (rivers, mountains etc)
2.2.M.G.d Describe the climate and typical seasonal weather

Connections
3.1 Knowledge
3.1.M.a Acquire new content knowledge about familiar topics through the target language

3.2 Point of View
3.2.M.a Use audio, visual, and/or print materials available only in the target language to acquire information

Comparisons
4.1 Comparing Cultures
4.2 Comparing Languages
4.2.M.a Select Vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation from one’s own language to the target language
4.2.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word translation from one’s own language to the target language

Communities
5.1 Use of Language
5.1.M.a Exchange information in the target language with people locally and around the world through newspaper/ web-pages, e-mail etc.

Cross Cultural Competencies
I. Knowledge of one’s own culture
II. Elements of culture
III. Contributions
VI. Social justice/ service learning

Vocabulary
• Traditional food from Spain(tapas, albóndigas, patatas rellenas etc)
• Directions(norte, sur, centro etc)
• The royal family( la corona, la rey/el rey)

Grammar
• Nouns,
• Articles
• Preterit regular e irregular and stem-changing verbs
Activities
- Conversation activities
- Singing
- Food tasting

Instructional Resources
- Book
- Songs
- Videos
- Websites
HIGH SCHOOL SPANISH
Spanish 7/8

UNIT 2: PAÍSES ANDINOS (ECUADOR, PERÚ Y BOLIVIA)
/ ANDEAN COUNTRIES (EQUADOR, PERU AND BOLIVIA)

In this unit students will use skills to communicate about issues concerning humans and their relationship with the environment. They will discuss topics focusing on correct usage of the imperfect and preterit, the progressive, the comparative and superlative in sentences and paragraphs using a variety of verb tenses. They will become acquainted the geography, history, and culture of País Andinos (Ecuador, Perú and Bolivia). Students will identify with other content area as they identify common elements found in literature. Comparisons will be made between selections of literature. Theme of community will be explored by focusing of the Hispanic world.

Unit Title: Países Andinos (Ecuador, Perú y Bolivia)
/ Andean Countries (Equador, Peru and Bolivia)

Grade Level/Course Title: Various/Spanish 7/8

Essential Questions
• How do I describe habitual past actions?
• How do I talk about past actions?
• How do I describe actions in progress?
• How do I make comparison?

Essential Understandings
The student will understand that:
• the geography, history, culture, and literature of the Andean region South America-Ecuador, Perú, and Bolivia has an impact on the Andean Region.
• mentoring has a positive impact on the world around them.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• The geography of the Países Andinos: Explain to a friend the climate in the region.
• Life during the Incas period: Write a journal describing some aspects of the Incas’ daily life (food, religion, etc).
• Describe a typical colonial city of this period.
• Role play: the conquest period.

Achievement
• Unit quizzes and test. Grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will … at an intermediate mid level.

Communication
1.1 Interpersonal Communication
1.1.M.SL.a Use the target language with culturally appropriate gestures and engage in a conversation.
1.1.MSl.f Share a detailed description of places and things beyond their immediate environment or in the target culture.
1.1.M.SL.j Share opinions and individual perspective on a variety of topics dealing with contemporary issues.
1.2 Interpretive Communication
1.2.M.L.d Understand main idea and supporting detail, and summarize and audio presentation (CD, lecture, radio, songs/music)
1.2.M.R.a Demonstrate understanding of written classroom language in the target language on familiar topics
1.2.M.R.b Understand main idea and supporting detail, summarize accessible written materials on familiar topic
1.2.M.S.d Produce a short original target language video/DVD recording, such as a segment of a newscast, talk show, or game show

1.3 Presentational Communication
1.3.M.W.b Create original compositions or journal entries in the target language

Cultures
2.1 Practices and Perspectives
2.1.M.H.a Explain the chronology of major historic events and their impact on the culture

2.2 Products and Perspectives
2.2.M.C.b Describe the significance of historic cultural icons (arts, architecture, music, literature, film media)
2.2.M.G.a Identify and describe regions and their distinctive characteristics within the countries where the language is spoken
2.2.M.G.b Identify and describe major geographic features (rivers, mountains etc)
2.2.M.d Describe the climate and typical seasonal weather

Connections
3.1 Knowledge
3.1.M.a Acquire new content knowledge about familiar topics through the target language

3.2 Point of View
3.2.M.a Use audio, visual, and/or print materials available only in the target language to acquire information

Comparisons
4.1 Comparing Cultures
4.1.M.a Identify the significance of the cultural practices within the target culture and compare them to one’s own

4.2 Comparing Languages
4.2.M.a Select Vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation from one’s own language to the target language
4.2.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word translation from one’s own language to the target language

Communities
5.1 Use of Language
5.1.M.a Exchange information in the target language with people locally and around the world through newspaper/web-pages, e-mail etc.

5.2 Personal Enrichment
5.2.M.b Use authentic target language print materials and electronic media to explore topics of personal interest within their own culture and the new culture
**Cross Cultural Competencies**

I. Knowledge of one’s own culture  
II. Elements of culture  
III. Contributions  
VI. Social Justice/service learning  

**Vocabulary**

- Traditional food of the Andean region of South America (empanadas salteñas, ceviche, locro etc)  
- Vocabulary of the conquest (el oro, la plata, subyugar, un criollo etc)  
- Activities

**Grammar**

- review the imperfect of regular and irregular verbs  
- the imperfect and the preterit to describe the past and to indicate past actions  
- the progressive tenses  
- the comparative and superlative and superlative  
- the comparative of equality

**Activities**

- Conversation activities  
- Competitive games  
- Mata moscas, battleship  
- Food tasting  
- Singing  
- Word search

**Instructional Resources**

- Book…?  
- Songs  
- Videos  
- Websites
UNIT 3: EL CONO SUR / THE SOUTHERN CONE

In this unit students will use skills to communicate about issues concerning humans and their relationship with the environment. They will discuss topics focusing on correct usage of ser and estar, gustar and present indicative regular e irregular verbs. They will become acquainted the geography, history, and culture of El cono Sur (Chile, Argentina, Paraguay and Uruguay). Students will identify with other content area as they identify common elements found in literature. Comparisons will be made between selections of literature. Theme of community will be explored by focusing of the Hispanic world.

Unit Title: El Cono Sur/The Southern Cone
Grade Level/Course Title: Various/Spanish 7/8

Essential Questions
• How do I describe actions in the present tense?
• How do I state location and origin?
• How I do refer to prefer to people and things already mentioned?
• How I do express surprise, interest, and annoyance?
• How I do express affirmative and negative ideas?

Essential Understandings
The student will:
• know facts about the geography, history, culture of Chile, Argentina, Paraguay, and Uruguay.
• talk about themselves- and their interests, likes, and dislikes.
• read and discuss a weather forecast and a newspaper article about university life.
• read poems by José Hernández and Pablo Neruda and short stories by Horacio Quiroga and Julio Cortázar.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• The geography of the Países del Cono Sur: Choose one country from this region and describe its geography and climate. Compare the geography and climate to where you live.
• The gaucho’s life style role play: Differences and similarities to the American cowboy. Prepare a short skit and present in class.
• Evita Perón: Research on Evita Perón and write a short biography.
• The Patagonia: Journal entry- What type of person are you? Would like to visit la Patagonia and the Tierra del Fuego? Why or why not?

Achievement
• Unit quizzes and test. Grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will … at an intermediate mid level.

Communication
1.1 Interpersonal Communication
1.1.M.SL.d Share a detailed description about physical appearance, character and personality traits of contemporary figures in their own and the target culture
1.1.M.SL.f Share a detailed description of places and things beyond their immediate environment or in the target culture
1.1.M.SL.g Exchange information in the target language about personal and social, community or current events
1.1.M.RW.f Share a written detailed description of places and things beyond the student’s immediate environment or in target culture

1.2 Interpretive Communication
1.2.M.L.c Understand main idea and supporting detail, and summarize a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)
1.2.M.L.d Understand main idea and supporting detail, and summarize an audio presentation (CD, lecture, radio, podcast, songs/music)
1.2.M.R.b Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or stories

1.3 Presentational Communication
1.3M.S.a Present skits or short plays in the target language
1.3.M.W.b Create original compositions or journal entries in the target language

Culture
2.1 Practices and Perspectives
2.1.M.H.a Explain the chronology of major historic events and their impact on the culture of a community or country in which the language is spoken
2.1.M.H.c Explain important political issues in a community or country in which the language is spoken
2.1.M.H.e Analyze the influence of linguistic and culture expansion of indigenous populations
2.1.M.F.c Describe how daily needs are met within two or more communities or cultures in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services)
2.1.M.F.e Compare the practices and significance of an important:
   - civil or religious holiday or celebration AND
   - regional holiday or celebration AND
   - personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken

2.2 Products and Perspectives
2.2.M.G.a Identify and describe regions and their distinctive characteristics within the countries where the language is spoken
2.2.M.G.b Identify and describe major geographic features (rivers, mountains, deserts, forests) of additional countries or regions in which the language is spoken
2.2.M.G.d Describe the climate and typical seasonal weather patterns in various regions in additional countries in which the language is spoken
2.2.M.C.a Describe the significance of current cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)
2.2.M.F.b Compare the products that are native to a community, region or country with those of one or more other communities, regions, or countries

Connections
3.1 Knowledge
3.1.M.a Acquire new content knowledge about familiar topics through the target language

3.2 Point of View
3.2.M.a Use audio, visual, and/or print materials available only in the target language to acquire information
Comparisons
4.1 Comparing Cultures
4.1.M.a Identify the significance of the cultural practices within the target culture(s) and compare to one’s own

4.2 Comparing Languages
4.2.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation
4.2.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation

Communities
5.1 Use of Language
5.1.M.b Provide services to others in the school as serving as conversation partners for other students in the target language

5.2 Personal Enrichment
5.2.M.b Use authentic target language print materials and electronic media to explore topics of personal interest within their own culture and new culture

Cross Cultural Competencies
I. Knowledge of one’s own culture
II. Elements of culture
III. Contributions
V. Conflict Resolution
VI. Social Justice/service learning

Vocabulary
• Vocabulary of the region (el viñedo, un chaparrón, austral etc.)

Grammar
• Review the present of regular and irregular verbs
• Ser and estar
• Objects pronouns
• Gustar and verbs like gustar
• Affirmative and negative words

Activities
• Conversational activities
• Competitive games (mata moscas, battleship etc.)
• Singing
• Word search

Instructional Resources
• Book
• Songs
• Videos
• Websites
HIGH SCHOOL SPANISH
Spanish 7/8

UNIT 4: LA AMÉRICA CENTRAL / CENTRAL AMERICA

In this unit students will use skills to communicate about issues concerning humans and their relationship with the environment. They will discuss topics focusing on correct usage of the present subjunctive, commands and direct and indirect pronouns in sentences and paragraphs using a variety of verb tenses. They will become acquainted the geography, history, and culture of Central América( Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, and Panamá). Students will identify with other content area as they identify common elements found in literature. Comparisons will be made between selections of literature. Theme of community will be explored by focusing of the Hispanic world.

Unit Title: La América Central/Central America
Grade Level/Course Title: Various/Spanish 7/8

Essential Questions
• How do I express needs and desires of those in my community?
• How do I compare my community to Central America?
• How do I use literature to better understand the values of a given culture?

Essential Understandings
The student will understand that:
• geography, history, culture and literature of Central America region has an impact on their perspective of the world around them.
• literature can be use as a tool to understand and comprehend the culture values of Central America.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• real-life communication-compare the climate of Central America to a region that has four different seasons ¿ hay variaciones entre el clima de la sierra y el de la costa?¿Cuáles son?
• Journal entry: ¿Dónde te gustaría viajar en América Central? ¿Por qué? ¿Qué lugares visitarías? ¿Qué actividades recomendarias? Share journals with a partner etc.
• Essay: Compare and contrast the precolombinas civilizations.
• Role play: Plan a trip to Granada, Nicaragua. Discuss what are your plans and hopes for the trip?

Achievement
• Unit quizzes and test. Grammar and vocabulary points, listening, reading and oral test with a partner.

Content Expectations/Benchmarks
The student will … at an intermediate mid level.

Communication
1.1 Interpersonal Communication
1.1.M.SL.b Recognize and use appropriate register/making a purchase
1.1.M.SL.c Request, offer invite and reply using simple phrases/sentences
1.1.M.SL.f Share a detailed description of places and things beyond their immediate environment or in the target culture
1.1.M.SL.g Exchange information. in the target language about personal event
1.1.M.SL.h Ask for and obtain information. in everyday situations with a complication that needs to be resolved in the target language in person at a hotel
1.1.M.SL.j Share opinions and individual perspectives on a variety of topics dealing with contemporary issues
1.1. M. RW.c Request offer, invite and reply appropriately in writing using simple phrases/sentences
1.1. M. RW.f Share a written detailed description of places and things beyond the student’s immediate environment or in the target culture
1.1. M. RW.j Share in writing, opinions and individual perspectives

1.2 Interpretive Communication
1.2. M. L. d Understand main idea and supporting detail and summarize an audio presentation(songs/music)
1.2. M. R. a Demonstrate understanding of written classroom language in the target language on familiar topics
1.2. M. R. b Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as newspaper article, poetry, and stories.

1.3 Presentational Communication
1.3. M. S. a Present skits in the target language
1.3. M. W. b Create original compositions/journal in the target language

Cultures
2.1 Practices and Perspectives
2.1. M. H. a Explain the chronology of major historic events and their impact on the culture
2.1. M. H. c Explain important political issues in a community or country in which the language is spoken
2.1. M. H. e Analyze the influence of linguistic and cultural expansion on indigenous populations
2.1. M. F. d Describe leisure activities associated with a particular community, region, or culture in which the target language is spoken
2.1. M. F. e Compare the practices and significance of an important: across multiple communities in which the target language is spoken

2.2 Products and Perspectives
2.2. M. G. a Identify and describe regions and their distinctive characteristics within the countries where the language is spoken
2.2. M. G. b Identify and describe major geographic features (rivers, mountains etc)
2.2. M. G. c Identify and describe the neighboring countries and geographic features in which the target language is spoken
2.2. M. G. d Describe the climate and typical seasonal weather
2.2. M. C. a Describe the significance of current cultural icons
2.2. M. E. b Compare the major natural resources, commercial products, services, and industries in a community

Connections
3.1 Knowledge
3.1. M. a Acquire new content knowledge about familiar topics through the target language

3.2 Point of View
3.2. M. a Use audio, visual, and/or print materials available only in the target language to acquire information

Comparisons
4.1 Comparing Cultures
4.1. M. a Identify the significance of cultural practices within the target culture and compare them to one’s own

4.2 Comparing Languages
4.2. M. a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation
4.2. M. b Select grammatical structures recognizing that meaning is not always conveyed through word-for-word translation
Communities
5.1 Use of Language
5.1.M.a Exchange information in the target language with people locally and around the world through avenues such as electronic presentations

5.2 Personal Enrichment
5.2.M.a Seek out opportunities and use the target language outside the classroom

Cross Cultural Competencies
I. Knowledge of one’s own culture
II. Elements of culture
III. Contributions
VI. Social justice/service learning

Vocabulary
• For reading comprehension (una mola, un bohío, trasladar, soler etc.)
• Tradicional food of the region (gallopinto, un chile relleno con frijoles, sancocho)

Grammar
• Present subjunctive regular and irregular verbs
• Commands
• Direct and indirect pronouns

Activities
• Conversation activities
• Food tasting
• Singing
• Battleship
• Word search

Instructional Resources
• Book
• Songs
• Videos
• Websites
In this unit students will learn more about the geography, history, culture, and literature of México. They will read an article about the Bosque de Chapultepec and a benefit concert in which Bon Jovi participated to raise funds for reconstruction work in this famous and popular park. Students will read the synopses of some films that played recently in Mexico City. They will read some poems by the famous poets Amado Nervo and Octavio Paz as well as an excerpt from Laura Esquivel’s new novel Maliche. They will discuss topics focusing on correct usage of reflexive verbs, passive voice, present perfect and pluperfect, present subjunctive and object pronouns in sentences and paragraphs using a variety of verb tenses. Theme of community will be explored by focusing of the Hispanic world.

**Unit Title:** México/Mexico  
**Grade Level/Course Title:** Various/Spanish 7/8

**Essential Questions**
- How do I express needs and desires of the Mexican community in Grand Rapids?
- What are some similarities and differences between the USA and México?
- How some historical events have affected our relationship with México?
- How do I use literature, art and music to better understand the values of a given culture?

**Essential Understandings**
The student will understand that:
- geography, history, culture and literature of Mexico has an impact on their perspective of the world around them.
- literature can be use as a tool to understand and comprehend the culture values of the Mexican culture.

**Assessment**

**Proficiency** *(Performance tasks: Interpersonal, Interpretive, Presentational)*
- real-life communication-compare the climate of México :Identifica unas cosas geográficas y climáticas que México y Estados Unidos tienen en común.
- Oral test: En tus propias palabras relata una leyenda de los indígenas de México.
- Essay: La vida del líder mexicano Benito Juárez, un humilde indígena de Oaxaca, es una historia interesante. Haz unas investigaciones sobre este personaje tan estimado.
- Role play: Plan a trip to Mexico. Discuss what are you plans, what historical sites you’re going to visit, hotel accommodations etc.

**Achievement**
- Unit quizzes and test; grammar and vocabulary points, listening, reading and oral test with a partner

**Content Expectations/Benchmarks:**
The student will … at an intermediate mid level.

**Communication**

**Interpersonal Communication**
1.1.M.SL.b Recognize and use appropriate register/making a purchase
1.1.M.SL.c Request, offer invite and reply using simple phrases/sentences
1.1.M.SL.d Share a detailed description about physical appearance, character and personality traits of contemporary figures in their own and target culture
1.1.M.SL.f Share a detailed description of places and things beyond their immediate environment or in the target culture
1.M.SL.g Exchange information in the target language about personal event
1.1.M.SL.h Ask for and obtain information in everyday situations with a complication that needs to be resolved in the target language in person at a hotel
1.1.M.SL.j Share opinions and individual perspectives on a variety of topics dealing with contemporary issues
1.1.M.RW.c Request offer, invite and reply appropriately in writing using simple phrases/sentences
1.1.M.RW.f Share a written detailed description of places and things beyond the student’s immediate environment or in the target culture
1.1.M.RW.j Share in writing, opinions and individual perspectives

Interpretive Communication
1.2.M.L.d Understand main idea and supporting detail and summarize an audio presentation(songs/music)
1.2.M.R.a Demonstrate understanding of written classroom language in the target language on familiar topics
1.2.M.R.b Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as newspaper article, poetry, and stories

Presentational Communication
1.3.M.S.a Present skits in the target language
1.3.M.W.b Create original compositions/journal in the target language

Cultures
Practices and Perspectives
2.1.M.H.a Explain the chronology of major historic events and their impact on the culture
2.1.M.H.c Explain important political issues in a community or country in which the language is spoken
2.1.M.H.e Analyze the influence of linguistic and cultural expansion on indigenous populations
2.1.M.F.d Describe leisure activities associated with a particular community, region, or culture in which the target language is spoken
2.1.M.F.e Compare the practices and significance of an important: across multiple communities in which the target language is spoken

Products and Perspectives
2.2.M.G.a Identify and describe regions and their distinctive characteristics within the countries where the language is spoken
2.2.M.G.b Identify and describe major geographic features (beaches, mountains etc)
2.2.M.G.c Identify and describe the neighboring countries and geographic features in which the target language is spoken
2.2.M.G.d Describe the climate and typical seasonal weather
2.2.M.C.a Describe the significance of current cultural icons
2.2.M.E.b Compare the major natural resources, commercial products, services, and industries in a community

Connections
Knowledge
3.1.M.a Acquire new content knowledge about familiar topics through the target language

Point of View
3.2.M.a Use audio, visual, and/or print materials available only in the target language to acquire information

Comparisons
Comparing Cultures
4.1.M.a Identify the significance of cultural practices within the target culture and compare them to one’s own
Comparing Languages
4.2.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation
4.2.M.b Select grammatical structures recognizing that meaning is not always conveyed through word-for-word translation

Communities
Use of Language
5.1.M.a Exchange information in the target language with people locally and around the world through avenues such as electronic presentations

Personal Enrichment
5.2.M.a Seek out opportunities and use the target language outside the classroom

Cross Cultural Competencies
I. Knowledge of one’s own culture
II. Elements of culture
III. Contributions
VI. Social justice/service learning

Vocabulary
• For reading comprehension (la estela, el derecho, alojar, llegar a ser, etc.)
• Tradicional food of the region (granos de maíz, muslo de pollo con mole poblano)

Grammar
• Reflexive verbs
• passive voice
• present perfect and pluperfect,
• present perfect subjunctive
• object pronouns

Activities
• Conversation activities
• Singing
• Field trip to a traditional Mexican restaurant
• Word search

Instructional Resources
• Book
• Songs
• Videos
• Websites
HIGH SCHOOL SPANISH
Spanish 7/8

UNIT 6: EL CARIBE / THE CARIBBEAN

In this unit, students will learn about the geography, history, culture, and literature of three Spanish-speaking islands of the Caribbean (Cuba, Puerto Rico and República Dominicana). They will read newspaper articles about the famous wall in old San Juan and the resort of Punta Cana. Students will read two poems by the Cuban author Nicolás Guillén and one by the Dominican Salomé Ureña. They will also read a short story by the Puerto Rican Manuel del Toro. Students will continue to review of Spanish grammar (the future, conditional, the future perfect, conditional perfect, demonstrative and possessive pronouns, relative pronouns and the usage of y to e; o to u). Theme of community will be explored by focusing on the Hispanic world.

Unit Title: El Caribe/The Caribbean
Grade Level/Course Title: Various/Spanish 7/8

Essential Questions
• How does the climate affect our daily routine?
• What are some traditions that we have in common with the Caribbean?
• How the Conquista has affected the population of the Caribbean?

Essential Understandings
The student will understand that:
• geography, history, culture and literature of the Caribbean has an impact on their perspective of the world around them.
• literature can be use as a tool to understand and comprehend the culture values of the Caribbean.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• real-life communication-Describe la imagen que tienes del Viejo San Juan y cómo es diferente a tu ciudad. La Muralla: ¿Por qué los españoles construyeron en San Juan millas de murallas y fortalezas ya hace muchos siglos? Habla con un compañero y según tus planes o metas, dile lo que ocurrirá o sucederá en tu vida. Luego tu compañero te dirá lo que pasará en su vida. Comparen sus esperanzas. ¿Tienen las mismas metas?
• Journal entry: ¿Te gustaría residir por unos años en un país extranjero? ¿Por qué dices que sí o que no?; Según lo que has leído ¿te gustaría visitar Punta Cana? ¿Por qué? Share journals with a partner .
• Essay: Escribe una descripción de un lugar que conozcas personalmente e incluye sitios de interés, acomodaciones, restaurantes y estilo de vida.
• Role play: With a partner plan a trip to the Caribbean over Spring Break (hotel accommodations, flight schedule, currency, places you would like to visit etc). Present in class.

Achievement
• Unit quizzes and test. Grammar and vocabulary points, listening, reading.

Content Expectations/Benchmarks
The student will … at an intermediate mid level.

Communication
1.1 Interpersonal Communication
1.1.M.SL.a Use the target language with culturally appropriate gestures to greet
1.1.M.SL.b Recognize and use appropriate register/making a purchase
1.1.M.SL.c Request, offer invite and reply using simple phrases/sentences
1.1.M.SL.f Share a detailed description of places and things beyond their immediate environment or in the
target culture
1.1.M.SL.g Exchange information in the target language about personal event
1.1.M.SL.h Ask for and obtain information in everyday situations with a complication that needs to be
resolved in the target language in person at a hotel
1.1.M.SL.j Share opinions and individual perspectives on a variety of topics dealing with contemporary
issues
1.1.M.RW.c Request offer, invite and reply appropriately in writing using simple phrases/sentences
1.1.M.RW.f Share a written detailed description of places and things beyond the student’s immediate
environment or in the target culture
1.1.M.RW.j Share in writing, opinions and individual perspectives

1.2 Interpretive Communication
1.2.M.L.b Understand interpersonal communication in the target language about familiar topics
1.2.M.L.d Understand main idea and supporting detail and summarize an audio presentation(songs/music)
1.2.M.R.a Demonstrate understanding of written classroom language in the target language on familiar
topics
1.2.M.R.b Understand main idea and supporting detail, and summarize accessible written materials on
familiar topics in the target language such as newspaper article, poetry, and stories

1.3 Presentational Communication
1.3.M.S.a Present skits in the target language
1.3.M.W.b Create original compositions/journal in the target language

Cultures
2.1 Practices and Perspectives
2.1.M.H.a Explain the chronology of major historic events and their impact on the culture
2.1.M.H.c Explain important political issues in a community or country in which the language is spoken
2.1.M.H.e Analyze the influence of linguistic and cultural expansion on indigenous populations
2.1.M.F.d Describe leisure activities associated with a particular community, region, or culture in which
the target language is spoken
2.1.M.F.e Compare the practices and significance of an important: across multiple communities in which
the target language is spoken

2.2 Products and Perspectives
2.2.M.G.a Identify and describe regions and their distinctive characteristics within the countries where the
language is spoken
2.2.M.G.b Identify and describe major geographic features (rivers, beaches, mountains etc)
2.2.M.G.c Identify and describe the neighboring countries and geographic features in which the target
language is spoken
2.2.M.G.d Describe the climate and typical seasonal weather
2.2.M.C.a Describe the significance of current cultural icons
2.2.M.E.b Compare the major natural resources, commercial products, services, and industries in a
community

Connections
3.1 Knowledge
3.1.M.a Acquire new content knowledge about familiar topics through the target language

3.2 Point of View
3.2.M.a Use audio, visual, and/or print materials available only in the target language to acquire
information

East Grand Rapids Public Schools, World Languages Curriculum, May 2009
**Comparisons**

4.1 Comparing Cultures
4.1.M.a Identify the significance of cultural practices within the target culture and compare them to one’s own

4.2 Comparing Languages
4.2.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation
4.2.M.b Select grammatical structures recognizing that meaning is not always conveyed through word-for-word translation

**Communities**

5.3 Use of Language
5.1.M.a Exchange information in the target language with people locally and around the world through avenues such as electronic presentations

5.4 Personal Enrichment
5.2.M.a Seek out opportunities and use the target language outside the classroom

**Cross Cultural Competencies**

I. Knowledge of one’s own culture
II. Elements of culture
III. Contributions
VI. Social justice/service learning

**Vocabulary**

- For reading comprehension (una cadena de montañas, ajeno, estallarse, saquear, pisar etc.)
- Tradicional food of the region (frutas tropicales, arroz y frijoles, tostones, arroz con habichuela sancocho)

**Grammar**

- The future and future perfect
- Conditional and conditional perfect
- Demonstrative and possessive pronouns
- Relatives pronouns
- Usage of (y/e.; o/u)

**Activities**

- Conversation activities
- Food tasting
- Singing
- Word search
- Battleship

**Instructional Resources**

- Book
- Songs
- Videos
- Websites
The student will complete Content Expectations and Benchmarks at the intermediate-high level.

**Unit 1**

**¿SUEÑOS O REALIDAD? / DREAMS OR REALITY?**
- Literature: “El otro” by Jorge Luis Borges
- Grammar: Present indicative, preterit, and passive voice
- Vocabulary
- Understanding Spanish language and culture through common sayings
- Oral situation/Role play
- Journal entry
- Essay
- Song “Volverte a ver” by Juanes
- Tests and quizzes

**Unit 2**

**LA PÉRDIDA DE UN SER QUERIDO / THE LOSS OF A LOVED ONE**
- Literature: “Un perro ha muerto” by Pablo Neruda
- Grammar: The imperfect, present perfect, pluperfect, usage of Ser vs. Estar
- Understanding Spanish language and culture through common sayings
- Vocabulary
- Community project on *Day of the Death*
- Oral situation/Role play
- Journal entries
- Essay
- Tests and quizzes

**Unit 3**

**LAS IDIOSINCRACIAS PERSONALES / PERSONAL IDIOSYNCRASIES**
- Literature: “Viajes” by Julio Cortázar
- Grammar: Reflexive verbs, direct and indirect objects pronouns, usage of “faltar, gustar, importar, molestar, and parecer”
- Understanding Spanish language and culture through common sayings
- Vocabulary
- Oral situation/Role play
- Journal entries
- Write a story based on “Viajes”
- Song “La vida es un carnival” by Celia Cruz
- Tests and quizzes
Unit 4
LAS REACCIONES A LAS EXPECTATIVAS DE LOS PADRES / THE REACTIONS TO PARENT EXPECTATIONS

- Literature: “Nada menos que todo un hombre” by Miguel Unamuno
- Grammar: The present subjunctive, usage of the subjunctive after certain expressions—desire, hope, feelings, judgment, uncertain and the present perfect subjunctive
- Understanding Spanish language and culture through common sayings
- Vocabulary
- Oral situation/Role play
- Journal entry
- Essay
- Test and quizzes

Unit 5
LAS EXPERIENCIAS QUE NOS DEFINEN / THE EXPERIENCES THAT DEFINE US

- Literature: “El niño al que se le murió el amigo” by Ana María Matute
- Grammar: Future, future perfect, conditional, conditional perfect, the usage of indirect objects to talk about intentional events
- Understanding Spanish language and culture through common sayings
- Vocabulary
- Oral situation/Role play
- Journal entry
- TV talk show-Univision Spanish channel
- Essay
- Tests and quizzes

Unit 6
LO REAL, LO IRREAL Y LO ABSURDO / THE REAL, THE UNREAL AND ABSURD

- Literature: La peste del insomnio” by Gabriel García Márquez
- Grammar: Imperfect subjunctive and pluscuamperfecto subjunctive
- Understanding Spanish language and culture through common sayings
- Vocabulary
- Oral situation/Role play
- Journal entry
- Song- “Ave María “ by David Bisbal
- Essay
- Tests and quizzes

Unit 7
LOS CONFLICTOS ENTRE LAS GENERACIONES / THE CONFLICTS BETWEEN GENERATIONS

- Literature: “Como agua para chocolate” by Laura Esquivel
- Grammar: Commands, review of the subjunctive rules 1-9
- Understanding Spanish language and culture through common sayings
- Vocabulary
- Oral situation/Role play
- Community project
- Journal entry
- Essay
- Tests and quizzes
In this preliminary unit the student will review skills to communicate about themselves and the leisure activities they enjoy doing. They will discuss topics while focusing on the correct usage of adjectives and present regular ar, er, and ir verbs in sentences. They will focus on nationalities and describe the first day of class in Spanish-speaking countries. Students will connect with other content areas as they read and write about the immigrant population in the United States. Comparisons will be made about adjectives and nationality in relation to countries of origin. The theme of community will be explored as students share about summer experiences involving Spanish.

Unit Title: Para empezar/Preliminary Unit
Grade Level/Course Title: Freshman/Spanish 3/4 Honors

Essential Question
• How do I share about myself in another language?

Essential Understanding
The student will understand that:
• people use languages other English to describe themselves and get to know other people.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• Write a poem in the shape of a diamond. The poem is going to describe you. Write 3 questions for your classmates to get to know them better. Be prepared to answer questions from your teacher and classmates so they are able to learn more about you.

Achievement
• Unit quizzes and tests; grammar and vocabulary points, listening and reading

Content Expectations/Benchmarks
The student will …at an intermediate low level.

Communication
1.1 Interpersonal Communication
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions
1.1.N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self, family and friends
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions
1.1.N.SL.e Ask questions about physical appearance, character and personality traits of friends, family, classmates and answer using a list of traits
1.1.N.SL.f Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits
1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends
1.1.N.RW.c Recognize and use appropriate register/honorifics in limited, simple social correspondence
1.1.N.RW.e Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits

1.1.N.RW.f Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits

1.2 Interpretive Communication

1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests

1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences

1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests

1.3 Presentational Communication

1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school

1.3.N.W.a Illustrate and present materials in the target language such as an advertisement, poster, or menu (poem)

Cultures

Practices and Perspectives

2.1.N.H.d Identify and describe significant current events in a country in which the language is spoken

2.1.N.H.e Identify and explain how the language and culture expanded throughout the world

2.1.N.F.b Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)

2.1.N.E.a Identify levels of instruction, courses, and typical daily school schedules and activities in a community or culture in which the language is spoken

Products and Perspectives

2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken

2.2.N.E.a Identify facilities, supplies, and materials needed for schooling and activities in a community or culture in which the language is spoken

Connections

3.1 Knowledge

3.1.N.a Reinforce previously learned content knowledge through the target language

3.2 Point of View

3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture

Comparisons

4.1 Comparing Languages

4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)

4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target language

4.1.N.c Identify basic differences and similarities in register/honorifics between one’s own language and the target language

4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

4.2 Comparing Cultures

4.2.N.a Identify basic target culture practices and compare them to one’s own

4.2.N.b Identify basic target culture products and compare them to one’s own
Communities
5.1 Use of Language
5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations

5.2 Personal Enrichment
5.2.N.a Willingly use the target language within the classroom setting
5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment

Cross Cultural Competencies
I. Knowledge of One’s Own Culture
II. Elements of Culture
III. Contributions
IV. Prejudice and Discrimination
VI. Social Justice/Service Learning

Vocabulary
- Descriptive adjectives
- Adjectives of nationality
- Common verbs
- Question words
- Seasons
- Adverbs of time

Grammar
- Adjective agreement
- Present tense of the verb ser
- Subject pronouns
- Present tense of regular verbs

Activities
- Complete survey with classmates about likes and dislikes
- Make diamond poem for class, present and post in class or on web.
- Begin Carpeta of Verbos – This will have subject pronouns and verb endings for all tenses. Will be used throughout high school.

Instructional Resources
- Realidades 2
- World map in Spanish
In this unit the student will use skills to communicate about classroom and extracurricular activities, school rules and what they know. They will discuss topics while focusing on the correct usage of stem-changing verbs in sentences. They will focus on cultural practices in schools and sports. Students will connect with other content areas as they describe the poet José Martí and his work. Comparisons will be made about cognates, the pronunciation of b, v, d and the use of saber and conocer. The theme of community will be explored as students identify special activities in the community.

Unit Title: Tú día escolar/Your School Day
Grade Level/Course Title: Freshman/Spanish 3/4 Honors

Essential Question
• How is my school day the same and different from other students around the world?

Essential Understanding
The student will understand that:
• there are schools around the world that provide quality education for students.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• Your teacher and classmates want to get to know you better. Write a paragraph and present to the class what you like to do at and after school. Bring photos or illustrate your activities or post it on the internet. Write 3 questions for your classmates. Be prepared to answer questions from your teacher and classmates.

Achievement
• Unit quizzes and tests. Grammar and vocabulary points, listening and reading.

Content Expectations/Benchmarks
The student will …at an intermediate low level.

Communication
1.1 Interpersonal Communication
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions
1.1.N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self, family and friends
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions
1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrases request, offer, invitation and reply
1.1.N.SL.e Ask questions about physical appearance, character and personality traits of friends, family, classmates and answer using a list of traits
1.1.N.SL.f Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits
1.1.N.SL.g Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
1.1.N.SL.j Share likes and dislikes in the target language with a classmate
1.1.N.SL.k Share opinions and preferences in the target language with their classmates
1.1.N.RW.a Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet, take leave, or make introductions
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends
1.1.N.RW.c Recognize and use appropriate register/honorifics in limited, simple social correspondence
1.1.N.RW.d Request, offer, invite, and reply appropriately in writing using memorized phrases
1.1.N.RW.e Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits
1.1.N.RW.f Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits
1.1.N.RW.h Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
1.1.N.RW.i Inquire in writing, to obtain information in the target language about time, place, price, and size relating to restaurants, stores, transportation, and services
1.1.N.RW.j Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters
1.1.N.RW.k Share opinions and preferences in the target language with their classmates in writing using email messages, notes, letters

1.2 Interpretive Communication
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories
1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (email, letters, messages, notes, and text messages)

1.3 Presentational Communication
1.3.N.S.a Present songs, poems or stories in the target language
1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school
1.3.N.W.c Write brief personal descriptions on familiar topics in the target language such as self, friends, family, home, and school

Cultures
Practices and Perspectives
2.1.N.F.b Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)
2.1.N.E.a Identify levels of instruction, courses, and typical daily school schedules and activities in a community or culture in which the language is spoken

Products and Perspectives
2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken

Connections
3.1 Knowledge
3.1.N.a Reinforce previously learned content knowledge through the target language
3.2 Point of View
3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture

Comparisons
4.1 Comparing Languages
4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target language
4.1.N.c Identify basic differences and similarities in register/honorifics between one’s own language and the target language
4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

4.2 Comparing Cultures
4.2.N.a Identify basic target culture practices and compare them to one’s own
4.2.N.b Identify basic target culture products and compare them to one’s own

Communities
5.1 Use of Language
5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations
5.1.N.b Provide services to others in the school district through activities in the target language such as skits and/or musical presentations, or by reading to others in the target language

5.2 Personal Enrichment
5.2.N.a Willingly use the target language within the classroom setting
5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment

Cross Cultural Competencies
I. Knowledge of One’s Own Culture
II. Elements of Culture
III. Contributions
IV. Prejudice and Discrimination
VI. Social Justice/Service Learning

Vocabulary
- School activities
- School rules
- Classroom objects
- Extracurricular activities
- Verbose 2

Grammar
- Stem-changing verbs
- Tener
- Affirmative and negative words
- Making comparisons
- Saber and conocer
- Hacer + time expressions
- Ir

East Grand Rapids Public Schools, World Languages Curriculum, May 2009
Activities
• Complete survey with classmates about extracurricular activities
• Write email to ask classmate to join extracurricular activity
• Make poster of classroom rules
• Learn to dance the salsa
• Email classmate to find out class schedule

Journals
• Song 28 – Oreja de Van Gough
• Continue Carpeta de Verbos and add present stem changing verbs
• Start Verbos 2 – Spanish to English, English to Spanish, open-ended

Instructional Resources
• Realidades 2
In this unit the student will use skills to communicate about getting ready for special events, daily routines, and shopping trips. They will discuss topics while focusing on the correct usage of reflexive verbs, ser and estar, possessive and demonstrative adjectives, regular preterit verbs, and using adjectives as nouns in sentences. They will focus on cultural perspectives of clothing and practices at parties. Students will connect with other content areas by investigating the theater arts. Comparisons will be made the use of ser and estar, the use of adjectives and special events in Spanish-speaking countries. The theme of community will be explored as students identify special events in U.S. communities and the importance of bilingual employees.

Unit Title: Un evento especial/A Special Event
Grade Level/Course Title: Freshman/Spanish 3/4 Honors

Focus/Essential Question
• How do special events and routines reflect values in a community?

Essential Understanding
The student will understand that:
• special events and routines are influenced and based on cultural values.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• You are an exchange student in Mexico. Your host family wants to know about special events in which you participate in your community. Show and describe photos of a typical special event you or your friends might attend. Be prepared to answer questions from your teacher and classmates. Listen to a special event presented by 2 other of your “roommates.” Ask your classmates 3 questions about their event.
• You received money for your birthday and just purchased several articles of clothing with the money. Write an email to a friend describing your shopping trip.

Achievement
• Unit quizzes and tests; grammar and vocabulary points, listening and reading

Content Expectations/Benchmarks
The student will …at an intermediate low level.

Communication
1.1 Interpersonal Communication
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions
1.1.N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self, family and friends
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions
1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrases
1.1.N.SL.f Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits
1.1.N.SL.g Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits
1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
1.1.N.SL.i Ask for and obtain information in everyday situations in the target language about time, place, price, size, relating to restaurants, stores, transportation, and services
1.1.N.SL.j Share likes and dislikes in the target language with a classmate
1.1.N.SL.k Share opinions and preferences in the target language with their classmates
1.1.N.RW.a Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet, take leave, or make introductions
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends
1.1.N.RW.c Recognize and use appropriate register/honorifics in limited, simple social correspondence
1.1.N.RW.d Request, offer, invite, and reply appropriately in writing using memorized phrases
1.1.N.RW.e Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits
1.1.N.RW.f Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of traits
1.1.N.RW.g Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
1.1.N.RW.h Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters
1.1.N.RW.i Share opinions and preferences in the target language with their classmates in writing using email messages, notes, and letters

1.2 Interpretive Communication
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences
1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories
1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (email, letters, messages, notes, and text messages)

1.3 Presentational Communication
1.3.N.S.a Present songs, poems or stories in the target language
1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school
1.3.N.S.c Record materials in the target language, such as a puppet show, fashion show, or weather report
1.3.N.W.a Illustrate and present materials in the target language such as an advertisement, poster, or menu
1.3.N.W.b Prepare illustrated stories (big books, posters, dioramas, cartoons) about activities or events in student’s personal life, and share these with an audience
1.3.N.W.c Write brief personal descriptions on familiar topics in the target language such as self, friends, family, home, and school

Cultures
Practices and Perspectives
2.1.N.F.a Describe family structures and the role of friends within a community or culture in which the language is spoken
2.1.N.F.b Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)
2.1. N. F. c Describe how daily needs are met within a community or culture in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services)

2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken

2.1.N.F.e Explain the practices and significance of an important:
   - civil or religious holiday or celebration AND
   - regional holiday or celebration AND
   - personal or family holiday or celebration within a community or culture in which the target language is spoken

Products and Perspectives
2.2.N.F.a Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, foods, transportation, health care, public services)

2.2.N.F.c Describe the products needed for leisure activities commonly practiced within a community, region, or culture in which the language is spoken

2.2.N.F.d Describe and explain the significance of the products associated with an important:
   - civil or religious holiday or celebration AND
   - regional holiday or celebration AND
   - personal or family holiday or celebration within a community or culture in which the target language is spoken

2.2.N.E.c Recognize the currency of a country in which the language is spoken

Connections
3.1 Knowledge
3.1.N.a Reinforce previously learned content knowledge through the target language

3.2 Point of View
3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture

Comparisons
4.1 Comparing Languages
4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)

4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target language

4.1.N.c Identify basic differences and similarities in register/honorifics between one’s own language and the target language

4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

4.2 Comparing Cultures
4.2.N.a Identify basic target culture practices and compare them to one’s own

4.2.N.b Identify basic target culture products and compare them to one’s own

Communities
5.1 Use of Language
5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations

5.2 Personal Enrichment
5.2.N.a Willingly use the target language within the classroom setting
5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment
5.2.N.c Identify careers where skills in another language or cross-cultural understanding are needed

Cross Cultural Competencies
I. Knowledge of One’s Own Culture
II. Elements of Culture
III. Contributions
IV. Prejudice and Discrimination
VI. Social Justice/Service Learning

Vocabulary
- Daily routines
- Clothing
- Fashion
- Shopping

Grammar
- Reflexive verbs
- Ser and estar
- Possessive adjectives
- Preterit of regular verbs
- Demonstrative adjectives
- Using adjectives as nouns

Activities
- Write fashion magazine with review of clothing, what person did, what they bought, and where they went in their new outfit
- Write and present information about daily routines
- Begin carpeta with preterit

Instructional Resources
- Realidades 2
HIGH SCHOOL SPANISH
Spanish 3/4 Honors

UNIT 3: TÚ Y TU COMUNIDAD / YOU AND YOUR COMMUNITY

In this unit the student will use skills to communicate about giving directions and running errands in the community. They will discuss topics while focusing on the correct usage of select irregular verbs in the preterit, direct objects, affirmative informal commands and the present progressive in sentences. Culturally, they will describe and talk about barrios and open air markets. They will learn about communicating with gestures. Students will connect with other content areas by investigating the theater arts. Comparisons will be made with the use of direct object pronouns and in communities they will compare markets, plazas and barrios. The theme of community will be explored as students identify tourist places in the community.

Unit Title: Tú y tu comunidad /You and Your Community
Grade Level/Course Title: Freshman/Spanish 3/4 Honors

Essential Question
• How do communities reflect the needs and parameters of the community?

Essential Understanding
The student will understand that:
• communities develop according to the needs and restrictions of the people.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• You are going to visit your best friend from Mexico for a week during summer vacation. Your friend lives in nearby Mérida, Mexico where it is hot and humid during the summer. Your friend has already told you some plans: visit Mayan ruins nearby, spend time with friends, and go to the beach in Cancún for two days. Are you prepared to go? Explain what you did to prepare for the trip. Be prepared to answer questions from your friend about your preparations. Ask your friend 3 questions to clarify about what you did to prepare.
• You and your classmates have recently or will soon receive your first driver’s license. Make a poster that can be displayed that reminds everyone of safe driving practices and special traffic signs you need to recognize.

Achievement
• Unit quizzes and tests; grammar and vocabulary points, listening and reading

Content Expectations/Benchmarks
The student will ...at an intermediate low level.

Communication
1.1 Interpersonal Communication
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions
1.1.N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self, family and friends
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions
1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrases
1.1.N.SL.f Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits
1.1.N.SL.g Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits
1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
1.1.N.SL.i Ask for and obtain information in everyday situations in the target language about time, place, price, size, relating to restaurants, stores, transportation, and services
1.1.N.SL.j Share likes and dislikes in the target language with a classmate
1.1.N.SL.k Share opinions and preferences in the target language with their classmates
1.1.N.RW.a Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet, take leave, or make introductions
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends
1.1.N.RW.c Recognize and use appropriate register/honorifics in limited, simple social correspondence
1.1.N.RW.d Request, offer, invite, and reply appropriately in writing using memorized phrases
1.1.N.RW.f Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits
1.1.N.RW.g Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of traits
1.1.N.RW.i Inquire in writing, to obtain information in the target language about time, place, price, and size relating to restaurants, stores, transportation, and services
1.1.N.RW.j Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters
1.1.N.RW.k Share opinions and preferences in the target language with their classmates in writing using email messages, notes, letters

1.2 Interpretive Communication
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences
1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories
1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (email, letters, messages, notes, and text messages)

1.3 Presentational Communication
1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school
1.3.N.W.a Illustrate and present materials in the target language such as an advertisement, poster, or menu

Cultures Practices and Perspective
2.1.N.F.b Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)
2.1.N.F.c Describe how daily needs are met within a community or culture in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services)
2.1.N.E.c Identify ways in which people of all ages earn money and/or make a living in a community or culture in which the language is spoken
Products and Perspectives

2.2.N.F.a Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, foods, transportation, health care, public services)

2.2.N.F.b Identify products that were native to a community, region, or country in which the language is spoken

2.2.N.F.c Describe the products needed for leisure activities commonly practiced within a community, region, or culture in which the language is spoken

2.2.N.E.a Identify facilities, supplies, and materials needed for schooling and activities in a community or culture in which the language is spoken

2.2.N.E.b Identify the major natural resources, commercial products, services, and industries of a country in which the language is spoken

2.2.N.E.c Recognize the currency of a country in which the language is spoken

Connections

3.1 Knowledge

3.1.N.a Reinforce previously learned content knowledge through the target language

3.2 Point of View

3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture

Comparisons

4.1 Comparing Languages

4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)

4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target language

4.1.N.c Identify basic differences and similarities in register/honorifics between one’s own language and the target language

4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

4.2 Comparing Cultures

4.2.N.a Identify basic target culture practices and compare them to one’s own

4.2.N.b Identify basic target culture products and compare them to one’s own

Communities

5.1 Use of Language

5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations

5.1.N.b Provide services to others in the school district through activities in the target language such as skits and/or musical presentations, or by reading to others in the target language

5.2 Personal Enrichment

5.2.N.a Willingly use the target language within the classroom setting

5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment

5.2.N.c Identify careers where skills in another language or cross-cultural understanding are needed

Cross Cultural Competencies

I. Knowledge of One’s Own Culture

II. Elements of Culture
III. Contributions
IV. Prejudice and Discrimination
VI. Social Justice/Service Learning

**Vocabulary**
- Places around town
- Errands
- Giving directions
- Good driving habits

**Grammar**
- Direct object pronouns
- Preterit forms of ir, ser, dar, ver, ibi di, uve dube du, jota, , car, gar, zar, Y, uir, zapatillas
- Commands – Tú positive – regular and irregular
- Present progressive – regular and irregular

**Activities**
- Continue carpeta with preterit – ir, ser, dar, ver, ibi di, uve dube du, jota, , car, gar, zar, Y, uir, zapatillas, Spanish to English, English to Spanish

**Instructional Resources**
- Realidades 2
UNIT 4: RECUERDOS DEL PASADO / MEMORIES FROM THE PAST

In this unit the student will use skills to communicate in the past about themselves, their families and holiday celebrations. They will discuss topics while focusing on the correct usage of the imperfect in sentences. Culturally, they will describe and talk Hispanic toys, songs, child care and Hispanic holiday celebrations around the world. Students will connect with other content areas by singing popular Spanish childhood songs, reading a fable, and learning about different Independence Days. Comparisons will be made with the use of the past tense in English and Spanish and comparing Independence Day activities. The theme of community will be explored as students identify schools in the local community where Spanish is used for instruction.

Unit Title: Recuerdos del pasado/Memories From the Past
Grade Level/Course Title: Freshman/Spanish 3/4 Honors

Focus/Essential Questions
• How do I describe my past in Spanish?
• How do I celebrate holidays compare to others around the world?

Essential Understanding
The student will understand that:
• people around the world celebrate events that are significant to them and their community.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• You have a summer job at a guardería infantil and several of your students speak Spanish. They are always asking you what you were like when you were their age. Show them some pictures of you when you were young. Tell them what you used to be like and what you used to do. Be prepared to answer questions from your students. Ask your students questions about their past.
• You have an email pal who wants to know about your favorite holiday or celebration. Write an email message describing an event from your childhood.

Achievement
• Unit quizzes and tests; grammar and vocabulary points, listening and reading

Content Expectations/Benchmarks
The student will …at an intermediate low level.

Communication
1.1 Interpersonal Communication
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greetings, leave taking or introductions
1.1.N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self, family and friends
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions
1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrases
1.1.N.SL.e Ask questions about physical appearance, character and personality traits of friends, family, classmates and answer using a list of traits
1.1.N.SL.f Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits
1.1.N.SL.g Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits
1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
1.1.N.SL.j Share likes and dislikes in the target language with a classmate
1.1.N.SL.k Share opinions and preferences in the target language with their classmates
1.1.N.RW.a Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet, take leave, or make introductions
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends
1.1.N.RW.c Recognize and use appropriate register/honorifics in limited, simple social correspondence
1.1.N.RW.d Request, offer, invite, and reply appropriately in writing using memorized phrases
1.1.N.RW.e Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits
1.1.N.RW.f Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits
1.1.N.RW.h Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
1.1.N.RW.j Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters
1.1.N.RW.k Share opinions and preferences in the target language with their classmates in writing using email messages, notes, and letters

1.2 Interpretive Communication
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences
1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories
1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (email, letters, messages, notes, and text messages)

1.3 Presentational Communication
1.3.N.S.a Present songs, poems or stories in the target language
1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school
1.3.N.W.a Illustrate and present materials in the target language such as an advertisement, poster, or menu
1.3.N.W.b Prepare illustrated stories (big books, posters, dioramas, cartoons) about activities or events in student’s personal life, and share these with an audience
1.3.N.W.c Write brief personal descriptions on familiar topics in the target language such as self, friends, family, home, and school

Cultures
Practices and Perspectives
2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken
2.1.N.F.e Explain the practices and significance of an important:
   - civil or religious holiday or celebration AND
   - regional holiday or celebration AND
- personal or family holiday or celebration within a community or culture in which the
target language is spoken
the economic system in a community or culture in which the
language is spoken

Products and Perspectives
2.2.N.F.b Identify products that were native to a community, region, or country in which the
language is spoken
2.2.N.F.c Describe the products needed for leisure activities commonly practiced within a community,
region, or culture in which the language is spoken
2.2.N.F.d Describe and explain the significance of the products associated with an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration within a community or culture in which the
target language is spoken

Connections
3.1 Knowledge
3.1.N.a Reinforce previously learned content knowledge through the target language

3.2 Point of View
3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a
topic or situation may be viewed differently in one’s own culture than in the target culture

Comparisons
4.1 Comparing Languages
4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the
target language (cognates and borrowed words)
4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own
language and the target language
4.1.N.c Identify basic differences and similarities in register/honorifics between one’s own language
and the target language
4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation,
tonation, and tone) between one’s own language and the target language

4.2 Comparing Cultures
4.2.N.a Identify basic target culture practices and compare them to one’s own
4.2.N.b Identify basic target culture products and compare them to one’s own

Communities
5.1 Use of Language
5.1.N.a Exchange information in the target language with people locally and around the world through
avenues such as pen and key pals, email, and electronic presentations
5.1.N.b Provide services to others in the school district through activities in the target language such as
skits and/or musical presentations, or by reading to others in the target language

5.2 Personal Enrichment
5.2.N.a Willingly use the target language within the classroom setting
5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal
interest and enjoyment
5.2.N.c Identify careers where skills in another language or cross-cultural understanding are needed
Cross Cultural Competencies
I. Knowledge of One’s Own Culture
II. Elements of Culture
III. Contributions
IV. Prejudice and Discrimination
VI. Social Justice/Service Learning

Vocabulary
• Toys, games and childhood activities
• Describing family celebrations and holidays

Grammar
• Imperfect tense – regulars and irregulars

Activities
• Continue carpeta with imperfect tense
• Play with top – Toma, pon
• Learn traditional Hispanic childhood song and rhyme
• Create online photo album with Spanish descriptions
• Practice proper manners for greeting and leaving a holiday celebration

Instructional Resources
• Realidades 2
HIGH SCHOOL SPANISH
Spanish 3/4 Honors

UNIT 5: EN LAS NOTICIAS / IN THE NEWS

In this unit the student will use skills to communicate in the past about heroic acts and accidents. They will discuss topics while focusing on the correct usage of the imperfect, imperfect progressive and preterit in sentences. They will describe and talk about cultural perspectives in relation to natural disasters and health. Students will connect with other content areas by writing a journalistic interview, learning about major disasters, and reviewing public service announcements. Comparisons will be made between the use of the past tense in English and Spanish and comparing false cognates. The theme of community will be explored as students investigate medical translator positions and identify local humanitarian opportunities.

Unit Title: En las noticias/In the News
Grade Level/Course Title: Freshman/Spanish 3/4 Honors

Focus/Essential Questions
• How do I describe my health in Spanish?
• What kind natural disasters happen around the world?
• How does the world community respond to disasters around the world?

Essential Understandings
The student will understand that:
• people around world suffer from natural disasters and the world community works to help those in need.
• it is important to accurately describe your health problems.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• You are the anchor of a local television station. Prepare a special report about the news in another country. The news will include cultural information form many who will be coming to your country to help out with a natural disaster or health outbreak. Prepare to interview someone about the situation. Prepare to answer questions bout your country.
• An accident happened at your school. Write the main office a report about the incident.

Achievement
• Unit quizzes and tests; grammar and vocabulary points, listening and reading

Content Expectations/Benchmarks
The student will …at an intermediate low level.

Communication
1.1 Interpersonal Communication
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions
1.1.N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self, family and friends
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions
1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrases
1.1.N.SL.e Ask questions about physical appearance, character and personality traits of friends, family, classmates and answer using a list of traits
1.1.N.SL.f Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits

East Grand Rapids Public Schools, World Languages Curriculum, May 2009
1.1.N.SL.g Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits
1.1.N.SL.j Share likes and dislikes in the target language with a classmate
1.1.N.SL.k Share opinions and preferences in the target language with their classmates
1.1.N.RW.a Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet, take leave, or make introductions
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends
1.1.N.RW.c Recognize and use appropriate register/honorifics in limited, simple social correspondence
1.1.N.RW.d Request, offer, invite, and reply appropriately in writing using memorized phrases
1.1.N.RW.e Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits
1.1.N.RW.f Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits
1.1.N.RW.g Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of traits
1.1.N.RW.j Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters
1.1.N.RW.k Share opinions and preferences in the target language with their classmates in writing using email messages, notes, letters

1.2 Interpretive Communication
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.c Understand main idea of a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)
1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories

1.3 Presentational Communication
1.3.N.S.a Present songs, poems or stories in the target language
1.3.N.S.c Record materials in the target language, such as a puppet show, fashion show, or weather report
1.3.N.W.a Illustrate and present materials in the target language such as an advertisement, poster, or menu
1.3.N.W.b Prepare illustrated stories (big books, posters, dioramas, cartoons) about activities or events in student’s personal life, and share these with an audience

Cultures Practices and Perspectives
2.1.N.H.a Identify and explain the impact of three major historic events and their impact on the culture of a community or country in which the language is spoken
2.1.N.H.b Name the governmental system(s) and key political figures in a country in which the language is spoken
2.1.N.H.c Identify one important political issue in a country in which the language is spoken
2.1.N.H.d Identify and describe significant current events in a country in which the language is spoken
2.1.N.H.e. Identify and explain how the language and culture expanded throughout the world
2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken
2.1.N.F.e Explain the practices and significance of an important:
   - civil or religious holiday or celebration AND
   - regional holiday or celebration AND...
- personal or family holiday or celebration within a community or culture in which the
target language is spoken

2.1.N.E.a Identify levels of instruction, courses, and typical daily school schedules and activities in a
community or culture in which the language is spoken

2.1.N.E.b Identify the economic system in a community or culture in which the language is spoken

Products and Perspectives

2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken

2.2.N.G.b Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the
language is spoken

2.2.N.G.c Identify the neighboring countries and geographic features surrounding a country in which the
language is spoken

2.2.N.G.d Describe the climate and typical seasonal weather patterns in various parts of a country in
which the language is spoken

2.2 N.C. a Identify current cultural icons (arts, music, literature, film, and the creators of these products as
well as natural sites)

2.2.N.C.b Identify historic culture icons (arts, music, literature, film, and the creators of these products as
well as natural sites)

2.2.N.F.b Identify products that were native to a community, region, or country in which the language is
spoken

2.2.N.F.c Describe the products needed for leisure activities commonly practiced within a community,
region, or culture in which the language is spoken

2.2.N.F.d Describe and explain the significance of the products associated with an important:
   - civil or religious holiday or celebration AND
   - regional holiday or celebration AND
   - personal or family holiday or celebration within a community or culture in which the
target language is spoken

2.2.N.E.a Identify facilities, supplies, and materials needed for schooling and activities in a community or
culture in which the language is spoken

2.2.N.E.b Identify the major natural resources, commercial products, services, and industries of a country
in which the language is spoken

2.2.N.E.c Recognize the currency of a country in which the language is spoken

Connections

3.1 Knowledge

3.1.N.a Reinforce previously learned content knowledge through the target language

3.2 Point of View

3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a
topic or situation may be viewed differently in one’s own culture than in the target culture

Comparisons

4.1 Comparing Languages

4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the
target language (cognates and borrowed words)

4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own
language and the target language

4.1.N.c Identify basic differences and similarities in register/honorifics between one’s own language
and the target language

4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation,
tonation, and tone) between one’s own language and the target language

4.2 Comparing Cultures

4.2.N.a Identify basic target culture practices and compare them to one’s own

4.2.N.b Identify basic target culture products and compare them to one’s own
Communities

5.1 Use of Language
5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations

5.2 Personal Enrichment
5.2.N.a Willingly use the target language within the classroom setting
5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment
5.2.N.c Identify careers where skills in another language or cross-cultural understanding are needed

Cross Cultural Competencies
I. Knowledge of One’s Own Culture
II. Elements of Culture
III. Contributions
IV. Prejudice and Discrimination
VI. Social Justice/Service Learning

Vocabulary
• Natural disasters
• News
• Rescues
• Accident scenes
• Injuries
• Treatments

Grammar
• Uses of the preterit and imperfect

Activities
• Continue carpeta with rules for comparing preterit and imperfect
• Create cultural carpeta for different Spanish-speaking countries. Information includes requirements for standards. Information presented by students in newscast type format. Small groups of students present newscast each week.
• Invite in medical translator from Voices for Health – Medical translation company or explore their website
• Listen to Spanish TV newscasts every week.

Instructional Resources
• Realidades 2
HIGH SCHOOL SPANISH
Spanish 3/4 Honors

UNIT 6: LA TELEVISIÓN Y EL CINE / TELEVISION AND THE MOVIES

In this unit the student will use skills to communicate about their favorite TV shows and movies. They will discuss topics while focusing on the correct usage of the imperfect, preterit, indirect objects and present perfect. Culturally, they will describe and talk Spanish TV shows, movies and popular actors. Students will connect with other content areas by learning about the Pan American games and reinforcing math skills. Comparisons will be made about pronunciations of sounds in different Spanish-speaking countries. Comparisons will be made of TV game shows. The theme of community will be explored as students view a Spanish television station on a regular basis.

Unit Title: La televisión y el cine/Television and the Movies
Grade Level/Course Title: Freshman/Spanish 3/4 Honors

Focus/Essential Questions
• How does television reflect correctly and incorrectly the values of a community?
• How to the TV shows I watch influence me?

Essential Understanding
The student will understand that:
• television and the media powerfully communicates messages that may or may not be true about the people that are represented.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• Choose your favorite TV show in Spanish. Prepare a review of it and present it to class. Be prepared to answer questions from your classmates about the show. Ask your friends about their favorite show.
• Your class is having a contest to produce exciting or humorous new movie ideas. For this contest you will need to produce a brief description of the plot and the major characters. You also will need to plan the details of one scene to provide a preview of your movie.

Achievement
• Unit quizzes and tests; grammar and vocabulary points, listening and reading

Content Expectations/Benchmarks
The student will …at an intermediate low level.

Communication
Interpersonal Communication
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions
1.1.N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self, family and friends
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions
1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrases
1.1.N.SL.e Ask questions about physical appearance, character and personality traits of friends, family, classmates and answer using a list of traits
1.1.N.SL.f Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits
1.1.N.SL.j Share likes and dislikes in the target language with a classmate
1.1.N.SL.k Share opinions and preferences in the target language with their classmates
1.1.N.RW.a Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet, take leave, or make introductions.

1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends.

1.1.N.RW.c Recognize and use appropriate register/honorifics in limited, simple social correspondence.

1.1.N.RW.d Request, offer, invite, and reply appropriately in writing using memorized phrases.

1.1.N.RW.e Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits.

1.1.N.RW.f Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits.

1.1.N.RW.h Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life.

1.1.N.RW.i Inquire in writing, to obtain information in the target language about time, place, price, and size relating to restaurants, stores, transportation, and services.

1.1.N.RW.j Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters.

1.1.N.RW.k Share opinions and preferences in the target language with their classmates in writing using email messages, notes, letters.

**Interpretive Communication**

1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests.

1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences.

1.2.N.L.c Understand main idea of a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production).

1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music).

1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests.

1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories.

1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (email, letters, messages, notes, and text messages).

**Presentational Communication**

1.3.N.S.a Present songs, poems or stories in the target language.

1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school.

1.3.N.S.c Record materials in the target language, such as a puppet show, fashion show, or weather report.

1.3.N.W.a Illustrate and present materials in the target language such as an advertisement, poster, or menu.

1.3.N.W.b Prepare illustrated stories (big books, posters, dioramas, cartoons) about activities or events in student’s personal life, and share these with an audience.

**Cultures**

**Practices and Perspectives**

2.1.N.H.a Identify and explain the impact of three major historic events and their impact on the culture of a community or country in which the language is spoken.

2.1.N.H.b Name the governmental system(s) and key political figures in a country in which the language is spoken.

2.1.N.H.c Identify one important political issue in a country in which the language is spoken.

2.1.N.H.d Identify and describe significant current events in a country in which the language is spoken.

2.1.N.H.e Identify and explain how the language and culture expanded throughout the world.

2.1.N.F.a Describe family structures and the role of friends within a community or culture in which the language is spoken.
2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken.

2.1.N.F.e Explain the practices and significance of an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration within a community or culture in which the target language is spoken.

2.1.N.E.a Identify levels of instruction, courses, and typical daily school schedules and activities in a community or culture in which the language is spoken.

2.1.N.E.b Identify the economic system in a community or culture in which the language is spoken.

2.1.N.E.c Identify ways in which people of all ages earn money and/or make a living in a community or culture in which the language is spoken.

Products and Perspectives

2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken.

2.2.N.G.b Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the language is spoken.

2.2.N.G.c Identify the neighboring countries and geographic features surrounding a country in which the language is spoken.

2.2.N.G.d Describe the climate and typical seasonal weather patterns in various parts of a country in which the language is spoken.

2.2.N.C.a Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites).

2.2.N.C.b Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites).

2.2.N.F.a Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, foods, transportation, health care, public services).

2.2.N.F.b Identify products that were native to a community, region, or country in which the language is spoken.

2.2.N.F.c Describe the products needed for leisure activities commonly practiced within a community, region, or culture in which the language is spoken.

2.2.N.F.d Describe and explain the significance of the products associated with an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration within a community or culture in which the target language is spoken.

2.2.N.E.a Identify facilities, supplies, and materials needed for schooling and activities in a community or culture in which the language is spoken.

2.2.N.E.b Identify the major natural resources, commercial products, services, and industries of a country in which the language is spoken.

2.2.N.E.c Recognize the currency of a country in which the language is spoken.

Connections

3.1 Knowledge
3.1.N.a Reinforce previously learned content knowledge through the target language.

3.2 Point of View
3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture.

Comparisons

Comparing Languages
4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words).
4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target language
4.1.N.c Identify basic differences and similarities in register/honorifics between one’s own language and the target language
4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

Comparing Cultures
4.2.N.a Identify basic target culture practices and compare them to one’s own
4.2.N.b Identify basic target culture products and compare them to one’s own

Communities
Use of Language
5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations

Personal Enrichment
5.2.N.a Willingly use the target language within the classroom setting
5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment
5.2.N.c Identify careers where skills in another language or cross-cultural understanding are needed

Cross Cultural Competencies
I. Knowledge of One’s Own Culture
II. Elements of Culture
III. Contributions
IV. Prejudice and Discrimination
VI. Social Justice/Service Learning

Vocabulary
• Televised sporting events
• Game shows
• Beauty contests
• Movies
• Movie production

Grammar
• Preterit
• Reflexive verbs
• Verbs that use indirect object pronouns
• Present perfect

Activities
• Create board game. Ask questions about favorite movies and television shows.
• Use game show format – ex. Jeopardy to practice chapter vocabulary and grammar
• Watch Spanish TV on a weekly basis and do follow – up activity
• Add present perfect to carpeta
• Continue cultural carpeta for different Spanish- speaking countries. Information includes requirements for standards. Information presented by students in newscast type format. Small groups of students present newscast each week.

Instructional Resources
• Realidades 2
In this unit the student will use skills to communicate about food and cooking. They will discuss topics while focusing on the correct usage of informal and formal commands and the use of por in sentences. They will describe and talk about the cultural aspects of recipes, special foods outdoor food vendors. Students will connect with other content areas by learning about nutrition and reading poems by Pablo Neruda. Comparisons will be made between the use of the impersonal se and compound words. Comparisons will also be made between traditional foods in Spanish-speaking countries and the student’s own traditional food. The theme of community will be explored as students identify Spanish-language signs in restaurants and retail shops.

**Unit Title:** Buen provecho/Enjoy Your meal
**Grade Level/Course Title:** Freshman/Spanish 3/4 Honors

**Essential Questions**
- How do people use the resources available to them to make nutritious and special holiday foods?
- Can I explain to someone my favorite foods and how to prepare them?

**Essential Understanding**
The student will understand that:
- the nutritional needs of people can be met in a variety of ways.

**Assessment**

**Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)**
- You are a guest on a television cooking show and will be explaining to the audience how to prepare your favorite dish. Explain what the ingredients are, the main steps for preparing it, and what utensils you need. Be prepared to answer questions from your audience about the show. Ask your friends about their favorite food that they present.
- An elementary school that many Spanish-speaking children attend is preparing its students for summer activities. You have been asked to prepare a poster on safety and fun at outdoor cookouts. Prepare a poster that provides directions for what to do and not to do.

**Achievement**
- Unit quizzes and tests; grammar and vocabulary points, listening and reading

**Content Expectations/Benchmarks**
The student will …at an intermediate low level.

**Communication**

**1.1 Interpersonal Communication**
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions
1.1.N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self, family and friends
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions
1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrases
1.1.N.SL.e Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits
1.1.N.SL.f Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits
1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
1.1.N.SL.i Ask for and obtain information in everyday situations in the target language about time, place, price, size, relating to restaurants, stores, transportation, and services
1.1.N.SL.j Share likes and dislikes in the target language with a classmate
1.1.N.SL.k Share opinions and preferences in the target language with their classmates
1.1.N.RW.a Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet, take leave, or make introductions
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends
1.1.N.RW.c Recognize and use appropriate register/honorifics in limited, simple social correspondence
1.1.N.RW.d Request, offer, invite, and reply appropriately in writing using memorized phrases
1.1.N.RW.f Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits
1.1.N.RW.g Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of traits
1.1.N.RW.h Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
1.1.N.RW.j Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters
1.1.N.RW.k Share opinions and preferences in the target language with their classmates in writing using email messages, notes, letters

1.2 Interpretive Communication
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences
1.2.N.L.c Understand main idea of a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)
1.2.N.L.d Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories
1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (email, letters, messages, notes, and text messages)

1.3 Presentational Communication
1.3.N.S.a Present songs, poems or stories in the target language
1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school
1.3.N.S.c Record materials in the target language, such as a puppet show, fashion show, or weather report
1.3.N.W.a Illustrate and present materials in the target language such as an advertisement, poster, or menu
1.3.N.W.b Prepare illustrated stories (big books, posters, dioramas, cartoons) about activities or events in student’s personal life, and share these with an audience
1.3.N.W.c Write brief personal descriptions on familiar topics in the target language such as self, friends, family, home, and school

Cultures
Practices and Perspectives
2.1.N.H.a Identify and explain the impact of three major historic events and their impact on the culture of a community or country in which the language is spoken
2.1.N.H.b Name the governmental system(s) and key political figures in a country in which the language is spoken
2.1.N.H.c Identify one important political issue in a country in which the language is spoken
2.1.N.H.d Identify and describe significant current events in a country in which the language is spoken
2.1.N.H.e Identify and explain how the language and culture expanded throughout the world
2.1.N.F.a Describe family structures and the role of friends within a community or culture in which the language is spoken
2.1.N.F.b Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)
2.1.N.F.c Describe how daily needs are met within a community or culture in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services)
2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken
2.1.N.F.e Explain the practices and significance of an important:
   - civil or religious holiday or celebration AND
   - regional holiday or celebration AND
   - personal or family holiday or celebration within a community or culture in which the target language is spoken
2.1.N.E.a Identify levels of instruction, courses, and typical daily school schedules and activities in a community or culture in which the language is spoken
2.1.N.E.b Identify the economic system in a country in which the language is spoken
2.1.N.E.c Identify ways in which people of all ages earn money and/or make a living in a community or culture in which the language is spoken

Products and Perspectives
2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken
2.2.N.G.b Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the language is spoken
2.2.N.G.c Identify the neighboring countries and geographic features surrounding a country in which the language is spoken
2.2.N.G.d Describe the climate and typical seasonal weather patterns in various parts of a country in which the language is spoken
2.2.N.C.a Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites)
2.2.N.C.b Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites)
2.2.N.F.a Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, foods, transportation, health care, public services)
2.2.N.F.b Identify products that were native to a community, region, or country in which the language is spoken
2.2.N.F.c Describe the products needed for leisure activities commonly practiced within a community, region, or culture in which the language is spoken
2.2.N.F.d Describe and explain the significance of the products associated with an important:
   - civil or religious holiday or celebration AND
   - regional holiday or celebration AND
   - personal or family holiday or celebration within a community or culture in which the target language is spoken
2.2.N.E.a Identify facilities, supplies, and materials needed for schooling and activities in a community or culture in which the language is spoken
2.2.N.E.b Identify the major natural resources, commercial products, services, and industries of a country in which the language is spoken
2.2.N.E.c Recognize the currency of a country in which the language is spoken
Connections

3.1 Knowledge
3.1.N.a Reinforce previously learned content knowledge through the target language

3.2 Point of View
3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture

Comparisons

4.1 Comparing Languages
4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target language
4.1.N.c Identify basic differences and similarities in register/honorifics between one’s own language and the target language
4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

Communication

4.2.N.a Identify basic target culture practices and compare them to one’s own
4.2.N.b Identify basic target culture products and compare them to one’s own

Communities

5.1 Use of Language
5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations

5.2 Personal Enrichment
5.2.N.a Willingly use the target language within the classroom setting
5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment
5.2.N.c Identify careers where skills in another language or cross-cultural understanding are needed

Cross Cultural Competencies

I. Knowledge of One’s Own Culture
II. Elements of Culture
III. Contributions
IV. Prejudice and Discrimination
VI. Social Justice/Service Learning

Vocabulary

• Food and cooking
• Following recipes
• Giving instructions in the kitchen
• Outdoor cooking
• Outdoor activities

Grammar

• Commands – Tú and Ud.
• The impersonal se
• Uses of por
Activities
• Plan a menu for a special meal and present to class
• Prepare a food from a Spanish-speaking country for class. Write recipe and present how to make food. Have follow-up evaluation of food by class.
• Add commands to carpeta

Instructional Resources
• Realidades 2
In this unit the student will use skills to communicate about the main aspects involved in taking a trip to a foreign country including the airport, hotel, and sightseeing destinations. They will discuss topics while focusing on the correct usage of the present subjunctive with verbs of influence in impersonal expressions in sentences. They will discuss the cultural components involved in traveling to a foreign country. Students will connect with other content areas by analyzing information from a graph and learning about Ecuador and Guatemala. Comparisons will be made between the uses of the subjunctive. Students will compare Oaxacan and US tourist sites, crafts and perspectives of spending money on vacation. The theme of community will be explored as students identify services available at foreign consulates and use Spanish as they travel in foreign countries.

**Unit Title:** Cómo ser un buen turista/How to Be a Good Tourist

**Grade Level/Course Title:** Freshman/Spanish 3/4 Honors

**Focus/Essential Question**
- How can traveling to places around the world enhance my life?

**Essential Understanding**
The student will understand that:
- traveling to foreign destinations can enhance their life.

**Assessment**

**Proficiency** *(Performance tasks: Interpersonal, Interpretive, Presentational)*
- You have a job at a travel agency. A client wants to take her family on a summer trip to a Spanish-speaking country. She wants to spend a few days in a nice city, a day or two visiting ruins or historical sites and a few days at the beach. Recommend a country and provide key travel information. Be prepared to answer questions from your client. Ask your client about their preferences and opinion about your recommendations.
- You are part of a group of students who are going with your teacher to a Spanish-speaking country. Prepare an illustrated brochure for your group.

**Achievement**
- Unit quizzes and tests; grammar and vocabulary points, listening and reading

**Content Expectations/Benchmarks**
The student will …at an intermediate low level.

**Communication**

**1.1 Interpersonal Communication**

1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions

1.1.N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self, family and friends

1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions

1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrases

1.1.N.SL.f Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits

1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
1.1.N.SL.i Ask for and obtain information in everyday situations in the target language about time, place, price, size, relating to restaurants, stores, transportation, and services
1.1.N.SL.j Share likes and dislikes in the target language with a classmate
1.1.N.SL.k Share opinions and preferences in the target language with their classmates
1.1.N.RW.a Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet, take leave, or make introductions
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends
1.1.N.RW.c Recognize and use appropriate register/honorifics in limited, simple social correspondence
1.1.N.RW.d Request, offer, invite, and reply appropriately in writing using memorized phrases
1.1.N.RW.f Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits
1.1.N.RW.h Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
1.1.N.RW.i Inquire in writing, to obtain information in the target language about time, place, price, and size relating to restaurants, stores, transportation, and services
1.1.N.RW.j Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters
1.1.N.RW.k Share opinions and preferences in the target language with their classmates in writing using email messages, notes, letters

1.2 Interpretive Communication
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories
1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (email, letters, messages, notes, and text messages)

1.3 Presentational Communication
1.3.N.S.c Record materials in the target language, such as a puppet show, fashion show, or weather report
1.3.N.W.a Illustrate and present materials in the target language such as an advertisement, poster, or menu

Cultures
Practices and Perspectives
2.1.N.H.a Identify and explain the impact of three major historic events and their impact on the culture of a community or country in which the language is spoken
2.1.N.H.b Name the governmental system(s) and key political figures in a country in which the language is spoken
2.1.N.H.c Identify one important political issue in a country in which the language is spoken
2.1.N.H.d Identify and describe significant current events in a country in which the language is spoken
2.1.N.H.e Identify and explain how the language and culture expanded throughout the world
2.1.N.F.b Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)
2.1.N.F.c Describe how daily needs are met within a community or culture in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services)
2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken
2.1.N.F.e Explain the practices and significance of an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration within a community or culture in which the
  target language is spoken

2.1.N.E.a Identify levels of instruction, courses, and typical daily school schedules and activities in a
community or culture in which the language is spoken

2.1.N.E.b Identify the economic system in a community or culture in which the language is spoken

2.1.N.E.c Identify ways in which people of all ages earn money and/or make a living in a community or
culture in which the language is spoken

Products and Perspectives
2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken

2.2.N.G.b Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the
language is spoken

2.2.N.G.c Identify the neighboring countries and geographic features surrounding a country in which the
language is spoken

2.2.N.G.d Describe the climate and typical seasonal weather patterns in various parts of a country in
which the language is spoken

2.2 N.C. a Identify current cultural icons (arts, music, literature, film, and the creators of these products as
well as natural sites)

2.2.N.C.b Identify historic culture icons (arts, music, literature, film, and the creators of these products as
well as natural sites)

2.2.N.F.a Describe the products needed to carry out daily routines and meet basic needs within a
community, region, or culture in which the language is spoken (housing, stores, foods,
transportation, health care, public services)

2.2.N.F.b Identify products that were native to a community, region, or country in which the language is
spoken

2.2.N.F.c Describe the products needed for leisure activities commonly practiced within a community,
region, or culture in which the language is spoken

2.2.N.F.d Describe and explain the significance of the products associated with an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration within a community or culture in which the
  target language is spoken

2.2.N.E.a Identify facilities, supplies, and materials needed for schooling and activities in a community or
culture in which the language is spoken

2.2.N.E.b Identify the major natural resources, commercial products, services, and industries of a country
in which the language is spoken

2.2.N.E.c Recognize the currency of a country in which the language is spoken

Connections
3.1 Knowledge
3.1.N.a Reinforce previously learned content knowledge through the target language

3.2 Point of View
3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a
topic or situation may be viewed differently in one’s own culture than in the target culture

Comparisons
4.1 Comparing Languages
4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the
target language (cognates and borrowed words)

4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own
language and the target language

East Grand Rapids Public Schools, World Languages Curriculum, May 2009
4.1.N.c Identify basic differences and similarities in register/honorifics between one’s own language and the target language
4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

4.2 Comparing Cultures
4.2.N.a Identify basic target culture practices and compare them to one’s own
4.2.N.b Identify basic target culture products and compare them to one’s own

Communities
5.1 Use of Language
5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations

5.2 Personal Enrichment
5.2.N.a Willingly use the target language within the classroom setting
5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment
5.2.N.c Identify careers where skills in another language or cross-cultural understanding are needed

Cross Cultural Competencies
I. Knowledge of One’s Own Culture
II. Elements of Culture
III. Contributions
IV. Prejudice and Discrimination
VI. Social Justice/Service Learning

Vocabulary
• Visiting an airport
• Taking a trip to a foreign country
• Safe travel
• Staying in a hotel
• Traveling in a foreign city
• Being a good tourist

Grammar
• Present subjunctive
• Using present subjunctive with verbs of influence in impersonal expressions

Activities
• Add present subjunctive to carpeta
• Plan foreign trip
• Send and read postcards

Instructional Resources
• Realidades 2
HIGH SCHOOL SPANISH
Spanish 3/4 Honors

UNIT 9: ¿CÓMO SERÁ EL FUTURO? / WHAT WILL THE FUTURE BE LIKE?

In this unit the student will use skills to communicate about professions, plans for the future and discuss environmental issues. They will discuss topics while focusing on the correct usage of the future tense and present subjunctive with verbs of doubt in sentences. Culturally, they will discuss the educational system in Spanish-speaking countries and environmental issues in Mexico, Ecuador and Antarctica. Students will connect with other content areas by identifying important Hispanic artists and environmental issues. Comparisons will be made between the use of the future, Hispanic educational systems and environmental issues. The theme of community will be explored as students identify local career opportunities that require bilingual employees and opportunities for Spanish speakers to work with environmental issues.

Unit Title: ¿Cómo será el futuro?/What Will the Future Be Like?
Grade Level/Course Title: Freshman/Spanish 3/4 Honors

Essential Question
• How can I use my Spanish skills and cultural knowledge in my future career?

Essential Understanding
The student will understand that:
• bilingual skills are an asset for future employment.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• It is increasingly common for people to have more than one job in a lifetime. Prepare a presentation in which you talk about the jobs you expect to have in the future, based on your current hobbies, talents, and pursuits. Be ready to answer questions from your classmates and ask your classmates questions about their career presentations.
• Summer vacation is a good time to do something to improve your community. You are organizing a volunteer project and have been asked to write an article for the daily paper explaining your project.

Achievement
• Unit quizzes and tests; grammar and vocabulary points, listening and reading

Content Expectations/Benchmarks:
The student will …at an intermediate low level.

Communication
1.1 Interpersonal Communication
1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions
1.1.N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self, family and friends
1.1.N.SL.c Recognize and use appropriate register/honorifics in a limited number of simple social situations such as greetings, leave-takings and introductions
1.1.N.SL.f Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits
1.1.N.SL.g Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits
1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
1.1.N.SL.j Share likes and dislikes in the target language with a classmate
1.1.N.SL.k Share opinions and preferences in the target language with their classmates
1.1.N.RW.a Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet, take leave, or make introductions
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends
1.1.N.RW.c Recognize and use appropriate register/honorifics in limited, simple social correspondence
1.1.N.RW.f Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits
1.1.N.RW.g Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of traits
1.1.N.RW.j Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters
1.1.N.RW.k Share opinions and preferences in the target language with their classmates in writing using email messages, notes, letters

1.2 Interpretive Communication
1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests
1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences
1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests
1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories
1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (email, letters, messages, notes, and text messages)

1.3 Presentational Communication
1.3.N.W.a Illustrate and present materials in the target language such as an advertisement, poster, or menu

Cultures
Practices and Perspectives
2.1.N.E.a Identify levels of instruction, courses, and typical daily school schedules and activities in a community or culture in which the language is spoken
2.1.N.E.c Identify ways in which people of all ages earn money and/or make a living in a community or culture in which the language is spoken

Products and Perspectives
2.2.N.E.a Identify facilities, supplies, and materials needed for schooling and activities in a community or culture in which the language is spoken

Connections
3.1 Knowledge
3.1.N.a Reinforce previously learned content knowledge through the target language

3.2 Point of View
3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture

Comparisons
4.1 Comparing Languages
4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target language
4.1.N.c Identify basic differences and similarities in register/honorifics between one’s own language and the target language
4.1.N.d Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one’s own language and the target language

4.2 Comparing Cultures
4.2.N.a Identify basic target culture practices and compare them to one’s own
4.2.N.b Identify basic target culture products and compare them to one’s own

Communities
5.1 Use of Language
5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations

5.2 Personal Enrichment
5.2.N.a Willingly use the target language within the classroom setting
5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment
5.2.N.c Identify careers where skills in another language or cross-cultural understanding are needed

Cross Cultural Competencies
I. Knowledge of One’s Own Culture
II. Elements of Culture
III. Contributions
IV. Prejudice and Discrimination
VI. Social Justice/Service Learning

Vocabulary
• Professions
• Making plans for the future
• Predictions for the future
• Ecological issues
• Environmental problems and solutions

Grammar
• Future tense
• Present subjunctive with expressions of doubt

Activities
• Add present subjunctive reasons of use to carpeta
• Prepare posters for a job fair
• Make poster for environmental issues

Instructional Resources
• Realidades 2
UNIT 1: DÍAS INOLVIDABLES / UNFORGETTABLE DAYS

In this unit the student will use skills to communicate about memorable outdoor experiences and competitions. Students will also express the details of an event in the past and their emotions regarding the outcome of that event. Comparisons will be made about the use of the past tense in Spanish and English. Students will learn about athletic events and other competitions in the Spanish speaking world. Students will explore cultural perspectives on family outings. Students will discuss features of the natural environment in Chile and other National parks in South America. As students learn about outdoor activities and competitions, they will make connections to Mexico, Chile, Argentina, and Spain. The activities are focused at the intermediate level using creative, connected sentences and paragraphs in the present, preterite and imperfect tenses.

Unit Title: Dias inolvidables/Unforgettable Days
Grade Level/Course Title: Various/Spanish 5/6 Honors

Essential Questions
• How have events and activities in my life shaped who I am?

Essential Understandings
The student will understand that:
• events and activities in their lives have helped to shape who they are.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• Tell about an unforgettable experience you had in your childhood.
• Write about a memorable experience from your childhood.

Achievement
• Unit quizzes and tests: grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will …at an intermediate mid level.

Communication
1.1 Interpersonal Communication
1.1.MA.SL.a Use the target language with culturally appropriate gestures to greet one another and engage in conversations about past and future activities such as school and community events, weekend plans, vacation, and travel
1.1.M.SL.b Use appropriate register in routine social situations
1.1.M.SL.c Request, offer, invite, and reply appropriately using simple phrases/sentences and provide rationale for the request and/or reply
1.1.M.SL.f Share a detailed description of places and things beyond their immediate environment or in the target culture
1.1.MA.SL.g Exchange information in the target language about personal and social, community or current events as well as social issues and problems
1.1.M.SL.h Ask for and obtain information in everyday situations with a complication that needs to be resolved in the target language, in person or on the telephone relating to restaurants, stores, transportation, and services
1.1.MA.SL.i Interview a classmate about their likes, dislikes, preferences, and opinions
1.1.M.SL.j Share opinions and perspectives on a variety of topics dealing with contemporary issues. Share their opinions via discussion on what they have recently read or seen such as articles, short stories, books, comics, film, video/DVD, music and art.

1.1.M.SL.k Exchange, support and discuss opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues in the target culture.

1.1.MA.RW.a Use the target language in email messages, blogs, and letters to greet one another and write about past and future activities as well as everyday school and community topics.

1.1.M.RW.b Recognize and use appropriate/honorifics in routine written social correspondence.

1.1.M.RW.c Offer, invite, and reply appropriately in writing using simple phrases/sentences and provide rational for the request and/or reply.

1.1.M.RW.f Share a written detailed description of places and things beyond the student’s immediate environment or in the target culture.

1.1.M.RW.g Exchange information in writing about personal, social, community, or current events.

1.1.M.RW.h Resolve in writing an everyday situation that presents a complication that needs to be resolved.

1.1 Exchanging Opinions

1.1.M.RW.i Create and use a questionnaire to interview a classmate in the target language about their likes, dislikes, preferences, and opinions, and write a summary of the information.

1.1.M.RW.j Share in writing, opinions and individual perspectives on a variety of topics dealing with contemporary issues.

1.2 Interpretive Communication

1.2.MA.L.a Demonstrate understanding of oral classroom language in the target language on a variety of familiar and select unfamiliar topics.

1.2.MA.L.b Understand interpersonal communication, spoken messages, interviews, and group discussions in the target language on familiar topics related to family, school, and community and select unfamiliar topics.

1.2.M.L.c Understand main idea and supporting detail, and summarize a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production).

1.2.M.L.d Understand main idea and supporting detail, and summarize an audio presentation (CD, lecture, radio, podcast, songs/music).

1.2.MA.R.a Demonstrate understanding of written classroom language in the target language on a variety of familiar and select unfamiliar topics.

1.2.M.R.b Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or stories.

1.2.MA.R.c Understand written interpersonal communication in the target language on familiar topics related to family, school, and community and select unfamiliar topics (email, letters, messages, notes, and text messages).

1.3 Presentational Communication

1.3.M.S.b Retell a story to an audience in the target language.

1.3.M.S.c Present brief oral reports about personal experiences, school, and community happenings in target language.

1.3.M.W.b Create original compositions or journal entries in the target language.

1.3.M.W.c Present brief written reports about personal experiences, school, and community happenings in the target language.

Cultures

2.1 Practices and Perspectives

2.1.M.H.a Explain the chronology of major historic events and their impact on the culture of a community or country in which the language is spoken.

2.1.M.A.F.b Begin to analyze the cultural beliefs, values, and perspectives associated with time and daily routines.
2.1.M.H.d Explain the importance of significant current events in a community or country in which the language is spoken

2.1.M.H.e Analyze the influence of linguistic and cultural expansion on indigenous populations or within different communities, regions, or countries

2.1.M.F.d Describe leisure activities associated with a particular community, region, or culture in which the target language is spoken

2.1.M.F.e Compare the practices and significance of an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken

2.2 Products and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Understanding the impact of geography and natural resources on the target cultures (G)

2.2.M.G.a Identify and describe regions and their distinctive characteristics with the countries where the language is spoken

2.2.M.G.b Identify and describe major geographic features (rivers, mountains, deserts, forests) of additional countries or regions in which the language is spoken

2.2.M.G.c Identify and describe the neighboring countries and geographic features surrounding additional countries in which the language is spoken

2.2.M.G.d Describe the climate and typical seasonal weather patterns in various regions in additional countries in which the language is spoken and begin to analyze how geographic location, climate, and typical seasonal weather patterns influence the economy

Understanding the importance of cultural and creative heritage within the target cultures (C)

2.2.M.C.a Describe the significance of current cultural icons (arts, architecture, music, literature, film, media, TV, newspapers, and the creators of these products)

2.2.M.C.b Describe the significance of historic cultural icons (arts, architecture, music, literature, film, media, TV, newspapers, and the creators of these products)

Understanding the artifacts associated with family and community life within the target cultures(s) (F)

2.2.M.F.b Compare the products that are native to a community, region or country with those of one or more other communities, regions, or countries

2.2.M.F.c Compare the products needed for leisure activities within two or more communities, regions, or cultures in which the language is spoken

2.2.M.F.d Compare the significance of the products associated with an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken

Understanding the artifacts associated with education, employment, and the economy in the target cultures (E)

2.2.M.E.a Compare the facilities needed for schooling in a community or country in which the language is spoken with one or more other communities or countries

2.2.M.E.b Compare the major natural resources, commercial products, services, and industries in a community or country in which the language is spoken with one or more other communities or countries
Connections

3.1 Knowledge
3.1.M.a Acquire new content knowledge about familiar topics through the target language

3.2 Point of View
3.2.M.A.a Use audio, visual, and print materials in Spanish to acquire information and compare distinctive cultural viewpoints

Comparisons

4.1 Comparing Languages
4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language
4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language
4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language
4.1.M.d Select phonological features recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language

4.2 Comparing Cultures
4.2.M.a Identify the significance of cultural practices within the target culture and compare them to one’s own

Communities

5.1 Use of Language
5.1.M.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, and newsletters, and/or webpages

5.2 Personal Enrichment
5.2.M.A.a Seek out opportunities and use target language with teachers, friend, or family outside the classroom and in real life situations within the community
5.2.M.b Use authentic target language print materials and electronic media to explore topics of interest within their own culture and the new culture

Cross Cultural Competencies
I. Knowledge of own culture
II. Elements of Culture
III. Contributions

Vocabulary
- Camping and outdoor activities
- Natural environment and weather
- Athletic events and competitions

Grammar
- Preterite tense of verbs with spelling changes
- Preterite tense of irregular verbs
- Imperfect tense

Activities
- Weekly journal entries, emails, moodle
- Weekly verb tests practicing use of variety of verb tenses
- Continue filling in manila Subjunctive folder (carpeta)
• Continue filling in Dictionary folder (carpeta)
• Weekly conversational situations
• Read Mexican Legend el Iztaccihuatl y el Popocatépetl, two volcanoes in Mexico.
• Read, listen to, write about and discuss information about athletic events, other kinds of competitions, and goals and prizes.
• Write and talk about an important sporting event for the school newspaper.
• Read about a famous pilgrimage route in Spain El Camino de Santiago
• Learn about national parks in Chile, Argentina, and Mexico.
• Narrate a travel experience, childhood memories, family outings, family celebrations and myths.

Instructional Resources
• Classroom textbook, workbook, DVDs, website (Realidades)
• Songs
• Videos
• Websites
UNIT 2: ¿CÓMO ME EXPRESA Y QUÉ ME INSPIRA?  
/ HOW DO I EXPRESS MYSELF AND WHAT INSPIRES ME?

In this unit the student will use skills to communicate about different types of art, music, dance and entertainment. Students will also express their opinions about various works and performances and discuss sources of artistic inspiration. Students will learn about the practices and perspectives of important Latin American and Spanish figures in the visual, literary and performing arts. Students will comparisons about growing up in one culture to growing up in more than one culture. Comparisons will be made about the use of the past tense, comparatives, and superlatives in Spanish and English. The activities are focused at the intermediate level using creative, connected sentences and paragraphs in a variety of verb tenses.

Unit Title: ¿Cómo me expreso y qué me inspira?  
/ How Do I Express Myself and What Inspires Me?

Essential Questions
- How do I express myself?
- What inspires me?
- How can the arts be used to express perspectives and attitudes of people?

Essential Understandings
The student will understand that:
- different artistic expressions can be appreciated.
- people use art to express their perspectives and attitudes.
- culture impacts the formation of personality.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
- Present individual nominations for Artist of the Millennium. Show examples of the artist and explain why he/she would be the best candidate.
- Write a review of a work of art or music, drama, or dance performance.

Achievement
- Unit quizzes and tests: grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will …at an intermediate mid level.

Communication
1.1 Interpersonal Communication
1.1.MA.SL.a Use the target language with culturally appropriate gestures to greet one another and engage in conversations about past and future activities such as school and community events, weekend plans, vacation, and travel
1.1.M.SL.b Use appropriate register in routine social situations
1.1.M.SL.c Request, offer, invite, and reply appropriately using simple phrases/sentences and provide rationale for the request and/or reply

Identifying and Describing
1.1.M.SL.d Share a detailed description about physical appearance, character and personality traits of contemporary figures in their own and the target culture
1.1.M.SL.e Share a detailed description about feelings, emotions and health of contemporary figures
1.1.M.SL.f  Share a detailed description of places and things beyond their immediate environment or in the target culture
1.1.MA.SL.g  Exchange information in the target language about personal and social, community or current events as well as social issues and problems
1.1.M.SL.h  Ask for and obtain information in everyday situations with a complication that needs to be resolved in the target language, in person or on the telephone relating to restaurants, stores, transportation, and services
1.1.MA.SL.i  Interview a classmate about their likes, dislikes, preferences, and opinions
1.1.M.SL.j  Share opinions and perspectives on a variety of topics dealing with contemporary issues. Share their opinions via discussion on what they have recently read or seen such as articles, short stories, books, comics, film, video/DVD, music and art.
1.1.M.SL.k  Exchange, support and discuss opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues in the target culture
1.1.MA.RW.a  Use the target language in email messages, blogs, and letters to greet one another and write about past and future activities as well as everyday school and community topics
1.1.M.RW.b  Recognize and use appropriate/honorifics in routine written social correspondence
1.1.M.RW.c  Request, offer, invite, and reply appropriately in writing using simple phrases/sentences and provide rational for the request and/or reply
1.1.M.RW.d  Share a written detailed description of physical appearance, character, and personality traits of contemporary figures in their own and the target culture
1.1.M.RW.e  Share a written detailed description of feelings, emotions, and health of contemporary figures
1.1.M.RW.f  Share a written detailed description of places and things beyond the student’s immediate environment or in the target culture
1.1.M.RW.g  Exchange information in writing about personal, social, community, or current events

Exchanging Opinions
1.1.M.RW.i  Create and use a questionnaire to interview a classmate in the target language about their likes, dislikes, preferences, and opinions, and write a summary of the information
1.1.M.RW.j  Share in writing, opinions and individual perspectives on a variety of topics dealing with contemporary issues

1.2 Interpretive Communication
1.2.MA.L.a  Demonstrate understanding of oral classroom language in the target language on a variety of familiar and select unfamiliar topics
1.2.MA.L.b  Understand interpersonal communication, spoken messages, interviews, and group discussions in the target language on familiar topics related to family, school, and community and select unfamiliar topics
1.2.M.L.c  Understand main idea and supporting detail, and summarize a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)
1.2.M.L.d  Understand main idea and supporting detail, and summarize an audio presentation (CD, lecture, radio, podcast, songs/music)
1.2.MA.R.a  Demonstrate understanding of written classroom language in the target language on a variety of familiar and select unfamiliar topics
1.2.M.R.b  Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or stories
1.2.MA.R.c  Understand written interpersonal communication in the target language on familiar topics related to family, school, and community and select unfamiliar topics (email, letters, messages, notes, and text messages)

1.3 Presentational Communication
1.3.M.S.a  Present skits or short plays in the target language
1.3.M.S.b  Retell a story to an audience in the target language
1.3.M.S.c  Present brief oral reports about personal experiences, school, and community happenings in target language
1.3.M.W.b Create original compositions or journal entries in the target language
1.3.M.W.c Present brief written reports about personal experiences, school, and community happenings in the target language

**Cultures**

**2.1 Practices and Perspectives**

2.1.M.H.a Explain the chronology of major historic events and their impact on the culture of a community or country in which the language is spoken
2.1.MA.F.b Begin to analyze the cultural beliefs, values, and perspectives associated with time and daily routines
2.1.M.H.c Explain important political issues in a community or country in which the language is spoken
2.1.M.H.d Explain the importance of significant current events in a community or country in which the language is spoken
2.1.M.H.e Analyze the influence of linguistic and cultural expansion on indigenous populations or within different communities, regions, or countries
2.1.M.F.d Describe leisure activities associated with a particular community, region, or culture in which the target language is spoken
2.1.M.F.e Compare the practices and significance of an important:
   - civil or religious holiday or celebration AND
   - regional holiday or celebration AND
   - personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken

**2.2 Products and Perspectives**

*Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.*

**Understanding the importance of cultural and creative heritage within the target cultures (C)**

2.2.M.C.a Describe the significance of current cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)
2.2.M.C.b Describe the significance of historic cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)

**Understanding the artifacts associated with family and community life within the target culture(s) (F)**

2.2.M.F.b Compare the products that are native to a community, region or country with those of one or more other communities, regions, or countries
2.2.M.Fc Compare the products needed for leisure activities within two or more communities, regions, or cultures in which the language is spoken
2.2.M.F.d Compare the significance of the products associated with an important:
   - civil or religious holiday or celebration AND
   - regional holiday or celebration AND
   - personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken

**Understanding the artifacts associated with education, employment, and the economy in the target cultures (E)**

2.2.M.E.b Compare the major natural resources, commercial products, services, and industries in a community or country in which the language is spoken with one or more other communities or countries

**Connections**

**3.1 Knowledge**

3.1.M.a Acquire new content knowledge about familiar topics through the target language
3.2 Point of View
3.2.MA.a Use audio, visual, and print materials in Spanish to acquire information and compare distinctive cultural viewpoints

Comparisons
4.1 Comparing Languages
4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language
4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language
4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language
4.1.M.d Select phonological features recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language

4.2 Comparing Cultures
4.2.M.a Identify the significance of cultural practices within the target culture and compare them to one’s own

Communities
5.1 Use of Language
5.1.M.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, and newsletters, and/or webpages

5.2 Personal Enrichment
5.2.MA.a Seek out opportunities and use target language with teachers, friend, or family outside the classroom and in real life situations within the community
5.2.M.b Use authentic target language print materials and electronic media to explore topics of interest within their own culture and the new culture

Cross Cultural Competencies
I. Knowledge of own culture
II. Elements of Culture
III. Contributions

Vocabulary
- Types of art
- Describing art and sculpture
- Tools for painting
- Describing what influences art
- Musical instruments
- Describing dance
- Describing drama

Grammar
- Preterite vs. Imperfect
- Estar + past participle
- Ser v. Estar
- Verbs with special meanings in preterite vs. imperfect

Activities
- Weekly journal entries, emails, Moodle
- Weekly verb tests practicing use of variety of verb tenses
• Continue filling in manila Subjunctive folder (carpeta)
• Continue filling in Dictionary folder (carpeta)
• Weekly conversational situations

**Instructional Resources**

• Classroom textbook, workbook, DVDs, website (Realidades)
• Songs
• Videos
• Websites
• Artwork of Francisco Goya, Diego Rivera, Miró, Dalí, David Alfaro Siqueiros, Picasso, Carlos Enríquez, Osvaldo Guayasamín, and ceramist Dina Bursztyn
• Salsa music
• Music of Marc Anthony
In this unit the student will use skills to communicate about health, food, and nutrition. Students will express how they feel under certain circumstances and give advice about health, physical fitness, and nutrition. They will discuss topics focusing on correct usage of commands and present subjunctive. Comparisons will be made about the use of the commands in Spanish and English. Students will learn about sports in ancient American civilizations and the use of natural remedies from medicinal plants in Latin America. Students will explore cultural perspectives about health, fitness, and nutrition.

**Unit Title:** Una vida más sana/A Healthier Lifestyle

**Grade Level/Course Title:** Various/Spanish 5/6 Honors

**Essential Questions**
- Why is it important to have a healthy lifestyle?
- How do health and eating habits affect my life?
- How can I lead a healthier lifestyle?
- What do I do to stay in shape?

**Essential Understandings**
The student will understand that:
- cultural perspectives exist about health, physical fitness, and nutrition.
- there is a culturally appropriate manner in which to order food in a restaurant.

**Assessment**

**Proficiency** *(Performance tasks: Interpersonal, Interpretive, Presentational)*
- Write and present an information brochure/poster/video on how to have a healthier lifestyle including culturally unique foods from a Spanish-speaking country.
- Call someone and make arrangements with them to do a healthy activity with you. Email another friend to join you.
- Order food in an authentic restaurant.

**Achievement**
- Unit quizzes and tests: grammar and vocabulary points, listening, reading

**Content Expectations/Benchmarks**
The student will …at an intermediate mid level.

**Communication**

1.1 Interpersonal Communication
1.1.MA.SL.a Use the target language with culturally appropriate gestures to greet one another and engage in conversations about past and future activities such as school and community events, weekend plans, vacation, and travel
1.1.M.SL.b Use appropriate register in routine social situations
1.1.M.SL.c Request, offer, invite, and reply appropriately using simple phrases/sentences and provide rationale for the request and/or reply

**Identifying and Describing**
1.1.M.SL.d Share a detailed description about physical appearance, character and personality traits of contemporary figures in their own and the target culture
1.1.M.SL.e Share a detailed description about feelings, emotions and health of contemporary figures
1.1.M.SL.f Share a detailed description of places and things beyond their immediate environment or in the target culture
1.1.MA.SL.g Exchange information in the target language about personal and social, community or current events as well as social issues and problems
1.1.M.SL.h Ask for and obtain information in everyday situations with a complication that needs to be resolved in the target language, in person or on the telephone relating to restaurants, stores, transportation, and services
1.1.MA.SL.i Interview a classmate about their likes, dislikes, preferences, and opinions
1.1.M.SL.j Share opinions and perspectives on a variety of topics dealing with contemporary issues. Share their opinions via discussion on what they have recently read or seen such as articles, short stories, books, comics, film, video/DVD, music and art.
1.1.M.SL.k Exchange, support and discuss opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues in the target culture
1.1.MA.RW.a Use the target language in email messages, blogs, and letters to greet one another and write about past and future activities as well as everyday school and community topics
1.1.M.RW.b Recognize and use appropriate/honorifics in routine written social correspondence
1.1.M.RW.c Request, offer, invite, and reply appropriately in writing using simple phrases/sentences and provide rationale for the request and/or reply

Identifying and Describing
1.1.M.RW.e Share a written detailed description of feelings, emotions, and health of contemporary figures
1.1.M.RW.f Share a written detailed description of places and things beyond the student’s immediate environment or in the target culture
1.1.M.RW.g Exchange information in writing about personal, social, community, or current events
1.1.M.RW.h Resolve in writing an everyday situation that presents a complication that needs to be resolved in the target language relating to stores, transportation, services, and online purchases

Exchanging Opinions
1.1.M.RW.i Create and use a questionnaire to interview a classmate in the target language about their likes, dislikes, preferences, and opinions, and write a summary of the information
1.1.M.RW.j Share in writing, opinions and individual perspectives on a variety of topics dealing with contemporary issues

1.2 Interpretive Communication
1.2.MA.L.a Demonstrate understanding of oral classroom language in the target language on a variety of familiar and select unfamiliar topics
1.2.MA.L.b Understand interpersonal communication, spoken messages, interviews, and group discussions in the target language on familiar topics related to family, school, and community and select unfamiliar topics
1.2.M.L.c Understand main idea and supporting detail, and summarize a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)
1.2.M.L.d Understand main idea and supporting detail, and summarize an audio presentation (CD, lecture, radio, podcast, songs/music)
1.2.MA.R.a Demonstrate understanding of written classroom language in the target language on a variety of familiar and select unfamiliar topics
1.2.M.R.b Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or stories
1.2.MA.R.c Understand written interpersonal communication in the target language on familiar topics related to family, school, and community and select unfamiliar topics (email, letters, messages, notes, and text messages)

1.3 Presentational Communication
1.3.M.S.b Retell a story to an audience in the target language
1.3.M.S.c Present brief oral reports about personal experiences, school, and community happenings in target language
1.3.M.W.b Create original compositions or journal entries in the target language
1.3.M.W.c Present brief written reports about personal experiences, school, and community happenings in the target language

Cultures

2.1 Practices and Perspectives
2.1.MA.F.b Begin to analyze the cultural beliefs, values, and perspectives associated with time and daily routines
2.1.M.H.d Explain the importance of significant current events in a community or country in which the language is spoken
2.1.M.H.e Analyze the influence of linguistic and cultural expansion on indigenous populations or within different communities, regions, or countries
2.1.M.F.b Compare daily routines within two or more communities or cultures in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)
2.1.M.F.c Describe how daily needs are met within two or more communities or cultures in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services)
2.1.M.F.d Describe leisure activities associated with a particular community, region, or culture in which the target language is spoken
2.1.M.E.a Compare the educational systems in a community or country in which the language is spoken with one or more other communities or countries

2.2 Products and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Understanding the importance of cultural and creative heritage within the target cultures (C)
2.2.M.C.a Describe the significance of current cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)
2.2.M.C.b Describe the significance of historic cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)

Understanding the artifacts associated with family and community life within the target culture(s) (F)
2.2.N.F.a Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, foods, transportation, health care, public services)
2.2.M.F.b Compare the products that are native to a community, region or country with those of one or more other communities, regions, or countries
2.2.M.Fc Compare the products needed for leisure activities within two or more communities, regions, or cultures in which the language is spoken
2.2.M.F.d Compare the significance of the products associated with an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken

Understanding the artifacts associated with education, employment, and the economy in the target cultures (E)
2.2.M.E.a Compare the facilities, supplies and materials needed for schooling in a community or country in which the language is spoken with one or more other communities or countries
2.2.M.E.b Compare the major natural resources, commercial products, services, and industries in a community or country in which the language is spoken with one or more other communities or countries

2.2.M.E.c Compare the value of a currency used in a community or country in which the language is spoken with one or more other communities or countries

**Connections**

3.1 Knowledge

3.1.M.a Acquire new content knowledge about familiar topics through the target language

3.2 Point of View

3.2.MA.a Use audio, visual, and print materials in Spanish to acquire information and compare distinctive cultural viewpoints

**Comparisons**

4.2 Comparing Languages

4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language

4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language

4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language

4.1.M.d Select phonological features recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language

4.2 Comparing Cultures

4.2.M.a Identify the significance of cultural practices within the target culture and compare them to one’s own

**Communities**

5.1 Use of Language

5.1.M.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, and newsletters, and/or webpages

5.2 Personal Enrichment

5.2.MA.a Seek out opportunities and use target language with teachers, friend, or family outside the classroom and in real life situations within the community

5.2.M.b Use authentic target language print materials and electronic media to explore topics of interest within their own culture and the new culture

5.2.M.c Investigate and present information to others about careers where skills in another language, or cross-cultural understanding, are needed

**Cross Cultural Competencies**

I. Knowledge of own culture

II. Elements of Culture

III. Contributions

VI. Social Justice/Service Learning

**Vocabulary**

- Symptoms and remedies
- Health food
- Nutrition
- Illnesses and pains
- Medicine
• Habits for good health
• Exercises/Fitness
• Getting and staying in shape
• Health advise

Grammar
• Affirmative tú commands
• Affirmative and negative commands with usted and ustedes
• Nosotros command
• Present Subjunctive

Activities
• Weekly journal entries, emails, Moodle
• Weekly verb tests practicing use of variety of verb tenses
• Continue filling in manila Subjunctive folder (carpeta)
• Continue filling in Dictionary folder (carpeta)
• Weekly conversational situations
• Purchase water capabilities for another community
• Students will write their own poem on food after Neruda’s poem
• Students will present, listen, evaluate, and respond to each other’s plans.
• Use persuasive writing to encourage people to have a healthier life.
• Write a text message to a parent saying you are sick at school and they need to either pick you up or bring you medicine.

Instructional Resources
• Classroom textbook, workbook, DVDs, website (Realidades)
• Pablo Neruda poems on food: La Sandía
• Songs
• Videos
• Websites
HIGH SCHOOL SPANISH
Spanish 5/6 Honors

UNIT 4: ¿CÓMO ME LLEVO CON LOS DEMÁS / HOW DO I GET ALONG WITH OTHERS?

In this unit the student will use skills to communicate about love, friendship, interpersonal relationships, personality traits, emotions, customary behavior and conflict resolution. Students will also explain the impact of love in Spanish-speaking cultures and their art. Students will make comparisons about U.S. holidays and TV shows with those in Spanish-speaking countries. Comparisons will be made about English and Spanish reflexive verbs, por and para with English, and nosotros commands with English. The activities are focused at the intermediate level using creative, connected sentences in the subjunctive tense and commands with nosotros.

Unit Title: ¿Cómo me llevo con los demás? / How do I Get Along with Others?
Grade Level/Course Title: Various/Spanish 5/6 Honors

Essential Questions
• How do I relate to friends and family?
• What is needed to maintain friendships and family relationships?
• How do family and friends influence me and my viewpoints?
• How do I resolve conflicts with friends and family members?

Essential Understandings
The student will understand that:
• friends and family influence them and their viewpoints.
• there are positive and negative personal qualities and relationships.
• conflicts can be resolved in different ways.
• there are similarities and differences in the opinions of teenagers in Spanish-speaking cultures about family relationships.
• expressions of love are used at different times and in diverse cultures.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• You and a friend are talking at school. Your friend has a conflict in a relationship. Listen to the problem, ask questions to find out how both people’s actions affected the relationship, and give him/her suggestions for reconciliation (include one piece of bad advice). Switch roles.
• Write an email to a friend about a conflict you have had in a relationship. Explain that another friend has already given you some suggestions for reconciliation that you didn’t like. Summarize your opinions about your friend’s advice and ask for new advice.

Achievement
• Unit quizzes and tests: grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will … at an intermediate mid level.

Communication
1.1 Interpersonal Communication
1.1.MA.SL.a Use the target language with culturally appropriate gestures to greet one another and engage in conversations about past and future activities such as school and community events, weekend plans, vacation, and travel
1.1.M.SL.b Use appropriate register in routine social situations
1.1.M.SL.c Request, offer, invite, and reply appropriately using simple phrases/sentences and provide rationale for the request and/or reply
Identifying and Describing

1.1.M.SL.d Share a detailed description about physical appearance, character and personality traits of contemporary figures in their own and the target culture
1.1.M.SL.e Share a detailed description about feelings, emotions and health of contemporary figures
1.1.M.SL.g Exchange information in the target language about personal and social, community or current events
1.1.M.SL.h Ask for and obtain information in everyday situations with a complication that needs to be resolved in the target language, in person or on the telephone relating to restaurants, stores, transportation, and services
1.1.MA.SL.i Interview a classmate about their likes, dislikes, preferences, and opinions
1.1.M.SL.j Share opinions and perspectives on a variety of topics dealing with contemporary issues. Share their opinions via discussion on what they have recently read or seen such as articles, short stories, books, comics, film, video/DVD, music and art.
1.1.M.SL.k Exchange, support and discuss opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues in the target culture
1.1.MA.RW.a Use the target language in email messages, blogs, and letters to greet one another and write about past and future activities as well as everyday school and community topics
1.1.M.RW.b Recognize and use appropriate/honorifics in routine written social correspondence
1.1.M.RW.c Request, offer, invite, and reply appropriately in writing using simple phrases/sentences and provide rational for the request and/or reply
1.1.M.RW.d Share a written detailed description of physical appearance, character, and personality traits of contemporary figures in their own and the target culture
1.1.M.RW.e Share a written detailed description of feelings, emotions, and health of contemporary figures
1.1.M.RW.f Share a written detailed description of places and things beyond the student’s immediate environment or in the target culture
1.1.M.RW.g Exchange information in writing about personal, social, community, or current events
1.1.M.RW.h Resolve in writing an everyday situation that presents a complication that needs to be resolved in the target language relating to stores, transportation, services, and online purchases

Exchanging Opinions

1.1.M.RW.i Create and use a questionnaire to interview a classmate in the target language about their likes, dislikes, preferences, and opinions, and write a summary of the information
1.1.M.RW.j Share in writing, opinions and individual perspectives on a variety of topics dealing with contemporary issues

1.2 Interpretive Communication

1.2.MA.L.a Demonstrate understanding of oral classroom language in the target language on a variety of familiar and select unfamiliar topics
1.2.MA.L.b Understand interpersonal communication, spoken messages, interviews, and group discussions in the target language on familiar topics related to family, school, and community and select unfamiliar topics
1.2.M.L.c Understand main idea and supporting detail, and summarize a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)
1.2.M.L.d Understand main idea and supporting detail, and summarize an audio presentation (CD, lecture, radio, podcast, songs/music)
1.2.MA.R.a Demonstrate understanding of written classroom language in the target language on a variety of familiar and select unfamiliar topics
1.2.M.R.b Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or stories.
1.2.MA.R.c Understand written interpersonal communication in the target language on familiar topics related to family, school, and community and select unfamiliar topics (email, letters, messages, notes, and text messages)
1.3 Presentational Communication
1.3.M.S.a  Present skits or short plays in the target language
1.3.M.S.b  Retell a story to an audience in the target language
1.3.M.S.c  Present brief oral reports about personal experiences, school, and community happenings in target language
1.3.M.S.d  Produce a short original target language video/DVD recording, such as a segment of a newscast, talk show, or game show
1.3.M.W.b  Create original compositions or journal entries in the target language
1.3.M.W.c  Present brief written reports about personal experiences, school, and community happenings in the target language

Cultures
2.1 Practices and Perspectives
2.1.M.H.a  Explain the chronology of major historic events and their impact on the culture of a community or country in which the language is spoken
2.1.M.H.d  Explain the importance of significant current events in a community or country in which the language is spoken
2.1.M.F.a  Compare family structures and the role of friends within two or more communities or cultures in which the language is spoken
2.1.M.F.d  Describe leisure activities associated with a particular community, region, or culture in which the target language is spoken
2.1.M.F.e  Compare the practices and significance of an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken

2.2 Products and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
2.2.MA.G.b  Explain how geographic features help to define regional identities within a country

Understanding the importance of cultural and creative heritage within the target cultures (C)
2.2.M.C.a  Describe the significance of current cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)
2.2.M.C.b  Describe the significance of historic cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)

Understanding the artifacts associated with family and community life within the target culture(s) (F)
2.2.M.F.b  Compare the products that are native to a community, region or country with those of one or more other communities, regions, or countries
2.2.M.Fc  Compare the products needed for leisure activities within two or more communities, regions, or cultures in which the language is spoken
2.2.M.F.d  Compare the significance of the products associated with an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken

Connections
3.1 Knowledge
3.1.M.a  Acquire new content knowledge about familiar topics through the target language
3.2 Point of View
3.2.MA.a Use audio, visual, and print materials in Spanish to acquire information and compare distinctive cultural viewpoints

Comparisons
4.1 Comparing Languages
4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language
4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language
4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language
4.1.M.d Select phonological features recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language

4.2 Comparing Cultures
4.2.M.a Identify the significance of cultural practices within the target culture and compare them to one’s own

Communities
5.1 Use of Language
5.1.M.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, and newsletters, and/or webpages

5.2 Personal Enrichment
5.2.MA.a Seek out opportunities and use target language with teachers, friend, or family outside the classroom and in real life situations within the community
5.2.M.b Use authentic target language print materials and electronic media to explore topics of interest within their own culture and the new culture

Communities
5.1 Use of Language
5.1.M.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, and newsletters, and/or webpages

5.2 Personal Enrichment
5.2.MA.a Seek out opportunities and use target language with teachers, friend, or family outside the classroom and in real life situations within the community
5.2.M.b Use authentic target language print materials and electronic media to explore topics of interest within their own culture and the new culture

Cross Cultural Competencies
I. Knowledge of own culture
II. Elements of Culture
III. Contributions
IV. Conflict Resolution

Vocabulary
• Personality traits and conflicts
• Friends and family relationships
Grammar
• Subjuntive mode with verbs of emotion
• Uses of por and para
• Nosotros commands
• Use of possessive Pronouns

Activities
• Weekly journal entries, emails, moodle
• Weekly verb tests practicing use of variety of verb tenses
• Continue filling in manila Subjunctive folder (carpeta)
• Continue filling in Dictionary folder (carpeta)
• Weekly conversational situations
• Look at the depictions of family life by artists Carmen Lomas Garza and Pablo Picasso.
• Do a project/presentation involving Internet search into love and friendship celebrations in the Spanish-speaking world.
• Read to learn about the theme of love in Latin American and Spanish fine arts.
• Read and analyze poems about love and friendship.
• Compare and contrast expressions of love and how they are used at different times.
• Talk about their opinions and feelings about the behaviors of other people.
• Read a chat room message about relationships and offer advice on how to improve those relationships.
• Write a description about a relationship that has conflict, how their actions affected the relationship, and suggestions for reconciliation.
• Listen to various teenagers describe their friends, answer questions about their friendships and compare them to their own friendships.
• Role play a Student Council meeting that helps to resolve problems in the school.
• Tape personal interview from a reality TV show describing personal conflict

Instructional Resources
• Classroom textbook, workbook, DVDs, website (Realidades)
• Art books
• Songs
• Videos
• Websites
In this unit the student will use skills to communicate about jobs and volunteer work. Students will identify skills and abilities needed to perform a job and discuss how to get involved in community activities and volunteer work. The activities are focused at the intermediate level using creative, connected sentences in the present perfect, pluperfect, and present perfect subjunctive. Comparisons will be made about the English pluperfect tense to the Spanish pluscuamperfecto as well as the Spanish present perfect subjunctive to its expression in English.

Unit Title: Trabajo y comunidad/Work and Community
Grade Level/Course Title: Various/Spanish 5/6 Honors

Essential Questions
• What skills, abilities and qualities do I possess?
• How can I use my knowledge and skills to help in my community?

Essential Understandings
The student will understand that:
• there is a professional process to finding a job.
• Hispanics have contributed much to American society.
• there are volunteer opportunities available in the Grand Rapids community.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• Role-play a class election—create a poster and give a presentation to convince the class why you are the best candidate for President. Include in your presentation a description of what you do outside of school; how you have helped others; what you think needs to be changed in the school; and how you would go about making those changes? Be ready to ask questions of other candidates and answer questions from your classmates.

Achievement
• Unit quizzes and tests: grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will …at an intermediate mid level.

Communication
1.1 Interpersonal
1.1.MA.SL.a Use the target language with culturally appropriate gestures to greet one another and engage in conversations about past and future activities such as school and community events, weekend plans, vacation, and travel
1.1.M.SL.b Use appropriate register in routine social situations
1.1.M.SL.c Request, offer, invite, and reply appropriately using simple phrases/sentences and provide rationale for the request and/or reply

Identifying and Describing
1.1.M.SL.d Share a detailed description about physical appearance, character and personality traits of contemporary figures in their own and the target culture
1.1.M.SL.g Exchange information in the target language about personal and social, community or current events
1.1.M.SL.h Ask for and obtain information in everyday situations with a complication that needs to be resolved in the target language, in person or on the telephone relating to restaurants, stores, transportation, and services.

1.1.MA.SL.i Interview a classmate about their likes, dislikes, preferences, and opinions.

1.1.M.SL.j Share opinions and perspectives on a variety of topics dealing with contemporary issues. Share their opinions via discussion on what they have recently read or seen such as articles, short stories, books, comics, film, video/DVD, music and art.

1.1.M.SL.k Exchange, support and discuss opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues in the target culture.

1.1.MA.RW.a Use the target language in email messages, blogs, and letters to greet one another and write about past and future activities as well as everyday school and community topics.

1.1.M.RW.b Recognize and use appropriate/honorifics in routine written social correspondence.

1.1.M.RW.c Request, offer, invite, and reply appropriately in writing using simple phrases/sentences and provide rational for the request and/or reply.

**Identifying and Describing**

1.1.M.RW.g Exchange information in writing about personal, social, community, or current events.

1.1.M.RW.h Resolve in writing an everyday situation that presents a complication that needs to be resolved in the target language relating to stores, transportation, services, and online purchases.

**Exchanging Opinions**

1.1.M.RW.i Create and use a questionnaire to interview a classmate in the target language about their likes, dislikes, preferences, and opinions, and write a summary of the information.

1.1.M.RW.j Share in writing, opinions and individual perspectives on a variety of topics dealing with contemporary issues.

1.2 Interpretive

1.2.MA.L.a Demonstrate understanding of oral classroom language in the target language on a variety of familiar and select unfamiliar topics.

1.2.MA.L.b Understand interpersonal communication, spoken messages, interviews, and group discussions in the target language on familiar topics related to family, school, and community and select unfamiliar topics.

1.2.M.L.c Understand main idea and supporting detail, and summarize a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production).

1.2.M.L.d Understand main idea and supporting detail, and summarize an audio presentation (CD, lecture, radio, podcast, songs/music).

1.2.MA.R.a Demonstrate understanding of written classroom language in the target language on a variety of familiar and select unfamiliar topics.

1.2.M.R.b Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or stories.

1.2.MA.R.c Understand written interpersonal communication in the target language on familiar topics related to family, school, and community and select unfamiliar topics (email, letters, messages, notes, and text messages).

1.3 Presentational

1.3.M.S.a Present skits or short plays in the target language.

1.3.M.S.b Retell a story to an audience in the target language.

1.3.M.S.c Present brief oral reports about personal experiences, school, and community happenings in target language.

1.3.M.S.d Produce a short original target language video/DVD recording, such as a segment of a newscast, talk show, or game show.

1.3.M.W.a Illustrate and present materials in the target language such as an informational brochure or instructions for accomplishing a task.

1.3.M.W.b Create original compositions or journal entries in the target language.
1.3.M.W.c Present brief written reports about personal experiences, school, and community happenings in the target language

**Cultures**

2.1 **Practices and Perspectives**

2.1.M.H.c Explain important political issues in a community or country in which the language is spoken

2.1.M.H.d Explain the importance of significant current events in a community or country in which the language is spoken

2.1.M.F.b Compare daily routines within two or more communities or cultures in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)

2.1.M.F.e Compare the practices and significance of an important:
   - civil or religious holiday or celebration AND
   - regional holiday or celebration AND
   - personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken

2.1.M.E.a Compare the educational systems in a community or country in which the language is spoken with one or more other communities or countries

2.1.M.E.b Compare the economic system in a community or country in which the language is spoken with one or more other communities or countries

2.1.M.E.c Compare the role of work within a community or culture in which the language is spoken with that of one or more other communities or countries

2.2 **Products and Perspectives**

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**Understanding the importance of cultural and creative heritage within the target cultures** (C)

2.2.M.C.a Describe the significance of current cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)

2.2.M.C.b Describe the significance of historic cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)

**Understanding the artifacts associated with family and community life within the target culture(s)** (F)

2.2.M.F.a Compare the products needed to carry out daily routines and meet basic needs within two or more communities, regions, or cultures in which the language is spoken (housing, stores, food preparation, transportation, health care, public services)

2.2.M.F.b Compare the products that are native to a community, region or country with those of one or more other communities, regions, or countries

2.2.M.E.a Compare the facilities, supplies and materials needed for schooling in a community or country in which the language is spoken with one or more other communities or countries

2.2.M.E.c Compare the value of a currency used in a community or country in which the language is spoken with one or more other communities or countries

**Connections**

3.1 **Knowledge**

3.1.M.a Acquire new content knowledge about familiar topics through the target language

3.2 **Point of View**

3.2.MA.a Use audio, visual, and print materials in Spanish to acquire information and compare distinctive cultural viewpoints
Comparisons

4.1 Comparing Languages
4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language
4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language
4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language
4.1.M.d Select phonological features recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language

4.2 Comparing Cultures
4.2.M.a Identify the significance of cultural practices within the target culture and compare them to one’s own

Communities

5.1 Use of Language
5.1.M.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, and newsletters, and/or webpages
5.1.M.b Provide services to others in the school district and community through activities in the target language such as serving as conversation partners for other students in the target language

5.2 Personal Enrichment
5.2.M.A.a Seek out opportunities and use target language with teachers, friend, or family outside the classroom and in real life situations within the community
5.2.M.b se authentic target language print materials and electronic media to explore topics of interest within their own culture and the new culture
5.2.M.c Investigate and present information to others about careers where skills in another language, or cross-cultural understanding, are needed

Vocabulary
- Jobs and job skills
- Interviewing techniques
- Volunteer work
- Places in the community
- Activities in the community

Grammar
- Present perfect tense
- Pluperfect tense
- Present perfect subjunctive
- Demonstrative adjectives and pronouns

Activities
- Weekly journal entries, emails, moodle
- Weekly verb tests practicing use of variety of verb tenses
- Continue filling in manila Subjunctive folder (carpeta)
- Continue filling in Dictionary folder (carpeta)
- Weekly conversational situations
- Talk about work, job searches, and employment types, sites, and skills.
- Talk about personality traits.
- Talk about emergencies, volunteer community organizations, and community activism.
- Read and talk about volunteer work opportunities available in Grand Rapids.
• students will research how they can help their community.
• Read, write, and discuss the contributions of the Spanish-speaking Community in the U.S.
• Evaluate the work of Diego Rivera and Rufino Tamayo
• Read a Mayan folktale.
• Job fair
• Job interview
• Read classified ads in Spanish.
• Listen and translate songs with social content
• Write a cover letter to express interest in a job.
• Describe their qualities and work experience.
• Role-play a job interview
• Hold a job fair
• Listen to various students who are being interviewed and will identify the jobs for which they are applying.
• Debate whether volunteer work should be a mandatory graduation requirement.

Instructional Resources
• Classroom textbook, workbook, DVDs, website (Realidades)
• Art books
• Songs
• Videos
• Websites
HIGH SCHOOL SPANISH
Spanish 5/6 Honors

UNIT 6: ¿QUÉ ME TRAERÁ EL FUTURO? / WHAT WILL THE FUTURE BRING ME?

In this unit the student will use skills to communicate about careers, professions and technology. Students will read, write, and discuss careers and professions and necessary qualities for them. Students will describe strategies for obtaining employment and keeping up with employment trends. Students will also discuss important facts about going to college, plans for the future, and the impact of science and technology on their lives. Students will compare the lifestyles of young people from Spain and the U.S. as well as the roles of television in Mexico and in the U.S. Comparisons will be made about the use of the Spanish personal se to English passive voice as well as the Spanish and English future and future perfect tenses. The activities are focused at the intermediate level using creative, connected sentences and paragraphs in the future, future of probability, and future perfect.

Unit Title: ¿Qué me traerá el futuro? / What Will the Future Bring Me?
Grade Level/Course Title: Various/ Spanish 5/6 Honors

Essential Questions
- What are my plans after graduating from high school?
- What is my ideal career?
- What will my life be like after graduating from college?

Essential Understandings
The student will understand that:
- science and technology greatly effect our lives.
- the role of television is different in Mexico than in the United States.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
- You are at a job interview. Tell the manager what skills and personal characteristics you have that you will bring to the job. Be ready to answer the interviewer’s questions.
- You are going to interview someone for a summer job. Write five questions that you will ask the candidate.

Achievement
Unit quizzes and tests: grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will …at an intermediate mid level.

Communication
1.1 Interpersonal Communication
1.1.MA.SL.a Use the target language with culturally appropriate gestures to greet one another and engage in conversations about past and future activities such as school and community events, weekend plans, vacation, and travel
1.1.M.SL.b Use appropriate register in routine social situations
1.1.M.SL.c Request, offer, invite, and reply appropriately using simple phrases/sentences and provide rationale for the request and/or reply

Identifying and Describing
1.1.M.SL.f Share a detailed description of places and things beyond their immediate environment or in the target culture
1.1.M.SL.g Exchange information in the target language about personal and social, community or current events

1.1.M.SL.h Ask for and obtain information in everyday situations with a complication that needs to be resolved in the target language, in person or on the telephone relating to restaurants, stores, transportation, and services

1.1.MA.SL.i Interview a classmate about their likes, dislikes, preferences, and opinions.

1.1.M.SL.j Share opinions and perspectives on a variety of topics dealing with contemporary issues. Share their opinions via discussion on what they have recently read or seen such as articles, short stories, books, comics, film, video/DVD, music and art.

1.1.M.SL.k Exchange, support and discuss opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues in the target culture

1.1.MA.RW.a Use the target language in email messages, blogs, and letters to greet one another and write about past and future activities as well as everyday school and community topics

1.1.M.RW.b Recognize and use appropriate/honorifics in routine written social correspondence

1.1.M.RW.c Request, offer, invite, and reply appropriately in writing using simple phrases/sentences and provide rationale for the request and/or reply

Identifying and Describing

1.1.M.RW.f Share a written detailed description of places and things beyond the student’s immediate environment or in the target culture

1.1.M.RW.g Exchange information in writing about personal, social, community, or current events

Exchanging Opinions

1.1.M.RW.i Create and use a questionnaire to interview a classmate in the target language about their likes, dislikes, preferences, and opinions, and write a summary of the information

1.1.M.RW.j Share in writing, opinions and individual perspectives on a variety of topics dealing with contemporary issues

1.2 Interpretive Communication

1.2.MA.L.a Demonstrate understanding of oral classroom language in the target language on a variety of familiar and select unfamiliar topics

1.2.MA.L.b Understand interpersonal communication, spoken messages, interviews, and group discussions in the target language on familiar topics related to family, school, and community and select unfamiliar topics

1.2.M.L.c Understand main idea and supporting detail, and summarize a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)

1.2.M.L.d Understand main idea and supporting detail, and summarize an audio presentation (CD, lecture, radio, podcast, songs/music)

1.2.MA.R.a Demonstrate understanding of written classroom language in the target language on a variety of familiar and select unfamiliar topics

1.2.M.R.b Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or stories.

1.2.M.R.c Understand written interpersonal communication in the target language on familiar topics related to family, school, and community and select unfamiliar topics (email, letters, messages, notes, and text messages)

1.3 Presentational Communication

1.3.M.S.a Present skits or short plays in the target language

1.3.M.S.b Retell a story to an audience in the target language

1.3.M.S.c Present brief oral reports about personal experiences, school, and community happenings in target language

1.3.M.W.b Create original compositions or journal entries in the target language

1.3.M.W.c Present brief written reports about personal experiences, school, and community happenings in the target language
Cultures

2.1 Practices and Perspectives
2.1.M.H.d Explain the importance of significant current events in a community or country in which the language is spoken
2.1.M.F.b Compare daily routines within two or more communities or cultures in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)
2.1.M.F.e Compare the practices and significance of an important:
   - civil or religious holiday or celebration AND
   - regional holiday or celebration AND
   - personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken
2.1.M.E.a Compare the educational systems in a community or country in which the language is spoken with one or more other communities or countries
2.1.M.E.b Compare the economic system in a community or country in which the language is spoken with one or more other communities or countries
2.1.M.E.c Compare the role of work within a community or culture in which the language is spoken with that of one or more other communities or countries

2.2 Products and Perspectives
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Understanding the importance of cultural and creative heritage within the target cultures (C)
2.2.M.C.a Describe the significance of current cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)
2.2.M.C.b Describe the significance of historic cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)

Understanding the artifacts associated with family and community life within the target culture(s) (F)
2.2.M.E.a Compare the facilities, supplies and materials needed for schooling in a community or country in which the language is spoken with one or more other communities or countries
2.2.M.E.c Compare the value of a currency used in a community or country in which the language is spoken with one or more other communities or countries

Connections
3.1 Knowledge
3.1.M.a Acquire new content knowledge about familiar topics through the target language

3.2 Point of View
3.2.MA.a Use audio, visual, and print materials in Spanish to acquire information and compare distinctive cultural viewpoints

Comparisons
4.1 Comparing Languages
4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language
4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language
4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language
4.1.M.d Select phonological features recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language
4.2 Comparing Cultures
4.2.M.a Identify the significance of cultural practices within the target culture and compare them to one’s own

Communities
5.1 Use of Language
5.1.M.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, and newsletters, and/or webpages

5.2 Personal Enrichment
5.2.M.a Seek out opportunities and use target language with teachers, friend, or family outside the classroom and in real life situations within the community
5.2.M.b Use authentic target language print materials and electronic media to explore topics of interest within their own culture and the new culture
5.2.M.c Investigate and present information to others about careers where skills in another language, or cross-cultural understanding, are needed

Cross Cultural Competencies
I. Knowledge of own culture
II. Elements of Culture
III. Contributions

Vocabulary
• Careers and professions
• Plans for the future
• Impact of science and technology
• Technology and environment

Grammar
• Future tense
• Future of probability
• Future perfect
• Uses of direct and indirect object pronouns

Activities
• Weekly journal entries, emails, moodle
• Weekly verb tests practicing use of variety of verb tenses
• Continue filling in manila Subjunctive folder (carpeta)
• Continue filling in Dictionary folder (carpeta)
• Weekly conversational situations
• Evaluate the work of Chilean surrealist painter Roberto Matta
• Read poetry by Gustavo Adolfo Béquer and fiction by Ángel Balzarino.
• Read online Spanish-language newspapers.
• Read a university workshop announcement
• Talk about plans for the future.
• Write a comparison about the past and the present.
• Role-play what you will do in ten years as acting principal of the school. Present information about future changes.
• Read and listen to information about past, present, and future changes.
• Discuss the products of Spanish-speaking architects.
• Research and present information orally about careers and professions where Spanish can be used and describe necessary qualities for those jobs. Be ready to answer and ask questions of your classmates.
Instructional Resources

- Classroom textbook, workbook, DVDs, website (Realidades)
- Art books
- Songs
- Videos
- Websites
- Online Spanish-language newspapers
HIGH SCHOOL SPANISH
Spanish 5/6 Honors

UNIT 7: MITO O REALIDAD / MYTH OR REALITY

In this unit Students will communicate about past and present myths, legends, and mysterious events. Students will identify and describe some extraordinary phenomena and compare ancient myths with modern scientific explanations. They will compare some myths and legends from the Spanish-speaking world with those of the United States. Students will learn about prehispanic civilizations and archaeological discoveries and talk about the contributions of the Maya and Aztec civilizations. Comparisons will be made about the use of pero and sino to English “but” and “but rather”. The activities are focused at the intermediate level using creative, connected sentences in the present and present perfect subjunctive with doubt and in adjective clauses.

Unit Title: Mito o realidad/Myth or Reality
Grade Level/Course Title: Various/Spanish 5/6 Honors

Essential Questions
• Can legends, myths (stories), and mysterious events be explained by science and actual events?

Essential Understandings
The student will understand that:
• stories and events in the world can be interpreted in many ways.
• the Mayan and Aztec civilizations made important contributions.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• Describe a rare phenomenon and suggest a logical explanation for why the mystery surrounds that phenomenon.

Achievement
• Unit quizzes and tests: grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will …at an intermediate mid level.

Communication
1.1 Interpersonal Communication
1.1.MA.SL.a Use the target language with culturally appropriate gestures to greet one another and engage in conversations about past and future activities such as school and community events, weekend plans, vacation, and travel
1.1.M.SL.b Use appropriate register in routine social situations
1.1.M.SL.c Request, offer, invite, and reply appropriately using simple phrases/sentences and provide rationale for the request and/or reply

Identifying and Describing
1.1.M.SL.f Share a detailed description of places and things beyond their immediate environment or in the target culture
1.1.M.SL.g Exchange information in the target language about personal and social, community or current events
1.1.MA.SL.i Interview a classmate about their likes, dislikes, preferences, and opinions
1.1.M.SL.j Share opinions and perspectives on a variety of topics dealing with contemporary issues. Share their opinions via discussion on what they have recently read or seen such as articles, short stories, books, comics, film, video/DVD, music and art.
1.1.M.SL.k Exchange, support and discuss opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues in the target culture
1.1.MA.RW.a Use the target language in email messages, blogs, and letters to greet one another and write about past and future activities as well as everyday school and community topics
1.1.M.RW.b Recognize and use appropriate/honorifics in routine written social correspondence
1.1.M.RW.c Request, offer, invite, and reply appropriately in writing using simple phrases/sentences and provide rationale for the request and/or reply

Identifying and Describing
1.1.M.RW.e Share a written detailed description of feelings, emotions, and health of contemporary figures
1.1.M.RW.f Share a written detailed description of places and things beyond the student’s immediate environment or in the target culture
1.1.M.RW.g Exchange information in writing about personal, social, community, or current events

Exchanging Opinions
1.1.M.RW.j Share in writing, opinions and individual perspectives on a variety of topics dealing with contemporary issues

1.2 Interpretive Communication
1.2.MA.L.a Demonstrate understanding of oral classroom language in the target language on a variety of familiar and select unfamiliar topics
1.2.MA.L.b Understand interpersonal communication, spoken messages, interviews, and group discussions in the target language on familiar topics related to family, school, and community and select unfamiliar topics
1.2.M.L.c Understand main idea and supporting detail, and summarize a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)
1.2.M.L.d Understand main idea and supporting detail, and summarize an audio presentation (CD, lecture, radio, podcast, songs/music)
1.2.MA.R.a Demonstrate understanding of written classroom language in the target language on a variety of familiar and select unfamiliar topics
1.2.M.R.b Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or stories
1.2.MA.R.c Understand written interpersonal communication in the target language on familiar topics related to family, school, and community and select unfamiliar topics (email, letters, messages, notes, and text messages)

1.3 Presentational Communication
1.3.M.S.b Retell a story to an audience in the target language
1.3.M.S.c Present brief oral reports about personal experiences, school, and community happenings in target language
1.3.M.W.b Create original compositions or journal entries in the target language
1.3.M.W.c Present brief written reports about personal experiences, school, and community happenings in the target language

Culture
2.1 Practices and Perspectives
2.1.M.H.a Explain the chronology of major historic events and their impact on the culture of a community or country in which the language is spoken
2.1.M.H.d Explain the importance of significant current events in a community or country in which the language is spoken
2.1.M.H.c Analyze the influence of linguistic and cultural expansion on indigenous populations or within different communities, regions, or countries
2.1.M.E.c Compare the role of work within a community or culture in which the language is spoken with that of one or more other communities or countries
2.2 Products and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

2.2.M.G.a Identify and describe regions and their distinctive characteristics within the countries where the language is spoken.

2.2.M.G.b Explain how geographic features help to define regional identities within a country. Identify and describe major geographic features (rivers, mountains, deserts, forests) of additional countries or regions in which the language is spoken.

2.2.M.G.d Describe the climate and typical seasonal weather patterns in various regions in additional countries in which the language is spoken.

Understanding the importance of cultural and creative heritage within the target cultures (C)

2.2.M.C.a Describe the significance of current cultural icons (arts, architecture, music, literature, film, media, TV, newspapers, and the creators of these products).

2.2.M.C.b Describe the significance of historic cultural icons (arts, architecture, music, literature, film, media, TV, newspapers, and the creators of these products).

Understanding the artifacts associated with family and community life within the target culture(s) (F)

2.2.M.F.b Compare the products that are native to a community, region or country with those of one or more other communities, regions, or countries.

2.2.M.F.d Compare the practices and significance of an important:
   - civil or religious holiday or celebration AND
   - regional holiday or celebration AND
   - personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken.

Connections

3.1 Knowledge

3.1.M.a Acquire new content knowledge about familiar topics through the target language.

3.2 Point of View

3.2.MA.a Use audio, visual, and print materials in Spanish to acquire information and compare distinctive cultural viewpoints.

Comparisons

4.1 Comparing Languages

4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language.

4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language.

4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language.

4.1.M.d Select phonological features recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language.

4.2 Comparing Cultures

4.2.M.a Identify the significance of cultural practices within the target culture and compare them to one’s own.
Communities

5.1 Use of Language
5.1.M.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, and newsletters, and/or webpages

5.2 Personal Enrichment
5.2.M.a Seek out opportunities and use target language with teachers, friend, or family outside the classroom and in real life situations within the community
5.2.M.b Use authentic target language print materials and electronic media to explore topics of interest within their own culture and the new culture

Cross Cultural Competencies
I. Knowledge of own culture
II. Elements of Culture
III. Contributions

Vocabulary
• Archaeological discoveries and mysteries
• Description of objects
• Myths and legends

Grammar
• Present and present perfect subjunctive after expressions of doubt, uncertainty, or disbelief
• Uses of pero and sino
• Subjunctive in adjective clauses

Activities
• Read about legends and mysteries of past civilizations in Latin America
• Weekly journal entries, emails, Moodle
• Weekly verb tests practicing use of variety of verb tenses
• Continue filling in manila Subjunctive folder (carpeta)
• Continue filling in Dictionary folder (carpeta)
• Weekly conversational situations

Instructional Resources
• Classroom textbook, workbook, DVDs, website (Realidades)
• Songs
• Videos
• Websites
In this unit the student will use skills to communicate about how different cultures interact. Students will talk about the fusion of cultures in Spain before 1492 and the fusion of different cultures in the Americas after the Europeans arrived. Students will make comparisons about the cultural fusion in the Spanish-speaking world with that in the U.S. as well as indigenous influence in Latin America with that in the U.S. Students will compare Tex-Mex and Latin-American food with traditional fare in the U.S. Comparisons will also be made about the Spanish use of the imperfect subjunctive with English if/then sentences as well as the Spanish to the English conditional. The activities are focused at the intermediate level using creative, connected sentences and paragraphs in a variety of verb tenses.

Essential Questions
- What is culture?
- What defines cultural identity?
- How do I identify myself? What determines who I am?
- What happens when different cultures interact?

Essential Understandings
The student will understand that:
- there is much cultural diversity in the Spanish-speaking world.
- the fusion of different cultures can be seen in many parts of the Spanish-speaking world in language, literature, architecture, art, music, and cuisine.
- different ethnic groups in the US have different cultural perspectives.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
- Write an email to a friend telling them that you are studying abroad for a year. Include a description of how your life could be different, how you will assimilate, how and why your ethnic identity would change during the process of assimilation, and whether it is possible to maintain your ethnic identity? What do you give up and what traditions do you conserve.
- After receiving the above email, call your friend and share your excitement for him/her and ask him/her some questions about their study abroad. (Switch roles).

Achievement
- Unit quizzes and tests: grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will …at an intermediate mid level.

Communication
1.1 Interpersonal Communication
1.1.MA.SL.a Use the target language with culturally appropriate gestures to greet one another and engage in conversations about past and future activities such as school and community events, weekend plans, vacation, and travel
1.1.M.SL.b Use appropriate register in routine social situations
1.1.M.SL.f Share a detailed description of places and things beyond their immediate environment or in the target culture
1.1.M.SL.g Exchange information in the target language about personal and social, community or current events as well as social issues and problems
1.1.M.SL.i Interview a classmate about their likes, dislikes, preferences, and opinions
1.1.M.SL.j Share opinions and perspectives on a variety of topics dealing with contemporary issues
1.1.MA.SL.RW.a Use the target language in email messages, blogs, and letters to greet one another and write about past and future activities as well as everyday school and community topics
1.1.M.RW.b Recognize and use appropriate/honorifics in routine written social correspondence
1.1.M.RW.f Share a written detailed description of places and things beyond the student's immediate environment or in the target culture
1.1.M.RW.g Exchange information in writing about personal, social, community, or current events
1.1.M.RW.j Share in writing, opinions and individual perspectives on a variety of topics dealing with contemporary issues

1.2 Interpretive Communication
1.2.MA.L.a Demonstrate understanding of oral classroom language in the target language on a variety of familiar and select unfamiliar topics
1.2.MA.L.b Understand interpersonal communication, spoken messages, interviews, and group discussions in the target language on familiar topics related to family, school, and community and select unfamiliar topics
1.2.M.L.c Understand main idea and supporting detail, and summarize a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)
1.2.M.L.d Understand main idea and supporting detail, and summarize an audio presentation (CD, lecture, radio, podcast, songs/music)
1.2.MA.R.a Demonstrate understanding of written classroom language in the target language on a variety of familiar and select unfamiliar topics
1.2.M.R.b Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or stories
1.2.MA.R.c Understand written interpersonal communication in the target language on familiar topics related to family, school, and community and select unfamiliar topics (email, letters, messages, notes, and text messages)

1.3 Presentational Communication
1.3.M.S.b Retell a story to an audience in the target language
1.3.M.S.c Present brief oral reports about personal experiences, school, and community happenings in target language
1.3.M.W.b Create original compositions or journal entries in the target language
1.3.M.W.c Present brief written reports about personal experiences, school, and community happenings in the target language

Cultures
2.1 Practices and Perspectives
2.1.M.H.a Explain the chronology of major historic events and their impact on the culture of a community or country in which the language is spoken
2.1.M.H.c Explain important political issues in a community or country in which the language is spoken
2.1.M.H.d Explain the importance of significant current events in a community or country in which the language is spoken
2.1.M.H.e Analyze the influence of linguistic and cultural expansion on indigenous populations or within different communities, regions, or countries
2.1.MA.F.b Begin to analyze the cultural beliefs, values, and perspectives associated with time and daily routines
2.1.M.F.e Compare the practices and significance of an important:
- civil or religious holiday or celebration AND
- regional holiday or celebration AND
- personal or family holiday or celebration across multiple communities or cultures in
  which the target language is spoken

2.2 Products and Perspectives

Students demonstrate an understanding of the relationship between the practices and
perspectives of the culture studied.

Understanding the impact of geography and natural resources on the target cultures (G)

2.2.M.G.a Identify and describe regions and their distinctive characteristics within the countries where the
language is spoken

Understanding the importance of cultural and creative heritage within the target
cultures (C)

2.2.M.C.a Describe the significance of current cultural icons (arts, architecture music, literature, film,
media, TV, newspapers, and the creators of these products) Exemption: No Longer Spoken
2.2.M.C.b Describe the significance of historic cultural icons (arts, architecture music, literature, film,
media, TV, newspapers, and the creators of these products)

Understanding the artifacts associated with family and community life within the target
culture(s) (F)

2.2.MA.F.b Compare the products that are native to a community, region or country with those of one or
more other communities, regions, or countries. Begin to analyze the contribution of indigenous
products within the economy of different communities, regions, or countries

WORLD LANGUAGES MICHIGAN DEPARTMENT OF EDUCATION v.8.07
Novice High (N) Intermediate Low and Intermediate Mid (M) Pre-Advanced (A)

Connections

3.1 Knowledge

3.1.M.a Acquire new content knowledge about familiar topics through the target language

3.2 Point of View

3.2.MA.a Use audio, visual, and print materials in Spanish to acquire information and compare distinctive
cultural viewpoints

Comparisons

4.1 Comparing Languages

4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-
word translation form one’s own language to the target language
4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language

4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language

4.1.M.d Select phonological features recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language

4.2 Comparing Cultures

4.2.M.a Identify the significance of cultural practices within the target culture and compare them to one’s own

Communities

5.1 Use of Language

5.1.M.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, and newsletters, and/or webpages

5.2 Personal Enrichment

5.2.M.A.a Seek out opportunities and use target language with teachers, friend, or family outside the classroom and in real life situations within the community
5.2.M.b Use authentic target language print materials and electronic media to explore topics of interest within their own culture and the new culture

Cross Cultural Competencies

I. Knowledge of own culture
II. Elements of Culture
III. Contributions
IV. Conflict Resolution

Vocabulary

• Ethnic groups
• Conquest and occupation
• Architecture and culture
• Conquest, trade, and missions
• Ancestors and cultural heritage

Grammar

• Conditional
• Imperfect subjunctive

Activities:

• Weekly journal entries, emails, moodle
• Weekly verb tests practicing use of variety of verb tenses
• Continue filling in manila Subjunctive folder (carpeta)
• Continue filling in Dictionary folder (carpeta)
• Weekly conversational situations

Instructional Resources

• Classroom textbook, workbook, DVDs, website (Realidades)
• Songs
• Videos
• Websites
HIGH SCHOOL SPANISH
Spanish 5/6 Honors

UNIT 9: CUIDEMOS NUESTRO PLANETA / LET’S TAKE CARE OF OUR PLANET

In this unit the student will use skills to communicate about local and global environmental concerns and endangered species and measures to protect both. Students will also express attitudes and opinions about the environment and discuss how to solve local and global environmental problems. Students will make comparisons about Latin American environmental and recycling problems and programs to those in the U.S. Students will also compare nature-based festivals in Mexico and the U.S. Comparisons will be made about the use of Spanish verbs like gustar to that of their English counterparts as well as Spanish and English relative pronouns and conjunctions. The activities are focused at the intermediate level using creative, connected sentences and paragraphs in a variety of verb tenses.

Unit Title: Cuidemos nuestro planeta/Let’s Take Care of Our Planet
Grade Level/Course Title: Various/Spanish 5/6 Honors

Essential Questions
• What is the relationship between people and the environment?
• Why is it important to take care of the earth?
• How can I participate in taking care of our natural environment?

Essential Understandings
The student will understand that:
• cultural perspectives exist in dealing with conservation and the environment.
• people have an effect on the natural world around them.
• each individual can help to protect the environment.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• Write and present information orally about a local or global environmental issue, clearly outlining and explaining the problem and possible solutions.
• Write a petition letter to a company persuading it to act on an environmental problem. Include a description of the harm they are causing the environment and how it impacts the future, give recommendations for solutions to the problem, and request for a reply. (subjunctive)

Achievement
• Unit quizzes and tests: grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will …at an intermediate mid level.

Communication
1.1 Interpersonal Communication
1.1.MA.SL.a Use the target language with culturally appropriate gestures to greet one another and engage in conversations about past and future activities such as school and community events, weekend plans, vacation, and travel
1.1.M.SL.b Use appropriate register in routine social situations
1.1.M.SL.c Request, offer, invite, and reply appropriately using simple phrases/sentences and provide rationale for the request and/or reply
Identifying and Describing

1.1.M.SL.f Share a detailed description of places and things beyond their immediate environment or in the target culture
1.1.MA.SL.g Information in the target language about personal and social, community or current events as well as social issues and problems
1.1.M.SL.h Ask for and obtain information in everyday situations with a complication that needs to be resolved in the target language, in person or on the telephone relating
1.1.A.SL.i Report to someone the resolution of the situation
1.1.M.SL.j Interview a classmate about their likes, dislikes, preferences, and opinions
1.1.MA.SL.RW.a Use the target language in email messages, blogs, and letters to greet one another and write about past and future activities as well as everyday school and community topics
1.1.M.RW.b Recognize and use appropriate/honorifics in routine written social correspondence
1.1.M.RW.c Request, offer, invite, and reply appropriately in writing using simple phrases/sentences and provide rational for the request and/or reply
1.1.M.RW.f Share a written detailed description of places and things beyond the student's immediate environment or in the target culture
1.1.M.RW.g Exchange information in writing about personal, social, community, or current events
1.1.M.RW.h Resolve in writing an everyday situation that presents a complication that needs to be resolved
1.1.M.RW.i Create and use a questionnaire to interview a classmate in the target language about their likes, dislikes, preferences, and opinions, and write a summary of the information
1.1.M.RW.j Share in writing, opinions and individual perspectives on a variety of topics dealing with contemporary issues

1.2 Interpretive Communication

1.2.MA.L.a Demonstrate understanding of oral classroom language in the target language on a variety of familiar and select unfamiliar topics
1.2.MA.L.b Understand interpersonal communication, spoken messages, interviews, and group discussions in the target language on familiar topics related to family, school, and community and select unfamiliar topics
1.2.M.L.c Understand main idea and supporting detail, and summarize a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)
1.2.M.L.d Understand main idea and supporting detail, and summarize an audio presentation (CD, lecture, radio, podcast, songs/music)
1.2.MA.R.a Demonstrate understanding of written classroom language in the target language on a variety of familiar and select unfamiliar topics
1.2.M.R.b Understand main idea and supporting detail, and summarize accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or stories
1.2.MA.R.c Understand written interpersonal communication in the target language on familiar topics related to family, school, and community and select unfamiliar topics (email, letters, messages, notes, and text messages)

1.3 Presentational Communication

1.3.M.S.b Retell a story to an audience in the target language
1.3.M.S.c Present brief oral reports about personal experiences, school, and community happenings in target language
1.3.M.W.a Illustrate and present materials in the target language such as an informational brochure or instructions for accomplishing a task
1.3.M.W.b Create original compositions or journal entries in the target language
1.3.M.W.c Present brief written reports about personal experiences, school, and community happenings in the target language
2.1 Practices and Perspectives

2.1.M.H.a Explain the chronology of major historic events and their impact on the culture of a community or country in which the language is spoken

2.1.M.H.c Explain important political issues in a community or country in which the language is spoken

2.1.M.H.d Explain the importance of significant current events in a community or country in which the language is spoken

2.1.M.F.c Describe how daily needs are met within two or more communities or cultures in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services)

2.1.M.F.d Describe leisure activities associated with a particular community, region, or culture in which the target language is spoken

2.1.M.F.e Compare the practices and significance of an important:
  - civil or religious holiday or celebration AND
  - regional holiday or celebration AND
  - personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken

2.1.M.E.b Compare the economic system in a community or country in which the language is spoken with one or more other communities or countries. Begin to analyze the role and impact of the economic system on a community or country in which the language is spoken.

2.1.M.E.c Compare the role of work within a community or culture in which the language is spoken with that of one or more other communities or countries. Begin to analyze the cultural beliefs related to money, wealth, and the social status of various types of employment.

2.2 Products and Perspectives

Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

2.2.M.G.a Identify and describe regions and their distinctive characteristics within the countries where the language is spoken

Understanding the impact of geography and natural resources on the target cultures (G)

2.2.M.C.a Describe the significance of current cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products) Exemption: No Longer Spoken

Understanding the importance of cultural and creative heritage within the target cultures (C)

2.2.M.C.b Describe the significance of historic cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products)

Understanding the artifacts associated with family and community life within the target culture(s) (F)

2.2.A.E.b Analyze the role and impact of the major natural resources, commercial products, services, and industries on the way of life in a community, region or country in which the language is spoken

Connections

3.1 Knowledge

3.1.M.a Acquire new content knowledge about familiar topics through the target language

3.2 Point of View

3.2.MA.a Use audio, visual, and print materials in Spanish to acquire information and compare distinctive cultural viewpoints
Comparisons
4.1 Comparing Languages
4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language
4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language
4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language
4.1.M.d Select phonological features recognizing that meaning is not always conveyed through direct word-for-word translation form one’s own language to the target language

4.2 Comparing Cultures
4.2.M.a Identify the significance of cultural practices within the target culture and compare them to one’s own

Communities
5.1 Use of Language
5.1.M.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, and newsletters, and/or webpages
5.1.M.b Provide services to others in the school district and community through activities in the target language such as serving as conversation partners for other students in the target language

5.2 Personal Enrichment
5.2.MA.a Seek out opportunities and use target language with teachers, friend, or family outside the classroom and in real life situations within the community
5.2.M.b Use authentic target language print materials and electronic media to explore topics of interest within their own culture and the new culture

Cross Cultural Competencies
I. Knowledge of own culture
II. Elements of Culture
III. Contributions
IV. Social Justice & Service Learning

Vocabulary
a. Pollution
b. Natural resources
c. Animals
d. Environmental issues
e. Endangered species

Grammar
• Conjunctions used with the subjunctive and the indicative
• Relative pronouns que, quien, lo que
• Passive voice
• Present perfect subjunctive
• Imperfect subjunctive
• Pluperfect subjunctive
• Condicional perfect

Activities
• Weekly journal entries, emails, Moodle
• Weekly verb tests practicing use of variety of verb tenses
• Continue filling in manila Subjunctive folder (carpeta)
• Continue filling in Dictionary folder (carpeta)
• Weekly conversational situations
• Learn about ecoturism in Chile.
• Discussion with subjunctive: What would the earth look like if no one took care of it? What would be the effects?

**Instructional Resources**
• Classroom textbook, workbook, DVDs, website (Realidades)
• Songs
• Videos
• Websites
HIGH SCHOOL SPANISH  
Spanish 7/8 Honors

UNIT 1: VIVA LA JUVENTUD / LONG LIVE YOUTH

In this unit the student will use skills to communicate about growing up. They will discuss topics focusing on correct usage of agreement in sentences and paragraphs using a variety of verb tenses. They will focus on the history, politics and geography of Nicaragua. Students will identify with other content areas as they identify common elements found in literature. Comparisons will be made between different selections of literature. The theme of community will be explored by focusing on Hispanics in the United States.

Unit Title: Viva La Juventud/Long Live Youth  
Grade Level/Course Title: Junior/Spanish 7/8 Honors

Essential Question  
• How do my high school experiences shape who I am becoming?

Essential Understanding  
The student will understand that:  
• adolescent experiences help to shape who they become.

Assessment  
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)  
• Show a friend a collection of items from high school (face book, poster, and photo album) and describe how you have changed through the years. Ask your partner about their high school experiences. Comment on how your school life is the same or different from students from different cultural backgrounds that you know or have read about.

Achievement  
• Unit quizzes and tests, grammar and vocabulary points, listening and reading

Content Expectations/Benchmarks  
The student will …at an intermediate high level.

Communication  
1.1 Interpersonal Communication

1.1.MA.SL.a Use the target language with culturally appropriate gestures to greet one another and engage in conversations about past and future activities such as school, community events, weekend plans, vacation, jobs and travel

1.1.MA.SL.b Recognize and use appropriate register/honorifics in social situations

1.1.A.SL.c Request, offer, invite, and reply appropriately using sentences and provide rationale for the request, offer, invitation and reply

1.1.MA.SL.d Share detailed description and beginning analysis of physical appearance, character and personality traits of historical figures and characters in literature, TV, film, and the arts in their own and target culture

1.1.MA.SL.e Share detailed description and beginning analysis of feelings, emotions and health of contemporary, historical figures and characters in literature, TV, film, and the arts

1.1.MA.SL.f Share an analysis and comparison of attributes of places and things in target culture by providing a detailed description

1.1.MA.SL.g Use target language to discuss personal, social, community, current events, social issues and problems

1.1.MA.SL.h Use target language to discuss current or past events that are of significance in the target culture
1.1.M.SL.i Interview a classmate in the target language about their likes, dislikes, preferences, and opinions
1.1.MA.SL.j Share their opinions and individual perspectives via discussion on some topics dealing with contemporary issues and on what they have recently read or seen such as articles, short stories, books, comics, film, video/DVD, music and art
1.1.MA.SL.k Exchange, support and discuss opinions and individual perspectives on some topics dealing with contemporary and historical issues in the target culture
1.1.MA.RW.a Use the target language in email messages, text messages, blogs, webpages, letters, or notes to greet one another and write about past and future activities such as everyday topics, schools, community events and activities, weekend plans, vacation, jobs, and travel
1.1.MA.RW.b Recognize and use appropriate register/honorifics in written social correspondence
1.1.MA.RW.c Request, offer, invite, and reply appropriately in writing using sentences and provide rationale for the request, offer, invitation and reply
1.1.MA.RW.d Share in writing a detailed description and beginning analysis of physical appearance, character, and personality traits of historical figures and characters in literature, TV, film, and the arts in the target culture
1.1.MA.RW.e Share in writing a detailed description and beginning analysis of feelings, emotions and health of contemporary and historical figures and characters in literature, TV, film, and the arts
1.1.MA.RW.f Share in writing a basic analysis and comparison of attributes of places and things in the target culture by providing a detailed description

**Exchanging Information**

1.1.MA.RW.g Exchange information in writing about personal and social, community, or current events social issues and problems
1.1.MA.RW.i Use target language to begin to write about current or past events that are of significance in the target culture

**Exchanging Opinions**

1.1.M.RW.i Create and use a questionnaire to interview a classmate in the target language about their likes, dislikes, preferences, and opinions, and write a summary of the information
1.1.MA.RW.j Share opinions in writing about individual perspectives on a variety of topics dealing with contemporary issues and something read or viewed, such as, articles, books, films/DVDs, TV shows, music presentations, or art
1.1.MA.RW.k Exchange, support and discuss opinions and individual perspectives on topics dealing with contemporary and historical issues in the target culture

**1.2 Interpretive Communication**

1.2.MA.L.a Demonstrate understanding of oral classroom language in the target language on familiar and unfamiliar topics
1.2.MA.L.b Understand interpersonal communication, spoken messages, interviews, group discussions and short lectures in the target language on familiar and unfamiliar topics
1.2.MA.L.d Understand main idea and supporting detail, summarize begin to analyze an audio presentation (CD, lecture, radio, podcast, songs/music)
1.2.MA.R.a Demonstrate understanding of written classroom language in the target language on some familiar and unfamiliar topics
1.2.MA.R.b Understand main idea and supporting detail, summarize and begin to analyze accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or stories and on unfamiliar topics such as, literary works, print media, websites/internet, directions
1.2.MA.R.c Understand written interpersonal communication in the target language on some familiar and unfamiliar topics (email, letters, messages, notes, and text messages)
1.3 Presentational Communication
1.3.A.W.a Create and be able to disseminate a newsletter or webpage in the target language
1.3.MA.S.c Present oral reports on familiar and unfamiliar topics in target language
1.3.MA.W.b Prepare a summary and brief written analysis of a literary work, journalistic article, publication, or media/TV/DVD presentation intended for native speakers of the language using reports or journals
1.3.MA.W.c Present written reports on familiar and unfamiliar topics in the target language

Culture
2.1 Practices and Perspectives
2.1.MA.H.a Briefly analyze the impact of major historic events on the culture of communities or countries in which the language is spoken
2.1.MA.H.b Compare the governmental system of a country in which the language is spoken with that of other countries
2.1.MA.H.c Compare the position vis-à-vis an important political issue in two communities or countries in which the language is spoken
2.1.A.H.d Briefly analyze the impact of a major current event on the culture of communities or countries in which the language is spoken
2.1.MA.H.e Analyze the influence of linguistic and cultural expansion on indigenous populations or within different communities, regions, or countries and begin to recognize major tensions within and outside a community or country in which the language is spoken
2.1.MA.H.f Identify who is considered majority and minority within a culture
2.1.MA.H.g Briefly identify issues of gender, class and/or status in the target culture
2.1.MA.H.h Briefly analyze the characteristics and beliefs that define the identity of a member of a community or culture in which the language is spoken
2.1.MA.F.a Compare and begin to analyze family structures and changes and the role of friends within two or more communities or cultures in which the language is spoken
2.1.MA.F.d Describe and begin to analyze leisure activities associated with a particular community, region, or culture in which the target language is spoken and the balance with work activities
2.1.MA.E.a Compare the educational systems in a community or country in which the language is spoken with one or more other communities or countries and begin to analyze secondary and post-secondary educational opportunities that lead to careers in the target country
2.1.MA.E.b Compare the economic system in a community or country in which the language is spoken with one or more communities or countries and begin to analyze the role and impact of the economic system on a community or country in which the language is spoken
2.1.A.E.c Compare the role of work within a community or culture in which the language is spoken with that of one or more other communities or countries and begin to analyze the cultural beliefs related to money, wealth, and the social status of various types of employment

2.2 Products and Perspectives
2.2.MA.G.a Identify and describe regions and their distinctive characteristics and locate and explain the development of some urban, rural, and suburban areas within a country where the language is spoken
2.2.MA.G.b Identify and describe major geographic features (rivers, mountains, deserts, forests) of additional countries or regions in which the language is spoken and explain how geographic features help to define regional identities within a country
2.2.MA.G.c Identify and describe the neighboring countries and geographic features surrounding additional countries in which the language is spoken and begin to analyze the relationship of a country in which the language is spoken to its neighboring countries and throughout the world
2.2.MA.G.d Describe the climate and typical seasonal weather patterns in various regions in additional countries in which the language is spoken and begin to analyze how geographic location, climate and typical seasonal weather patterns influence the economy and population density
2.2.MA.C.a Describe the significance of current cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products) and begin to analyze the ir enduring contributions

2.2. MA.C.b Describe the significance of historic cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products) and begin to analyze their enduring contributions

2.2. MA.F.b Compare the products that are native to a community, region or country with those of one or more other communities, regions, or countries and begin to analyze the contribution of indigenous products within the economy of different communities, regions, or countries.

2.2. MA.F.c Compare the products needed for leisure activities within two or more communities, regions, or cultures in which the language is spoken and begin to analyze how changes in the availability of particular products over time influence work and leisure activities within a community or culture in which the language is spoken

2.2.MA.E.a Compare the facilities, supplies and materials needed for schooling in a community or country in which the language is spoken with one or more other communities or countries and begin to analyze how cultural values and beliefs about education influence educational facilities, supplies, and materials

2.2.MA.E.b Compare the major natural resources, commercial products, services, and industries in a community or country with one or more other communities or countries and begin to analyze the role and impact of the major natural resources, commercial products, services, and industries on the way of life in a community, region or country in which the language is spoken

2.2. A.E.c Compare the value of a currency used in a community or country in which the language is spoken with one or more other communities or countries and begin to analyze how the value of the currency influences the way of life in a community, region, or country in which the language is spoken

**Connections**

3.1 Knowledge

3.1. MA.a Acquire new content knowledge about familiar unfamiliar topics through the target language

3.2 Point of View

3.2. MA.a Use information from audio, visual, and/or print materials available only in the target language to identify and compare distinctive cultural viewpoints

**Comparisons**

4.1 Comparing Languages

4.1. MA.a Select and recognize that vocabulary reflects culture and use this knowledge to adjust language accordingly and strengthen the understanding of both languages

4.1. MA.b Select and recognize that grammatical structures reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages

4.1. MA.c Select and begin to recognize that register/honorifics reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages

4.1. MA.d Select and recognize that phonological features reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages

4.2 Comparing Cultures

4.2. MA.a Identify and begin to describe the institutions, values, beliefs, and perspectives that serve as the foundation of the target culture practices and compare them to one’s own
Communities

5.1 Use of Language
5.1.MA.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, and newsletters, and/or web pages
5.1.MA.b Provide services to others in the school district and community through activities in the target language such as serving as tutoring, conversation partners for other students in the target language and helping speakers of the target language to function within the school or community

5.2 Personal Enrichment
5.2.MA.a Seek out opportunities and use the target language with teachers, friends, or family outside of the classroom and in real life situations within the community
5.2.MA.b Use authentic target language print materials and electronic media to explore topics of personal interest within their own culture and from the points of view of new culture

Cross Cultural Competencies
I. Knowledge of One’s Own Culture
II. Elements of Culture
III. Contributions
V. Prejudice and Discrimination
VI. Social Justice/Service Learning

Vocabulary
• Personal characteristics, physical appearance, character and personality traits (extrovertido, etc.)
• Literature vocabulary

Grammar
• Nouns
• Definite and indefinite articles
• Adjectives
• Accent marks

Activities
• Create an exhibit with items that represent their youth including items and paragraph
• Research, discuss, debate and present information on Nicaragua
• Research, etc. autobiographical ties to artists and paintings
• Research family heritage
• Journals – gather articles, summarize, synthesize information on current, cultural and unit topics
• Create a Facebook type page about someone in target language

Instructional Resources
• Nuevas Vistas Curso Uno
• Literature: Primero de Secundaria, Gary Soto; Un cuentecillo triste, Gabriel García Márquez
• Poem: La Juventud, Ruben Darío
• Cultural article - Nicaragua, Nuevas Vistas
• Community article – Hispanics in the United States
• Pre – AP workbook – Glencoe, Capítulo 3 Pasajes de la vida
• Barrons- Preparing for the AP exam – autobiografía vocabulary list, questions
HIGH SCHOOL SPANISH  
Spanish 7/8 Honors  

UNIT 2: HABLÁ CON LOS ANIMALES / SPEAK WITH THE ANIMALS

In this unit the student will use skills to communicate about issues concerning humans and their relationship with the environment. They will discuss topics focusing on correct usage of the present, imperfect, and preterite in sentences and paragraphs using a variety of verb tenses. They will focus on the history, politics and geography of Uruguay. Students will connect with other content areas as they explore social studies topics. Comparisons will be made about the use of the past tense in Spanish and English. The theme of community will be explored by researching and presenting about environmental organizations around the world.

Unit Title: Habla con los animales/Speak with the Animals
Grade Level/Course Title: Junior/Spanish 7/8 Honors

Essential Question
• What is the relationship between people and the environment?

Essential Understanding
• The student will understand that people have an effect on the world around them.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• Write an email to an environmental group in a Spanish speaking area.
• Request information on the program.
• Present information to the class to convince them to support your project.
• Answer questions about the program.

Achievement
• Unit quizzes and tests, grammar and vocabulary points, listening and reading.

Content Expectations/Benchmarks
The student will …at an intermediate high level.

Communication
1.1 Interpersonal Communication
1.1.MA.SL.a Use the target language with culturally appropriate gestures to greet one another and engage in conversations about past and future activities such as school, community events, weekend plans, vacation, jobs and travel
1.1.MA.SL.b Recognize and use appropriate register/honorifics in social situations
1.1.A.SL.c Request, offer, invite, and reply appropriately using sentences and provide rationale for the request, offer, invitation and reply
1.1.MA.SL.d Share detailed description and beginning analysis of physical appearance, character and personality traits of historical figures and characters in literature, TV, film, and the arts in their own and target culture
1.1.MA.SL.e Share detailed description and beginning analysis of feelings, emotions and health of contemporary, historical figures and characters in literature, TV, film, and the arts
1.1.MA.SL.f Share an analysis and comparison of attributes of places and things in target culture by providing a detailed description
1.1.MA.SL.g Use target language to discuss personal, social, community, current events, social issues and problems
1.1.MA.SL.h Use target language to discuss current or past events that are of significance in the target culture
1.1 M. SL. h Ask for and obtain information in everyday situations with a complications that needs to be
resolved in the target language, in person or on the telephone relating to restaurants, stores,
transportation and services
1.1.MA.SL.j Share their opinions and individual perspectives via discussion on some topics dealing with
contemporary issues and on what they have recently read or seen such as articles, short stories,
books, comics, film, video/DVD, music and art
1.1.MA.SL.k Exchange, support and discuss opinions and individual perspectives on some topics dealing
with contemporary and historical issues in the target culture
1.1.MA.RW.a Use the target language in email messages, text messages, blogs, webpages, letters, or notes to
greet one another and write about past and future activities such as everyday topics, schools,
community events and activities, weekend plans, vacation, jobs, and travel
1.1.MA.RW.b Recognize and use appropriate register/honorifics in written social correspondence
1.1.MA.RW.c Request, offer, invite, and reply appropriately in writing using sentences and provide rationale
for the request, offer, invitation and reply
1.1.MA.RW.d Share in writing a detailed description and beginning analysis of physical appearance,
character, and personality traits of historical figures and characters in literature, TV, film, and
the arts in the target culture
1.1.MA.RW.e Share in writing a detailed description and beginning analysis of feelings, emotions and health
of contemporary and historical figures and characters in literature, TV, film, and the arts
1.1.MA.RW.f Share in writing a basic analysis and comparison of attributes of places and things in the target
culture by providing a detailed description
1.1.MA.RW.g Exchange information in writing about personal and social, community, or current events social
issues and problems
1.1.MA.RW.h Use target language to begin to write about current or past events that are of significance in the
target culture
1.1.MA.RW.i Share opinions in writing about individual perspectives on a variety of topics dealing with
contemporary issues and something read or viewed, such as, articles, books, films/DVDs, TV
shows, music presentations, or art
1.1.MA.RW.j Exchange, support and discuss opinions and individual perspectives on topics dealing with
contemporary and historical issues in the target culture

1.2 Interpretive Communication
1.2.MA.L.a Demonstrate understanding of oral classroom language in the target language on familiar and
unfamiliar topics
1.2.MA.L.b Understand interpersonal communication, spoken messages, interviews, group discussions and
short lectures in the target language on familiar and unfamiliar topics
1.2.MA.L.c Understand main idea and supporting detail, and summarize a visual media or live presentation
(film/DVD)
1.2.MA.L.d Understand main idea and supporting detail, summarize begin to analyze an audio presentation
(CD, lecture, radio, podcast, songs/music)
1.2.MA.R.a Demonstrate understanding of written classroom language in the target language on some
familiar and unfamiliar topics
1.2.MA.R.b Understand main idea and supporting detail, summarize and begin to analyze  accessible
written materials on familiar topics in the target language such as, textbook content, magazine
and newspaper articles/ads, websites/internet, poetry or stories and on unfamiliar topics such as,
literary works, print media, websites/internet, directions
1.2.MA.R.c Understand written interpersonal communication in the target language on some familiar and
unfamiliar topics (email, letters, messages, notes, and text messages)

1.3 Presentational Communication
1.3.M.S.b Retell a story to an audience in the target language
1.3. A. S. b Present a summary of a story including plot and characters or an event to an audience
1.3.M.A.S.c Present oral reports on familiar and unfamiliar topics in target language
1.3.M.A.W.a Illustrate and present materials in the target language such as an informational brochure or
instructions for accomplishing a task
1.3.MA.W.b Prepare a summary and brief written analysis of a literary work, journalistic article, publication, or media/TV/DVD presentation intended for native speakers of the language using reports or journals
1.3.MA.W.c Present written reports on familiar and unfamiliar topics in the target language

**Cultures**

**2.1 Practices and Perspectives**

2.1.MA.H.a Briefly analyze the impact of major historic events on the culture of communities or countries in which the language is spoken
2.1.MA.H.b Compare the governmental system of a country in which the language is spoken with that of one other country
2.1.MA.H.c Compare the position vis-à-vis an important political issue in two communities or countries in which the language is spoken
2.1.A.H.d Briefly analyze the impact of a major current event on the culture of communities or countries in which the language is spoken
2.1.MA.H.e Analyze the influence of linguistic and cultural expansion on indigenous populations or within different communities, regions, or countries and begin to recognize major tensions within and outside a community or country in which the language is spoken
2.1.MA.H.f Identify who is considered majority and minority within a culture
2.1.MA.H.g Briefly identify issues of gender, class and/or status in the target culture
2.1.MA.H.h Briefly analyze the characteristics and beliefs that define the identity of a member of a community or culture in which the language is spoken
2.1.MA.F.a Compare and begin to analyze family structures and changes and the role of friends within two or more communities or cultures in which the language is spoken
2.1.MA.F.d Describe and begin to analyze leisure activities associated with a particular community, region, or culture in which the target language is spoken and the balance with work activities
2.1.MA.F.e Compare the practices and significance of an important: personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken and begin to explain how cultural beliefs serve as the basis for the practices associated with holidays or celebrations
2.1.MA.E.a Compare the educational systems in a community or country in which the language is spoken with one or more other communities or countries and begin to analyze secondary and post-secondary educational opportunities that lead to careers in the target country
2.1.MA.E.b Compare the economic system in a community or country in which the language is spoken with one or more communities or countries and begin to analyze the role and impact of the economic system on a community or country in which the language is spoken
2.1.A.E.c Compare the role of work within a community or culture in which the language is spoken with that of one or more other communities or countries and begin to analyze the cultural beliefs related to money, wealth, and the social status of various types of employment

**2.2 Products and Perspectives**

2.2.MA.G.a Identify and describe regions and their distinctive characteristics and locate and explain the development of some urban, rural, and suburban areas within a country where the language is spoken
2.2.MA.G.b Identify and describe major geographic features (rivers, mountains, deserts, forests) of additional countries or regions in which the language is spoken and explain how geographic features help to define regional identities within a country
2.2.MA.G.c Identify and describe the neighboring countries and geographic features surrounding additional countries in which the language is spoken and begin to analyze the relationship of a country in which the language is spoken to its neighboring countries and throughout the world
2.2.MA.G.d Describe the climate and typical seasonal weather patterns in various regions in additional countries in which the language is spoken and begin to analyze how geographic location, climate and typical seasonal weather patterns influence the economy and population density
2.2.MA.C.a Describe the significance of current cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products) and begin to analyze their enduring contributions.

2.2.MA.C.b Describe the significance of historic cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products) and begin to analyze their enduring contributions.

2.2.MA.F.a Compare the products needed to carry out daily routines and meet basic needs within two or more communities, regions, or cultures in which the language is spoken (housing, stores, food preparation, transportation, health care, public services) and begin to analyze and compare changes over time.

2.2.MA.F.b Compare the products that are native to a community, region or country with those of one or more other communities, regions, or countries and begin to analyze the contribution of indigenous products within the economy of different communities, regions, or countries.

2.2.MA.F.c Compare the products needed for leisure activities within two or more communities, regions, or cultures in which the language is spoken and begin to analyze how changes in the availability of particular products over time influence work and leisure activities within a community or culture in which the language is spoken.

2.2.MA.F.d Compare the significance of the products associated with an important personal or family holiday or celebration across multiple communities or culture in which the target language is spoken and begin to explain how cultural beliefs values and perspectives influence the products associated with personal /family holidays or celebrations.

2.2.MA.E.a Compare the facilities, supplies and materials needed for schooling in a community or country in which the language is spoken with one or more other communities or countries and begin to analyze how cultural values and beliefs about education influence educational facilities, supplies, and materials.

2.2.MA.E.b Compare the major natural resources, commercial products, services, and industries in a community or country with one or more other communities or countries and begin to analyze the role and impact of the major natural resources, commercial products, services, and industries on the way of life in a community, region or country in which the language is spoken.

2.2.A.E.c Compare the value of a currency used in a community or country in which the language is spoken with one or more other communities or countries and begin to analyze how the value of the currency influences the way of life in a community, region, or country in which the language is spoken.

**Connections**  
3.1 Knowledge  
3.1.MA.a Acquire new content knowledge about familiar unfamiliar topics through the target language.

3.2 Point of View  
3.2.MA.a Use information from audio, visual, and/or print materials available only in the target language to identify and compare distinctive cultural viewpoints.

**Comparisons**  
4.1 Comparing Languages  
4.1.MA.a Select and recognize that vocabulary reflects culture and use this knowledge to adjust language accordingly and strengthen the understanding of both languages.

4.1.MA.b Select and recognize that grammatical structures reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages.

4.1.MA.c Select and begin to recognize that register/honorifics reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages.

4.1.MA.d Select and recognize that phonological features reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages.
4.2 Comparing Cultures

4.2.MA.a Identify and begin to describe the institutions, values, beliefs, and perspectives that serve as the foundation of the target culture practices and compare them to one’s own

Communities

5.1 Use of Language

5.1.MA.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, and newsletters, and/or web pages

5.1.MA.b Provide services to others in the school district and community through activities in the target language such as serving as tutoring, conversation partners for other students in the target language and helping speakers of the target language to function within the school or community

5.2 Personal Enrichment

5.2.MA.a Seek out opportunities and use the target language with teachers, friends, or family outside of the classroom and in real life situations within the community

5.2.MA.b Use authentic target language print materials and electronic media to explore topics of personal interest within their own culture and from the points of view of new culture

5.2.MA.c Investigate and present information to others about careers where skills in another language, or cross-cultural understanding, are needed and participate in an outreach program that requires proficiency in the target language

Cross Cultural Competencies

I. Knowledge of One’s Own Culture
II. Elements of Culture
III. Contributions
IV. Prejudice and Discrimination
VI. Social Justice/Service Learning

Vocabulary

• Animals, Environment
• Literature vocabulary

Grammar

• Present tense verbs
• Preterite vs. imperfect

Activities

• Research, discuss, debate and present information on Uruguay
• Research, etc. organizations that support environmental issues
• Journals – gather articles, summarize, and synthesize information on current, cultural and unit topics
• Guatemalan DVD
• Fundraising with Heart of the Sky Fair Trade –Guatemala community contact – Melinda@gofairtrade.net, 608-588-5223, www.HeartOfSkyFairTrade.com
• Retell traditional stories focusing on preterite/imperfect usage
• Make traditional boxes (calacas) for Día de los Muertos, write story and share with class. Describe characters in story.

Instructional Resources

• Nuevas Vistas Curso Uno
• Literature: La guerra de los yacarés, Horacio Quiroga; de Me llamo Rigoberta Menchú, Rigoberta Menchu
• Poem: El Leopardo, José Martí
• Cultural article - Uruguay, Nuevas Vistas Uno
Community article – El español y la conservación del medio ambiente
DVD: Costa Rican video about rain forest
Pre – AP workbook – Glencoe, Capítulo 4 Quehaceres
Barrons- Preparing for the AP exam – vocabulary list, questions
UNIT 3: FÁBULAS Y LEYENDAS / FABLES AND LEGENDS

In this unit the student will use skills to communicate about stories that are derived from the oral tradition. They will discuss topics focusing on correct usage of the present subjunctive in sentences and paragraphs using a variety of verb tenses. They will focus on the history, politics and geography of Argentina. Students will connect with other content areas as they explore social studies topics as they pertain to Argentina. Comparisons will be made about the use of the infinitive in Spanish and English. The theme of community will be explored by researching and presenting about protecting cultural heritage around the world.

Essential Question
- How do oral traditions and archaeological history help to carry on the culture of people and their communities?

Essential Understanding
The student will understand that:
- cultural practices and products can be unique as they are used to resolve the same basic human wants and needs.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
- Read several versions of traditional Latin American story about La Virgen de Guadalupe.
- Rewrite story in own version.
- Make milagro and tell classmates about their own hopes and dreams.

Achievement
- Unit quizzes and tests, grammar and vocabulary points, listening and reading

Content Expectations/Benchmarks
The student will …at an intermediate high level.

Communication
1.1 Interpersonal Communication
1.1.MA.SL.a Use the target language with culturally appropriate gestures to greet one another and engage in conversations about past and future activities such as school, community events, weekend plans, vacation, jobs and travel
1.1.MA.SL.b Recognize and use appropriate register/honorifics in social situations
1.1.A.SL.c Request, offer, invite, and reply appropriately using sentences and provide rationale for the request, offer, invitation and reply
1.1.MA.SL.d Share detailed description and beginning analysis of physical appearance, character and personality traits of historical figures and characters in literature, TV, film, and the arts in their own and target culture
1.1.MA.SL.e Share detailed description and beginning analysis of feelings, emotions and health of contemporary, historical figures and characters in literature, TV, film, and the arts
1.1.MA.SL.f Share an analysis and comparison of attributes of places and things in target culture by providing a detailed description
1.1.MA.SL.g Use target language to discuss personal, social, community, current events, social issues and problems
1.1.MA.SL.h Use target language to discuss current or past events that are of significance in the target culture
1.1.MA.SL.j Share their opinions and individual perspectives via discussion on some topics dealing with contemporary issues and on what they have recently read or seen such as articles, short stories, books, comics, film, video/DVD, music and art

1.1.MA.SL.k Exchange, support and discuss opinions and individual perspectives on some topics dealing with contemporary and historical issues in the target culture

1.1.MA.RW.a Use the target language in email messages, text messages, blogs, webpages, letters, or notes to greet one another and write about past and future activities such as everyday topics, schools, community events and activities, weekend plans, vacation, jobs, and travel

1.1.MA.RW.b Recognize and use appropriate register/honorifics in written social correspondence

1.1.MA.RW.c Request, offer, invite, and reply appropriately in writing using sentences and provide rationale for the request, offer, invitation and reply

1.1.MA.RW.d Share in writing a detailed description and beginning analysis of physical appearance, character, and personality traits of historical figures and characters in literature, TV, film, and the arts in the target culture

1.1.MA.RW.e Share in writing a detailed description and beginning analysis of feelings, emotions and health of contemporary and historical figures and characters in literature, TV, film, and the arts

1.1.MA.RW.f Share in writing a basic analysis and comparison of attributes of places and things in the target culture by providing a detailed description

1.1.MA.RW.g Exchange information in writing about personal and social, community, or current events social issues and problems

1.1.MA.RW.h Resolve in writing an everyday situation that presents a complication that needs to be resolved in the target language relating to stores, transportation, services, and online purchases

1.1.MA.RW.i Use target language to begin to write about current or past events that are of significance in the target culture

1.1.MA.RW.j Share opinions in writing about individual perspectives on a variety of topics dealing with contemporary issues and something read or viewed, such as, articles, books, films/DVDs, TV shows, music presentations, or art

1.1.MA.RW.k Exchange, support and discuss opinions and individual perspectives on topics dealing with contemporary and historical issues in the target culture

1.2 Interpretive Communication

1.2.MA.L.a Demonstrate understanding of oral classroom language in the target language on familiar and unfamiliar topics

1.2.MA.L.b Understand interpersonal communication, spoken messages, interviews, group discussions and short lectures in the target language on familiar and unfamiliar topics

1.2.MA.L.c Understand main idea and supporting detail, and summarize a visual media or live presentation (film/DVD)

1.2.MA.L.d Understand main idea and supporting detail, summarize begin to analyze an audio presentation (CD, lecture, radio, podcast, songs/music)

1.2.MA.R.a Demonstrate understanding of written classroom language in the target language on some familiar and unfamiliar topics

1.2.MA.R.b Understand main idea and supporting detail, summarize and begin to analyze accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or stories and on unfamiliar topics such as, literary works, print media, websites/internet, directions

1.2.MA.R.c Understand written interpersonal communication in the target language on some familiar and unfamiliar topics (email, letters, messages, notes, and text messages)

1.3 Presentational Communication

1.3.A.S.b Present a summary of a story including plot and characters or an event to an audience

1.3.MA.S.c Present oral reports on familiar and unfamiliar topics in target language

1.3.MA.W.b Prepare a summary and brief written analysis of a literary work, journalistic article, publication, or media/TV/DVD presentation intended for native speakers of the language using reports or journals

1.3.MA.W.c Present written reports on familiar and unfamiliar topics in the target language

East Grand Rapids Public Schools, Adopted May 2009
Cultures

2.1 Practices and Perspectives

2.1.MA.H.a Briefly analyze the impact of major historic events on the culture of communities or countries in which the language is spoken
2.1.MA.H.b Compare the governmental system of a country in which the language is spoken with that of one other country
2.1.MA.H.c Compare the position vis-à-vis an important political issue in two communities or countries in which the language is spoken
2.1.A.H.d Briefly analyze the impact of a major current event on the culture of communities or countries in which the language is spoken
2.1.MA.H.e Analyze the influence of linguistic and cultural expansion on indigenous populations or within different communities, regions, or countries and begin to recognize major tensions within and outside a community or country in which the language is spoken
2.1.MA.H.f Identify who is considered majority and minority within a culture
2.1.MA.H.g Briefly identify issues of gender, class and/or status in the target culture
2.1.MA.H.h. Briefly analyze the characteristics and beliefs that define the identity of a member of a community or culture in which the language is spoken
2.1.MA.F.a Compare and begin to analyze family structures and changes and the role of friends within two or more communities or cultures in which the language is spoken
2.1.MA.F.b Compare and daily routines within two or more communities or cultures in which the language is spoken (concept of time, typical activities appropriate to various periods during the day) and begin to analyze the cultural beliefs, values, and perspectives associated with time and daily routines
2.1 MA. F.c Describe how daily needs are met within two or more communities or cultures in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services) and begin to analyze and compare changes over time in how daily needs are met within a community or culture in which the language is spoken.
2.1.MA.F.d Describe and begin to analyze leisure activities associated with a particular community, region, or culture in which the target language is spoken and the balance with work activities
2.1.MA.F.e Compare the practices and significance of an important: civil or religious holiday or celebration and regional holiday or celebration and personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken and begin to explain how cultural beliefs serve as the basis for the practices associated with civil, religious, and personal/family holidays or celebrations
2.1.MA.E.a Compare the educational systems in a community or country in which the language is spoken with one or more other communities or countries and begin to analyze secondary and post-secondary educational opportunities that lead to careers in the target country
2.1.MA.E.b Compare the economic system in a community or country in which the language is spoken with one or more communities or countries and begin to analyze the role and impact of the economic system on a community or country in which the language is spoken
2.1.A.E.c Compare the role of work within a community or culture in which the language is spoken with that of one or more other communities or countries and begin to analyze the cultural beliefs related to money, wealth, and the social status of various types of employment

2.2 Products and Perspectives

2.2.MA.G.a Identify and describe regions and their distinctive characteristics and locate and explain the development of some urban, rural, and suburban areas within a country where the language is spoken
2.2.MA.G.b Identify and describe major geographic features (rivers, mountains, deserts, forests) of additional countries or regions in which the language is spoken and explain how geographic features help to define regional identities within a country
2.2.MA.G.c Identify and describe the neighboring countries and geographic features surrounding additional countries in which the language is spoken and begin to analyze the relationship of a country in which the language is spoken to its neighboring countries and throughout the world
2.2.MA.G.d Describe the climate and typical seasonal weather patterns in various regions in additional countries in which the language is spoken and begin to analyze how geographic location, climate and typical seasonal weather patterns influence the economy and population density.

2.2.MA.C.a Describe the significance of current cultural icons (arts, architecture, music, literature, film, media, TV, newspapers, and the creators of these products) and begin to analyze their enduring contributions.

2.2.MA.C.b Describe the significance of historic cultural icons (arts, architecture, music, literature, film, media, TV, newspapers, and the creators of these products) and begin to analyze their enduring contributions.

2.2.MA.F.a Compare the products needed to carry out daily routines and meet basic needs within two or more communities, regions, or cultures in which the language is spoken (housing, stores, food preparation, transportation, health care, public services) and begin to analyze and compare changes over time.

2.2.MA.F.b Compare the products that are native to a community, region or country with those of one or more other communities, regions, or countries and begin to analyze the contribution of indigenous products within the economy of different communities, regions, or countries.

2.2.MA.F.c Compare the products needed for leisure activities within two or more communities, regions, or cultures in which the language is spoken and begin to analyze how changes in the availability of particular products over time influence work and leisure activities within a community or culture in which the language is spoken.

2.2.MA.F.d Compare the significance of the products associated with an important civil and religious holiday or celebration and regional holiday or celebration and personal or family holiday or celebration across multiple communities or culture in which the target language is spoken and begin to explain how cultural beliefs, values and perspectives influence the products associated with civil, religious, and personal/family holidays or celebrations.

2.2.MA.E.a Compare the facilities, supplies, and materials needed for schooling in a community or country in which the language is spoken with one or more other communities or countries and begin to analyze how cultural values and beliefs about education influence educational facilities, supplies, and materials.

2.2.MA.E.b Compare the major natural resources, commercial products, services, and industries in a community or country with one or more other communities or countries and begin to analyze the role and impact of the major natural resources, commercial products, services, and industries on the way of life in a community, region or country in which the language is spoken.

2.2.MA.E.c Compare the value of a currency used in a community or country in which the language is spoken with one or more other communities or countries and begin to analyze how the value of the currency influences the way of life in a community, region, or country in which the language is spoken.

Connections
3.1 Knowledge
3.1.MA.a Acquire new content knowledge about familiar/unfamiliar topics through the target language.

3.2 Point of View
3.2.MA.a Use information from audio, visual, and/or print materials available only in the target language to identify and compare distinctive cultural viewpoints.

Comparisons
4.1 Comparing Languages
4.1.MA.a Select and recognize that vocabulary reflects culture and use this knowledge to adjust language accordingly and strengthen the understanding of both languages.

4.1.MA.b Select and recognize that grammatical structures reflect culture and use this knowledge to adjust language accordingly and strengthen the understanding of both languages.

4.1.MA.c Select and begin to recognize that register/honorifics reflect culture and use this knowledge to adjust language accordingly and strengthen the understanding of both languages.
4.1 MA.d Select and recognize that phonological features reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages.

4.2 Comparing Cultures
4.2.MA.a Identify and begin to describe the institutions, values, beliefs, and perspectives that serve as the foundation of the target culture practices and compare them to one’s own.

Communities
5.1 Use of Language
5.1.MA.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, and newsletters, and/or web pages.
5.1.MA.b Provide services to others in the school district and community through activities in the target language such as serving as tutoring, conversation partners for other students in the target language and helping speakers of the target language to function within the school or community.

5.2 Personal Enrichment
5.2.MA.a. Seek out opportunities and use the target language with teachers, friends, or family outside of the classroom and in real life situations within the community.
5.2.MA.b Use authentic target language print materials and electronic media to explore topics of personal interest within their own culture and from the points of view of new culture.
5.2.MA.c Investigate, and present information to others about careers where skills in another language, or cross-cultural understanding are needed and participate in outreach program that requires proficiency in the target language.

Cross Cultural Competencies
   I. Knowledge of One’s Own Culture
   II. Elements of Culture
   III. Contributions
   IV. Prejudice and Discrimination
   VI. Social Justice/Service Learning

Vocabulary
   • Ocio, Amistad
   • Literature vocabulary

Grammar
   • Forming Present Subjunctive
   • Using Present Subjunctive in nominal clauses
   • Use of the infinitive

Activities
   • Research, discuss, debate and present information on Argentina
   • Journals – gather articles, summarize, synthesize information on current, cultural and unit topics
   • Make Milagros to be used as visual icon for hopes and dreams
   • Make aguinaldos and deliver to Hispanic organization in community.
   • Help with distribution of food baskets, aguinaldos
   • Write an email to resolve a problem with an online purchase
Instructional Resources

- Nuevas Vistas Curso Uno
- Literature: Posada de las Tres Cuerdas, Ana María Shua, Traditional Latin American story several versions – La Virgen de Guadalupe, Cajas de carton, Francisco Jimenez, El Aguinaldo, Francisco Jimenez
- Cultural article – Argentina, Nuevas Vistas Uno
- Community article – Protegiendo el patrimonio cultural de las Américas
- Pre – AP workbook – Glencoe, Capítulo 5 ¿Buenos o malos modales?
- Barrons – Preparing for the AP exam – vocabulary list, questions
In this unit the student will use skills to communicate about human relationships. They will discuss topics focusing on correct usage of the present and imperfect subjunctive, conditional and future in sentences and paragraphs while also using a variety of verb tenses. They will focus on the history, politics and geography of Spain. Students will connect with other content areas as they explore social studies topics related to Spain. Comparisons will be made about the use of the future tense in Spanish and English. The theme of community will be explored by researching and presenting about Latin artists.

Unit Title: Dentro del corazón/Within your heart
Grade Level/Course Title: Junior/Spanish 7/8 Honors

**Essential Question**
- How are relationships different between different people and cultures?

**Essential Understanding**
The student will understand that:
- relationships vary between people and cultures.

**Assessment**

**Proficiency** (*Performance tasks: Interpersonal, Interpretive, Presentational*)
- Write an email to a hotel requesting accommodations.
- Call to resolve a complication over the phone about the accommodations.
- Write email to friend to confirm the resolution.

**Achievement**
- Unit quizzes and tests, grammar and vocabulary points, listening and reading

**Content Expectations/Benchmarks**
The student will …at an intermediate high level.

**Communication**

1.1 Interpersonal Communication

1.1.MA.SL.a Use the target language with culturally appropriate gestures to greet one another and engage in conversations about past and future activities such as school, community events, weekend plans, vacation, jobs and travel

1.1.MA.SL.b Recognize and use appropriate register/honorifics in social situations

1.1.A.SL.c Request, offer, invite, and reply appropriately using sentences and provide rationale for the request, offer, invitation and reply

1.1.MA.SL.d Share detailed description and beginning analysis of physical appearance, character and personality traits of historical figures and characters in literature, TV, film, and the arts in their own and target culture

1.1.MA.SL.e Share detailed description and beginning analysis of feelings, emotions and health of contemporary, historical figures and characters in literature, TV, film, and the arts

1.1.MA.SL.f Share an analysis and comparison of attributes of places and things in target culture by providing a detailed description

1.1.MA.SL.g Use target language to discuss personal, social, community, current events, social issues and problems

1.1.MA.SL.h Use target language to discuss current or past events that are of significance in the target culture
1.1 M. SL. h  Ask for and obtain information in everyday situations with a complications that needs to be resolved in the target language, in person or on the telephone relating to restaurants, stores, transportation and services
1.1.MA.SL.j  Share their opinions and individual perspectives via discussion on some topics dealing with contemporary issues and on what they have recently read or seen such as articles, short stories, books, comics, film, video/DVD, music and art
1.1.MA.SL.k  Exchange, support and discuss opinions and individual perspectives on some topics dealing with contemporary and historical issues in the target culture
1.1.MA.RW.a  Use the target language in email messages, text messages, blogs, webpages, letters, or notes to greet one another and write about past and future activities such as everyday topics, schools, community events and activities, weekend plans, vacation, jobs, and travel
1.1.MA.RW.b  Recognize and use appropriate register/honorifics in written social correspondence
1.1.MA.RW.c  Request, offer, invite, and reply appropriately in writing using sentences and provide rationale for the request, offer, invitation and reply
1.1.MA.RW.d  Share in writing a detailed description and beginning analysis of physical appearance, character, and personality traits of historical figures and characters in literature, TV, film, and the arts in the target culture
1.1.MA.RW.e  Share in writing a detailed description and beginning analysis of feelings, emotions and health of contemporary and historical figures and characters in literature, TV, film, and the arts
1.1.MA.RW.f  Share in writing a basic analysis and comparison of attributes of places and things in the target culture by providing a detailed description
1.1.MA.RW.g  Exchange information in writing about personal and social, community, or current events social issues and problems
1.1 A.RW.h  Report in writing to someone, the resolution of an everyday situation with a complication in the target language relating to stores, transportation, services and online purchases
1.1.MA.RW.i  Use target language to begin to write about current or past events that are of significance in the target culture
1.1.MA.RW.j  Share opinions in writing about individual perspectives on a variety of topics dealing with contemporary issues and something read or viewed, such as, articles, books, films/DVDs, TV shows, music presentations, or art
1.1.MA.RW.k  Exchange, support and discuss opinions and individual perspectives on topics dealing with contemporary and historical issues in the target culture

1.2 Interpretive Communication
1.2.MA.L.a  Demonstrate understanding of oral classroom language in the target language on familiar and unfamiliar topics
1.2.MA.L.b  Understand interpersonal communication, spoken messages, interviews, group discussions and short lectures in the target language on familiar and unfamiliar topics
1.2.MA.R.a  Demonstrate understanding of written classroom language in the target language on some familiar and unfamiliar topics
1.2.MA.R.b  Understand main idea and supporting detail, summarize and begin to analyze accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or stories and on unfamiliar topics such as, literary works, print media, websites/internet, directions
1.2.MA.R.c  Understand written interpersonal communication in the target language on some familiar and unfamiliar topics (email, letters, messages, notes, and text messages)

1.3 Presentational Communication
1.3.M.S.b  Retell a story to an audience in the target language
1.3. A. S. b  Present a summary of a story including plot and characters or an event to an audience
1.3.MA.S.c  Present oral reports on familiar and unfamiliar topics in target language
1.3.MA.W.  Illustrate and present materials in the target language such as an informational brochure or instructions for accomplishing a task
1.3.MA.W.b Prepare a summary and brief written analysis of a literary work, journalistic article, publication, or media/TV/DVD presentation intended for native speakers of the language using reports or journals

1.3.MA.W.c Present written reports on familiar and unfamiliar topics in the target language

**Cultures**

**2.1 Practices and Perspectives**

2.1.MA.H.a Briefly analyze the impact of major historic events on the culture of communities or countries in which the language is spoken

2.1.MA.H.b Compare the governmental system of a country in which the language is spoken with that of one other country

2.1.MA.H.c Compare the position vis-à-vis an important political issue in two communities or countries in which the language is spoken

2.1.A.H.d Briefly analyze the impact of a major current event on the culture of communities or countries in which the language is spoken

2.1.MA.H.e Analyze the influence of linguistic and cultural expansion on indigenous populations or within different communities, regions, or countries and begin to recognize major tensions within and outside a community or country in which the language is spoken

2.1.MA.H.f Identify who is considered majority and minority within a culture

2.1.MA.H.g Briefly identify issues of gender, class and/or status in the target culture

2.1.MA.H.h Briefly analyze the characteristics and beliefs that define the identity of a member of a community or culture in which the language is spoken

2.1.MA.F.a Compare and begin to analyze family structures and changes and the role of friends within two or more communities or cultures in which the language is spoken

2.1.MA.F.b Compare daily routines within two or more communities and cultures in which the language is spoken (concept of time, typical activities appropriate to various periods during the day) and begin to analyze the cultural beliefs, values, and perspectives associated with time and daily routines

2.1.MA.F.e Compare the practices and significance of an important: civil or religious holiday or celebration and regional holiday or celebration and personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken and begin to explain how cultural beliefs serve as the basis for the practices associated with civil, religious, and personal/family holidays or celebrations

2.1.MA.F.d Describe and begin to analyze leisure activities associated with a particular community, region, or culture in which the target language is spoken and the balance with work activities

2.1.MA.F.e Compare the practices and significance of an important: personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken and begin to explain how cultural beliefs serve as the basis for the practices associated with holidays or celebrations

2.1.MA.E.a Compare the educational systems in a community or country in which the language is spoken with one or more other communities or countries and begin to analyze secondary and post-secondary educational opportunities that lead to careers in the target country

2.1.MA.E.b Compare the economic system in a community or country in which the language is spoken with one or more communities or countries and begin to analyze the role and impact of the economic system on a community or country in which the language is spoken

2.1.A.E.c Compare the role of work within a community or culture in which the language is spoken with that of one or more other communities or countries and begin to analyze the cultural beliefs related to money, wealth, and the social status of various types of employment

**2.2 Products and Perspectives**

2.2.MA.G.a Identify and describe regions and their distinctive characteristics and locate and explain the development of some urban, rural, and suburban areas within a country where the language is spoken
2.2.MA.G.b Identify and describe major geographic features (rivers, mountains, deserts, forests) of additional countries or regions in which the language is spoken and explain how geographic features help to define regional identities within a country.

2.2.MA.G.c Identify and describe the neighboring countries and geographic features surrounding additional countries in which the language is spoken and begin to analyze the relationship of a country in which the language is spoken to its neighboring countries and throughout the world.

2.2.MA.G.d Describe the climate and typical seasonal weather patterns in various regions in additional countries in which the language is spoken and begin to analyze how geographic location, climate and typical seasonal weather patterns influence the economy and population density.

2.2.MA.C.a Describe the significance of current cultural icons (arts, architecture, music, literature, film, media, TV, newspapers, and the creators of these products) and begin to analyze their enduring contributions.

2.2.MA.C.b Describe the significance of historic cultural icons (arts, architecture, music, literature, film, media, TV, newspapers, and the creators of these products) and begin to analyze their enduring contributions.

2.2.MA.F.a Compare the products needed to carry out daily routines and meet basic needs within two or more communities, regions, or cultures in which the language is spoken (housing, stores, food preparation, transportation, health care, public services) and begin to analyze and compare changes over time.

2.2.MA.F.b Compare the products that are native to a community, region or country with those of one or more other communities, regions, or countries and begin to analyze the contribution of indigenous products within the economy of different communities, regions, or countries.

2.2.MA.F.c Compare the products needed for leisure activities within two or more communities, regions, or cultures in which the language is spoken and begin to analyze how changes in the availability of particular products over time influence work and leisure activities within a community or culture in which the language is spoken.

2.2.MA.F.d Compare the significance of the products associated with an important personal or family holiday or celebration across multiple communities or culture in which the target language is spoken and begin to explain how cultural beliefs, values and perspectives influence the products associated with personal/family holidays or celebrations.

2.2.MA.E.a Compare the facilities, supplies and materials needed for schooling in a community or country in which the language is spoken with one or more other communities or countries and begin to analyze how cultural values and beliefs about education influence educational facilities, supplies, and materials.

2.2.MA.E.b Compare the major natural resources, commercial products, services, and industries in a community or country with one or more other communities or countries and begin to analyze the role and impact of the major natural resources, commercial products, services, and industries on the way of life in a community, region or country in which the language is spoken.

2.2.A.E.c Compare the value of a currency used in a community or country in which the language is spoken with one or more other communities or countries and begin to analyze how the value of the currency influences the way of life in a community, region, or country in which the language is spoken.

3.1 Knowledge
3.1.MA.a Acquire new content knowledge about familiar unfamiliar topics through the target language.

3.2 Point of View
3.2.MA.a Use information from audio, visual, and/or print materials available only in the target language to identify and compare distinctive cultural viewpoints.

Comparisons
4.1 Comparing Languages
4.1.MA.a Select and recognize that vocabulary reflects culture and use this knowledge to adjust language accordingly and strengthen the understanding of both languages.
4.1.MA.b Select and recognize that grammatical structures reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages

4.1.MA.c Select and begin to recognize that register/honorifics reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages

4.1.MA.d Select and recognize that phonological features reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages

4.2 Comparing Cultures
4.2.MA.a Identify and begin to describe the institutions, values, beliefs, and perspectives that serve as the foundation of the target culture practices and compare them to one’s own

Communities
5.1 Use of Language
5.1.MA.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, and newsletters, and/or web pages

5.1.MA.b Provide services to others in the school district and community through activities in the target language such as serving as tutoring, conversation partners for other students in the target language and helping speakers of the target language to function within the school or community

5.2 Personal Enrichment
5.2.MA.a Seek out opportunities and use the target language with teachers, friends, or family outside of the classroom and in real life situations within the community

5.2.MA.b Use authentic target language print materials and electronic media to explore topics of personal interest within their own culture and from the points of view of new culture

5.2.MA.c Investigate and present information to others about careers where skills in another language, or cross-cultural understanding, are needed and participate in an outreach program that requires proficiency in the target language

Cross Cultural Competencies
I. Knowledge of One’s Own Culture
II. Elements of Culture
III. Contributions
VII. Prejudice and Discrimination
VIII. Social Justice/Service Learning

Vocabulary
• La salud, La casa, Las relaciones
• Literature vocabulary

Grammar
• Future tense
• Conditional tense
• Subjunctive – present and imperfect

Activities:
• Plan a trip to Spain including flight, hotels, sight-seeing, meals, transportation
• Journals – gather articles, summarize, synthesize information on current, cultural and unit topics
• Research, write and present information about 2 artists from 2 different artistic fields
• Instructional Resources:
• Nuevas Vistas Curso Uno
• Literature: Mañana del Sol- Quintero, de Paula - Allende
• Poem: Poemas de amor, Gustavo Becquer
• Cultural article - Spain, Nuevas Vistas Uno
• Community article – Artistas pioneros latinos
• Photos from Spain – El parque retiro
• Pre – AP workbook – Glencoe, Capitulo 6 Viajes
• Barrons- Preparing for the AP exam – vocabulary list, questions
HIGH SCHOOL SPANISH
Spanish 7/8 Honors

UNIT 5: CAMINOS/JOURNEYS

In this unit the student will use skills to communicate about journeys – from one place to another or the figurative journey of life. They will discuss topics focusing on correct usage of the perfect tense and verbs in sequence in sentences and paragraphs while also using a variety of verb tenses. They will focus on the history, politics and geography of Cuba. Students will connect with other content areas as they explore social studies topics related to Cuba. Comparisons will be made about the use of the infinitive. The theme of community will be explored by researching and presenting journeys in a multilingual world.

Unit Title: Caminos/Journeys
Grade Level/Course Title: Junior/Spanish 7/8 Honors

Essential Question
• How do I grow as a result of my actual experiences and journeys through life?

Essential Understanding
The student will understand that:
• experiences change people’s lives.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• Reminisce with a friend about an event during high school that has influenced your classmates in a good way.
• Write poem about an event that has influenced your life in a good way.

Achievement
• Unit quizzes and tests, grammar and vocabulary points, listening and reading

Content Expectations/Benchmarks
The student will …at an intermediate high level.

Communication
1.1 Interpersonal Communication
1.1.MA.SL.a Use the target language with culturally appropriate gestures to greet one another and engage in conversations about past and future activities such as school, community events, weekend plans, vacation, jobs and travel
1.1.MA.SL.b Recognize and use appropriate register/honorifics in social situations
1.1.MA.SL.d Share detailed description and beginning analysis of physical appearance, character and personality traits of historical figures and characters in literature, TV, film, and the arts in their own and target culture
1.1.MA.SL.e Share detailed description and beginning analysis of feelings, emotions and health of contemporary, historical figures and characters in literature, TV, film, and the arts
1.1.MA.SL.f Share an analysis and comparison of attributes of places and things in target culture by providing a detailed description
1.1.MA.SL.g Use target language to discuss personal, social, community, current events, social issues and problems
1.1.MA.SL.h Use target language to discuss current or past events that are of significance in the target culture
1.1.MA.SL.j Share their opinions and individual perspectives via discussion on some topics dealing with contemporary issues and on what they have recently read or seen such as articles, short stories, books, comics, film, video/DVD, music and art
1.1.MA.SL.k Exchange, support and discuss opinions and individual perspectives on some topics dealing with contemporary and historical issues in the target culture

1.1.MA.RW.a Use the target language in email messages, text messages, blogs, webpages, letters, or notes to greet one another and write about past and future activities such as everyday topics, schools, community events and activities, weekend plans, vacation, jobs, and travel

1.1.MA.RW.b Recognize and use appropriate register/honorifics in written social correspondence

1.1.MA.RW.d Share in writing a detailed description and beginning analysis of physical appearance, character, and personality traits of historical figures and characters in literature, TV, film, and the arts in the target culture

1.1.MA.RW.e Share in writing a detailed description and beginning analysis of feelings, emotions and health of contemporary and historical figures and characters in literature, TV, film, and the arts

1.1.MA.RW.f Share in writing a basic analysis and comparison of attributes of places and things in the target culture by providing a detailed description

1.1.MA.RW.i Use target language to begin to write about current or past events that are of significance in the target culture

1.1.MA.RW.j Share opinions in writing about individual perspectives on a variety of topics dealing with contemporary issues and something read or viewed, such as, articles, books, films/DVDs, TV shows, music presentations, or art

1.1.MA.RW.k Exchange, support and discuss opinions and individual perspectives on topics dealing with contemporary and historical issues in the target culture

1.2 Interpretive Communication

1.2.MA.L.a Demonstrate understanding of oral classroom language in the target language on familiar and unfamiliar topics

1.2.MA.L.b Understand interpersonal communication, spoken messages, interviews, group discussions and short lectures in the target language on familiar and unfamiliar topics

1.2.MA.L.c Understand main idea and supporting detail, and summarize a visual media or live presentation (film/DVD)

1.2.MA.L.d Understand main idea and supporting detail, summarize begin to analyze an audio presentation (CD, lecture, radio, podcast, songs/music)

1.2.MA.R.a Demonstrate understanding of written classroom language in the target language on some familiar and unfamiliar topics

1.2.MA.R.b Understand main idea and supporting detail, summarize and begin to analyze accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or stories and on unfamiliar topics such as, literary works, print media, websites/internet, directions

1.2.MA.R.c Understand written interpersonal communication in the target language on some familiar and unfamiliar topics (email, letters, messages, notes, and text messages)

1.3 Presentational Communication

1.3.MA.S.a Present skits or short plays and poems in the target language

1.3.MA.S.c Present oral reports on familiar and unfamiliar topics in target language

1.3.A.S.d Produce an original target language video/DVD recording of a cultural topic

1.3.MA.W.b Prepare a summary and brief written analysis of a literary work, journalistic article, publication, or media/TV/DVD presentation intended for native speakers of the language using reports or journals

1.3.MA.W.c Present written reports on familiar and unfamiliar topics in the target language

Cultures

2.1 Practices and Perspectives

2.1.MA.H.a Briefly analyze the impact of major historic events on the culture of communities or countries in which the language is spoken

2.1.MA.H.b Compare the governmental system of a country in which the language is spoken with that of one other countries
2.1.MA.H.c  Compare the position vis-à-vis an important political issue in two communities or countries in which the language is spoken

2.1.A.H.d  Briefly analyze the impact of a major current event on the culture of communities or countries in which the language is spoken

2.1.MA.H.e  Analyze the influence of linguistic and cultural expansion on indigenous populations or within different communities, regions, or countries and begin to recognize major tensions within and outside a community or country in which the language is spoken

2.1.MA.H.f  Identify who is considered majority and minority within a culture

2.1.MA.H.g  Briefly identify issues of gender, class and/or status in the target culture

2.1.MA.H.h  Briefly analyze the characteristics and beliefs that define the identity of a member of a community or culture in which the language is spoken

2.1.MA.F.a  Compare and begin to analyze family structures and changes and the role of friends within two or more communities or cultures in which the language is spoken

2.1.MA.F.c  Describe how daily needs are met within two or more communities or cultures in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services) and begin to analyze and compare changes over time in how daily needs are met within a community or culture in which the language is spoken

2.1.MA.F.d  Describe and begin to analyze leisure activities associated with a particular community, region, or culture in which the target language is spoken and the balance with work activities

2.1.MA.F.e  Compare the practices and significance of an important: civil and religious holiday or celebration and regional holiday or celebration and personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken and begin to explain how cultural beliefs serve as the basis for the practices associated with civil, religious, and personal/family holidays or celebrations

2.1.MA.E.a  Compare the educational systems in a community or country in which the language is spoken with one or more other communities or countries and begin to analyze secondary and post-secondary educational opportunities that lead to careers in the target country

2.1.MA.E.b  Compare the economic system in a community or country in which the language is spoken with one or more communities or countries and begin to analyze the role and impact of the economic system on a community or country in which the language is spoken

2.1.A.E.c  Compare the role of work within a community or culture in which the language is spoken with that of one or more other communities or countries and begin to analyze the cultural beliefs related to money, wealth, and the social status of various types of employment

2.2 Products and Perspectives

2.2.MA.G.a  Identify and describe regions and their distinctive characteristics and locate and explain the development of some urban, rural, and suburban areas within a country where the language is spoken

2.2.MA.G.b  Identify and describe major geographic features (rivers, mountains, deserts, forests) of additional countries or regions in which the language is spoken and explain how geographic features help to define regional identities within a country

2.2.MA.G.c  Identify and describe the neighboring countries and geographic features surrounding additional countries in which the language is spoken and begin to analyze the relationship of a country in which the language is spoken to its neighboring countries and throughout the world

2.2.MA.G.d  Describe the climate and typical seasonal weather patterns in various regions in additional countries in which the language is spoken and begin to analyze how geographic location, climate and typical seasonal weather patterns influence the economy and population density

2.2.MA.C.a  Describe the significance of current cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products) and begin to analyze the ir enduring contributions

2.2.MA.C.b  Describe the significance of historic cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products) and begin to analyze their enduring contributions

2.2.MA.F.a  Compare the products needed to carry out daily routines and meet basic needs within two or more communities, regions, or cultures in which the language is spoken (housing, stores, food
preparation, transportation, health care, public services) and begin to analyze and compare changes over time

2.2.MA.F.b Compare the products that are native to a community, region or country with those of one or more other communities, regions, or countries and begin to analyze the contribution of indigenous products within the economy of different communities, regions, or countries

2.2.MA.F.c Compare the products needed for leisure activities within two or more communities, regions, or cultures in which the language is spoken and begin to analyze how changes in the availability of particular products over time influence work and leisure activities within a community or culture in which the language is spoken

2.2.MA.F.d Compare the significance of the products associated with an important civil and religious holiday or celebration and regional holiday or celebration and personal or family holiday or celebration across multiple communities or culture in which the target language is spoken and begin to explain how cultural beliefs values and perspectives influence the products associated with civil, religious, and personal /family holidays or celebrations

2.2.MA.E.a Compare the facilities, supplies and materials needed for schooling in a community or country in which the language is spoken with one or more other communities or countries and begin to analyze how cultural values and beliefs about education influence educational facilities, supplies, and materials

2.2.MA.E.b Compare the major natural resources, commercial products, services, and industries in a community or country with one or more other communities or countries and begin to analyze the role and impact of the major natural resources, commercial products, services, and industries on the way of life in a community, region or country in which the language is spoken

2.2.A.E.c Compare the value of a currency used in a community or country in which the language is spoken with one or more other communities or countries and begin to analyze how the value of the currency influences the way of life in a community, region, or country in which the language is spoken

Connections
3.1 Knowledge
3.1.MA.a Acquire new content knowledge about familiar unfamiliar topics through the target language

3.2 Point of View
3.2.MA.a Use information from audio, visual, and/or print materials available only in the target language to identify and compare distinctive cultural viewpoints

Comparisons
4.1 Comparing Languages
4.1.MA.a Select and recognize that vocabulary reflects culture and use this knowledge to adjust language accordingly and strengthen the understanding of both languages

4.1.MA.b Select and recognize that grammatical structures reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages

4.1.MA.c Select and begin to recognize that register/honorifics reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages

4.1.MA.d Select and recognize that phonological features reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages

4.2 Comparing Cultures
4.2.MA.a Identify and begin to describe the institutions, values, beliefs, and perspectives that serve as the foundation of the target culture practices and compare them to one’s own

Communities
5.1 Use of Language
5.1.MA.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, and newsletters, and/or web pages
5.1.MA.b Provide services to others in the school district and community through activities in the target language such as serving as tutoring, conversation partners for other students in the target language and helping speakers of the target language to function within the school or community

5.2 Personal Enrichment
5.2.MA.a. Seek out opportunities and use the target language with teachers, friends, or family outside of the classroom and in real life situations within the community
5.2.MA.b Use authentic target language print materials and electronic media to explore topics of personal interest within their own culture and from the points of view of new culture
5.2.MA.c Participate in an outreach program that requires proficiency in the target language

Cross Cultural Competencies
I. Knowledge of One’s Own Culture
II. Elements of Culture
III. Contributions
IV. Prejudice and Discrimination
VI. Social Justice/Service Learning

Vocabulary
• Relaciones, Ropa
• Literature vocabulary

Grammar
• Perfect tenses
• Sequence of verbs
• Infinitive use

Activities
• Research, discuss, debate and present information on Cuba
• Research biographical information about Hispanic poets
• Journals – gather articles, summarize, synthesize information on current, cultural and unit topics
• Make video using and demonstrating meaning of Hispanic poetry
• Instructional Resources: Nuevas Vistas Curso Uno
• Literature: Verso sencillos (selected verses) – Jose Martí, various poems from latin writers, El forestero gentil - Ulibarri
• Poem: Rosa Blanca, José Martí
• Cultural article - Cuba, Nuevas Vistas Uno
• Community article – Viajando por un mundo multilingue
• DVD: Cuba – Produced by Mary Knoll, Dirty Dancing Havana Nights
• Pre – AP workbook – Glencoe, Capítulo 8, Latinos en Estados Unidos
• Barrons- Preparing for the AP exam – vocabulary list, questions
In this unit the student will use skills to communicate about freedom as demonstrated through traditional icons such as cultural celebrations and literature. They will discuss topics focusing on correct usage of a variety of verb tenses in sentences and paragraphs. They will focus on the history, politics and geography of Peru. Students will connect with other content areas as they explore social studies topics focusing on Peru. Comparisons will be made about different types of freedom. The theme of community will be explored by researching and presenting about Spanish in the media.

Essential Question
• How have people gained freedom?

Essential Understanding
The student will understand that:
• people strive for freedom in their lives.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• Make a poster or web page that describes a new holiday that celebrates freedom from something in your daily life.
• Describe how to celebrate the holiday.
• Convince the class that we should celebrate the holiday.
• Answer questions about the details of the holiday.

Achievement
• Unit quizzes and tests, grammar and vocabulary points, listening and reading

Content Expectations/Benchmarks
The student will …at an intermediate high level.
1.1 MA SL h Use target language to discuss current or past events that are of significance in the target culture
1.1 MA SL j Share their opinions and individual perspectives via discussion on some topics dealing with contemporary issues and on what they have recently read or seen such as articles, short stories, books, comics, film, video/DVD, music and art
1.1 MA SL k Exchange, support and discuss opinions and individual perspectives on some topics dealing with contemporary and historical issues in the target culture
1.1 MA RW a Use the target language in email messages, text messages, blogs, webpages, letters, or notes to greet one another and write about past and future activities such as everyday topics, schools, community events and activities, weekend plans, vacation, jobs, and travel
1.1 MA RW b Recognize and use appropriate register/honorifics in written social correspondence
1.1 MA RW c Request, offer, invite, and reply appropriately in writing using sentences and provide rationale for the request, offer, invitation and reply
1.1 MA RW d Share in writing a detailed description and beginning analysis of physical appearance, character, and personality traits of historical figures and characters in literature, TV, film, and the arts in the target culture
1.1 MA RW e Share in writing a detailed description and beginning analysis of feelings, emotions and health of contemporary and historical figures and characters in literature, TV, film, and the arts
1.1 MA RW f Share in writing a basic analysis and comparison of attributes of places and things in the target culture by providing a detailed description
1.1 MA RW g Exchange information in writing about personal and social, community, or current events social issues and problems
1.1 MA RW i Use target language to begin to write about current or past events that are of significance in the target culture
1.1 MA RW j Share opinions in writing about individual perspectives on a variety of topics dealing with contemporary issues and something read or viewed, such as, articles, books, films/DVDs, TV shows, music presentations, or art
1.1 MA RW k Exchange, support and discuss opinions and individual perspectives on topics dealing with contemporary and historical issues in the target culture

1.2 Interpretive Communication
1.2 MA L a Demonstrate understanding of oral classroom language in the target language on familiar and unfamiliar topics
1.2 MA L b Understand interpersonal communication, spoken messages, interviews, group discussions and short lectures in the target language on familiar and unfamiliar topics
1.2 MA L c Understand main idea and supporting detail, and summarize a visual media or live presentation (film/DVD)
1.2 MA L d Understand main idea and supporting detail, summarize begin to analyze an audio presentation (CD, lecture, radio, podcast, songs/music)
1.2 MA R a Demonstrate understanding of written classroom language in the target language on some familiar and unfamiliar topics
1.2 MA R b Understand main idea and supporting detail, summarize and begin to analyze accessible written materials on familiar topics in the target language such as, textbook content, magazine and newspaper articles/ads, websites/internet, poetry or stories and on unfamiliar topics such as, literary works, print media, websites/internet, directions
1.2 MA R c Understand written interpersonal communication in the target language on some familiar and unfamiliar topics (email, letters, messages, notes, and text messages)

1.3 Presentational Communication
1.3 MA S a Present skits or short plays in the target language from plays or short stories
1.3 MA S b Retell a story to an audience in the target language
1.3 MA S c Present oral reports on familiar and unfamiliar topics in target language
1.3 MA W a Illustrate and present materials in the target language such as an informational brochure or instructions for accomplishing a task
1.3.MA.W.b Prepare a summary and brief written analysis of a literary work, journalistic article, publication, or media/TV/DVD presentation intended for native speakers of the language using reports or journals.

1.3.MA.W.c Present written reports on familiar and unfamiliar topics in the target language.

**Cultures**

**2.1 Practices and Perspectives**

2.1.MA.H.a Briefly analyze the impact of major historic events on the culture of communities or countries in which the language is spoken.

2.1.MA.H.b Compare the governmental system of a country in which the language is spoken with that of one other country.

2.1.MA.H.c Compare the position vis-à-vis an important political issue in two communities or countries in which the language is spoken.

2.1.A.H.d Briefly analyze the impact of a major current event on the culture of communities or countries in which the language is spoken.

2.1.MA.H.e Analyze the influence of linguistic and cultural expansion on indigenous populations or within different communities, regions, or countries and begin to recognize major tensions within and outside a community or country in which the language is spoken.

2.1.MA.H.f Identify who is considered majority and minority within a culture.

2.1.MA.H.g Briefly identify issues of gender, class and/or status in the target culture.

2.1.MA.H.h Briefly analyze the characteristics and beliefs that define the identity of a member of a community or culture in which the language is spoken.

2.1.MA.F.a Compare and begin to analyze family structures and changes and the role of friends within two or more communities or cultures in which the language is spoken.

2.1.MA.F.d Describe and begin to analyze leisure activities associated with a particular community, region, or culture in which the target language is spoken and the balance with work activities.

2.1.MA.F.e Compare the practices and significance of an important: civil or religious holiday or celebration and regional holiday or celebration and personal or family holiday or celebration across multiple communities or cultures in which the target language is spoken and begin to explain how cultural beliefs serve as the basis for the practices associated with holidays or celebrations.

2.1.MA.E.a Compare the educational systems in a community or country in which the language is spoken with one or more other communities or countries and begin to analyze secondary and post-secondary educational opportunities that lead to careers in the target country.

2.1.MA.E.b Compare the economic system in a community or country in which the language is spoken with one or more communities or countries and begin to analyze the role and impact of the economic system on a community or country in which the language is spoken.

2.1.A.E.c Compare the role of work within a community or culture in which the language is spoken with that of one or more other communities or countries and begin to analyze the cultural beliefs related to money, wealth, and the social status of various types of employment.

**2.2 Products and Perspectives**

2.2.MA.G.a Identify and describe regions and their distinctive characteristics and locate and explain the development of some urban, rural, and suburban areas within a country where the language is spoken.

2.2.MA.G.b Identify and describe major geographic features (rivers, mountains, deserts, forests) of additional countries or regions in which the language is spoken and explain how geographic features help to define regional identities within a country.

2.2.MA.G.c Identify and describe the neighboring countries and geographic features surrounding additional countries in which the language is spoken and begin to analyze the relationship of a country in which the language is spoken to its neighboring countries and throughout the world.

2.2.MA.G.d Describe the climate and typical seasonal weather patterns in various regions in additional countries in which the language is spoken and begin to analyze how geographic location, climate and typical seasonal weather patterns influence the economy and population density.
2.2.MA.C.a  Describe the significance of current cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products) and begin to analyze the ir enduring contributions

2.2.MA.C.b Describe the significance of historic cultural icons (arts, architecture music, literature, film, media, TV, newspapers, and the creators of these products) and begin to analyze their enduring contributions

2.2.MA.F.a Compare the products needed to carry out daily routines and meet basic needs within two or more communities, regions, or cultures in which the language is spoken (housing, stores, food preparation, transportation, health care, public services) and begin to analyze and compare changes over time

2.2.MA.F.b Compare the products that are native to a community, region or country with those of one or more other communities, regions, or countries and begin to analyze the contribution of indigenous products within the economy of different communities, regions, or countries

2.2.MA.F.c Compare the products needed for leisure activities within two or more communities, regions, or cultures in which the language is spoken and begin to analyze how changes in the availability of particular products over time influence work and leisure activities within a community or culture in which the language is spoken

2.2.MA.F.d Compare the significance of the products associated with an important civil or religious holiday or celebration and regional holiday or celebration and personal or family holiday or celebration across multiple communities or culture in which the target language is spoken and begin to explain how cultural beliefs values and perspectives influence the products associated with civil, religious, and personal /family holidays or celebrations

2.2.MA.E.a Compare the facilities, supplies and materials needed for schooling in a community or country in which the language is spoken with one or more other communities or countries and begin to analyze how cultural values and beliefs about education influence educational facilities, supplies, and materials

2.2.MA.E.b Compare the major natural resources, commercial products, services, and industries in a community or country with one or more other communities or countries and begin to analyze the role and impact of the major natural resources, commercial products, services, and industries on the way of life in a community, region or country in which the language is spoken

2.2.A.E.c Compare the value of a currency used in a community or country in which the language is spoken with one or more other communities or countries and begin to analyze how the value of the currency influences the way of life in a community, region, or country in which the language is spoken

Connections

3.1 Knowledge
3.1.MA.a Acquire new content knowledge about familiar unfamiliar topics through the target language

3.2 Point of View
3.2.MA.a Use information from audio, visual, and/or print materials available only in the target language to identify and compare distinctive cultural viewpoints

Comparisons

4.1 Comparing Languages
4.1.MA.a Select and recognize that vocabulary reflects culture and use this knowledge to adjust language accordingly and strengthen the understanding of both languages

4.1.MA.b Select and recognize that grammatical structures reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages

4.1.MA.c Select and begin to recognize that register/honorifics reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages

4.1.MA.d Select and recognize that phonological features reflect culture, and use this knowledge to adjust language accordingly and strengthen the understanding of both languages
4.2 Comparing Cultures
4.2.MA.a Identify and begin to describe the institutions, values, beliefs, and perspectives that serve as the foundation of the target culture practices and compare them to one’s own

Communities
5.1 Use of Language
5.1.MA.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, electronic presentations, and newsletters, and/or web pages
5.1.MA.b Provide services to others in the school district and community through activities in the target language such as serving as tutoring, conversation partners for other students in the target language and helping speakers of the target language to function within the school or community

5.2 Personal Enrichment
5.2.MA.a. Seek out opportunities and use the target language with teachers, friends, or family outside of the classroom and in real life situations within the community
5.2.MA.b Use authentic target language print materials and electronic media to explore topics of personal interest within their own culture and from the points of view of new culture
5.2.MA.c Participate in an outreach program that requires proficiency in the target language

Cross Cultural Competencies
I. Knowledge of One’s Own Culture
II. Elements of Culture
III. Contributions
IV. Prejudice and Discrimination
VI. Social Justice/Service Learning

Vocabulary
• Modisomos, Ropa, Comunidad
• Literature vocabulary

Grammar
• Usage of por and para
• Use of variety of verb tenses

Activities
• Research, discuss, debate and present information on Peru
• Journals – gather articles, summarize, synthesize information on current, cultural and unit topics
• DVD – Don quijote – The Man from La Mancha
• Reenact battle - 5 de mayo
• Participate in community 5 de mayo activity
• Instructional Resources:
  • Nuevas Vistas Curso Uno
  • Literature: Don Quijote -Cervantes
  • Cultural article - Peru, Nuevas Vista Uno
  • Community article – El español en los medios de comunicación
  • DVD: Don Quijote – The Man from La Mancha
  • Pre – AP workbook – Glencoe, Capítulo 7 Arte y literatura
  • Barrons- Preparing for the AP exam – vocabulary list, questions
HIGH SCHOOL SPANISH
Spanish AP Language

The AP Spanish Language course provides students with the opportunity to develop Spanish language skills at an advanced level. The course is comparable to a third-year university course, fifth and sixth semester. Successful completion of Spanish Honors 7/8 is a prerequisite. Students must apply for the AP Spanish Language course and are expected to take the AP Language exam. Most AP students have previously been enrolled in our Kindergarten through Grade 12 Spanish program.

The content of the course is largely determined by the AP Course Description and curricular requirements. Students develop and demonstrate Spanish proficiency in the three communication modes:

1. Interpersonal
2. Interpretive
3. Presentational

They also develop Spanish skills in the five goal areas as outlined by the national standards:

1. Communication
2. Cultures
3. Connections
4. Comparisons
5. Communities

This rigorous course is conducted entirely in Spanish. Students are expected to use Spanish exclusively with their teacher and peers in all activities in all modes of linguistic functions.

The core textbook materials for instruction of activities, assignments, and the basis for evaluation for the AP Spanish Language course are:

- *Abriendo Paso Gramática*

- *Abriendo Paso Lectura*

- *Holt AP Language Preparation Student Workbook and Teacher Resources*
  (2007, Holt, Reinhart, and Winston)

- *AP Spanish Preparing for the Language Examination*

- Supplementary textbooks include:
  - *Triángulo*
    (Gatski and McMullan, fourth edition, Wayside Publishing)
  - *Una Vez Más*
    (Couch, McCann, Rodríguez,-Walter, Rubio-Maroto, segunda edición, Prentice Hall)
  - Spanish *Three Years*
    (Nassi and Levy, 1988, AMSCO).

### First Semester

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<td>• Formal 1, 2</td>
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<td>Capítulo 17, 18</td>
<td>• Unit 1 Short dialogues 13-18 and narratives 13-14</td>
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Assignments and activities during the semesters develop the students’ interpersonal, interpretive, and presentational modes which develop their command of Spanish. Students develop a strong proficiency of Spanish in the four individual skills and the integration of these skills in both oral and written presentations.

Materials are from a variety of authentic sources and used in daily activities and assignments as well as for evaluation. The authentic materials used for assignments, activities, and evaluation are at the third year college level.

**Listening Skills**
Students listen to a variety of authentic sources to develop listening skills. They are exposed to a variety of accents, registers, and vocabulary. Listening skills integrate with other skill areas to synthesize information for oral and written presentations. Several strategies are taught to improve comprehension that includes pre-listening, listening, and post-listening strategies. Students listen to a variety of sources including:

- Nuevos Horizontes [www.nuevoshorizontes.org/](http://www.nuevoshorizontes.org/)
- BBC [www.bbcworldwide.com](http://www.bbcworldwide.com)
- Ecos Magazine [www.ecos-online.de/audio/](http://www.ecos-online.de/audio/)

**Reading Skills**
Students read, reflect, and evaluate authentic literature to develop reading skills. Readings include short stories, poetry, and newspaper and internet articles providing variation in genre, theme, and style. Pre-reading and post-
reading activities develop reading and comprehension skills. Students interact with the readings through a variety of exercises requiring higher order and critical thinking skills. Internet sources for authentic reading texts include:

BBC        www.bbcmundo.com
El Mundo   www.elmundo.es/
Prensaescrita.com www.prensaescrita.com/
El Vocero Hispano www.elvoceromi.com/

**Speaking Skills**

Spanish is spoken exclusively in the classroom including informal conversations, formal presentations, discussions, debates, and pair/group activities to develop speaking skills. Students are expected to use rich vocabulary, accurate advanced grammar structures and syntax, correct pronunciation, and demonstrate fluency.

**Writing Skills**

A variety of compositions are written throughout the year using prewriting, writing, editing, and revising activities. Informal writings include responding to email, invitations, and messages.

**Integration of Skills**

Development and integration of listening, speaking, reading, and writing skills, using authentic sources, are synthesized through oral and written presentations. Students work independently and with peers to develop and advance skills. The final unit of the year, *Using Spanish beyond High School Graduation*, includes guest speakers, researching information, and a both a written and oral presentation that synthesizes how they will use Spanish in their career, volunteer work, or personal life.
Unit 1 French focuses on the student’s personal world and also covering similar topics in the target culture. Students learn basic vocabulary such as colors, numbers, and ways to express likes and dislikes. Students use simple, practiced phrases and discourse in the present tense at a Novice Low level.

**Unit Title:** La vie quotidienne et faire les connaissances /Daily Life and Making Acquaintances

**Grade Level/Course Title:** Seventh Grade/French 1st Semester

**Focus/Essential Questions**
- How do I relate to others?
- How do I spend my time?

**Essential Understandings**
The student will understand that:
- there are similarities and differences in daily life among people of different cultures
- there is a formal and an informal way to address others in French
- word-for-word translation is not always possible

**Assessment**

**Proficiency** *(Performance tasks: Interpersonal, Interpretive, Presentational)*
- Skit: “Bump!” Students “bump into” each other in Paris and act out greetings and exchange of information.
- Role play: Students role play different situations (formal/informal) from role cards.
- Skit: Likes and Dislikes. Students create skit asking and answering questions.

**Achievement**
- Unit Quizzes and Tests: Grammar and vocabulary points, listening, reading

**Content Expectations/Benchmarks**
The student will … at novice low level.

**Communication**

**1.1 Interpersonal Communication**
- 1.1.N.SL.a Use of target language in greetings, leave taking, or introductions
- 1.1.N.SL.b Ask and answer basic questions on weather and health
- 1.1.N.SL.c Recognize and use appropriate register/honorifics in greetings, leave takings, and introductions
- 1.1.N.SL.h Exchange information about daily life
- 1.1.N.SL.j Share likes and dislikes
- 1.1.N.SL.k Share opinions and preferences
- 1.1.N.RW.a Use the target language to write letters of introduction
- 1.1.N.RW.c Recognize and use honorifics in simple social correspondence

**1.2 Interpretive Communication**
- 1.2.N.L.a Demonstrate understanding of oral classroom language
- 1.2.N.L.b Understand interpersonal communication on preferences, friends, school activities
- 1.2.N.L.c Understand main idea of visual media (video)
- 1.2.N.R.a Demonstrate understanding of written classroom language
1.2.N.R.b Understand main idea of simple written materials
1.2.N.R.c Understand written interpersonal communication on personal interest topics

1.3 Presentational Communication
1.3.N.S.b Present brief personal descriptions about self and school

Cultures
2.1 Practices and Perspectives
2.1.N.H.b Name the leaders of countries in which French is spoken
2.1.N.F.d Describe typical francophone leisure activities
2.1.N.F.e Explain the practices and significance of a religious/regional/personal celebration in a francophone country
2.1.N.E.a Identify typical daily school schedules and activities in a francophone country

2.2 Products and Perspectives
2.2.N.G.a Identify countries in which French is spoken
2.2.N.F.b Identify francophone products (food)
2.2.N.F.d Describe and explain significance of products related to religious/regional/personal celebration in a francophone country
2.2.N.E.a Identify school-related items in a francophone country
2.2.N.E.c Recognize currency in a francophone country

Connections
3.1 Knowledge
3.1.N.a Reinforce previously learned content knowledge (geography, weather, history) through French

3.2 Point of View
3.1.N.b Use authentic French audio, visual, and/or print materials to recognize differences in how a situation is viewed between one’s own culture and the French culture

Comparisons
4.1 Comparing Cultures
4.1.N.a Identity basic French practices and compare with one’s own

4.2 Comparing Languages:
4.2.N.a Identify basic differences and similarities in vocabulary between French and English
4.2.N.b Identify basic differences and similarities in grammar between French and English
4.2.N.c Identify basic differences and similarities in honorifics between French and English
4.2.N.d Identify basic differences and similarities in phonological feature between French and English

Communities
5.1 Use of Language
5.1.N.a Exchange information in the target language through pen pals and/or email exchanges with students in France

5.2 Personal Enrichment
5.2.N.a Willingly use French with the classroom setting
5.2.N.b Use French print and electronic materials to explore topics of personal interest

Cross Cultural Competencies
• Knowledge of similarities and differences between French and U.S. cultures

Vocabulary
• numbers and colors
• feelings (ça va, super, bien, pas mal, etc.)
• s’appeler, aimer, adorer détester
• activities
• foods

Grammar
• subject pronouns
• -er verbs
• avoir
• definite and indefinite articles

Activities
• Conversation activities
• Competitive games
• Bingo, Battleship, Tic Tac Toe
• Food tasting
• Singing
• Pen Pals

Instructional Resources
• Book
• Songs
• Videos
• Websites
MIDDLE SCHOOL FRENCH  
Seventh Grade  

UNIT 2: L’ECOLE ET LA VIE DE FAMILLE / SCHOOL AND FAMILY LIFE

Unit 2 French focuses on the student’s personal and academic world, also covering similar topics in the target culture. Students learn basic vocabulary such as school subjects, school supplies, daily academic schedule, and family members. Students use simple, practiced phrases and discourse in the present tense at a Novice Low level.

Unit Title: L’école et la vie de famille/School and Family Life  
Grade Level/Course Title: Seventh Grade/French 2nd semester

Essential Questions
• What is my school life like and how do I feel about it?
• What is my home life like and how do I feel about it?

Essential Understandings
The student will understand that:
• there are similarities and differences in school life among people of different cultures
• idiomatic phrases are often not directly translatable between languages

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Pen pal letter: Students write their school schedules and exchange with pen pals
Family Tree: Students create tree in French
Adjective Poetry Person: Students create personal adjective poem with descriptive adjectives

Achievement
• Unit Quizzes and Tests: Grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will … at novice low level.

Communication
1.1 Interpersonal Communication
1.1.N.SL.b Ask and answer basic questions on weather
1.1.N.SL.c Recognize and use appropriate register/honorifics in simple social situations
1.1.N.SL.h Exchange information about daily life
1.1.N.SL.k Share opinions and preferences

1.1.N.RW.a Use the target language to write letters of introduction
1.1.N.RW.c Recognize and use honorifics in simple social correspondence

1.2 Interpretive Communication
1.2.N.L.a Demonstrate understanding of oral classroom language
1.2.N.L.b Understand interpersonal communication on preferences, friends, school activities
1.2.N.L.c Understand main idea of visual media (video)

1.2.N.R.a Demonstrate understanding of written classroom language
1.2.N.R.b Understand main idea of simple written materials
1.2.N.R.c Understand written interpersonal communication on personal interest topics
1.3 Presentational Communication
1.3.N.S.b Present brief personal descriptions about self, friends, and school

Cultures
2.1 Practices and Perspectives
2.1.N.H.b Name the leaders of countries in which French is spoken
2.1.N.F.d Describe typical francophone leisure activities
2.1.N.F.e Explain the practices and significance of a religious/regional/personal celebration in a francophone country
2.1.N.E.a Identify typical daily school schedules and activities in a francophone country

2.2 Products and Perspectives
2.2.N.G.a Identify countries in which French is spoken
2.2.N.F.b Identify francophone products (food)
2.2.N.F.d Describe and explain significance of products related to religious/regional/personal celebration in a francophone country
2.2.N.E.a Identify school-related items in a francophone country
2.2.N.E.c Recognize currency in a francophone country

Connections
3.1 Knowledge
3.1.N.a Reinforce previously learned content knowledge (geography, weather, history) through French

3.2 Point of View
3.2.N.a Use authentic French audio, visual, and/or print materials to recognize differences in how a situation is viewed between one’s own culture and the French culture

Comparisons
4.1 Comparing Cultures
4.1.N.a Identify basic French practices and compare with one’s own

4.2 Comparing Languages
4.2.N.a Identify basic differences and similarities in vocabulary between French and English
4.2.N.b Identify basic differences and similarities in grammar between French and English
4.2.N.c Identify basic differences and similarities in honorifics between French and English
4.2.N.d Identify basic differences and similarities in phonological feature between French and English

Communities
5.1 Use of Language
5.1.N.a Exchange information in the target language through pen pals and/or email exchanges with students in France

5.2 Personal Enrichment
5.2.N.a Willingly use French with the classroom setting

Cross Cultural Competencies
I. Knowledge of One’s Own Culture
II. Elements of Culture

Vocabulary
- classroom objects
- school subjects
- days of the week
- family
- pets
• school supplies
• colors
• adjectives
• weather
• time
• holidays- Mardi Gras, Valentine’s Day

**Grammar**
• negatives
• avoir, faire
• être
• possessive adjectives
• adjective agreement

**Activities**
• partner games
• hands on head
• tic tac toe
• battleship
• chants
• write schedule to pen pals
• human clock
• competitive games
• fly swatter game
• dry erase board activities
• Total Physical Response
• Serpent game
• What’s missing?
• Mardi Gras masks/games
• Time bingo
• Songs

**Instructional Resources**
• Textbook
• Videos
• Teacher made materials
• DVD from text
• Website activities
• Craft supplies
• Food – King’s cake
MIDDLE SCHOOL FRENCH
Eighth Grade

UNIT 3: LES ACTIVITES ET LES INTERETS DE FAMILLE ET DE TEMPS LIBRE
/FAMILY AND LEISURE TIME ACTIVITIES AND INTERESTS

Unit 3 French focuses on the student’s leisure activities and home life (obligations, housing, food), also covering similar topics in the target culture. Students learn to talk about the near future and obligations. They ask for and give opinions on a variety of personal topics. Students use simple, practiced phrases and discourse in the present tense and near future at a Novice Low level.

Unit Title: Les activités et les intérêts de famille et de temps libre
/Family and Leisure Time Activities and Interests
Grade Level/Course Title: Eighth Grade/French 1st Semester

Essential Questions
• What do I do in my leisure time and with family?
• What does my house look like?
• What do students in France have as hobbies and pastimes?

Essential Understandings
The student will understand that:
• there are similarities and differences in what people of different cultures do in their leisure time
• there are several ways to express the same idea in French

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Interview: Students interview each other about family interests and leisure time
Skit: Students perform weather forecast in French
Menu: Students create original menu in French
Skit: Students write and act out restaurant skit
Family photo album: Students create a family photo album in French

Achievement
• Unit Quizzes and Tests: Grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will … at novice low level.

Communication
1.1 Interpersonal Communication
1.1.N.SL.a Use of target language in greetings, leave taking, or introductions.
1.1.N.SL.b Ask and answer basic questions on self and friends
1.1.N.SL.c Recognize and use appropriate register/honorifics in simple social situations
1.1.N.SL.d Request, offer, invite, and reply using appropriate phrases
1.1.N.SL.g Ask questions about places and things related to leisure time
1.1.N.SL.h Exchange information about leisure time and interests
1.1.N.SL.j Share likes and dislikes in French with a classmate
1.1.N.SL.k Share opinions and preferences on leisure activities
1.1.N.RW.b Exchange information by asking and answering basic questions in writing
1.1.N.RW.c Recognize and use honorifics in simple social correspondence
1.1.N.RW.d Invite and reply appropriately in writing
1.1.1 N. RW.e Ask questions in writing about leisure activities
1.1.1 N. RW.h Exchange information in writing in French on familiar topics such as pastimes and interests
1.1.1 N. RW.j Share likes and dislikes in French with a classmate in writing using letters

1.2 Interpretive Communication
1.2.1 N. L.a Demonstrate understanding of oral classroom language including commands
1.2.1 N. L.b Understand interpersonal communication on leisure activities and interests
1.2.1 N. L.c Understand main idea of visual media (video)
1.2.1 N. L.d Understand main idea of French podcast

1.3 Presentational Communication
1.3.1 N. S.b Present brief personal descriptions about personal interests
1.3.1 N. W.c Write brief personal descriptions on leisure activities and interests

Cultures
2.1 Practices and Perspectives
2.1.1 N. H.b Name the leaders of countries in which French is spoken
2.1.1 N. F.b Describe daily leisure routines within the French community
2.1.1 N. F.d Describe typical francophone leisure activities
2.1.1 N. E.a Identify typical leisure activities and interests in a francophone country

2.2 Products and Perspectives
2.2.1 N. G.a Identify countries in which French is spoken
2.2.1 N. G.d Describe climate and typical seasonal weather in francophone countries
2.2.1 N. F.b Identify francophone products (food)
2.2.1 N. F.d Describe and explain significance of products related to religious/regional/personal celebration in a francophone country
2.2.1 N. E.c Recognize currency in a francophone country

Connections
3.1 Knowledge
3.1.1 N.a Reinforce previously learned content knowledge (geography, weather) through French

3.2 Point of View
3.2.1 N.a Use authentic French audio, visual, and/or print materials to recognize differences in how a situation is viewed between one’s own culture and the French culture

Comparisons
4.1 Comparing Cultures
4.1.1 N.a Identify basic French practices and compare with one’s own

4.2 Comparing Languages
4.2.1 N.a Identify basic differences and similarities in vocabulary between French and English
4.2.1 N.b Identify basic differences and similarities in grammar between French and English
4.2.1 N.c Identify basic differences and similarities in honorifics between French and English
4.2.1 N.d Identify basic differences and similarities in phonological feature between French and English
Communities
5.1 Use of Language
5.1.N.a Exchange information in the target language through pen pals and/or email exchanges with students in France

5.2 Personal Enrichment
5.2.N.a Willingly use French with the classroom setting

Cross Cultural Competencies
I. Knowledge of One’s Own Culture
II. Elements of Culture

Vocabulary
• Sports
• activities
• seasons
• months
• weather
• community
• foods
• time (24 hour clock)
• avoir expressions
• invitations
• holiday- Noel

Grammar
• faire
• adverbs
• à contractions
• commands
• aller (near future)
• prendre
• -ir, -re verbs

Activities
• bingo around the room
• fly swatter game
• hands on head
• weather song,
• Interview friends about interests
• act out telephone conversation making plans
• talk about food
• ask price and give opinions
• double ended race
• concentration
• pick five bingo
• fine line question bingo
• dry erase board activities
• tic tac toe
• food tasting
• sit down verb game
• mixer bingo
**Instructional Resources**

- Textbook
- Authentic menus
- French weather website
- Maps
- Videos
- Authentic television, train schedules for time
- Restaurant and phone conversation props
Unit 4 French focuses on the student’s home life and life in town (obligations, housing, food, clothing, transportation), also covering similar topics in the target culture. Students learn to talk about the near future and obligations. They ask for and give opinions on a variety of personal topics. Students use simple, practiced phrases and discourse in the present tense and near future at a Novice Low level.

**Unit Title:** La vie de maison et de ville/Home and Town Life

**Grade Level/Course Title:** Eighth Grade/French 2nd Semester

**Essential Questions**

- How do I live at home?
- How do the French live at home?
- Where do I go in my town?

**Essential Understandings**

The student will understand that:

- there are similarities and differences in what people of different cultures do at home
- French differs from English in using gender/number agreement between adjectives and nouns

**Assessment**

**Proficiency** (*Performance tasks: Interpersonal, Interpretive, Presentational*)

- Family Tree: Students create a family tree using French vocabulary and introduce members to class
- Family Album: Students design a family album describing ten family members
- Fashion Show: Students will describe outfits in a mock show in class
- House/Town plan: Students will draw a plan of their dream house and and/or town and describe using new vocabulary
- Skits: Shopping for food and clothes

**Achievement**

- Unit Quizzes and Tests: Grammar and vocabulary points, listening, reading

**Content Expectations/Benchmarks**

The student will … at novice low level.

**Communication**

1.1 Interpersonal Communication

1.1.N.SL.a Use of target language in greetings, leave taking, or introductions.
1.1.N.SL.b Ask and answer basic questions on home life
1.1.N.SL.c Recognize and use appropriate register/honorifics in simple social situations
1.1.N.SL.d Request, offer, invite, and reply using appropriate phrases
1.1.N.SL.e Ask questions about physical appearance and personality traits
1.1.N.SL.f Ask questions about feelings and emotions
1.1.N.SL.g Ask questions about places and things related to home life
1.1.N.SL.h Exchange information about home life
1.1.N.SL.i Ask for and obtain information in a restaurant situation
1.1.N.SL.j Share likes and dislikes about food in French with a classmate
1.1.N.SL.k Share opinions and preferences on home life
1.1.N.RW.b Exchange information by asking and answering basic questions in writing
1.1.N.RW.c Recognize and use honorifics in simple social correspondence
1.1. N. RW.d Invite and reply appropriately in writing
1.1. N. RW.e Ask questions in writing about leisure activities
1.1. N. RW.h Exchange information in writing in French on familiar topics regarding home life
1.1. N. RW.j Share likes and dislikes about food in French with a classmate in writing using letters

1.2 Interpretive Communication
1.2. N. L.a Demonstrate understanding of oral classroom language including commands
1.2. N. L.b Understand interpersonal communication on home life
1.2. N. L.c Understand main idea of visual media (video)
1.2. N. L.d Understand main idea of French podcast

1.2. N. R.a Demonstrate understanding of written classroom language including commands
1.2. N. R.b Understand main idea of simple written materials
1.2. N. R.c Understand written interpersonal communication on home life

1.3 Presentational Communication
1.3. N. S.b Present brief personal descriptions of housing and home life

1.3. N. W.a Illustrate and present a French menu
1.3. N. W.c Write brief personal descriptions on home life

Cultures
2.1 Practices and Perspectives
2.1. N. H.b Name the leaders of countries in which French is spoken
2.1. N. F.b Describe home life within the French community
2.1. N. F.e Explain the practices and significance of a religious/regional/personal celebration in a francophone country

2.2 Products and Perspectives
2.2. N. G.a Identify countries in which French is spoken
2.2. N. G.d Describe climate and typical seasonal weather in francophone countries
2.2. N. F.b Identify francophone products (food)
2.2. N. F.d Describe and explain significance of products related to religious/regional/personal celebration in a francophone country
2.2. N. E.c Recognize currency in a francophone country

Connections
3.1 Knowledge
3.1. N.a Reinforce previously learned content knowledge (geography, weather) through French

3.2 Point of View
3.2. N.a Use authentic French audio, visual, and/or print materials to recognize differences in how a situation is viewed between one’s own culture and the French culture

Comparisons
4.1 Comparing Cultures
4.1. N.a Identify basic French practices and compare with one’s own

4.2 Comparing Languages
4.2. N.a Identify basic differences and similarities in vocabulary between French and English
4.2. N. b Identify basic differences and similarities in grammar between French and English
4.2. N. c Identify basic differences and similarities in honorifics between French and English
4.2. N. d Identify basic differences and similarities in phonological feature between French and English
Communities

5.1 Use of Language
5.1.N.a Exchange information in the target language through pen pals and/or email exchanges with students in France

5.2 Personal Enrichment
5.2.N.a Willingly use French with the classroom setting

Cross Cultural Competencies
I. Knowledge of One’s Own Culture
II. Elements of Culture

Vocabulary
• extended family
• clothing
• body
• house
• chores
• asking permission
• meals
• transportation
• community food places
• food quantity
• holiday – poisson d’avril

Grammar
• à contractions
• possessive adjectives
• être review
• the partitive
• adjective agreement/comparisons
• possession with « de »

Activities
• songs
• games
• Simon says
• describe favorite character’s clothes
• pick five bingo
• hands on head
• telephone skits
• partner activities
• competitive games
• dry erase board activities
• poisson d’avril sticker activity
• Mardi Gras masks
• Ballon race game (body parts)

Instructional Resources
• Textbook
• Videos
• Songs- CDs
• French character dolls- Asterix, Obelix
• Fish stickers
• Beads, glitter
• Internet – Quia, Eduweb, Languageguide
Unit 1 French focuses on the student’s personal and academic world, also covering similar topics in the target culture. Students learn basic vocabulary such as colors, numbers, and ways to express likes and dislikes. Students use simple, practiced phrases and discourse in the present tense at a Novice Low level.

Unit Title: La vie quotidienne et faire les connaissances
/Daily Life and Making Acquaintances

Grade Level/Course Title: Freshman/Various/French 1/2

Focus/Essential Questions

• How do I relate to others?
• How do I spend my time?

Essential Understandings

The student will understand that:

• there are similarities and differences in daily life among people of different cultures.
• there is a formal and an informal way to address others in French.
• word-for-word translation is not always possible.

Assessment

Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)

Skit: “Bump!” Students “bump into” each other in Paris and act out greetings and exchange of information.

Role play: Students role play different situations (formal/informal) from role cards.

Skit: Likes and Dislikes. Students create skit asking and answering questions.

Achievement

• Unit quizzes and tests, grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks

The student will … at novice mid level.

Communication

1.1 Interpersonal Communication

1.1.N.SL.a Use of target language in greetings, leave taking, or introductions
1.1.N.SL.b Ask and answer basic questions on weather and health
1.1.N.SL.c Recognize and use appropriate register/honorifics in greetings, leave takings, and introductions
1.1.N.SL.h Exchange information about daily life
1.1.N.SL.j Share likes and dislikes
1.1.N.SL.k Share opinions and preferences
1.1.N.RW.a Use the target language to write letters of introduction
1.1.N.RW.c Recognize and use honorifics in simple social correspondence

1.2 Interpretive Communication

1.2.N.L.a Demonstrate understanding of oral classroom language
1.2.N.L.b Understand interpersonal communication on preferences, friends, school activities
1.2.N.L.c Understand main idea of visual media (video)
1.2.N.R.a Demonstrate understanding of written classroom language
1.2.N.R.b Understand main idea of simple written materials
1.2.N.R.c Understand written interpersonal communication on personal interest topics

1.3 Presentational Communication
1.3.N.S.b Present brief personal descriptions about self and school

Cultures
2.1 Practices and Perspectives
2.1.N.H.b Name the leaders of countries in which French is spoken
2.1.N.F.d Describe typical francophone leisure activities
2.1.N.F.e Explain the practices and significance of a religious/regional/personal celebration in a francophone country
2.1.N.E.a Identify typical daily school schedules and activities in a francophone country

2.2 Products and Perspectives
2.2.N.G.a Identify countries in which French is spoken
2.2.N.F.b Identify francophone products (food)
2.2.N.F.d Describe and explain significance of products related to religious/regional/personal celebration in a francophone country
2.2.N.E.a Identify school-related items in a francophone country
2.2.N.E.c Recognize currency in a francophone country

Connections
3.1 Knowledge
3.1.N.a Reinforce previously learned content knowledge (geography, weather, history) through French

3.2 Point of View
3.1.N.b Use authentic French audio, visual, and/or print materials to recognize differences in how a situation is viewed between one’s own culture and the French culture

Comparisons
4.1 Comparing Cultures
4.1.N.a Identify basic French practices and compare with one’s own

4.2 Comparing Languages:
4.2.N.a Identify basic differences and similarities in vocabulary between French and English
4.2.N.b Identify basic differences and similarities in grammar between French and English
4.2.N.c Identify basic differences and similarities in honorifics between French and English
4.2.N.d Identify basic differences and similarities in phonological feature between French and English

Communities
5.1 Use of Language
5.1.N.a Exchange information in the target language through pen pals and/or email exchanges with students in France

5.2 Personal Enrichment
5.2.N.a Willingly use French with the classroom setting
5.2.N.b Use French print and electronic materials to explore topics of personal interest

Cross Cultural Competencies
• Knowledge of similarities and differences between French and U.S. cultures

Vocabulary
• numbers & colors
• feelings (ça va, super, bien, pas mal, etc.)
• s’appeler, aimer, adorer détester
• activities
• foods

Grammar
• subject pronouns
• -er verbs
• avoir
• definite and indefinite articles

Activities
• Conversation activities
• Competitive games
• Bingo, Battleship, Tic Tac Toe
• Food tasting
• Singing
• Pen Pals

Instructional Resources
• Book
• Songs
• Videos
• Websites
Unit 2 French focuses on the student’s personal and academic world, also covering similar topics in the target culture. Students learn basic vocabulary such as school subjects, school supplies, daily academic schedule, and family members. Students use simple, practiced phrases and discourse in the present tense at a Novice Mid level.

**Essential Questions**
- What is my school life like and how do I feel about it?
- What is my home life like and how do I feel about it?

**Essential Understandings**
The student will understand that:
- there are similarities and differences in school life among people of different cultures.
- idiomatic phrases are often not directly translatable between languages.

**Assessment**
**Proficiency (Performance Tasks)**
- Pen pal letter: Students write their school schedules and exchange with pen pals.
- Family Tree: Students create tree in French.
- Adjective Poetry Person: Students create personal adjective poem with descriptive adjectives.

**Achievement**
- Unit quizzes and tests, grammar and vocabulary points, listening, reading

**Content Expectations/Benchmarks**
The student will … at novice mid level.

**Communication**

1.1 Interpersonal Communication
- 1.1.N.SL.b Ask and answer basic questions on weather
- 1.1.N.SL.c Recognize and use appropriate register/honorifics in simple social situations
- 1.1.N.SL.h Exchange information about daily life
- 1.1.N.SL.k Share opinions and preferences

- 1.1.N.RW.a Use the target language to write letters of introduction
- 1.1.N.RW.c Recognize and use honorifics in simple social correspondence

1.2 Interpretive Communication
- 1.2.N.L.a Demonstrate understanding of oral classroom language
- 1.2.N.L.b Understand interpersonal communication on preferences, friends, school activities
- 1.2.N.L.c Understand main idea of visual media (video)

- 1.2.N.R.a Demonstrate understanding of written classroom language
- 1.2.N.R.b Understand main idea of simple written materials
- 1.2.N.R.c Understand written interpersonal communication on personal interest topics
1.3 Presentational Communication
1.3.N.S.b Present brief personal descriptions about self, friends, and school

Cultures
2.1 Practices and Perspectives
2.1.N.H.b Name the leaders of countries in which French is spoken
2.1.N.F.d Describe typical francophone leisure activities
2.1.N.F.e Explain the practices and significance of a religious/regional/personal celebration in a francophone country
2.1.N.E.a Identify typical daily school schedules and activities in a francophone country

2.2 Products and Perspectives
2.2.N.G.a Identify countries in which French is spoken
2.2.N.F.a Identify francophone products (food)
2.2.N.F.d Describe and explain significance of products related to religious/regional/personal celebration in a francophone country
2.2.N.E.a Identify school-related items in a francophone country
2.2.N.E.c Recognize currency in a francophone country

Connections
3.1 Knowledge
3.1.N.a Reinforce previously learned content knowledge (geography, weather, history) through French

3.2 Point of View
3.2.N.a Use authentic French audio, visual, and/or print materials to recognize differences in how a situation is viewed between one’s own culture and the French culture

Comparisons
4.1 Comparing Cultures
4.1.N.a Identify basic French practices and compare with one’s own

4.2 Comparing Languages
4.2.N.a Identify basic differences and similarities in vocabulary between French and English
4.2.N.b Identify basic differences and similarities in grammar between French and English
4.2.N.c Identify basic differences and similarities in honorifics between French and English
4.2.N.d Identify basic differences and similarities in phonological feature between French and English

Communities
5.1 Use of Language
5.1.N.a Exchange information in the target language through pen pals and/or email exchanges with students in France

5.2 Personal Enrichment
5.2.N.a Willingly use French with the classroom setting

Cross Cultural Competencies
I. Knowledge of One’s Own Culture
II. Elements of Culture

Vocabulary
• classroom objects
• school subjects
• days of the week
• family
• pets
• school supplies
• colors
• adjectives
• weather
• time
• holidays - Mardi Gras, Valentine’s Day

Grammar
• negatives
• avoir, faire
• être
• possessive adjectives
• adjective agreement

Activities
• partner games
• hands on head
• tic tac toe
• battleship
• chants
• write schedule to pen pals
• human clock
• competitive games
• fly swatter game
• dry erase board activities
• Total Physical Response
• Serpent game
• What’s missing?
• Mardi Gras masks/games
• Time bingo
• Songs

Instructional Resources
• Textbook
• Videos
• Teacher made materials
• DVD from text
• Website activities
• Craft supplies
• Food – King’s cake
Unit 3 French focuses on the student’s leisure activities and home life (obligations, housing, food), also covering similar topics in the target culture. Students learn to talk about the near future and obligations. They ask for and give opinions on a variety of personal topics. Students use simple, practiced phrases and discourse in the present tense and near future at a Novice Mid level.

**Essential Questions**
- What do I do in my leisure time and with family?
- What does my house look like?
- What do students in France have as hobbies and pastimes?

**Essential Understandings**
The student will understand that:
- there are similarities and differences in what people of different cultures do in their leisure time.
- there are several ways to express the same idea in French.

**Assessment**

**Proficiency** *(Performance tasks: Interpersonal, Interpretive, Presentational)*
- Interview: Students interview each other about family interests and leisure time.
- Skit: Students perform weather forecast in French.
- Menu: Students create original menu in French.
- Skit: Students write and act out restaurant skit.
- Family photo album: Students create a family photo album in French.

**Achievement**
- Unit quizzes and tests, grammar and vocabulary points, listening, reading

**Content Expectations/Benchmarks**
The student will … at novice mid level.

**Communication**

**1.1 Interpersonal Communication**
- 1.1.N.SL.a Use of target language in greetings, leave taking, or introductions
- 1.1.N.SL.b Ask and answer basic questions on self and friends
- 1.1.N.SL.c Recognize and use appropriate register/honorifics in simple social situations
- 1.1.N.SL.d Request, offer, invite, and reply using appropriate phrases
- 1.1.N.SL.g Ask questions about places and things related to leisure time
- 1.1.N.SL.h Exchange information about leisure time and interests
- 1.1.N.SL.j Share likes and dislikes in French with a classmate
- 1.1.N.SL.k Share opinions and preferences on leisure activities
- 1.1.N.RW.b Exchange information by asking and answering basic questions in writing
- 1.1.N.RW.c Recognize and use honorifics in simple social correspondence
- 1.1.N.RW.d Invite and reply appropriately in writing
- 1.1.N.RW.e Ask questions in writing about leisure activities
1.1.N.RW.h Exchange information in writing in French on familiar topics such as pastimes and interests
1.1.N.RW.j Share likes and dislikes in French with a classmate in writing using letters

1.2 Interpretive Communication
1.2.N.L.a Demonstrate understanding of oral classroom language including commands
1.2.N.L.b Understand interpersonal communication on leisure activities and interests
1.2.N.L.c Understand main idea of visual media (video)
1.2.N.L.d Understand main idea of French podcast
1.2.N.R.a Demonstrate understanding of written classroom language including commands
1.2.N.R.b Understand main idea of simple written materials
1.2.N.R.c Understand written interpersonal communication on leisure activities

1.3 Presentational Communication
1.3.N.S.b Present brief personal descriptions about personal interests
1.3.N.W.c Write brief personal descriptions on leisure activities and interests

Cultures
2.1 Practices and Perspectives
2.1.N.H.b Name the leaders of countries in which French is spoken
2.1.N.F.b Describe daily leisure routines within the French community
2.1.N.F.d Describe typical francophone leisure activities
2.1.N.F.e Explain the practices and significance of a religious/regional/personal celebration in a francophone country
2.1.N.E.a Identify typical leisure activities and interests in a francophone country

2.2 Products and Perspectives
2.2.N.G.a Identify countries in which French is spoken
2.2.N.G.d Describe climate and typical seasonal weather in francophone countries
2.2.N.F.b Identify francophone products (food)
2.2.N.F.d Describe and explain significance of products related to religious/regional/personal celebration in a francophone country
2.2.N.E.c Recognize currency in a francophone country

Connections
3.1 Knowledge
3.1.N.a Reinforce previously learned content knowledge (geography, weather) through French

3.2 Point of View
3.2.N.a Use authentic French audio, visual, and/or print materials to recognize differences in how a situation is viewed between one’s own culture and the French culture

Comparisons
4.1 Comparing Cultures
4.1.N.a Identify basic French practices and compare with one’s own

4.2 Comparing Languages
4.2.N.a Identify basic differences and similarities in vocabulary between French and English
4.2.N.b Identify basic differences and similarities in grammar between French and English
4.2.N.c Identify basic differences and similarities in honorifics between French and English
4.2.N.d Identify basic differences and similarities in phonological feature between French and English
Communities

5.1 Use of Language
5.1.N.a Exchange information in the target language through pen pals and/or email exchanges with students in France

5.2 Personal Enrichment
5.2.N.a Willingly use French with the classroom setting

Cross Cultural Competencies
I. Knowledge of One’s Own Culture
II. Elements of Culture

Vocabulary
• sports
• activities
• seasons
• months
• weather
• community
• foods
• time (24 hour clock)
• avoir expressions
• invitations
• holiday - Noel

Grammar
• faire
• adverbs
• à contractions
• commands
• aller (near future)
• prendre
• -ir, -re verbs

Activities
• bingo around the room
• fly swatter game
• hands on head
• weather song
• interview friends about interests
• act out telephone conversation making plans
• talk about food
• ask price and give opinions
• double ended race
• concentration
• pick five bingo
• fine line question bingo
• dry erase board activities
• tic tac toe
• food tasting
• sit down verb game
• mixer bingo
Instructional Resources

- textbook
- authentic menus
- French weather website
- maps
- videos
- authentic television
- train schedules for time
- restaurant and phone conversation props
Unit 3 French focuses on the student’s activities and life in town (obligations, housing, food, clothing, transportation), also covering similar topics in the target culture. Students learn to talk about the near future and obligations. They ask for and give opinions on a variety of personal topics. Students use simple, practiced phrases and discourse in the present tense and near future at a Novice Low level.

Unit Title: La vie de maison et de ville/Home and Town Life
Grade Level/Course Title: Freshman/Various/French 1/2

Essential Questions
• How do I live at home?
• How do the French live at home?
• Where do I go in my town?

Essential Understandings
The student will understand that:
• there are similarities and differences in what people of different cultures do at home
• French differs from English in using gender/number agreement between adjectives and nouns

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Family Tree: Students create a family tree using French vocabulary and introduce members to class
Family Album: Students design a family album describing ten family members
Fashion Show: Students will describe outfits in a mock show in class
House/Town plan: Students will draw a plan of their dream house and and/or town and describe using new vocabulary
Skit: Shopping for food and clothes

Achievement
• Unit quizzes and tests, grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will … at novice mid level.

Communication
1.1 Interpersonal Communication
1.1.N.SL.a Use of target language in greetings, leave taking, or introductions.
1.1.N.SL.b Ask and answer basic questions on home life
1.1.N.SL.c Recognize and use appropriate register/honorifics in simple social situations
1.1.N.SL.d Request, offer, invite, and reply using appropriate phrases
1.1.N.SL.e Ask questions about physical appearance and personality traits
1.1.N.SL.f Ask questions about feelings and emotions
1.1.N.SL.g Ask questions about places and things related to home life
1.1.N.SL.h Exchange information about home life
1.1.N.SL.i Ask for and obtain information in a restaurant situation
1.1.N.SL.j Share likes and dislikes about food in French with a classmate
1.1.N.SL.k Share opinions and preferences on home life
1.1.N.RW.b Exchange information by asking and answering basic questions in writing
1.1.N.RW.c Recognize and use honorifics in simple social correspondence
1.1.N.RW.d Invite and reply appropriately in writing
1.1.N.RW.e  Ask questions in writing about leisure activities
1.1.N.RW.h  Exchange information in writing in French on familiar topics regarding home life
1.1.N.RW.j  Share likes and dislikes about food in French with a classmate in writing using letters

1.2 Interpretive Communication
1.2.N.L.a  Demonstrate understanding of oral classroom language including commands
1.2.N.L.b  Understand interpersonal communication on home life
1.2.N.L.c  Understand main idea of visual media (video)
1.2.N.L.d  Understand main idea of French podcast
1.2.N.R.a  Demonstrate understanding of written classroom language including commands
1.2.N.R.b  Understand main idea of simple written materials
1.2.N.R.c  Understand written interpersonal communication on home life

1.3 Presentational Communication
1.3.N.S.b  Present brief personal descriptions of housing and home life
1.3.N.W.a  Illustrate and present a French menu
1.3.N.W.c  Write brief personal descriptions on home life

Culture
2.1 Practices and Perspectives
2.1.N.H.b  Name the leaders of countries in which French is spoken
2.1.N.F.b  Describe home life within the French community
2.1.N.F.e  Explain the practices and significance of a religious/regional/personal celebration in a francophone country

2.2 Products and Perspectives
2.2.N.G.a  Identify countries in which French is spoken
2.2.N.G.d  Describe climate and typical seasonal weather in francophone countries
2.2.N.F.b  Identify francophone products (food)
2.2.N.F.d  Describe and explain significance of products related to religious/regional/personal celebration in a francophone country
2.2.N.E.c  Recognize currency in a francophone country

Connections
3.1 Knowledge
3.1.N.a  Reinforce previously learned content knowledge (geography, weather) through French

3.2 Point of View
3.2.N.a  Use authentic French audio, visual, and/or print materials to recognize differences in how a situation is viewed between one’s own culture and the French culture

Comparisons
4.1 Comparing Cultures
4.1.N.a  Identity basic French practices and compare with one’s own

4.2 Comparing Languages
4.2.N.a  Identify basic differences and similarities in vocabulary between French and English
4.2.N.b  Identify basic differences and similarities in grammar between French and English
4.2.N.c  Identify basic differences and similarities in honorifics between French and English
4.2.N.d  Identify basic differences and similarities in phonological feature between French and English
Communities

5.1 Use of Language
5.1.N.a Exchange information in the target language through pen pals and/or email exchanges with students in France

5.2 Personal Enrichment
5.2.N.a Willingly use French with the classroom setting

Cross Cultural Competencies

I. Knowledge of One’s Own Culture
II. Elements of Culture

Vocabulary

• extended family
• clothing
• body
• house
• chores
• asking permission
• meals
• transportation
• community food places
• food quantity
• holiday – poisson d’avril

Grammar

• à contractions
• possessive adjectives
• être review
• the partitive
• adjective agreement/comparisons
• possession with « de »

Activities

• songs
• games
• Simon says
• describe favorite character’s clothes
• pick five bingo
• hands on head
• telephone skits
• partner activities
• competitive games
• dry erase board activities
• poisson d’avril sticker activity
• Mardi Gras masks
• Ballon race game (body parts)

Instructional Resources

• Textbook
• Videos
• Songs- CDs
- French character dolls - Asterix, Obelix
- Fish stickers
- Beads, glitter
- Internet – Quia, Eduweb, Languageguide
In this unit the student will engage in conversation using vocabulary to describe himself, his family and others. He will be able to ask for advice and help. The student will discover more about the diversity of France and its people and connect with the social studies curriculum. The student will learn popular songs and about the singers and composers.

He will become aware of the differences and similarities on how special occasions are celebrated and how diverse groups express emotions. The student will interact with other communities when he goes to French restaurants and organizations.

**Focus/Essential Questions**

- How do I feel?
- Who are my family members and friends?
- How can I ask for advice and help?
- How can I order a meal in French?
- How can I shop in specialty stores?
- How do I set a French table?

**Essential Understanding**

The student will understand that:

- people use French to communicate.

**Assessment Tasks**

**Proficiency** *(Performance tasks: Interpersonal, Interpretive, Presentational)*

- Student will be able to present a speech describing a family member or friend.
- Student will create dialogs in French talking about French Independence Day, Carnival, birthdays, Christmas and other holidays celebrated in France.
- Student will be able to write a paragraph describing a family member or friend, using various adjectives in their proper forms.
- Student will do a simple cooking demonstration from a French recipe or create a dialog that takes place in a restaurant.
- Student will explain/translate the different courses off of a French menu.

**Achievement**

- Unit tests, quizzes, grammar, vocabulary, listening and reading

**Content Expectations/Benchmark**

The student will … at a novice high level.

**Communication**

1.1 Interpersonal Communication

1.1.N.SL.a Use the target language to express introductions, leave taking and social situations
1.1.N.SL.b Ask and answer basic questions about family and friends
1.1.N.SL.c Using honorifics in simple social situations
1.1.N.SL.d Request, offer, invite and reply appropriately using memorized phrases
1.1.N.SL.e Ask questions about physical appearance and personality traits of friends, family and classmates
1.1.N.SL.f Ask questions about feelings, emotions of others
1.1.N.SL.i Ask for and obtain information relating to restaurants, stores, and services
1.1.N.SL.j Shares likes and dislikes in the target language with a classmate
1.1.N.RW.a Use the target language to ask and answer in writing about the weather, health, physical conditions, self, family and friends
1.1.N.RW.c Recognize and use honorifics in simple social correspondence
1.1.N.RW.d Request, offer, and invite and reply in writing using memorized phrases
1.1.N.RW.e Ask questions in writing about physical appearance, character, and personality traits of friends and family
1.1.N.RW.f Ask written questions about feelings, emotions and health
1.1.N.RW.i Inquire in writing to obtain information relating to restaurants, stores, and services
1.1.N.RW.j Share likes and dislikes in the target language relating to foods using email messages, notes, and letters

1.2 Interpretive Communication
1.2.N.L.b Understand communication on topics such as family life, friends, everyday occurrences.
1.2.N.L.c Understand idea of visual media (food shows and commercials)
1.2.N.R.b Understand main idea of simple written materials in the target language such as magazine, newspaper articles, and websites
1.2.N.R.c Understand written communication on topics such as family life, friends, and everyday occurrences (email, letters, notes)

1.3 Presentational Communication
1.3.N.S.b Present brief personal descriptions on self, friends, family, home, and school
1.3.N.S.c Record materials in the target language, such as recipes, etc.
1.3.N.W.b Prepare illustrated stories (big books, cartoons, posters) on the holidays
1.3.N.W.c Write brief personal descriptions on self, friends, family, home, and school

Cultures
2.1 Practices and Perspectives
2.1.N.F.a Describe family structures and the role of friends within a community
2.1.N.F.c Describe how daily needs are met within a community or culture in which the language is spoken (shopping, food preparation, etc.)
2.1.N.F.e Explain the practices and importance of civil or religious holiday or celebration

2.2 Products and Perspectives
2.2.N.C.a Identify current cultural icons (art, music, literature, film)
2.2.N.F.a Describe the products needed to carry out daily routines and meet basic needs within a community (stores, foods, etc.)
2.2.N.F.d Describe and explain the importance of products associated with civil and religious celebrations

Connections
3.1 Knowledge
3.1.N.a Reinforce previously learned content knowledge through the target language

3.2. Point of View
3.2.N.a Use visual, audio or print materials in the target language to recognize that the celebration of holidays may be viewed differently than in one’s own culture

Comparisons
4.1 Comparing Languages
4.1.N.a Identify basic differences and similarities in vocabulary between the target language and one’s own language. (cognates and borrowed words)
4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target language
4.1.N.d Identify basic differences and similarities in phonological features

4.2 Comparing Cultures
4.2.N.a Identify basic target culture practice and compare them to one’s own

Communities
5.1 Use of Language
5.1.N.a Exchange written information with people around the world

5.2 Personal Enrichment
5.2.N.a Willingly use the target language within the classroom setting
5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment

Cross Cultural Competencies
I. Knowledge of One’s Own Culture
II. Elements of Culture
III. Contributions
IV. Prejudice and Discrimination

Vocabulary
• family members and friends, professions, basic adjectives, expressions with avoir, expressions with faire, table setting, foods, food shopping, expressions of quantity, specialty stores, party expressions, celebrations

Grammar
• the verbs être, avoir, faire; forms and position of adjectives; c’est vs. il est; aller + infinitive, venir + de, depuis; questions with inversion; the partitive, the pronouns y and en, the verbs: pouvoir, vouloir, boire, acheter, préférer, and payer. Direct object pronouns, indirect object pronouns, negative expressions

Activities
• Bingo
• tic tac toe
• stop starts on songs
• spelling bees
• bell game
• grammatical chairs
• singing of grammar and vocabulary songs
• spelling relays
• board games
• puzzles

Instructional Resources
• Textbook, workbook, activity workbook, videos, songs, transparencies, c.d.’s
• Movie: Le Ballon Rouge, La Beauté et La Bête (1946 version)
• Song: La Vie en Rose, Christmas Carols in French, Happy Birthday in French, Le Cactus
• Website: go.hrw.com Bon Voyage Websites
This unit focuses on the vocabulary used to talk about places and events. It will allow the student to ask for information and describe his daily routine to an audience of listeners. The student will interpret written language by becoming acquainted with French web sites and he will reinforce his knowledge of technology by using the computer in the French language. The student will establish a correspondence with a French speaking student online where he can compare the similarities and differences between their school life and exchange written materials from their communities.

Unit Title: La vie d’école et mon jour typique/School Life and My Typical Day
Grade Level/Course Title: Various/French 3/4

Essential Questions
- How do I ask how something has turned out?
- How do I ask for information?
- How can I talk about my daily routine?
- How can I make recommendations?
- How can I express when I do things?

Essential Understanding
The student will understand that:
- people use French to communicate.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
- Student will turn in a power point written in French describing sports teams, school facilities, or extra curricular school activities.
- Student will present material in front of the class.
- Students will write and perform skits showing their daily routine (getting ready at home before school, during school, and after school).

Achievement
- Unit tests, quizzes, grammar, vocabulary, listening and reading

Content Expectations/Benchmarks
The student will … at a novice high level.

Communication
1.1 Interpersonal Communication
1.1.N.SL.b Ask and answer basic questions about health/physical conditions, self, family, and friends.
1.1.N.SL.f Ask questions about feelings, emotions, family, etc.
1.1.N.SL.h Exchange information in the target language on topics such as school activities and personal interests
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about health, physical conditions, self, family and friends
1.1N.RW.f Ask questions in writing about feelings, emotions, and health of friends, family and classmates
1.1.N.RW.h Exchange information in writing in the target language on topics such as school activities and personal interests
1.2 Interpretive Communication
1.2.N.L.b Understand interpersonal communication on topics of personal interest, such as leisure and school activities
1.2.N.L.c Understand main idea or visual media or live presentation (theatre, musical production, sports games)
1.2.N.R.c Understand written interpersonal communication on leisure and school activities through email, text messages, notes

1.3 Presentational Communication
1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as self, friends, family, home and school
1.3.N.W.a Illustrate and present materials in the target language such as posters or advertisement of games and/or school activities
1.3.N.W.c Write brief personal descriptions on familiar topics such as self, home, friends and school

Cultures
2.1 Practices and Perspectives
2.1.N.F.b Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)
2.1.N.E.a Identify level of instruction, courses, and typical daily school schedules and activities in which the target language is spoken

2.2 Products and Perspectives
2.2.N.F.a Describe products needed to carry out daily routines and meet basic needs with a community, region, or culture in which the target language is spoken
2.2.N.F.b Identify products that were native to a community, region, or country in which the language is spoken
2.2.N.E.a Identify facilities, supplies, and materials needed for schooling and activities in a culture in which the language is spoken

Connections
3.1 Knowledge
3.1.N.a Reinforce previously learned content knowledge through the target language

3.2 Point of View
3.2.N.a Use audio, visual, and or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture

Comparisons
4.1 Comparing Languages
4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
4.1.N.b Identify basic differences and similarities in vocabulary between one’s own language and the target language

4.2 Comparing Cultures
4.2.N.a Identify basic target culture practices and compare them to one’s own

Communities
5.1 Use of Language
5.1.N.a Exchange information in the target language with people locally and around the world through email, and electronic presentations

5.2 Personal Enrichment
5.2.N.a Willingly use the target language within the classroom setting
5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment

Cross Cultural Competencies
  I. Knowledge of One’s Own Culture
  II. Elements of Culture
  IV. Prejudice & Discrimination

Vocabulary
  • Computer terms, names of rooms and places at a school, reflexive verbs, tout, toute, tous, toutes, s’appeler, se lever

Grammar
  • ne…que, ne…personne, ne…rien, ne…jamais, quelqu’un, quelque chose, the verb suivre, depuis, il ya, ça fait, passé composé with avoir, object pronouns with the passé composé

Activities
  • Bingo
  • tic tac toe
  • stop starts on songs
  • spelling bees
  • bell game
  • grammatical chairs
  • singing of grammar and vocabulary songs
  • spelling relays
  • board games
  • puzzles
  • skits

Instructional Resources
  • Textbook, workbook, activity workbook, videos, songs, transparencies, C.D’s
  • Movie: “Les Choristes”
  • Song: Les Poèmes de Michelle
  • Website  go.hrs.com, verb2verbe.com
In this unit the student will be able to engage in conversations pertaining to his childhood days. He will be able to describe his past using the correct forms of the past tense. The student will describe what French sports were played and what he used to do to stay in shape. Culturally, he will become acquainted with the French lifestyles of urban and country living. By comparing the uses of the imperfect and the passé composé tenses, he will strengthen his own knowledge of English grammar. He will be able to make comparisons between the grammatical structures of his own language to the target language. The student will be able to read materials in the target language that can be found in the various French speaking communities.

Unit Title: Ma jeunesse et ma santé/My Childhood and My Health
Grade Level/Course Title: Various/French 3/4

Essential Questions
• How do I talk about my childhood?
• How can I describe life in the country?
• How can I describe life in the city?
• What do I do to stay fit?
• How do I describe my favorite sports?
• How do I tell a doctor how I feel?
• How do I describe a person’s physical features?

Essential Understandings
The student will understand that:
• people use French to communicate.

Assessment Tasks
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• Students can write a simple journal describing something they use to do on a regular basis in the past, contrasting the imperfect and passé composé tenses. They can read their journals aloud to one another.
• Students will describe the physical features of a person from a picture in a magazine or internet in front of the class.
• Students will write out a dialogue between himself/herself and the doctor, talking about how he/she is sick or in pain.

Achievement
• Unit tests, quizzes, grammar, vocabulary, listening and reading

Content Expectations/Benchmarks
The student will … at a novice high level.

Communication
1.1 Interpersonal Communication
1.1.N.SL.b Ask and answer questions about the weather, health/physical conditions, self, family and friends
1.1N.SL.e Ask questions about physical appearance, character, and personality traits of friends, family, classmates, and answer a list of traits
1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
1.1.N.SL.j Share likes and dislikes in the target language in the past tense with a classmate
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends
1.1.N.RW.e Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits
1.1.N.RW.h Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities and family life
1.1.N.RW.j Share likes and dislikes in the target language with a classmate in writing, using email messages, notes and letters

1.2 Interpretive Communication
1.2.N.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure, school activities, and every day occurrences
1.2.R.b Understand main idea of simple accessible written materials in the target language, such as textbook passages, age-appropriate magazine and newspaper articles/ads, websites etc.

1.3 Presentational Communication
1.3.N.W.b Prepare illustrated stories (in the past) about activities or events in student’s personal life, and share these with an audience
1.3.N.W.c Write brief personal descriptions on familiar topics in the target language such as self, friends, family, home, and school

Cultures
2.1 Practices and Perspectives
2.1.N.F.b Describe daily routines within a community or culture in which the language is spoken (concept of time) typical activities appropriate to various periods during the day
2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken

2.2 Products and Perspectives
2.2.N.F.b Identify products that were native to a community, region, or country in which the language is spoken
2.2.N.C.a Identify current cultural icons (arts, music, film etc)
2.2.N.C.a Identify current cultural icons (arts, music, film etc)
2.2.N.F.c Describe the products needed for leisure activities commonly practiced within a community, region, or culture in which the language is spoken
2.2.N.E.b Identify facilities, supplies, and materials needed for schooling and activities in a community or culture in which the language is spoken

Connections
3.1 Knowledge
3.1.N.a Reinforce previously learned content knowledge through the target language

3.2 Point of View
3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture

Comparisons
4.1 Comparing Languages
4.1.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
4.1.N.b Identify basic differences and similarities in grammatical structures between one’s own language and the target language
4.1.N.d Identify basic differences and similarities in phonological features between one’s own language and the target language
4.2 Comparing Cultures
4.2.N.a Identify basic target culture practices and compare them to one’s own communities

Communities
5.1 Use of Language
5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations

5.2 Personal Enrichment
5.2.N.a Willingly use the target language within the classroom setting
5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment
5.2.N.c Identify careers where skills in another language or cross-cultural understanding are needed

Cross Cultural Competencies
I. Knowledge of One’s Own Culture
II. Elements of Culture
III. Contributions
IV. Prejudice and Discrimination

Vocabulary
• Adverbs, adjectives, childhood games, barn yard animals, parts of the body, health sports terms, fruits and vegetable, exercise terms

Grammar
• Passé Composé Tense with être, Passé composé with reflexive verbs, Imperfect Tense of all verbs, contrast of Passé Composé and Imperfect Tenses, adverb placement, adjective placement, the verbs courir, jouer à, se faire mal à, avoir mal à

Activities
• Bingo
• tic tac toe
• stop starts on songs
• spelling bees
• bell game
• grammatical chairs
• singing of grammar and vocabulary songs
• spelling relays
• board games
• puzzles
• skits

Instructional Resources
• Textbook, workbook, activity workbook, videos, songs, transparencies, C.D’s
• Movie: “Les trois mousquetaires”
• Song: “Je vais vite”
• Website: Verb2verbe.com
HIGH SCHOOL FRENCH
French 3/4

UNIT 4: SOUS LE PARAPLUIE / UNDER THE UMBRELLA

In this unit the student will learn vocabulary pertaining to weather, articles of clothing, shopping for clothes, traveling and nationalities. He will be made culturally aware that France is viewed as a world leader of fashion. The student will reinforce his knowledge of geography by becoming familiar with the map of France and its neighboring countries. The student will compare and contrast the use of buses, trains, metros and the French road system with his own culture. Thus, he will be able to easily travel and interact within the communities of France.

Unit Title:            Sous le parapluie/Under the Umbrella
Grade Level/Course Title:       Various/French 3/4

Essential Questions
• How do I describe the weather and seasons?
• What shall I wear?
• How do the French view fashion?
• How can I travel around France/Europe?

Essential Understanding
The student will understand that:
• people use French to communicate.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• The students will put together a skit and film a home made fashion show in the French language. This will be done in groups and presented in front of the class. They will also write a simple biography of French fashion designers, such as Coco Channel, Givenchy, Yves St Laurent, etc.
• In addition, the student will map out a route of a trip he plans to take in France, highlighting the major cities and sites.

Achievement
• Unit tests, quizzes, grammar, vocabulary, listening and reading

Content Expectations/Benchmarks
The student will … at a novice high level.

Communication
1.1 Interpersonal Communication
1.1.N.SL.b Ask and answer questions about the weather, health/physical conditions, self, family, and friends
1.1.N.SL.j Share likes and dislikes in the target language with a classmate
1.1.N.SL.k Share opinions and preferences in the target language with their classmates
1.1.N.SL.e Ask questions about physical appearance, character, and personality traits of friends, family, classmates, and answer a list of traits
1.1.N.SL.h Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life
1.1.N.SL.i Ask for and obtain information about time, place price, size, relating to stores, transportation etc.
1.1.N.SL.j Share likes and dislikes in the target language in the past tense with a classmate
1.1.N.RW.b Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends
1.1.N.RW.e Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits
1.1.N.RW.h Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities and family life
1.1.N.RW.j Share likes and dislikes in the target language with a classmate in writing, using email messages, notes and letters

1.2 Interpretive Communication
1.2.NL.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure, school activities, and every day occurrences
1.2.N.R.b Understand main idea of simple accessible written materials in the target language, such as textbook passages, age-appropriate magazine and newspaper articles/ads, websites etc.
1.2.N.L.c Understand main idea of visual media or live presentation (fashion shows and commercials)
1.2.N.R.b Understand main idea of simple written materials in the target language such as magazine, newspaper articles, and websites

1.3 Presentational Communication
1.3.N.S.c Record materials in the target language, such as a puppet show, fashion show, or weather report
1.3.N.W.a Illustrate and present materials in the target language such as an advertisement, poster, or menu

Cultures
2.1 Practices and Perspectives
2.1.N.H.e Identify and explain how the language and culture expanded throughout the world

2.2 Products and Perspectives
2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken
2.2.N.G.c Identify the neighboring countries and geographic features surrounding a country in which the language is spoken
2.2.N.G.d Describe the climate and typical seasonal weather patterns in various parts of a country in which the language is spoken
2.2.N.F.a Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, transportation, health care, public services)
2.2.N.E.c Identify the currency of a country in which the language is spoken

Connections
3.1 Knowledge
3.1.N.a Reinforce previously learned content knowledge through the target language

3.2 Point of View
3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target language

Comparisons
4.1 Comparing Languages
4.1.N.a Identify basic target culture practices and compare them to one’s own

4.2 Comparing Cultures
4.2.N.a Identify basic differences and similarities in vocabulary between one’s own language and the target language (cognates and borrowed words)
Communities
5.1 Use of Language
5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations

5.2 Personal Enrichment
5.2.N.c Identify careers where skills in another language or cross cultural understanding are needed

Cross Cultural Competencies
II. Elements of Culture
III. Contributions
IV. Prejudice and Discrimination

Vocabulary
• Seasons, clothing, fashion, terms used with transportation by car, plane, metro, bus, and boat, weather expressions, nationalities

Grammar
• Prepositions used with countries and cities, ce qui and ce que, , the comparative with adjectives and nouns, the superlative with adjectives, être en train de, demonstrative adjectives, savoir vs. connaître

Activities
• Bingo
• tic tac toe
• stop starts on songs
• spelling bees
• bell game
• grammatical chairs
• singing of grammar and vocabulary songs
• spelling relays
• board games
• puzzles
• skits

Instructional Resources
• Textbook, workbook, activity workbook, videos, songs, transparencies, C.D’s
• Movie: Louis XIV and Marie Antionette
• Song: Une Seule Vie
• Website: http://atschool.eduweb.co.uk/rgshiwyc/school/curric/Hotpotatoes/frenchindex.htm
Unit 1 French Level III focuses on the student’s ability to communicate in different time frames. Students continue learning to narrate in the past and learn to talk about the future, including situations that are conditional on certain occurrences/events. Students remain focused on personal experience; however, they begin to reflect upon how their cultural experiences differ from those in France and other francophone countries. Students communicate using short statements in the past, present, and future in predictable, uncomplicated situations at an Intermediate Low level.

Unit Title: La communication : le passé, le présent, le futur
/Communication: Past, Present, Future
Grade Level/Course Title: Various/French 5/6

Essential Questions
• How do we communicate with others?
• What influences the way we communicate with others?
• How does the person receiving the information influence the way we communicate?

Essential Understandings
The student will understand that:
• successful communication depends upon the proper use of tense and register as well as an awareness of both the culture being studied and our own
• personal history and cultural experiences influence our communication efforts
• translation is not communication

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• Perform a skit which involves a complication which occurs in an everyday situation
• Create, illustrate, and present a brochure that includes a detailed description of a place in France or a francophone country

Achievement
• Unit Quizzes and Tests: Grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will … at an intermediate low level.

Communication
1.1 Interpersonal Communication
1.1.M.SL.a Use of target language and appropriate gestures to engage in topics about everyday topics
1.1.M.SL.b Recognize and use appropriate register/honorifics in routine social situations
1.1.M.SL.f Share a detailed description of places and things in France and francophone countries
1.1.M.SL.g Exchange information in the target language about personal, social, and community events
1.1.M.SL.h Ask for and obtain information in an everyday situation that involves a complication
1.1.M.RW.c Request, offer, invite, and reply in writing using simple phrases, providing a rationale for the request/reply
1.1.M.RW.f Share a written, detailed description of places and things in France and francophone countries.
1.2 Interpretive Communication
1.2.M.L.a Demonstrate understanding of oral classroom language on familiar topics
1.2.M.L.b Understand interpersonal communication on familiar topics related to family, school, and community
1.2.M.L.c Understand main idea/supporting detail and summarize French visual media
1.2.M.L.d Understand main idea/supporting detail and summarize an audio presentation
1.2.M.R.a Demonstrate understanding of classroom language written French
1.2.M.R.b Understand and summarize main idea and supporting detail of written materials on familiar topics such as textbook content
1.2.M.R.c Understand written interpersonal communication on familiar topics related to family, school, and community

1.3 Presentational Communication
1.3.M.S.a Present skits in the target language
1.3.M.S.c Present brief oral reports about personal and school experiences and community happenings
1.3.M.W.a Illustrate and present an informational brochure
1.3.M.W.b Create journal entries in the target language

Cultures
2.1 Practices and Perspectives
2.1.M.F.d Describe leisure activities associated with French or francophone cultures
2.1.M.F.e Compare the practices and significance of a religious/regional/personal celebration across multiple francophone communities or cultures
2.1.M.E.a Compare the educational systems in a francophone country with those in another country
2.1.M.E.b Compare the economic system in a francophone country with that of another country
2.1.M.E.c Compare the role of work within a francophone culture with that of another country or culture

2.2 Products and Perspectives
2.2.M.C.a Describe the significance of current cultural icons
2.2.M.C.b Describe the significance of historic cultural icons
2.2.M.F.c Compare the products needed for leisure activities within two or more francophone cultures
2.2.M.F.d Compare the significance of products associated with an important religious/regional/personal celebration across multiple francophone communities or cultures
2.2.M.E.a Compare what is needed for schooling in a francophone country with one or more other countries
2.2.M.E.c Compare the value of a currency used in a francophone country with one or more other countries

Connections
3.1 Knowledge
3.1.M.a Acquire new content knowledge about familiar topics through French

3.2 Point of View
3.2.M.a Use authentic French audio, visual, and/or print materials to acquire information

Comparisons
4.1 Comparing Languages
4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation
4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation
4.1.M.d Select phonological features recognizing that meaning is not always conveyed through equivalent application of the features from one’s own language to French

4.2 Comparing Cultures
4.2.M.a Identify the significance of practices in francophone cultures and compare them to one’s own
Communities

5.1 Use of Language
5.1.M.a Exchange information in the target language through electronic publications and web pages

5.2 Personal Enrichment
5.2.M.a Seek out opportunities to use French outside of the classroom
5.2.M.b Use authentic print/electronic media to explore topics of personal interest within their own culture and a new culture

Cross Cultural Competencies
I. Knowledge of One’s Own Culture
II. Elements of Culture
III. Contributions

Vocabulary
• Travel, transportation, weather
• Shopping, everyday life
• Leisure activities, cultural events

Grammar
• Perfect Tenses
• Passé Composé vs. Imparfait
• Future & Conditional

Activities
• Weekly film lessons
• Research of vacation spots in francophone countries
• Listening and speaking practice
• Journaling/blogging
• Songs & video clips to support grammar and culture components

Instructional Resources
• Bon voyage! textbook series Level 3 (with ancillaries)
• Films: La gloire de mon père, Le château de ma mere, Les choristes
• Quia.com
Unit 2 French Level III focuses on how the student perceives the world through the French and English languages and how they communicate with others. Students learn about the subjunctive mood and how its use affects the understanding of the message. Students begin to focus on the world outside of their subjective experience and continue to compare their language and culture to French and various francophone cultures. Students communicate using sentences in the past, present, and future in predictable, uncomplicated situations at an Intermediate Low level.

Unit Title: Comment je me rapporte au monde/How I Relate to the World
Grade Level/Course Title: Various/French 5/6

Essential Questions
• How does language influence the way we perceive the world?
• How does the way I communicate affect others’ understanding of my message?

Essential Understandings
The student will understand that:
• not everyone perceives language in the same way
• there are many aspects of communication that are outside the realm of vocabulary and grammar

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• Produce a DVD of a French newscast
• Plan for a trip with a group to a francophone destination

Achievement
• Unit Quizzes and Tests, grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will … at an intermediate low level.

Communication
1.1 Interpersonal Communication
1.1.M.SL.i Interview a classmate in French regarding personal preferences
1.1.M.SL.j Share opinions and perspectives on contemporary issues
1.1.M.RW.e Share a written detailed description of the health of contemporary figures
1.1.M.RW.f Share a written detailed description of places and things in France and francophone countries.
1.1.M.RW.g Exchange information in writing in French about personal and community events
1.1.M.RW.j Share in writing personal opinions on contemporary issues

1.2 Interpretive Communication
1.2.M.L.a Demonstrate understanding of oral classroom language on familiar topics
1.2.M.L.b Understand interpersonal communication on familiar topics related to family, school, and community
1.2.M.L.c Understand main idea/supporting detail and summarize French visual media
1.2.M.L.d Understand main idea/supporting detail and summarize an audio presentation
1.2.M.R.a Demonstrate understanding of classroom language written French
1.2.M.R.b Understand and summarize main idea and supporting detail of written materials on familiar topics such as textbook content
1.3 Presentational Communication
1.3.M.S.c Present brief oral reports about personal and school experiences and community happenings
1.3.M.S.d Produce short original target language DVD recording, such as a newscast, talk show, or game show
1.3.W.b Create original compositions or journal entries in the target language
1.3.W.c Present brief written reports in French about personal experiences and community happenings

Cultures
2.1 Practices and Perspectives
2.1.M.H.b Describe three important features of the political system in a francophone country
2.1.M.H.c Explain important political issues in a francophone country

2.2 Products and Perspectives
2.2.M.G.a Identify and describe distinctive regional characteristics within a francophone country
2.2.M.G.b Identify and describe major geographical features of francophone countries
2.2.M.C.a Describe the significance of current cultural icons
2.2.M.C.b Describe the significance of historic cultural icons
2.2.M.F.c Compare the products needed for leisure activities within two or more francophone cultures
2.2.M.F.d Compare the significance of products associated with an important religious/regional/personal celebration across multiple francophone communities or cultures
2.2.M.E.b Compare natural resources and industries in a francophone country with one or more other countries

Connections
3.1 Knowledge
3.1.M.a Acquire new content knowledge about familiar topics through French

3.2 Point of View
3.2.M.a Use authentic French audio, visual, and/or print materials to acquire information

Comparisons
4.1 Comparing Languages
4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation
4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation
4.1.M.d Select phonological features recognizing that meaning is not always conveyed through equivalent application of the features from one’s own language to French

4.2 Comparing Cultures
4.2.M.a Identify the significance of practices in francophone cultures and compare them to one’s own

Communities
5.1 Use of Language
5.1.M.a Exchange information in the target language through electronic publications and web pages

5.2 Personal Enrichment
5.2.M.a Seek out opportunities to use French outside of the classroom
5.2.M.b Use authentic print/electronic media to explore topics of personal interest within their own culture and a new culture
Cross Cultural Competencies
   I   Knowledge of One’s Own Culture
   II  Elements of Culture
   III Contributions

Vocabulary
   • Media and the news
   • French customs
   • Health

Grammar
   • Relative Pronouns
   • Subjunctive

Activities
   • Weekly film lessons
   • Research of French news organizations
   • Listening and speaking practice
   • Journaling/blogging
   • Songs & video clips to support grammar and culture components

Instructional Resources
   • *Bon voyage!* textbook series Level 3 (with ancillaries)
   • Films: *Amélie, 3 hommes et un couffin*
   • Quia.com
Unit 1 French Level IV focuses on exploring francophone regions of the world. Students compare their identity with that of French-speaking peoples around the world, focusing on what goes into a “cultural identity.” Students communicate in sentences and short paragraphs about current events and topics of personal and public interest using past, present, and future tenses at the Intermediate Low to Mid level.

Unit Title: Ce qui nous fait qui nous sommes/What Makes Us Who We Are
Grade Level/Course Title: Various/French 7/8

Essential Questions
• How do we shape our identities?
• How do we define who we are?

Essential Understandings
The student will understand that:
• there are many things that have shaped and continue to shape one’s personal and cultural identity.
• language influences the way we think, act, and see the world.
• to communicate well we must consider our audience and our reason for communicating.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• Project: Students put together a “Family Album” after researching a francophone country.
• Presentation: Students research a current issue in a francophone country, then write and present a case for action regarding the issue in that country

Achievement
• Unit quizzes and tests, grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will … at an intermediate low to mid level.

Communication
1.1 Interpersonal Communication
1.1.M.SL.a Use the target language in conversations about everyday topics
1.1.M.SL.c Request and reply appropriately; provide rationale for request and/or reply
1.1.M.SL.d Share a detailed description of contemporary figures in their own and a francophone culture
1.1.M.SL.f Share a detailed description of places and things in the francophone culture
1.1.M.SL.j Share opinions and perspectives on contemporary issues
1.1.M.RW.a Use French in blogs and email messages to write about everyday topics
1.1.M.RW.b Recognize and use appropriate register/honorifics in routine written social correspondence
1.1.M.RW.d Share a written detailed description of a contemporary figure in their own and a francophone culture
1.1.M.RW.g Exchange information in writing in French about personal and community events
1.1.M.RW.j Share in writing personal opinions on contemporary issues

1.2 Interpretive Communication
1.2.M.L.a Demonstrate understanding of oral classroom language on familiar topics
1.2.M.L.b Understand interpersonal communication on familiar topics related to family, school, and community
1.2.M.L.c Understand main idea/supporting detail and summarize French visual media
1.2.M.L.d Understand main idea/supporting detail and summarize an audio presentation
1.2.M.R.b Understand and summarize main idea and supporting detail of written materials on familiar topics such as newspaper articles, websites, and stories

1.3 Presentational Communication
1.3.M.S.b Retell a story to an audience in French
1.3.M.S.c Present brief oral reports about personal and school experiences and community happenings
1.3.M.W.a Illustrate and present materials in French
1.3.M.W.b Create original compositions or journal entries in the target language

Cultures
2.1 Practices and Perspectives
2.1.M.H.a Explain the chronology of major historic event and their impact on a francophone country
2.1.M.H.e Analyze the influence of linguistic and cultural expansion on indigenous populations
2.1.M.F.b Compare daily routines within two or more francophone communities
2.1.M.F.c Describe how daily needs are met within two or more francophone communities
2.1.M.F.d Describe leisure activities associated with a francophone region/country
2.1.M.F.e Compare the practices and significance of a religious/regional/personal celebration across multiple francophone communities or cultures
2.1.M.E.a Compare the educational systems in a francophone country with those in another country

2.2 Products and Perspectives
2.2.M.G.a Identify and describe distinctive regional characteristics within a francophone country
2.2.M.G.b Identify and describe major geographical features of francophone countries
2.2.M.F.a Compare the products needed to carry out daily routines within two or more francophone cultures
2.2.M.F.b Compare the products that are native to two or more francophone communities
2.2.M.F.c Compare the products needed for leisure activities within two or more francophone cultures
2.2.M.F.d Compare the significance of products associated with an important religious/regional/personal celebration across multiple francophone communities or cultures
2.1.M.E.a Compare the educational systems in a francophone country with those in another country
2.2.M.E.b Compare natural resources and industries in a francophone country with one or more other countries

Connections
3.1 Knowledge
3.1.M.a Acquire new content knowledge about familiar topics through French

3.2 Point of View
3.2.M.a Use authentic French audio, visual, and/or print materials to acquire information

Comparisons
4.1 Comparing Languages
4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation
4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation
4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation
4.2.M.d Select phonological features recognizing that meaning is not always conveyed through equivalent application of the features from one’s own language to French
4.2 Comparing Cultures
4.2.M.a Identify the significance of practices in francophone cultures and compare them to one’s own communities.

Communities
5.1 Use of Language

5.2 Personal Enrichment
5.2.M.a Seek out opportunities to use French outside of the classroom.
5.2.M.b Use authentic print/electronic media to explore topics of personal interest within their own culture and a new culture.

Cross Cultural Competencies
   I Knowledge of One’s Own Culture
   II Elements of Culture
   III Contributions

Vocabulary
   • Architecture
   • Current events (political, social)
   • History, geography
   • Idiomatic expressions
   • Opinions, feelings
   • Advanced descriptive language

Grammar
   • Re-entry: Regular & Irregular Present,
   • Passé Composé vs. Imparfait
   • Causative faire
   • Perfect Tenses

Activities
   • Weekly film lessons
   • Research of francophone countries
   • Listening and speaking practice
   • Journaling/blogging
   • Songs & video clips to support grammar and culture components

Instructional Resources
   • Grammar lessons from *The Ultimate French Review and Practice*
   • Films: *Les visiteurs, Kirikou et la sorcière*
   • Quia.com
HIGH SCHOOL FRENCH
French 7/8

UNIT 2: EXPLORER EN DEHORS ET EN DEDANS / EXPLORING WITHOUT AND WITHIN

Unit 2 French Level IV continues the focus on francophone regions of the world. Students look at commonalities and differences between themselves and French-speaking peoples around the world and explore the things that influence opinion. They are introduced to philosophical thought in the areas of existentialism and humanism through a study the *Le petit prince*, their first full-length French novel. Students communicate in sentences and short paragraphs about topics of personal and public interest using past, present, and future tenses at the Intermediate Low to Mid level.

Unit Title: Explorer en dehors et en dedans/Exploring Without and Within
Grade Level/Course Title: Various/French 7/8

Essential Questions
- What can you learn about yourself by studying others?
- How do our personal experiences shape our view of others?

Essential Understandings
The student will understand that:
- self knowledge and understanding can be deepened through the analysis of other cultures.
- literature contains timeless lessons.
- the intent of the speaker as well as the needs of the audience determine language choices.

Assessment
Proficiency *(Performance tasks: Interpersonal, Interpretive, Presentational)*
Project: Students continue the work on their “Family Albums.”
Presentation: Students present their interpretation of an existential problem and solution after reading *Le petit prince.*

Achievement
- Unit quizzes and tests, grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will … at an intermediate low to mid level.

Communication
1.1 Interpersonal Communication
1.1.M.SL.a Use the target language in conversations about everyday topics
1.1.M.SL.d Share a detailed description of contemporary figures in their own and a francophone culture
1.1.M.SL.j Share opinions and perspectives on contemporary issues
1.1.M.RW.a Use French in blogs and email messages to write about everyday topics
1.1.M.RW.b Recognize and use appropriate register/honorifics in routine written social correspondence
1.1.M.RW.d Share a written detailed description of a contemporary figure in their own and a francophone culture
1.1.M.RW.g Exchange information in writing in French about personal and community events
1.1.M.RW.j Share in writing personal opinions on contemporary issues

1.2 Interpretive Communication
1.2.M.L.a Demonstrate understanding of oral classroom language on familiar topics
1.2.M.L.b Understand interpersonal communication on familiar topics related to family, school, and community
1.2.M.L.c Understand main idea/supporting detail and summarize French visual media
1.2.M.L.d Understand main idea/supporting detail and summarize an audio presentation
1.2.M.R.b Understand and summarize main idea and supporting detail of written materials on familiar topics such as newspaper articles, websites, and stories
1.2.M.R.c Understand written interpersonal communication in French on familiar topics

1.3 Presentational Communication
1.3.M.S.c Present brief oral reports about personal and school experiences and community happenings
1.3.M.W.a Illustrate and present materials in French
1.3.M.W.b Create original compositions or journal entries in the target language

Cultures
2.1 Practices and Perspectives
2.1.M.H.d Explain the importance of significant current events in a francophone region/country
2.1.M.H.e Analyze the influence of linguistic and cultural expansion on indigenous populations
2.1.M.F.a Compare family structures and the role of friends within two or more francophone communities

2.2 Products and Perspectives
2.2.M.C.a Describe the significance of current cultural icons
2.2.M.C.b Describe the significance of historic cultural icons
2.2.M.F.a Compare the products needed to carry out daily routines within two or more francophone cultures
2.2.M.F.b Compare the products that are native to two or more francophone communities
2.2.M.F.c Compare the products needed for leisure activities within two or more francophone cultures
2.2.M.F.d Compare the significance of products associated with an important religious/regional/personal celebration across multiple francophone communities or cultures
2.2.M.E.c Compare the value of a currency used in two or more francophone countries

Connections
3.1 Knowledge
3.1.M.a Acquire new content knowledge about familiar topics through French

3.2 Point of View
3.2.M.a Use authentic French audio, visual, and/or print materials to acquire information

Comparisons
4.1 Comparing Languages
4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation
4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation
4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation
4.2.M.d Select phonological features recognizing that meaning is not always conveyed through equivalent application of the features from one’s own language to French

4.2 Comparing Cultures
4.2.M.a Identify the significance of practices in francophone cultures and compare them to one’s own

Communities
5.1 Use of Language
5.1.M.a Exchange information in the target language through electronic publications and web pages
5.2 Personal Enrichment
5.2.M.a Seek out opportunities to use French outside of the classroom
5.2.M.b Use authentic print/electronic media to explore topics of personal interest within their own culture and a new culture

Cross Cultural Competencies
I. Knowledge of One’s Own Culture
II. Elements of Culture
III. Contributions

Vocabulary
• Current events (political, social)
• History, geography
• Idiomatic expressions
• Opinions, feelings
• Advanced descriptive language
• Philosophical terms

Grammar
• Re-entry: Future & Conditional, Subjunctive
• Conjunctions
• Passive Voice

Activities
• Weekly film lessons
• Listening and speaking practice
• Journaling/bloggin
• Songs & video clips to support grammar and culture components

Instructional Resources
• Grammar lessons from The Ultimate French Review and Practice
• Films: Persepolis, Les triplettes de belleville
• Quia.com
The Honors component of French 7/8 is designed as an independent study unit comprised of a literature packet, online research and exercises, and a final essay, all completed in one semester at the intermediate mid level. Students will attend French 7-8 and complete all work in that course. In addition, they will be responsible for the reading and critical analysis of representative works of French literature. Regularly scheduled meetings with the instructor serve to monitor student progress.

**1st Semester**
This Honors unit will focus on the Essential Question “How do we define who we are?” and the Essential Understanding “The student will understand that to communicate well we must consider our audience and our reason for communicating.”

- The readings will be made up of stories from the French literature series *Le petit Nicolas* by Goscinny and Sempé.
- Unit will include vocabulary and comprehension questions.
- Final essay: Critical essay analyzing the main character of *Le petit Nicolas* and why this character is universally loved as representative of the way young people view the world.

**2nd Semester**
This Honors unit will focus on the Essential Question “How do we shape our identities?” and the Essential Understanding “The student will understand that there are many things that have shaped and continue to shape one’s personal and cultural identity.”

- Unit will include preliminary research, vocabulary, and comprehension questions as well as a film based on the novel which will be viewed upon completion of the reading.
- Final essay: Definition essay on the term “identity” and what the novel says about cultural identity.
HIGH SCHOOL FRENCH
French 9/10

UNIT 1: L’IMPORTANCE DE L'IDENTITE NATIONALE DANS UN MILIEU MONDIAL
/ THE IMPORTANCE OF NATIONAL IDENTITY IN A GLOBAL SETTING

Unit 1 (French Level V) focuses on France and its current national identity. Students look at how France has changed politically and culturally in recent times and as compared with other nations. They are asked to debate current social issues in France and compare them to what is happening in their own country. Students communicate in sentences and longer paragraphs about topics related to current events and other issues of personal and public interest using past, present, and future tenses at the Intermediate Mid to High level.

Unit Title: L’importance de l’identité nationale dans un milieu mondial
/ The Importance of National Identity in a Global Setting

Grade Level/Course Title: Various/French 9/10

Focus/Essential Questions
• What part of my identity is based on my country/culture?
• What are the positive and negative aspects of a national identity?
• How and why does a nation’s identity change?
• Does labeling and stereotyping influence how we look at and understand the world?

Essential Understandings
The student will understand that:
• country and culture make up only a part of one’s identity.
• “nationalism” can produce positive and negative effects.
• economic and political circumstances, population changes, and popular culture are all issues that may lead to changes in national identity.
• one must look beyond the surface to avoid misunderstanding another culture.

Assessment Tasks
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
Project: Students begin *L’Immeuble* project where they populate a French apartment building and do related activities (project continues throughout the year).

Presentation: The definition and effects of stereotyping (based on the film *La haine* and student research).

Achievement
• Unit quizzes and tests, grammar and vocabulary points, listening, reading

Content Expectations/Benchmarks
The student will … at an intermediate mid to high level.

Communication
Interpersonal
1.1.M.SL.b Recognize and use appropriate register/honorifics in routine social situations
1.1.M.SL.e Share a detailed description about emotions and health of contemporary figures
1.1.M.SL.f Share a detailed description of places and things in the francophone culture
1.1.M.SL.g Exchange information in French about current events
1.1.M.SL.j Share opinions and perspectives on contemporary issues
1.1.M.RW.b Recognize and use appropriate register/honorifics in routine written social correspondence
1.1.M.RW.e Share a written detailed description about emotions and health of contemporary figures
1.1.M.RW.h Resolve in writing an everyday situation that presents a complication
1.1.M.RW.j Share in writing personal opinions on contemporary issues

**Interpretive**

1.2.M.L.a Demonstrate understanding of oral classroom language on familiar topics
1.2.M.L.b Understand interpersonal communication on familiar topics related to family, school, and community
1.2.M.L.c Understand main idea/supporting detail and summarize French visual media
1.2.M.L.d Understand main idea/supporting detail and summarize an audio presentation
1.2.M.R.b Understand and summarize main idea and supporting detail of written materials on familiar topics such as newspaper articles, websites, poetry, and stories
1.2.M.R.c Understand written interpersonal communication in French on familiar topics

**Presentational**

1.3.M.S.a Present skits or short plays in French
1.3.M.S.c Present brief oral reports about personal and school experiences and community happenings
1.3.M.W.b Create original compositions or journal entries in the target language

**Cultures**

**Practices and Perspectives**

2.1.M.H.a Explain the chronology of major historic event and their impact on a francophone country
2.1.M.H.b Describe three important features of the political system in France
2.1.M.H.c Explain important political issues in France
2.1.M.H.d Explain the importance of significant current events in France and the francophone world
2.1.M.F.e Compare the practices and significance of a religious/regional/personal celebration across multiple francophone communities or cultures
2.1.M.E.a Compare the educational systems in a francophone country with those in another country
2.1.M.E.b Compare the economic system in a francophone country with those in another country
2.1.M.E.c Compare the role of work in a francophone country with those in another country

**Products and Perspectives**

2.2.M.G.a Identify and describe distinctive regional characteristics within a francophone country

**Connections**

**Knowledge**

3.1.M.a Acquire new content knowledge about familiar topics through French

**Point of View**

3.2.M.a Use authentic French audio, visual, and/or print materials to acquire information

**Comparisons**

**Comparing Languages**

4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation
4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation
4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation
4.1.M.d Select phonological features recognizing that meaning is not always conveyed through equivalent application of the features from one’s own language to French

**Comparing Cultures**

4.2.M.a Identity the significance of practices in francophone cultures and compare them to one’s own
**Communities**

**Use of Language**

5.1.M.a Exchange information in the target language through electronic publications and web pages
5.1.M.b Provide services to others in the school district and community through activities in French

**Personal Enrichment**

5.2.M.a Seek out opportunities to use French outside of the classroom
5.2.M.b Use authentic print/electronic media to explore topics of personal interest within their own culture and a new culture

**Cross Cultural Competencies**

I. Knowledge of One’s Own Culture
II. Elements of Culture
III. Contributions
IV. Prejudice and Discrimination
VI. Social Justice/Service Learning

**Vocabulary**

- Current events (political, social)
- Idiomatic expressions
- Debate terms
- Advanced literary language
- Advanced descriptive language

**Grammar**

- Re-entry: Subjunctive
- Passé Simple

**Activities**

- Film lessons
- Listening and speaking practice
- Journaling/blogging
- Songs & video clips to support grammar and culture components

**Instructional Resources**

- Grammar lessons from *The Ultimate French Verb Review*
- Films: *La haine, Ridicule, Au revoir les enfants*
- Quia.com
Unit 2 (French Level V) continues with a focus on France while providing opportunities to explore how the French language and culture can provide life-long enjoyment and personal enrichment. Students explore the role of cross-cultural understanding in global issues and examine the role that the media plays in shaping our world view. Students review all tenses and learn advanced vocabulary as they communicate in sentences and longer paragraphs about topics related to current events and other issues of personal and public interest using past, present, and future tenses at the Intermediate Mid to High level.

**Unit Title:** L’explication de mon monde par le français
/Explaining My World through French

**Grade Level/Course Title:** Various/French 9/10

**Essential Questions**
- How does the media shape our view of the world and ourselves?
- How will knowledge of other languages and cultures enable us to collaborate in seeking solutions to global issues in an interdependent world?
- How does my knowledge of another language and culture enhance my life?

**Essential Understandings**
The student will understand that:
- the way we obtain information has a profound effect on how we view the world.
- knowing another language allows us insights into other cultures that are not available any other way.
- knowing another language provides opportunities for personal growth and enjoyment

**Assessment**

**Proficiency** *(Performance tasks: Interpersonal, Interpretive, Presentational)*

- **Project:** Students continue *L’Immeuble* project where they populate a French apartment building and do related activities (project continues throughout the year).
- **Presentation:** Students put on a “career fair” and invite other students to come and find out information on how knowing French provides opportunities for career development and global outreach.

**Achievement**
- Unit quizzes and tests, grammar and vocabulary points, listening, reading

**Content Expectations/Benchmarks**
The student will … at an intermediate mid level.

**Communication**

**1.1 Interpersonal Communication**
- 1.1.M.SL.b Recognize and use appropriate register/honorifics in routine social situations
- 1.1.M.SL.c Share a detailed description about emotions and health of contemporary figures
- 1.1.M.SL.g Exchange information in French about current events
- 1.1.M.SL.j Share opinions and perspectives on contemporary issues
- 1.1.M.RW.b Recognize and use appropriate register/honorifics in routine written social correspondence
- 1.1.M.RW.e Share a written detailed description about emotions and health of contemporary figures
- 1.1.M.RW.h Resolve in writing an everyday situation that presents a complication
- 1.1.M.RW.j Share in writing personal opinions on contemporary issues
1.2 Interpretive Communication
1.2.M.L.a Demonstrate understanding of oral classroom language on familiar topics
1.2.M.L.b Understand interpersonal communication on familiar topics related to family, school, and community
1.2.M.L.c Understand main idea/supporting detail and summarize French visual media
1.2.M.L.d Understand main idea/supporting detail and summarize an audio presentation
1.2.M.R.b Understand and summarize main idea and supporting detail of written materials on familiar topics such as newspaper articles, websites, poetry, and stories
1.2.M.R.c Understand written interpersonal communication in French on familiar topics

1.3 Presentational Communication
1.3.M.S.c Present brief oral reports about personal and school experiences and community happenings
1.3.M.W.b Create original compositions or journal entries in the target language

Culture
2.1 Practices and Perspectives
2.1.M.H.c Explain important political issues in France
2.1.M.H.d Explain the importance of significant current events in France and the francophone world

2.2 Products and Perspectives
2.2.M.C.a Describe the significance of current cultural icons
2.2.M.C.b Describe the significance of historic cultural icons

Connections
3.1 Knowledge
3.1.M.a Acquire new content knowledge about familiar topics through French

3.2 Point of View
3.2.M.a Use authentic French audio, visual, and/or print materials to acquire information

Comparisons
4.1 Comparing Languages
4.1.M.a Select vocabulary recognizing that meaning is not always conveyed through direct word-for-word translation
4.1.M.b Select grammatical structures recognizing that meaning is not always conveyed through direct word-for-word translation
4.1.M.c Select register/honorifics recognizing that meaning is not always conveyed through direct word-for-word translation
4.1.M.d Select phonological features recognizing that meaning is not always conveyed through equivalent application of the features from one’s own language to French

4.2 Comparing Cultures
4.2.M.a Identify the significance of practices in francophone cultures and compare them to one’s own

Communities
5.1 Use of Language
5.1.M.a Exchange information in the target language through electronic publications and web pages
5.1.M.b Provide services to others in the school district and community through activities in French

5.2 Personal Enrichment
5.2.M.a Seek out opportunities to use French outside of the classroom
5.2.M.b Use authentic print/electronic media to explore topics of personal interest within their own culture and a new culture
5.2.M.c Investigate and present information to others about careers where skills in another language or cross-cultural understanding are needed

**Cross Cultural Competencies**

I. Knowledge of One’s Own Culture  
II. Elements of Culture  
III. Contributions  
IV. Prejudice and Discrimination  
VI. Social Justice/Service Learning

**Vocabulary**

- Current events (political, social)  
- Idiomatic expressions  
- Career terms  
- Advanced descriptive language  
- Media terminology

**Grammar**

- Review of all tenses  
- Sequence of tenses

**Activities**

- Film lessons  
- Listening and speaking practice  
- Journaling/blogging  
- Songs and video clips to support grammar and culture components

**Instructional Resources**

- Grammar lessons from *The Ultimate French Verb Review*  
- Films: *Les misérables* (American and French versions)  
- Quia.com
The Honors component of French 9/10 is designed as an independent study unit comprised of a literature packet, online research and exercises, and a final essay, all completed in one semester at the intermediate high level. Students will attend French 9-10 and complete all work in that course. In addition, they will be responsible for the reading and critical analysis of representative works of French literature. Regularly scheduled meetings with the instructor serve to monitor student progress.

1st Semester
This Honors unit will focus on the Essential Question “Does labeling and stereotyping influence how we look at and understand the world?” and the Essential Understanding “The student will understand that ‘nationalism’ can produce positive and negative effects.”

- The readings will be made up of excerpts from the French classic novel *Candide* by Voltaire.
- Unit will include preliminary research, vocabulary, and comprehension questions.
- Final essay: Comparison essay discussing how Voltaire would use some of the satirical approaches studied in *Candide* to criticize current political or cultural conditions of our society.

2nd Semester
This Honors unit will focus on the Essential Question “How do the media shape our view of the world and ourselves?” and the Essential Understanding “The student will understand that the way we obtain information has a profound effect on how we view the world.”

- Readings include contemporary news articles as reported in the francophone press from a variety of sources.
- Unit will include vocabulary and comprehension questions.
- Final project: Comparison of French and American news coverage of the same story; a written commentary on American journalism from the French point of view.
The first unit will introduce the Ancient Romans and when and where they lived. Students will read about the founding of Rome and learn how the Romans communicated.

**Unit Title:** Vita Romanorum/Roman Life  
**Grade Level/Course Title:** Freshman/Various/Latin 1/2

**Essential Questions**
- Where and when did the Ancient Romans live?  
- How did Romans greet one another?

**Essential Understandings**
The student will understand that:
- there are similarities and differences in daily life among people of different cultures.  
- Word-for-word translation is not always possible.

**Assessment**

**Proficiency** *(Performance tasks: Interpersonal, Interpretive, Presentational)*
- Label provinces on a map.  
- Conversation using greetings.  
- Create own conversation greeting another person.

**Achievement**
- Test – vocabulary, reading, 1\textsuperscript{st} declension nouns, cases

**Content Expectations/Benchmarks**
The student will … at a novice mid level.

**Communication**
1.2.N.L.a Demonstrate an understanding of how to pronounce Latin and recognize the alphabet  
1.1.N.SLa; 1.2.N.L.a Use target language in greetings, introductions, and questions  
1.2. N.R.b Understand the main idea in Latin story, Romulus and Remus

**Cultures**
2.1. N.H.e Identify and explain beginnings of Roman History and Latin Literature  
2.2.N.C.b Identify historic art works  
2.2 N.G.a Identify provinces in the Roman Empire and natural resources

**Connections**
3.1. N.a Reinforce English grammar on parts of speech and parts of sentences

**Comparisons**
4.2 N b Identify differences and similarities in grammar structures, pronunciation and alphabet  
4.2.N.a Identify differences and similarities in Latin vocabulary and English derivatives

**Communities**
5.2.N.a Willingly use target language in conversation on greetings
Cross Cultural competencies
- Romans contribution to literature III
- Romans contribution to history III

Vocabulary
- Salve
- Quomodo vales?
- Quid agis?
- Bene, pessime
- Agricola
- aqua
- athleta
- filia
- Lupa
- nauta
- poeta
- puella
- Roma
- terra
- amat
- ambulat
- Curat
- est
- postea
- et, itaque

Grammar
- Pronunciation
- Alphabet
- Parts of Speech
- First declension nouns and use of cases

Activities
- Latin For the New Millenium Exercises
- Geography reading and exercises from Mythology workbook
- Make a map of the Roman Empire
- Make a “sum” poster describing yourself

Instructional Resources
- Latin for the New Millenium
- Mythology workbook
- Student map
- Power and the Glory history videos
In this unit, students will learn about some aspects of Roman Life. They will read a Latin play by Plautus and learn about Roman names. Students use simple, practiced phrases and discourse in the present tense verbs at a Novice Low level.

Unit Title: Hodierna Vita/Daily Life
Grade Level/Course Title: Freshman/Various/Latin 1/2

Essential Questions
- What was theater like for Ancient Romans?
- Who was the author, Plautus? How would an Ancient Roman spend his time?
- How did Romans become acquainted?

Essential Understandings
- The student will understand how verbs are used in Latin and how to introduce a friend.
- The student will understand who the author Plautus was.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
- Write and present a dialogue introducing a friend.
- Read Latin play from the text and present.

Achievement
- Test – grammar, vocabulary in unit tests and quizzes

Content Expectations/Benchmarks
The student will … at a novice mid level.

Communication
Interpersonal Communication
1.1.N.SL.a Use Latin to get acquainted

Interpretive Communication
1.2.N.R.b Understand the main idea of a Latin play

Presentational Communication
1.3.N.SL a Present a dialogue on getting acquainted
1.3 N.W. c Write a brief description introducing a friend
1.3 N.W. c Write a brief description of attending theatre

Cultures
2.1.N.F.d Describe leisure activity of attending a Roman play
2.2N.C.b Identify Roman author, Plautus

Connections
- Reinforce English grammar on verbs of present tense
Comparisons
4.1.N.a   Compare ancient and modern theatre
4.1.N.a   Compare ancient and modern names
4.2. N.a. Identify similarities in English words derived from Latin
4.2 N.b.  Identify basic differences and similarities in verb conjugation

Communities
5.2.Na   Willingly use target language to introduce a student

Cross Cultural Competencies
• Romans contribution to literature III
• Elements of culture: names and theatre II

Vocabulary
<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quod nomen est tibi?</td>
<td>What is your name?</td>
</tr>
<tr>
<td>Quomodo vocant?</td>
<td>How do they call?</td>
</tr>
<tr>
<td>Cuias es?</td>
<td>Who are you?</td>
</tr>
<tr>
<td>Ortus sum</td>
<td>I am</td>
</tr>
<tr>
<td>Fabula</td>
<td>Story</td>
</tr>
<tr>
<td>forma</td>
<td>form</td>
</tr>
<tr>
<td>patria</td>
<td>country</td>
</tr>
<tr>
<td>am</td>
<td>love</td>
</tr>
<tr>
<td>ambulo</td>
<td>walk</td>
</tr>
<tr>
<td>Curo</td>
<td>Cure</td>
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<tr>
<td>debeo</td>
<td>owe</td>
</tr>
<tr>
<td>exspecto</td>
<td>expect</td>
</tr>
<tr>
<td>habeo</td>
<td>have</td>
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<tr>
<td>habito</td>
<td>wear</td>
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<td>Narro</td>
<td>Tell</td>
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<td>sum</td>
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<td>promise</td>
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<tr>
<td>teneo</td>
<td>see</td>
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<tr>
<td>video</td>
<td>video</td>
</tr>
<tr>
<td>Voco</td>
<td>Call</td>
</tr>
<tr>
<td>diu</td>
<td>long</td>
</tr>
<tr>
<td>nunc</td>
<td>now</td>
</tr>
<tr>
<td>non</td>
<td>not</td>
</tr>
</tbody>
</table>

Grammar
• 1st and 2nd conjugation verbs, principal parts of verbs
• Properties of verbs: number, person, tense
• Subject and verb agreement

Activities
• Choose Latin names and create a “bulla” with Latin name
• Perform play from text
• Write own dialogue introducing a friend
• Practice present tense verbs with songs

Instructional Resources
• Latin Verbs Rock CD
• Latin for the New Millenium text
HIGH SCHOOL LATIN  
Latin 1/2  

UNIT 3: SERVI ROMANI / ROMAN SLAVES

Unit III focuses on connecting with the Ancient World. This unit explores the Romans’ attitude towards slavery, their main gods, and Roman comedy. Students learn about the playwright, Terence. Students learn basic vocabulary for the classroom and use present tense verbs at a Novice Low level.

Unit Title: Servi Romani/Roman Slaves  
Grade Level/Course Title: Freshman/Various/Latin 1/2

Essential Questions
• What was the Romans’ attitude toward slavery?
• Who were their main gods? Who was the playwright, Terence?
• How can students communicate about classroom situations?

Essential Understandings
The student will understand:
• the differences between ancient and modern slavery.
• the main gods: Mars, Jupiter, Juno.
• classroom terms.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• Students will present a dialogue on a classroom situation.
• Students create skit about a classroom situation.

Achievement
• Unit quizzes and tests, 2nd declension nouns and case uses and basic vocabulary

Content Expectations/Benchmarks
The student will … at a novice mid level.

Communication
Interpersonal Communication
1.1.N.SL.a Use of target language about classroom situation

Interpretive Communication
1.2.N.L.a Demonstrate understanding of oral classroom language  
1.2.N.R.b Understand main idea of Roman play

Presentational Communication
1.3.N.S.b Present a dialogue on classroom situation and weather

Cultures
Practices and Perspectives
2.1.N.F.d Describe typical Roman leisure activities: theater  
2.1.N.F.e Explain the major gods of Ancient Rome  
2.2N.C.b Identify the author Terence
Connections

Knowledge
3.1.N.a Reinforce English understanding of parts of a sentence

Comparisons

Comparing Cultures
4.1.N.a Compare religious views of ancient Romans and today
4.1.N.a Compare ancient and modern theater

Comparing Languages
4.2.N.a Identify English words derived from Latin
4.2.N.b Identify basic differences and similarities in grammar between Latin and English

Communities
5.2.N.a Willingly use Latin with the classroom setting

Cross Cultural Competencies
• Romans contribution to literature III
• Elements of culture: gods and theatre II

Vocabulary
Classroom words: sella, calamus, tabula, discipulus, magistra
Ager amicus animus casa
Domi filius puer rivus
Via vir ego tu
Timeo deinde valde cum

Grammar
• Second declension nouns and case uses
• Vocative case

Activities
• Conversation activities
• Bingo
• Songs

Instructional Resources
• Latin for the New Millenium
• Songs- Lyrical Latin CD
• Videos
• Websites
In this unit, students will learn about occupations in the Ancient World. Students will learn basic vocabulary, adjective agreement and present passive verbs.

**Unit Title:** Romanum Munus/Roman Work
**Grade Level/Course Title:** Freshman/Various/Latin 1/2

**Essential Questions**
- What types of work did the Ancient Romans do? How do students discuss school work and jobs?
- Who is the author, Cicero?
- How are adjectives and passive voice verbs used in Latin?

**Essential Understandings**
The students will understand that:
- Ancient Romans had jobs.
- Passive verbs and adjectives are used in Latin.

**Assessment**

**Proficiency** *(Performance tasks: Interpersonal, Interpretive, Presentational)*
- Present a dialogue on occupations.
- Use role play cards to act out different jobs.
- Write and present a dialogue on school work.
- Read and answer questions on Cicero’s essay about “Duty” and Cicero’s letter to his wife.

**Achievement** *(Other evidence such as quizzes, tests, etc.)*
- Test – Grammar, vocabulary in unit tests and quizzes

**Content Expectations/Benchmarks**
The student will … at a novice mid level.

**Communication**

**Interpersonal Communication**
1.1.N.SL.a Use target language to discuss school and occupations

**Interpretive Communication**
1.2.N.R.b Understand the main idea of Cicero’s letter and essay

**Presentational Communication**
1.3.N.SL a Present a dialogue on occupations
1.3 N.W. c Write and present a description on homework

**Cultures**
2.1.N.E.c Identify ways in which people of all ages earn money
2.2 N.C.b Identify the historical figure, Cicero

**Connections**
3.1. N.a Reinforce English grammar of passive voice verbs and adjectives
Comparisons
4.1.N.a. Compare ancient and modern occupations
4.2. N.a. Identify similarities in English words derived from Latin
N.b. Identify basic differences and similarities in verb endings and use of adjectives

Communities
5.2.Na. Willingly use target language to discuss school and occupations

Cross Cultural competencies
- Romans contribution to literature III
- Elements of culture: occupations II

Vocabulary
Homework vocabulary
Occupation vocabulary
Bellum    castra    dolus    praemium
Venenum   vinculum  bonus    armatus
Iustus    magnus    malus    praeclarus
Do        intro     iubeo    ad
Auxilium  consilium  epistula  familia
Gaudium   lacrima   miser    pulchra

Grammar
- 1st and 2nd conjugation verbs, present passive voice
- Neuter nouns and adjective agreement
- Subject and verb agreement

Activities
- Vocabulary games
- Perform dialogues from text
- Write own dialogue discussing homework
- Practice present passive verbs with songs

Instructional Resources
- Latin Verbs Rock CD
- Latin for the New Millenium text (Chapter 4 and 5)
Unit V focuses on the Roman family and marriage customs and major goddesses. It also looks at the irregular verbs sum and possum and infinitives.

Unit Title: Familia Mea/My Family  
Grade Level/Course Title: Freshman/Various/Latin 1/2

Essential Questions
• How was the Roman family different from families today?  
• How was a Roman wedding different from weddings today?  
• How does Latin use irregular verbs sum and possum and infinitives?

Essential Understanding
The student will understand:  
• the verbs sum and possum.  
• what Roman families and marriages were like.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• Role play: Students act out a Roman wedding.  
• Students create a family album with Latin description of family members.  
• Dialogue: Students create a dialogue on a school situation like preparing for a test.  
• Review games and puzzles for vocabulary.

Achievement
• Unit test on vocabulary and grammar

Content Expectations/Benchmarks
The student will … at a novice mid level.

Communication
Interpersonal Communication
1.1.N.SL.h Exchange information about family life and school  
1.1.N.RW.h Use the target language to write about family and school

Interpretive Communication
1.2.N.L.a Demonstrate understanding of oral classroom language  
1.2.N.L.b Understand interpersonal communication on school activities  
1.2.N.R.b Understand main idea of simple passage on Druids  
by Julius Caesar

Presentational Communication
1.3.N.W..c Write a brief description of family

Cultures
Practices and Perspectives
2.1.N.H.b Identify Julius Caesar  
2.1.N.F.a Describe the family structure
2.1.N.F.e Explain the customs of Roman weddings
2.1.N.F.e Explain the gods: Neptune, Pluto, Vesta, Ceres
2.2.N.C.b Identify historic figure, Julius Caesar

Connections
Knowledge
3.1.N.a Reinforce English understanding of irregular verb “be” and how the infinitive is used.

Comparisons
Comparing Cultures
4.1.N.a Compare religious views of ancient Romans and today
4.1.N.a Compare ancient and modern families and weddings
4.1.N.a Compare customs of Druids with Romans

Comparing Languages
4.2.N.a Identify English words derived from Latin
4.2.N.b Identify basic differences and similarities in English and Latin grammar

Communities
5.2.N.a Willingly use Latin in the classroom setting

Cross Cultural Competencies
• Romans contribution to literature III
• Elements of culture: gods and family life and weddings II

Vocabulary
Liber iudico pater confarreatio
Littera maneo soror coemptio
Memoria possum frater bulla
Vita sum infans paedogogus
Doceo familia paterfamilias debo
Iaceo mater spondeo soleo

Grammar
• Present Tense and Infinitive for sum and possum

Activities
• Perform a skit on a Roman wedding
• Write a family album describing family members
• Create a personal “bulla”
• Present a dialogue on a school situation
• Read articles on families and weddings
• Exercises on grammar

Resources
•Latin for the New Millennium readings and exercises
•Online vocabulary practice
•Research on line Roman families and weddings
HIGH SCHOOL LATIN  
Latin 1/2  
UNIT 6: CIBUS ROMANUS / ROMAN FOOD

In this unit, students will learn about some aspects of Roman foods and meals and pets.

Unit Title: Cibus Romanus/Roman Food  
Grade Level/Course Title: Freshman/Various/Latin 1/2

Essential Questions
• What foods did Ancient Romans eat?  
• What were typical Roman meals?  
• What types of pets did Romans have?

Essential Understanding
The student will understand how:  
• third declension nouns and indirect statements are used in Latin.  
• to discuss food and pets.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• Present Latin dialogue on eating in the cafeteria  
• Write and present a Latin Cooking Show  
• Read a Latin poem on pets  
• Write a description of their own or an imaginary pet

Achievement
• Test – Grammar, vocabulary in unit tests and quizzes

Content Expectations/Benchmarks
The student will … at a novice mid level.

Communication
Interpersonal Communication
1.1.N.SL.a Use Latin in a dialogue on the cafeteria

Interpretive Communication
1.2.N.R.b Understand the main idea of a Latin poem

Presentational Communication
1.3.N.SL a Present a dialogue on eating in the cafeteria  
1.3.N.SL.b Present a Latin Cooking show  
N.W. c Write a cooking show  
N.W. c Write a brief description of a pet

Cultures
Practices and Perspectives
2.1.N.F.c Describe Roman foods and meals

Products and Perspectives
2.2.N.C.b Identify Roman author Catullus  
2.2.N. F.a Describe Roman foods
Connections
3.1.N.a Reinforce English grammar on nouns and clauses

Comparisons
4.1.N.a Compare Roman food and meals with today
4.1.N.a Compare ancient and modern pets
4.2.N.a Identify similarities in English words derived from Latin
4.2.N.b Identify basic differences and similarities in use of clauses

Communities
5.2.Na Willingly use target language to talk about food

Cross Cultural Competencies
• Romans contribution to literature III
• Romans contribution to history III

Vocabulary
Passer digitus verbum comedo lac
Canis domina meus bibo caro
Feles gremium severus esurio lactuca
Piscis oculus aestimo cibus thermopolium
Deliciae pax invideo panis malum
Amor senex puto volo crustulum

Grammar
• Third declension nouns
• Indirect Statement

Activities
• Read a Latin poem on a pet
• Write description of own pet
• Research on the internet Roman foods and meals
• Write and present a cooking show
• Present dialogue on eating
• Exercises in the text on vocabulary and grammar

Instructional Resources
• Latin for New Millenium exercises
• Online exercises- electronic vocabulary cards
• Internet for research
• CD Lyrical Latin on third declension noun endings
HIGH SCHOOL LATIN
Latin 1/2

UNIT 7: GESTA OTII / LEISURE ACTIVITIES

In this unit, students will learn about writer Cornelius Nepos and his history of Themistocles. Students will also learn to discuss leisure activities in Latin.

Unit Title: Gesta Otii/Leisure Activities
Grade Level/Course Title: Freshman/Various/Latin 1/2

Essential Questions
• Who were Cornelius Nepos and Themistocles?
• What were Roman leisure activities?
• How do we discuss leisure activities?

Essential Understandings
The student will understand:
• how to use third conjugation verbs.
• about Roman leisure activities and how to discuss them.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• Present Latin dialogue on after school activities.
• Write and present a Sports Report.
• Read a Latin biography about Themistocles.
• Write a description of one’s own leisure activities.

Achievement
• Test – grammar, vocabulary in unit tests and quizzes

Content Expectations/Benchmarks
The student will … at a novice mid level.

Communication
Interpersonal Communication
1.1.N.SL.a Use Latin in a dialogue on after school activities

Interpretive Communication
1.2.N.R.b Understand the main idea of a Latin passage on Themistocles

Presentational Communication
1.3.N.SL a Present a dialogue on after school activities
1.3.N.SL.b Present a Latin Sports Report
N.W. c Write a sports report
1.3 N.W. c Write a brief description of leisure activities

Cultures
Practices and Perspectives
2.1.N.F.c Describe Roman leisure activities, such as gladiator matches, Chariot racing, baths
Products and Perspectives
2.2.N.C.b Identify Roman author Cornelius Nepos
2.2.N.C.b Identify Greek hero Themistocles
2.2.N. F.c Describe Roman leisure activities

Connections
3.1.N.a Reinforce English grammar on Present tense verbs
3.1.N.a Reinforce English grammar on prepositional phrases

Comparisons
4.1.N.a Compare ancient and modern leisure activities
4.2. N.a. Identify similarities in English words derived from Latin
4.2. N.a. Identify Latin mottoes used in English
N.b. Identify basic differences and similarities in case uses

Communities
5.2.Na Willingly use target language to discuss leisure activities

Cross Cultural Competencies
• Identify cultural differences for leisure II
• Romans contribution to literature III
• Greeks contribution to history III

Vocabulary
Dux fortitudo homo miles oraculum
Rex templum timor decerno dico
Intellego libero navigo peto vinco
Contra cum in ab pila
Ludo television carrus gladiator thermae
Specto certo circus ampitheatrum

Grammar
• Third conjugation verbs in Present tense Active and Passive
• Ablative of Manner, Means, Separation, Place From Which

Activities
• Present a dialogue on leisure activities
• Write about one’s own leisure activities
• Research Roman gladiator games, chariot racing, and baths
• Write and present a Roman Sports Show
• Exercises in text on grammar and derivatives

Instructional Resources
• Latin for the New Millenium exercises
• Internet research on Roman sports
• Online vocabulary cards
• CD Latin Verbs Rock
• Videos on Roman Arena and the Baths

East Grand Rapids Public Schools, World Languages Curriculum, May 2009
In this unit, students will learn about Roman clothing and politics. Students will read about one of the conspiracies in Rome. Students will also learn how to form and use fourth conjugation verbs and neuter nouns.

**Unit Title:** Vestis Romanus/Roman Clothing  
**Grade Level/Course Title:** Freshman/Various/Latin 1/2

**Essential Questions**
- What type of clothes did the Romans wear?
- What was the political system of Greeks and Romans?
- How does Latin use verbs and express neuter nouns?

**Essential Understandings**
The student will understand:
- how to use fourth conjugation verbs and neuter nouns.
- about the clothing worn by the Romans.
- the political systems of Greece and Rome.

**Assessment**

**Proficiency** *(Performance tasks: Interpersonal, Interpretive, Presentational)*
- Present Latin dialogue on clothing.
- Write and present a Latin Fashion Show.
- Read a Latin passage on the conspiracy of Catiline.
- Write a description of a friend’s clothing.

**Achievement**
- Test – grammar, vocabulary in unit tests and quizzes

**Content Expectations/Benchmarks**
The student will … at a novice mid level.

**Communication**

**Interpersonal Communication**
1.1.N.SL.a Use Latin in a dialogue on clothing

**Interpretive Communication**
1.2.N.R.b Understand the main idea of “De coniuratione Catilinae”

**Presentational Communication**
1.3.N.SL.a Prepare a dialogue on clothing
1.3.N.SL.b Present a Latin Fashion show
1.3.N.W.c Write a fashion show
1.3.N.W.c Write a brief description of a friend’s clothing

**Cultures**

**Practices and Perspectives**
2.1.N.H.b Name governmental system and key figures
2.1.N.F.c Describe Roman clothing
Products and Perspectives
2.2.N.C.b  Identify Roman author Sallust and historical figure, Catiline
2.2.N. F.a  Describe Roman clothes

Connections
3.1.N.a   Reinforce English grammar on nouns and verbs
3.1.N.a   Recognize Latin mottoes used in English

Comparisons
4.1.N.a  Compare ancient and modern clothing
4.1.N.a  Compare Greek, Roman, and US political systems
4.2. N.a. Identify similarities in English words derived from Latin
4.2 N.b.  Identify basic differences and similarities in verb conjugation and noun usage

Communities
5.2.Na  Willingly use target language about clothing

Cross Cultural competencies
- Roman clothing II
- Romans contribution to literature III
- Romans contribution to history III

Vocabulary
Animal  arna  caput  civis  consul
Corpus  exemplar  mare  mors  mulier
Oratio  tempus  urbs  audio  credo
Gera  scio  sentio  venio  toga
Stola  palla  tunica  braex  vestis
Gesto  pilleus  sandalia  camisia  induo

Grammar
- Fourth Conjugation verbs
- Third declension I stem nouns

Activities
- Present Latin dialogue on clothing
- Write and present a Latin Fashion Show
- Read a Latin passage on the conspiracy of Catiline
- Write a description of a friend’s clothing
- Exercises in text on grammar and derivatives

Instructional Resources
- Latin for the New Millennium exercises
- Online vocabulary flashcards
- Internet to research Roman clothing
- CD Lyrical Latin on 3rd declension nouns
- Video on Roman clothing, “Let’s Wrap”
In this unit, students will learn about Romans concept of time. Students will learn about the epic poet, Vergil, and his poem, the *Aeneid*.

**Unit Title:** Equus Trojanus/Trojan Horse  
**Grade Level/Course Title:** Freshman/Various/Latin 1/2

**Essential Questions**

- Who was Vergil and what was the *Aeneid*?  
- How did the Romans measure time with the Julian calendar?

**Essential Understandings**

The student will understand:

- how third declension I stem nouns and adjectives are used in Latin.  
- how to discuss time.

**Assessment**

**Proficiency** *(Performance tasks: Interpersonal, Interpretive, Presentational)*

- Present Latin dialogue on the morning routine.  
- Create a Roman calendar.  
- Read a Latin poem by Vergil on the Trojan Horse.  
- Write a description of their morning routine.

**Achievement**

- Test – grammar, vocabulary in unit tests

**Content Expectations/Benchmarks**

The student will … at a novice mid level.

**Communication**

**Interpersonal Communication**

1.1.N.SL.a Use Latin in a dialogue on getting ready for school

**Interpretive Communication**

1.2.N.R.b Understand the main idea of a Latin poem

**Presentational Communication**

1.3.N.SL.a Present a dialogue on getting ready for school  
1.3.N.SL.b Present a calendar or sun dial  
1.3 N.W. c Write a brief description of their morning routine

**Cultures**

**Practices and Perspectives**

2.1.N.F.c Describe Roman concept of time

**Products and Perspectives**

2.2.N.C.b Identify Roman author Vergil  
2.2.N.C.b Describe Trojan War story  
2.2.N. F.a Describe Roman calendar
**Connections**

3.1.N.a Reinforce English grammar on nouns and adjectives
3.1.N.a Reinforce Roman numerals and numbers

**Comparisons**

4.1.N.a Compare ancient and modern concepts of time
4.2 N.a. Identify similarities in English words derived from Latin
4.2 N.b. Identify basic differences and similarities in adjective use

**Communities**

5.2.N.a Willingly use target language to discuss the morning routine

**Cross Cultural competencies**

- Romans concept of time
- Romans contribution to literature
- Romans contribution to history

**Vocabulary**

<table>
<thead>
<tr>
<th>Deus</th>
<th>donum</th>
<th>equus</th>
<th>flamma</th>
<th>hostis</th>
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<td>celeber</td>
<td>felix</td>
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<td>pauci</td>
<td>aedifico</td>
<td>capio</td>
<td>cupio</td>
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<td>Deleo</td>
<td>fugio</td>
<td>moveo</td>
<td>pugno</td>
<td>tempus</td>
</tr>
<tr>
<td>Hora</td>
<td>dies</td>
<td>mane</td>
<td>dormio</td>
<td>excito</td>
</tr>
</tbody>
</table>

**Grammar**

- 3rd declension IO nouns and 3rd declension adjectives

**Activities**

- Present Latin dialogue on the morning routine
- Create a Roman calendar
- Read a Latin poem by Vergil on the Trojan Horse
- Write a description of their morning routine
- Exercises in the text on grammar and derivatives

**Instructional Resources**

- Latin for the New Millenium exercises
- Research on Julian Calendar on the internet
- Edith Hamilton Mythology book on Trojan War
- Online exercises for vocabulary
- CD Lyrical Latin on 3rd declension
- Video Aeneid
HIGH SCHOOL LATIN
Latin 1/2

UNIT 10: ITER FACERE / TRANSPORTATION

In this unit, students will learn about the means of travel in the ancient world. Students will read from Vergil’s poem about Queen Dido. Students will learn about Imperfect tense.

**Unit Title:** Iter Facere/Transportation
**Grade Level/Course Title:** Freshman/Various/Latin 1/2

**Essential Questions**
- How did the Romans travel?
- Who was Queen Dido?
- How does Latin express past ongoing action?

**Essential Understandings**
The student will understand:
- how the Imperfect tense is used in Latin.
- how to discuss methods of travel.
- the basic story of the Aeneid.

**Assessment**

**Proficiency** *(Performance tasks: Interpersonal, Interpretive, Presentational)*
- Present Latin dialogue on traveling.
- Write and present a description of a trip.
- Make a poster showing Roman types of transportation.
- Read a Latin poem on Queen Dido.
- Write a Latin power point of the key events in the Aeneid.

**Achievement**
- Test – grammar, vocabulary in unit tests

**Content Expectations/Benchmarks**
The student will … at a novice mid level.

**Communication**
**Interpersonal Communication**
1.1.N.SL.a Use Latin in a dialogue on traveling

**Interpretive Communication**
1.2.N.R.b Understand the main idea of a Latin poem

**Presentational Communication**
1.3.N.SL a Present a dialogue on traveling
1.3.N.SL.b Present a description of a trip
1.3 N.W. c Write a description of a trip
1.3 N.W. c Write a poster of Latin methods of transportation
1.3 N.W. c Write a Latin power point of the Aeneid
Cultures
Practices and Perspectives
2.1.N.F.c Describe Roman ways of traveling

Products and Perspectives
2.2.N.C.b Identify Roman author Vergil
2.2.N. F.a Describe Roman roads, wagons, litters, ships

Connections
3.1.N.a Reinforce English grammar on verbs and tenses

Comparisons
4.1.N.a Compare ancient and modern ways of traveling
4.2. N.a. Identify similarities in English words derived from Latin
4.2 N.b. Identify basic differences and similarities in verb conjugation

Communities
5.2.Na Willingly use target language to dialogue on traveling

Cross Cultural Competencies
• Roman method of transportation II
• Romans contribution to literature III
• Romans contribution to history III

Vocabulary
Dolor regina silva spelunca tempestas
Crudelis novus ago ardeo conspicio
Mitto relinquo -ne -que iter facio
Pes raeda carrus navis tramen

Grammar
• Imperfect Tense Active and Passive Voice

Activities
• Present a dialogue on traveling
• Present a description of a trip
• Write a description of a trip
• Write a power point of the Aeneid
• Research Roman methods of transportation
• Read the Aeneas’s story from Edith Hamilton
• Exercises from the text on grammar and derivatives

Instructional Resources
• Latin for the New Millenium exercises
• CD Latin Verbs Rock on Imperfect Tense
• Edith Hamilton Mythology book
• Internet for research and images for Power Point
In this unit, students will learn about the weather in ancient Rome. Students will also learn about the author Livy and the early Roman heroes. Students will learn to use Latin pronouns.

**Unit Title:** Quaenam Tempestas Est/Weather

**Grade Level/Course Title:** Freshman/Various/Latin 1/2

**Essential Questions**
- How did the Romans discuss the weather?
- Who was Livy and who were some early Roman heroes?
- How are Latin pronouns used?

**Essential Understandings**
The student will understand
- weather terms.
- who the author Livy is and who the Roman heroes were.
- the use of Latin pronouns.

**Assessment**

**Proficiency** *(Performance tasks: Interpersonal, Interpretive, Presentational)*
- Present Latin dialogue on the weather.
- Write and present a weather report.
- Read a Latin passage by Livy on Mucius Scaevola.
- Research another Roman hero and write a brief description of him/her.

**Achievement**
- Test – Grammar, vocabulary in unit tests

**Content Expectations/Benchmarks**
The student will … at a novice mid level.

**Communication**

**Interpersonal Communication**
1.1.N.SL.a Use Latin in a dialogue on the weather
1.1.N.R.W.b Ask and answer basic questions on weather.

**Interpretive Communication**
1.2.N.R.b Understand the main idea of a Latin passage

**Presentational Communication**
1.3.N.SL a Present a dialogue on the weather
1.3.N.SL.b Present a Latin weather report
1.3 N.W. c Write a weather report
1.3 N.W. c Write a brief description of a Roman hero

**Cultures**

**Practices and Perspectives**
2.1.N.F.c Describe Roman dining
Products and Perspectives
2.2.N.C.b  Identify Roman author Livy and the heroes
2.2.N.G.d  Describe the climate and weather patterns

Connections
3.1.N.a   Reinforce English grammar on pronouns

Comparisons
4.2.N.a   Compare ancient and modern weather terms
4.2.N.a   Identify Latin mottoes used in English
4.2.N.a   Identify similarities in English words derived from Latin
4.2.N.b   Identify basic differences and similarities in pronoun usage

Communities
5.2.Na   Willingly use target language to discuss the weather

Cross Cultural competencies
• Romans contribution to literature III
• Romans contribution to history III

Vocabulary
Dextra  ignis  ira  nomen  vis
Noster  similis  is  nos  vos
Tuus    vester  consumo  facio  inquit
Occido  ostendo  pono  aestas  caelum
Tempestas   calor   fulgur  hiems  ningit
Nubes    placeo  tempestas  ver  nubilus

Grammar
• Personal pronouns and possessive adjectives

Activities
• Present Latin dialogue on the weather
• Write and present a weather report
• Read a Latin passage by Livy on Mucius Scaevola
• Research another Roman hero and write a brief description of him/her
• Exercises in the textbook on grammar and derivatives and review
• Read background on Roman dining and the Trojan Horse

Instructional Resources
• Latin for the New Millenium
• Songs- Lyrical Latin CD
• Video Roman heroes
• Online research for heroes
In this unit, students will learn about divisions of the day in ancient Rome. Students will also learn about the author Horace. Students will learn to use the Imperative mood and Roman numbers and numerals.

**Unit Title:** Quota Hora Est? / Time  
**Grade Level/Course Title:** Freshman/Various/Latin 1/2

**Essential Questions**
- How did the Romans discuss the hours of the day?
- Who was Horace and what types of writing did he do?
- How are commands and numbers expressed in Latin?

**Essential Understandings**  
The student will understand:
- hours of the day.
- who the author Horace was.
- the use of numbers and commands in Latin.

**Assessment**

**Proficiency**
- Present Latin dialogue on being late for school.
- Write and present skit of teacher and student who is late for school.
- Read a Latin passage by Horace.
- Create a sun dial.
- Do math problems with Roman numbers.

**Achievement**
- Test – grammar, vocabulary in unit tests

**Content Expectations/Benchmarks**
The student will … at a novice mid level.

**Communication**

**Interpersonal**
- 1.1.N.SL.a Use Latin in a dialogue on being late for school
- 1.1.N.R.W.b Ask and answer basic questions on time

**Interpretive**
- 1.2.N.R.b Understand the main idea of a Latin passage

**Presentational**
- 1.3.N.SL a Present a dialogue on being late for school
- 1.3.N.SL.b Present a Latin interview with a partner
- 1.3 N.W. c Write a skit with a partner

**Cultures**

**Practices and Perspectives**
- 2.1.N.F.b Describe the concept of time
Products and Perspectives
2.2.N.C.b Identify Roman author Horace
2.2.N.F.a. Describe Roman sun dial

Connections
3.1.N.a Reinforce English grammar on commands

Comparisons
4.2.N.a Compare ancient and modern views on time
4.2.N.a Identify Latin mottoes used in English
4.2.N.a Identify similarities in English words derived from Latin
4.2.N.b Identify basic differences and similarities in making commands

Communities
5.2.Na Willingly use target language to discuss time

Cross Cultural competencies
- Romans concept of time II
- Romans contribution to literature III
- Romans contribution to history III

Vocabulary
Cardinal and ordinal numbers one through twenty
- Iudex mecum nihil quid doctus
- Tecum alius dives omnis suus
- Discedo duco licet nolo respondeo
- Rogo vale apud pro hora
- Vigilia meridies

Grammar
- Positive and negative imperative mood
- Reflexive pronouns

Activities
- Present Latin dialogue on being late for school
- Write and present skit of teacher and student dialogue on late for school
- Read a Latin passage by Horace
- Create a sun dial
- Do math problems with Roman numbers
- Exercises and readings in textbook

Instructional Resources
- Latin for the New Millenium
- Online research about Roman hours, watches and sun dials
- Online vocabulary cards
UNIT 13: METAMORPHOSES / CHANGES

In this unit, students will learn about Ovid and the story of Pyramus and Thisbe. Students will learn to express the future tense and use the relative pronoun.

Unit Title: Metamorphoses/Changes
Grade Level/Course Title: Freshman/Various/Latin 1/2

Essential Questions

• Who was Ovid and what was the story of Pyramus and Thisbe?
• How does Latin express the future tense?
• How does Latin use the relative pronoun?

Essential Understandings
The student will understand:

• about the author Ovid and the story of Pyramus and Thisbe.
• how to express the future tense
• the use the relative pronoun.

Assessment

Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)

• Present Latin dialogue on chatting on the internet.
• Write own Latin internet conversation with a partner.
• Read a Latin passage by Ovid on Pyramus and Thisbe.
• Research another myth character and write a brief description and illustrate “Myth Oscillum” project.

Achievement

• Test – Grammar, vocabulary in unit tests

Content Expectations/Benchmarks
The student will … at a novice mid level.

Communication

Interpersonal Communication
1.1.N.SL.a Use Latin in a dialogue on the internet
1.1.N.R.W.b Ask and answer basic questions

Interpretive Communication
1.2.N.R.b Understand the main idea of a Latin passage

Presentational Communication
1.3.N.SL a Present a dialogue on chatting on the internet
1.3.N.SL.b Present a Latin conversation
1.3 N.W. c Write an internet conversation
1.3 N.W. c Write a brief description of a myth character

Cultures

Products and Perspectives
2.2.N.C.b Identify Roman author Ovid
2.2.N.G.b Identify mythology characters
Connections
3.1.N.a Reinforce English grammar on pronouns
3.1.N.a Reinforce English grammar on verbs in the future tense

Comparisons
4.2.N.a Compare basic similarities and differences in vocabulary
4.2.N.a Identify Latin mottoes used in English
4.2.N.a Identify similarities in English words derived from Latin
4.2 N.b Identify basic differences and similarities in pronoun usage and verb tenses

Communities
5.2.Na Willingly use target language to discuss internet and myth figures

Cross Cultural competencies
- Romans contribution to literature III
- Romans contribution to history III

Vocabulary
- Arbor
- gladius
- odium
- os
- parens
- Pectus
- sanguis
- qui, quae, quod
- albus
- electronica
- Ruber
- cado
- comedido
- convenio
- interrete
- Fluo
- separo
- tango
- Computatorius

Grammar
- Relative Pronoun
- Future Tense verbs

Activities
- Present Latin dialogue on an internet chat
- Write and present an internet chat
- Read a Latin passage by Ovid about Pyramus and Thisbe
- Research another myth character and write a brief description of him/her
- Exercises in the textbook on grammar and derivatives and review

Instructional Resources
- Latin for the New Millenium Chapter 14
- Songs- Latin Verbs Rock CD
- Videos Mythology stories
- Online research for myth characters and pictures
In this unit, students will learn about the author, Seneca and his philosophy. Students will learn the rooms in the Roman house. Students will learn to express “io” verbs in the future tense and how to ask questions.

Unit Title: Domus Mea/My House
Grade Level/Course Title: Freshman/Various/Latin 1/2

Essential Questions
- Who was Seneca and what was his philosophy?
- How does Latin express the future tense for “io” verbs?
- How does Latin use the interrogative pronoun?
- What was the design of a Roman house?

Essential Understandings
The student will understand:
- who the author Seneca was and his philosophy.
- about the design of a Roman house.
- how to express the future tense for “io” verbs
- how to use the interrogative pronoun.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
- Present Latin dialogue on travel.
- Write Latin interview about a house.
- Read a Latin passage by Seneca.
- Design a Roman floor plan of a house.

Achievement
- Test – grammar, vocabulary in unit tests

Content Expectations/Benchmarks
The student will … at a novice mid level.

Communication
Interpersonal Communication
1.1.N.SL.a Use Latin in a dialogue on travel
1.1.N.R.W.b Ask and answer basic questions on a house

Interpretive Communication
1.2.N.R.b Understand the main idea of a Latin passage

Presentational Communication
1.3.N.SL.a Present a dialogue on travel
1.3.N.SL.b Present a Latin interview on a house plan
1.3.N.W.c Write Latin interview on a house
1.3 N.W. c Write a brief description of a Roman house
Cultures
Practices and Perspectives
2.1.N.F.c  Describe Roman house

Products and Perspectives
2.2.N.C.b  Identify Roman author Seneca
2.2.N.F.a  Describe a Roman house

Connections
3.1.N.a  Reinforce English grammar on pronouns

Comparisons
4.2.N.a  Compare ancient and modern house terms
4.2.N.a  Identify Latin mottoes used in English
4.2.N.a  Identify similarities in English words derived from Latin
4.2.N.b  Identify basic differences and similarities in pronoun usage

Communities
5.2.Na  Willingly use target language to discuss houses

Cross Cultural competencies
• Romans contribution to literature  III
• Romans contribution to history  III

Vocabulary
Argumentum  saxum  senectus  villa  domus
Quis? quid?  Difficilis  parvus  rusticus  verus
Vetustus  inquam  neglego  sto  cur
Ante  casa  atrium  cubiculum  fauces
Culina  triclinium  hortus  exedra  peristylium

Grammar
• Future Tense for “io” verbs
• Interrogative Pronoun

Activities
• Present Latin dialogue on a trip
• Write and present an interview on a house
• Read a Latin passage by Seneca
• Research another Roman houses and apartments
• Exercises in the textbook on grammar and derivatives and review
• Read background on Roman goddesses, cities and justice

Instructional Resources
• Latin for the New Millenium
• Songs- Lyrical Latin CD
• Worksheets on Roman house plans
• Online research on houses
UNIT 1: MONS VESUVII / MOUNT VESUVIUS

In this unit, students will learn about the eruption of Mt. Vesuvius in 79 CE from the author, Pliny and the look at the ruins of Pompeii. Students will learn to express the perfect tense.

Essential Questions
• Who was Pliny and what happened to Pompeii?
• How does Latin express the perfect tense?
• How would students express a visit to the beach?

Essential Understandings
The student will understand:
• who the author Pliny was and what happened to Pompeii.
• how to express the perfect tense.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• Present Latin dialogue on visiting the beach
• Present a conversation by Pliny and his uncle
• Read a Latin letter by Pliny on the eruption of Vesuvius
• Write a Latin conversation on a modern activity

Achievement
• Test – grammar, vocabulary in unit tests

Content Expectations/Benchmarks
The student will … at a novice high level.

Communication
Interpersonal Communication
1.1.N.SL.a Use Latin in a dialogue on visiting the beach
1.1.N.R.W.b Write a conversation on a modern activity

Interpretive Communication
1.2.N.R.b Understand the main idea of a Latin passage

Presentational Communication
1.3.N.SL a Present a dialogue on visiting the beach
1.3.N.SL.a Present a conversation on a modern activity
1.3.N.W.b Prepare an illustrated story of a family from Pompeii
1.3 N.W. c Write a conversation on a modern activity

Cultures
Practices and Perspectives
2.1.N.H.a Explain the historic event of the eruption of Mt. Vesuvius
2.2N.G.b Identify geographic features of Pompeii region
Products and Perspectives
2.2.N.C.b Identify Roman author Pliny

Connections
3.1.N.a Reinforce English grammar on past tense

Comparisons
4.1.N.a Identify Latin mottoes used in English
4.1. N.a. Identify similarities in English words derived from Latin
4.1. N.b. Identify basic differences and similarities in verb usage

Communities
5.2.Na Willingly use target language

Cross Cultural Competencies
• Romans contribution to literature III
• Romans contribution to history III

Vocabulary
Avunculus caelum causa cinis
Clades classis femina fumus
Incendium litus mater mons
Navis nubes pars funestus
Lego opprimo studio feriae
Acta nato harena sol

Grammar
• Perfect Tense of all conjugations and irregular verbs

Activities
• Present Latin dialogue on visiting the beach
• Present a conversation between Pliny and his uncle
• Read a Latin passage by Pliny on the eruption of Mt. Vesuvius
• Write a Latin conversation on a modern recreational activity
• Prepare illustrated story of family from Pompeii
• Research Pompeii in the media center and on line
• Exercises in the textbook on grammar and derivatives and review
• Watch DVD on The Last Days of Pompeii and answer questions
• Sing song on Perfect Tense – Lyrical Latin

Instructional Resources
• Latin for the New Millenium
• Songs- Lyrical Latin CD
• DVD The Last Days of Pompeii
• Media Center, my books on Pompeii
UNIT 2: INCENDIUM ROMANUM / THE FIRE OF ROME

In this unit, students will learn about the Great Fire of Rome in 64 CE and Emperor Nero from the author, Tacitus. Students will learn to express the pluperfect tense and decline fourth declension nouns.

Unit Title: Incendium Romanum/The Fire of Rome
Grade Level/Course Title: Sophomore/Various/Latin 3/4

Essential Questions
- Who was Tacitus and what happened during the Great Fire of Rome?
- How does Latin express the pluperfect tense?
- How would students discuss illness and an accident?

Essential Understandings
The student will understand:
- who the author Tacitus was and what happened during the Great Fire of Rome.
- how to express the pluperfect tense and discuss illness and an accident.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
- Present Latin dialogue on an accident
- Present a conversation about the Great Fire of Rome
- Read a Latin passage by Tacitus on the Great Fire of Rome
- Write a Latin conversation on an accident or illness

Achievement
- Test – grammar, vocabulary in unit tests

Content Expectations/Benchmarks
The student will … at a novice high level.

Communication
Interpersonal Communication
1.1.N.SL.a Use Latin in a dialogue on an accident
1.1.N.R.W.b Write a conversation on an accident or illness

Interpretive Communication
1.2.N.R.b Understand the main idea of a Latin passage

Presentational Communication
1.3.N.SL.a Present a dialogue on an accident
1.3.N.SL.a Present a conversation discussing the Great Fire
1.3 N.W. c Write a conversation on an accident or illness

Cultures
Practices and Perspectives
2.1.N.H.a Explain the historic event of the Great Fire of Rome
2.1.N.H.b Identify political situation of Christian persecution
2.2N.G.b Identify geographic features of the city of Rome
Products and Perspectives
2.2.N.C.b Identify Roman author Tacitus
2.2.N.C.b Identify Emperor Nero and persecution of Christians
2.2.N.Fa Describe products used for health care

Connections
3.1.N.a Reinforce English grammar on verbs

Comparisons
4.1.N.a Identify Latin mottoes used in English
4.1.N.a Identify similarities in English words derived from Latin
4.1 N.b Identify basic differences and similarities in expressing tenses

Communities
5.2.Na Willingly use target language

Cross Cultural Competencies
• Romans contribution to literature III
• Romans contribution to history III

Vocabulary
- cornu, domus, imperator, impetus, murus
- initium, iussus, locus, manus, tumultus
- ventus, alo, amitto, corripio, curro
- devasto, extinguo, iacio, tempto, valetudo
- aegrota, medicus, caput, gravedine

Grammar
• Pluperfect Tense of all conjugations and irregular verbs
• Fourth declension nouns

Activities
• Present Latin dialogue on an accident
• Present a conversation between Romans about the Great Fire
• Read a Latin passage by Tacitus on the Great Fire of Rome
• Write a Latin conversation on an accident or illness
• Exercises in the textbook on grammar and derivatives and review
• Research city of Rome, Nero, persecution of Christians
• Sing song on Pluperfect Tense – Latin Verbs Rock

Instructional Resources
• Latin for the New Millenium
• Songs- Latin Verbs Rock CD
• Internet for research
In this unit, students will learn about the myth Cupid and Psych from the author, Apuleius and the look at gladiator games. Students will learn to express the future perfect tense and decline fifth declension nouns.

**Unit Title:** Metamorphoses/Changes  
**Grade Level/Course Title:** Sophomore/Various/Latin 3/4

**Essential Questions**
- Who was Apuleius and what is the story of Cupid and Psyche?
- How does Latin express the future perfect tense?
- How would students express a trip to the dentist?
- What occurred in the gladiator games?

**Essential Understanding**
The student will understand:
- who the author Apuleius.
- the story of Cupid and Psyche.
- how to express the future perfect tense and decline fifth declension nouns.
- how to research gladiator games.

**Assessment**

**Proficiency** *(Performance tasks: Interpersonal, Interpretive, Presentational)*
- Present Latin dialogue on going to the dentist.
- Read a Latin passage by Apuleius on Cupid and Psyche.
- Write a Latin advertisement on the gladiator games.

**Achievement**
- Test – grammar, vocabulary in unit tests

**Content Expectations/Benchmarks**
The student will … at a novice high level.

**Communication**

**Interpersonal Communication**
1.1.N.SL.a Use Latin in a dialogue on going to the dentist
1.1.N.R.W.a Write and illustrate an advertisement on gladiator games

**Interpretive Communication**
1.2.N.R.b Understand the main idea of a Latin passage

**Presentational Communication**
1.3.N.SL.a Present a dialogue on going to the dentist
1.3 N.W. c Illustrate and present an ad on the gladiator games

**Cultures**

**Practices and Perspectives**
2.1.N.F.d Describe leisure activity of gladiator games
Products and Perspectives
2.2.N.C.b Identify Roman author Apuleius
2.2.N.C.b Identify the Coliseum and gladiator games

Connections
3.1.N.a Reinforce English grammar on verb tenses

Comparisons
4.2.N.a Identify gladiator games and compare to modern sports
4.1.N.a Identify Latin mottoes used in English
4.1. N.a. Identify similarities in English words derived from Latin
4.1 N.b. Identify basic differences and similarities in verb usage

Communities
5.2.Na Willingly use target language

Cross Cultural competencies
• Romans contribution to literature III
• Romans contribution to history III

Vocabulary
Dea dies facies fatum maritus
Meridies pater res somnus uxor
Colo dormio duco excito exclamo
Occulto quaero dens gingival gena

Grammar
• Future perfect tense of all conjugations and irregular verbs
• Fifth declension nouns

Activities
• Present Latin dialogue on going to the dentist
• Read a Latin passage by Apuleius on Cupid and Psyche
• Write a Latin ad on gladiator games
• Exercises in the textbook on grammar and derivatives and review
• Watch DVD on The Arena and answer questions
• Sing song on Future perfect Tense – Latin Verbs Rock
• Research gladiators and Colosseum in Media Center

Instructional Resources
• Latin for the New Millenium
• Songs- Latin Verbs Rock CD
• DVD The Arena
• Media Center
HIGH SCHOOL LATIN
Latin 3/4

UNIT 4: HUNI / THE HUNS

In this unit, students will learn about the customs of the Huns from the author Marcellinus and how they invaded the Roman Empire. Students will learn to express the perfect passive verbs, participles and demonstrative pronoun hic.

Unit Title: Huni/The Huns
Grade Level/Course Title: Sophomore/Various/Latin 3/4

Essential Questions
- Who were Marcellinus and the Huns?
- How are perfect passive tense and participles expressed in Latin?
- How is the demonstrative pronoun used in Latin?
- How would students discuss cleaning the house?

Essential Understandings
The student will understand:
- who the author Marcellinus was and who the Huns were.
- how to express the perfect passive tenses, participles and demonstrative pronouns.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
- Present Latin dialogue on cleaning the house.
- Read a Latin passage by Marcellinus on the Huns.
- Write a Latin interview with a Hun.

Achievement
- Test – grammar, vocabulary in unit tests

Content Expectations/Benchmarks
The student will … at a novice high level.

Communication
Interpersonal Communication
1.1.N.SL.a Use Latin in a dialogue on cleaning the house
1.1.N.SL.e Ask questions about physical appearance and personality
1.1.N.R.W.e Write a Latin interview of a Hun

Interpretive Communication
1.2.N.R.b Understand the main idea of a Latin passage

Presentational Communication
1.3.N.SL a Present a dialogue on cleaning house
1.3 N.W. c Write a brief description of a Hun

Cultures
Practices and Perspectives
2.1.N.H.a Identify and explain impact of barbarian invasions
Products and Perspectives
2.2.N.C.b Identify Roman author Marcellinus
2.2.N.C.b Identify the Huns

Connections
3.1.N.a Reinforce English grammar on verb tenses and pronouns
3.1.N.a Reinforce previously learned information on Huns
3.2.N.a Recognize Huns’ point of view of Romans

Comparisons
4.2.N.a Compare Huns’ customs with modern day customs
4.1.N.a Identify Latin mottoes used in English
4.1.N.a Identify similarities in English words derived from Latin
4.1.N.b Identify basic differences and similarities in verb and pronoun usage

Communities
5.2.Na Willingly use target language

Cross Cultural Competencies
- Romans contribution to literature III
- Romans contribution to history III

Vocabulary
Barba caro herba pellis proelium
Vestimentum vulnus hic ferox terribilis
Coquo cresco sano sedeo tero
Vivo vulnero armarium excutio lavo
Lectus lintea pulvis scopae veroo

Grammar
- Perfect Passive voice
- Perfect passive participles
- Demonstrative pronouns

Activities
- Present Latin dialogue on cleaning house
- Read a Latin passage by Marcellinus about the Huns
- Write a Latin interview with a Hun
- Exercises in the textbook on grammar and derivatives and review
- Watch DVD on The Huns and answer questions
- Sing song on demonstrative pronoun hic from Lyrical Latin CD
- Research Huns and barbarian invasions

Instructional Resources
- Latin for the New Millenium
- Songs- Lyrical Latin CD
- DVD The Huns
- Media Center
In this unit, students will learn about the values of the Romans from the author Augustine. Students will learn to express the pluperfect passive verbs, infinitives and demonstrative pronoun *ille*.

**Unit Title:** Quanti Constat?/How Much Does it Cost?
**Grade Level/Course Title:** Sophomore/Various/Latin 3/4

**Essential Questions**
- Who was Augustine and what were the Romans’ values?
- How does Latin express pluperfect passive tense and infinitives?
- How does Latin use the demonstrative pronoun *ille*?
- How would students discuss shopping?

**Essential Understandings**
The student will understand:
- who the author Augustine was and what the Roman’s values were.
- how to express the pluperfect passive tenses, infinitives and demonstrative pronoun ille.

**Assessment**

**Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)**
- Present Latin dialogue on shopping.
- Read a Latin passage by Augustine on the Romans’ values.
- Write a Latin interview with a friend on clothes shopping.

**Achievement**
- Test – grammar, vocabulary in unit tests

**Content Expectations/Benchmarks**
The student will … at a novice high level.

**Communication**

**Interpersonal Communication**
1.1.N.SL.a Use Latin in a dialogue on shopping
1.1.N.SL.i Ask for and obtain information on clothes shopping
1.1.N.R.W.i Obtain information on price and size

**Interpretive Communication**
1.2.N.R.b Understand the main idea of a Latin passage

**Presentational Communication**
1.3.N.SL a Present a dialogue on shopping
1.3 N.W. c Write a brief interview on clothes shopping with a friend

**Cultures**

**Practices and Perspectives**
2.1.N.F.c Describe how daily needs are met with shopping
Products and Perspectives
2.2.N.C.b  Identify Roman author Augustine
2.2.N.E.c  Recognize currency of ancient Rome

Connections
3.1.N.a  Reinforce English grammar on verb tenses and infinitives

Comparisons
4.2.N.a  Compare clothing in ancient times with modern times
4.1.N.a  Identify Latin mottoes used in English
4.1.N.a  Identify similarities in English words derived from Latin
4.1.N.b  Identify basic differences and similarities in verb and pronoun usage

Communities
5.2.Na  Willingly use target language

Cross Cultural Competencies
- Romans contribution to literature III
- Romans contribution to history III

Vocabulary
| Adulescens | cor | fur | furtum | iniquitas |
| Lex | pomum | ille | aequus | divinus |
| Humanus | pauper | plenus | abundo | delecto |
| Egeo | ludo | punio | argentaria | nummi |
| Moneta | emo | solvo | constat |

Grammar
- Pluperfect passive voice
- Infinitives
- Demonstrative pronouns **ille**

Activities
- Present Latin dialogue on shopping
- Read a Latin passage by Augustine
- Write a Latin interview on clothes shopping with a friend
- Exercises in the textbook on grammar and derivatives and review
- Sing song on demonstrative pronoun **ille** from Lyrical Latin CD
- Research Roman currency

Instructional Resources
- Latin for the New Millenium
- Songs- Lyrical Latin CD
- Media Center
In this unit, students will learn about the belief in the Fates from the author Boethius; about a birthday party; and to express the future perfect passive verbs, and future participles and infinitives.

Unit Title: Fortuna/Luck
Grade Level/Course Title: Sophomore/Various/Latin 3/4

Essential Questions
• Who was Boethius and what did the Romans believe about the Fates?
• How does Latin express future perfect passive tense and future participles and infinitives?
• How would students discuss a birthday party?

Essential Understandings
The student will understand:
• who the author Boethius was and who the Fates were.
• how to express the future perfect passive tenses, and future participles and infinitives.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
• Present Latin dialogue on a birthday party.
• Read a Latin passage by Boethius.
• Write a Latin invitation to a birthday party.
• Write a Latin cartoon of a birthday party.

Achievement
• Test – grammar, vocabulary in unit tests

Content Expectations/Benchmarks
The student will … at a novice high level.

Communication
Interpersonal Communication
1.1.N.SL.a Use Latin in a dialogue on a birthday party
1.1.N.RW.d Invite student to a birthday party
1.1.N.RW.e Write a Latin cartoon of a birthday party

Interpretive Communication
1.2.N.R.b Understand the main idea of a Latin passage

Presentational Communication
1.3.N.SL a Present a dialogue on birthday party
1.3 N.W.b Prepare a cartoon about a birthday party

Cultures
Practices and Perspectives
2.1.N.F.e Explain birthday celebrations
Products and Perspectives
2.2.N.C.b Identify Roman author Boethius
2.2.N.C.b Identify the Fates

Connections
3.1.N.a Reinforce English grammar on verb tenses

Comparisons
4.2.N.a Compare Roman’s belief in the Fates with modern day beliefs
4.1.N.a Identify Latin mottoes used in English
4.1 N.a. Identify similarities in English words derived from Latin
4.1 N.b. Identify basic differences and similarities in verb usage

Communities
5.2.Na Willingly use target language

Cross Cultural Competencies
• Romans contribution to literature III
• Romans contribution to history III

Vocabulary
Axis Constantia divitiae fortuna honor
Rota alienus futurus ullus accipio
Accuso descendo eripio erro muto
Possideo recipio reprehendo tollo verso
Dies natalis accendo celebro libum quot annos?

Grammar
• Future perfect passive voice
• Future participles and infinitives

Activities
• Present Latin dialogue on a birthday party
• Read a Latin passage by Boethius about the Fates
• Write a Latin invitation and cartoon for a birthday party
• Exercises in the textbook on grammar and derivatives and review
• Research Roman beliefs on the Fates

Instructional Resources
• Latin for the New Millenium
• Media Center
In this unit, students will learn about the Laws of the Twelve Tables and the use of Latin in the legal profession today. Students will review participles and learn the grammar construction, ablative absolute.

**Unit Title:** Leges Duodecim Tabularum/Laws of the Twelve Tables  
**Grade Level/Course Title:** Sophomore/Various/Latin 3/4

**Essential Questions**
- What are the twelve tables and how do they compare to the US Constitution?  
- How is Latin used in the legal profession today?  
- How does Latin use participles?

**Essential Understandings**
The student will understand:
- the early Roman laws and compare it to the US Constitution.  
- basic legal Latin phrases.  
- how to use participles.

**Assessment**

**Proficiency** (*Performance tasks: Interpersonal, Interpretive, Presentational*)
- Present Latin conversation on Roman Laws  
- Read a Latin passage on the Twelve Tables  
- Write a comparison of the Roman laws and US Constitution

**Achievement**
- Test – Grammar, vocabulary in unit tests

**Content Expectations/Benchmarks**
The student will … at a novice high level.

**Communication**

**Interpersonal Communication**
1.1.N.SL.i Use Latin in a conversation on Roman Laws  
1.1.N.RW.e Write a Latin dialogue on a Roman Law

**Interpretive Communication**
1.2.N.R.b Understand the main idea of a Latin passage

**Presentational Communication**
1.3.N.SL.a Present a conversation on Roman Law

**Cultures**

**Practices and Perspectives**
2.1.N.H.a Identify the legal system of ancient Rome

**Products and Perspectives**
2.2.N.C.b Identify the Twelve Tables
Connections
3.1.N.a Reinforce English grammar on participles

Comparisons
4.2.N.a Compare the Roman laws with the US Constitution
4.1.N.a Identify legal Latin terms used in English
4.1 N.a. Identify similarities in English words derived from Latin
4.1 N.b. Identify basic differences and similarities in participles

Communities
5.2.Na Willingly use target language
5.2.N.c Identify Latin used in legal profession today

Cross Cultural Competencies
- Romans contribution to history and government

Vocabulary
Lex tabula ius auctoritas
Opus modus princeps mando
Pono peto constituo scio

Grammar
- Present, Perfect, and Future participles
- Ablative Absolute

Activities
- Present Latin dialogue on Roman Law
- Read a Latin passage on the Twelve Tables
- Write a dialogue on Roman Law
- Research Twelve Tables and legal Latin
- Write a comparison of Roman Law and the US Constitution
- Exercises in the textbook on grammar and translation

Instructional Resources
- Latin for Americans Second Book Lesson V
- Conversation Latin for Oral Proficiency
- Media Center
UNIT 8: SENATUS ROMANUS / THE ROMAN SENATE

In this unit, students will learn about the Roman Senate and compare it to the US Senate. Students will learn about the Roman Forum. Students will review infinitives and learn the grammar construction, indirect statement.

Unit Title: Senatus Romanus/The Roman Senate  
Grade Level/Course Title: Sophomore/Various/Latin 3/4

Essential Questions
- What was the Roman Senate and how does it compare to the US Senate?
- What were the buildings in the Roman Forum?
- How is Latin used in the government today?
- How does Latin use infinitives?

Essential Understandings
The student will understand:
- the organization of the Roman Senate and compare it to the US Senate.
- the Roman Forum.
- how to use infinitives.

Assessment
Proficiency (Performance tasks: Interpersonal, Interpretive, Presentational)
- Present Latin conversation by a Roman senator.
- Read a Latin passage on the Roman Senate.
- Write a comparison of the Roman Senate and US Senate.
- Write a poster about the Roman Forum.
- Write a skit of a Roman Senate meeting.

Achievement
- Test – grammar, vocabulary, translation in unit tests

Content Expectations/Benchmarks
The student will … at a novice high level.

Communication
Interpersonal Communication
1.1.N.SL.i Use Latin in a conversation on Roman Senate
1.1.N.RW.g Write a Latin skit of a Roman Senate meeting.

Interpretive Communication
1.2.N.R.b Understand the main idea of a Latin passage

Presentational Communication
1.3.N.W.a Illustrate and present a poster about the Forum
1.3.N.SL a Present a skit on Roman Senate

Cultures
Practices and Perspectives
2.1.N.H.b Name and describe the Roman Senate
Products and Perspectives
2.2.N.F.a Identify the Roman Senate
2.2.N.G.b Identify the buildings in the Forum

Connections
3.1.N.a Reinforce English grammar on infinitives
3.1.N.a Reinforce knowledge of US government

Comparisons
4.2.N.a Compare the Roman Senate with the US Senate
4.1.N.a Identify Latin terms used in English
4.1.N.a Identify similarities in English words derived from Latin
4.1.N.b Identify basic differences and similarities in infinitives

Communities
5.2.Na Willingly use target language
5.2.N.c Identify Latin terms used in the government today

Cross Cultural Competencies
• Romans contribution to history and government III

Vocabulary
- Senatus Curia Comitium rostra
- Poena consilium sentential vox
- Claudio debeo adsum nuntio

Grammar
• Present, Perfect, and Future infinitives
• Indirect Statement

Activities
• Present Latin dialogue on Roman Senate
• Read a Latin passage on the Roman Senate
• Write a skit on Roman Senate
• Research Roman Senate and Forum
• Present a poster on the Roman Forum
• Write a comparison of Roman Senate and the US Senate
• Exercises in the textbook on grammar and translation

Instructional Resources
• Latin for Americans Second Book Lesson VI
• Conversation Latin for Oral Proficiency
• Media Center
In this unit, students will learn about the Roman religious beliefs and officials. Students will read a passage by Pliny on Ghosts. Students will learn how to compare adjectives and adverbs.

**Unit Title:** Augures/Prophets  
**Grade Level/Course Title:** Sophomore/Various/Latin 3/4

**Essential Questions**
- What were Roman religious beliefs and who were the religious officials?
- What were the Roman religious buildings?
- How does Latin compare adjectives and adverbs?

**Essential Understandings**
The student will understand:
- the Roman religious beliefs, officials, and buildings.
- how to compare adjectives and adverbs.

**Assessment**

**Proficiency** *(Performance tasks: Interpersonal, Interpretive, Presentational)*
- Read a Latin passage on the Roman superstitions and ghosts.
- Write a comparison of Roman beliefs in ghosts and dreams and today.
- Write a poster about the Roman gods.
- Describe in Latin a Roman religious official: augures, haruspices, pontifex.

**Achievement**
- Test – Grammar, vocabulary, translation in unit tests

**Content Expectations/Benchmarks**
The student will … at a novice high level.

**Communication**

**Interpersonal Communication**
1.1.N.RW.g Describe in Latin a Roman religious official

**Interpretive Communication**
1.2.N.R.b Understand the main idea of a Latin passage

**Presentational Communication**
1.3.N.W.a Illustrate and present a poster about the Roman beliefs  
1.3.N.W.c Write a brief description of a Roman religious official

**Cultures**

**Practices and Perspectives**
2.1.N.H.b Name and describe the Roman religious officials  
2.1.N.F.e Explain religious beliefs

**Products and Perspectives**
2.2.N.F.d Describe Roman temples
Connections
3.1.N.a Reinforce English grammar on comparison of adjectives and adverbs

Comparisons
4.2.N.a Compare the Roman beliefs on dreams and ghosts with today
4.1.N.a Identify Latin terms used in English
4.1.N.a Identify similarities in English words derived from Latin
4.1 N.b Identify basic differences and similarities in comparison of adjectives and adverbs

Communities
5.2.Na Willingly use target language

Cross Cultural Competencies
• Romans contribution to history and government III

Vocabulary
Signum omen augur pontifex
Somnus larva Lares Penates
Consulo moneo terreo vinculum

Grammar
• Comparison of adjectives and adverbs

Activities
• Read a Latin passage on the Roman superstitions and ghosts
• Write a comparison of Roman beliefs in ghosts and dreams and today
• Write a poster about the Roman gods
• Describe in Latin a Roman religious official: augures, haruspices, pontifex
• Research Roman religious beliefs, officials, and temples
• Exercises in the textbook on grammar and translation

Instructional Resources
• Latin for Americans Second Book Lesson VIII
• Latin for Americans Second Book Pliny’s “Ghost Story”
• Media Center
In this unit, students will learn about the Roman army and compare it to the US army. Students will learn the present tense of subjunctive mood and the hortatory use.

**Unit Title:** Exercitus Romanus/Roman Army  
**Grade Level/Course Title:** Sophomore/Various/Latin 3/4

### Essential Questions
- How was the Roman army organized and how does it compare with today’s military?  
- How does Latin use subjunctive mood?

### Essential Understandings
The student will understand:
- the organization of the Roman Army and compare it to the US army.  
- how to use present subjunctive.

### Assessment
**Proficiency** *(Performance tasks: Interpersonal, Interpretive, Presentational)*
- Present Latin conversation about joining the army.  
- Read a Latin passage on a dinner.  
- Write a comparison of the Roman Army and US Army.  
- Create a power point about a Roman soldier or army life.  
- Write the diary of a Roman soldier.

**Achievement**
- Test – grammar, vocabulary, translation in unit tests

### Content Expectations/Benchmarks
The student will … at a novice high level.

**Communication**

**Interpersonal Communication**
1.1.N.SL.i   Use Latin in a conversation on joining the army  
1.1.N.RW.h   Write a Latin diary as a new Roman soldier

**Interpretive Communication**
1.2.N.R.b   Understand the main idea of a Latin passage

**Presentational Communication**
1.3.N.W.e   Present a power point on the Roman army  
1.3.N.SL a   Present a conversation on joining the army

**Cultures**

**Practices and Perspectives**
2.1.N.H.b   Describe Roman army
Products and Perspectives
2.2.N.C.b. Identify historic military commanders
2.2.N.F.b Identify the Roman army camps
2.2 N.F.b Identify officers and divisions of the Roman army

Connections
3.1.N.a Reinforce English grammar on subjunctive mood

Comparisons
4.2.N.a Compare the Roman army with the US army
4.1.N.a Identify Latin terms used in English
4.1.N.a. Identify similarities in English words derived from Latin
4.1 N.b. Identify basic differences and similarities in subjunctive mood

Communities
5.2.Na Willingly use target language
5.2.N.c Identify Latin terms used in the military today

Cross Cultural Competencies
- Romans contribution to history and government III

Grammar
- Present, Perfect, and Future infinitives
- Indirect Statement

Activities
- Present Latin dialogue on Roman Senate
- Read a Latin passage on the Roman Senate
- Write a skit on Roman Senate
- Research Roman Senate and Forum
- Present a poster on the Roman Forum
- Write a comparison of Roman Senate and the US Senate
- Exercises in the textbook on grammar and translation

Instructional Resources
- Latin for Americans Second Book Lesson VI
- Conversation Latin for Oral Proficiency
- Media Center
In this unit, students will learn about methods of Roman transportation. Students will learn the imperfect tense of subjunctive mood and how to express purpose clauses.

**Unit Title:** Raeda/Wagons  
**Grade Level/Course Title:** Sophomore/Various/Latin 3/4

**Essential Questions**
- What were Roman methods of transportation?  
- How does Latin use subjunctive mood to express purpose clauses?

**Essential Understandings**
The student will understand:
- types of Roman transportation.  
- how to use the subjunctive to express purpose.

**Assessment**

**Proficiency** (*Performance tasks: Interpersonal, Interpretive, Presentational*)
- Present Latin conversation about traveling from Rome to Greece.  
- Read a Latin passage on travel.  
- Write a comparison of transportation methods in Rome and today.

**Achievement**
- Test – grammar, vocabulary, translation in unit tests

**Content Expectations/Benchmark:**
The student will … at a novice high level.

**Communication**

**Interpersonal Communication**
1.1.N.SL.i Use Latin in a conversation on travel

**Interpretive Communication**
1.2.N.R.b Understand the main idea of a Latin passage

**Presentational Communication**
1.3.N.W.c Write a comparison of methods of transportation  
1.3.N.SL a Present a conversation on travel

**Cultures**

**Practices and Perspectives**
2.1.N.H.b Describe Roman methods of transportation

**Products and Perspectives**
2.2.N.G.b Identify major roads and means of transportation

**Connections**
3.1.N.a Reinforce English grammar on subjunctive mood
Comparisons
4.2.N.a   Compare the Roman transportation with modern
4.1.N.a   Identify Latin terms used in English
4.1.N.a. Identify similarities in English words derived from Latin
4.1 N.b.  Identify basic differences and similarities in subjunctive mood

Communities
5.2.Na   Willingly use target language

Cross Cultural Competencies
• Romans contribution to history and government III

Grammar
• Imperfect subjunctive and Purpose clauses

Activities
• Present Latin conversation about traveling from Rome to Greece
• Read a Latin passage on travel
• Write a comparison of transportation methods in Rome and today
• Exercises in the textbook on grammar and translation

Instructional Resources
• Latin for Americans Second Book, Lesson XI
• Conversation Latin for Oral Proficiency
• Media Center
In this unit, students will learn about methods of Roman communication. Students will learn the perfect tense of subjunctive mood and how to express result clauses.

**Unit Title:** Epistula/Letters  
**Grade Level/Course Title:** Sophomore/Various/Latin 3/4

**Essential Questions**
- What were Roman methods of communication?  
- How does Latin use subjunctive mood to express result clauses?

**Essential Understandings**
The student will understand:
- types of Roman communication.  
- how to use the subjunctive to express result.

**Assessment**
**Proficiency** (*Performance tasks: Interpersonal, Interpretive, Presentational*)
- Write a Latin letter about studying oratory in Greece.  
- Read a Latin passage on oratory schools in Athens.  
- Write a comparison of communication methods in Rome and today.

**Achievement**
- Test – grammar, vocabulary, translation in unit tests

**Content Expectations/Benchmarks**
The student will … at a novice high level.

**Communication**
**Interpersonal Communication**
1.1.N.RW.h  Use Latin in a letter on studying oratory

**Interpretive Communication**
1.2.N.R.b  Understand the main idea of a Latin passage

**Presentational Communication**
1.3.N.W.c  Write a comparison of methods of communication

**Cultures**
**Practices and Perspectives**
2.1.N.H.b  Describe Roman methods of communication

**Products and Perspectives**
2.2.N.G.b  Identify importance of oratory in communication

**Connections**
3.1.N.a  Reinforce English grammar on subjunctive mood
Comparisons

4.2.N.a  Compare the Roman conversation with modern
4.1.N.a  Identify Latin terms used in English
4.1.N.a. Identify similarities in English words derived from Latin
4.1 N.b. Identify basic differences and similarities in subjunctive mood

Communities

5.2.Na  Willingly use target language

Cross Cultural Competencies

• Romans contribution to history  III

Grammar

• Perfect subjunctive and Result clauses

Activities

• Write a Latin letter about studying oratory in Greece
• Read a Latin passage on oratory schools in Athens
• Write a comparison of communication methods in Rome and today
• Exercises in the textbook on grammar and translation

Instructional Resources

• Latin for Americans Second Book  Lesson XIV
• Conversation Latin for Oral Proficiency  Chap XXIII
• Media Center
In this unit, students will learn about buildings of ancient Athens. Students will learn the perfect and pluperfect tenses of subjunctive mood and how to express temporal clauses.

Unit Title: Athenas/Athens  
Grade Level/Course Title: Sophomore/Various/Latin 3/4

**Essential Questions**
- What were the buildings in ancient Athens?
- How does Latin use subjunctive mood to express temporal clauses?

**Essential Understandings**
The student will understand:
- buildings and architectural styles in Athens.
- how to use the subjunctive to express temporal clauses.

**Assessment**

**Proficiency** (*Performance tasks: Interpersonal, Interpretive, Presentational*)
- Create a travel brochure on ancient Athens
- Read a Latin passage on Athens
- Write a letter inquiring about places to stay in Athens

**Achievement**
- Test – Grammar, vocabulary, translation in unit tests

**Content Expectations/Benchmarks**
The student will … at a novice high level.

**Communication**

**Interpersonal Communication**
1.1.N.RW.i. Write a letter for information about Athens

**Interpretive Communication**
1.2.N.R.b Understand the main idea about Athens

**Presentational Communication**
1.3 N.W.c Write a travel brochure on Athens

**Cultures**

**Practices and Perspectives**
2.1.N.F.c Describe major buildings in ancient Athens

**Products and Perspectives**
2.2.N.C.b Identify major buildings in ancient Athens

**Connections**
3.1.N.a Reinforce English grammar on subjunctive mood
**Comparisons**

4.2.N.a   Compare Greek architecture with today’s buildings
4.1.N.a   Identify Latin terms used in English
4.1.N.a. Identify similarities in English words derived from Latin
4.1 N.b.  Identify basic differences and similarities in subjunctive mood

**Communities**

5.2.Na   Willingly use target language

**Cross Cultural Competencies**

- Romans contribution to history   III

**Grammar**

- Perfect and Pluperfect subjunctive and Temporal Clauses

**Activities**

- Create a travel brochure on ancient Athens
- Read a Latin passage on Athens
- Write a letter inquiring about places to stay in Athens
- Compare architecture in Ancient Athens with today
- Exercises in the textbook on grammar and translation

**Instructional Resources**

- Latin for Americans Second Book  Lesson XVII
- Media Center
HIGH SCHOOL LATIN
Latin 5/6

UNIT I: RES PUBLICA / ROMAN REPUBLIC

Students will learn about the history, government, elections, and magistrates of the Roman Republic. Students will translate Cicero’s First Catilinarian. Students will learn indirect questions and commands and conditional sentences which use the subjunctive mood.

Unit Title: Res Publica/Roman Republic
Grade Level/Course Title: Junior/Various/Latin 5/6

Content Expectations/Benchmarks
The student will … at an intermediate low level.

Communication
Interpersonal Communication
1.1.N.RW.j. Write a political election notices

Interpretive Communication
1.2.M.R.b Understand the main idea of Cicero’s oration

Presentational Communication
1.3 N.S.c Role play a roman election

Cultures
Practices and Perspectives
2.1.N.H.a Identify and explain major historic events of the Republic
2.1.M.H.b Describe the Roman Republic government and magistrates
2.1.N.F.c Describe the Roman election procedures

Products and Perspectives
2.2.N.C.b Identify historic figures of the Roman Republic
2.2.N.F.c Describe the Roman calendar

Connections
3.1.N.a Reinforce English grammar on subjunctive mood

Comparisons
4.2.N.a Compare Roman and modern election procedures
4.2.N.a Compare Roman and modern calendars
4.1.N.a Identify Latin terms used in English
4.1.N.a Identify similarities in English words derived from Latin
4.1 N.b. Identify basic differences and similarities in subjunctive mood

Communities
5.2.Na Willingly use target language

Cross Cultural Competencies
III. Romans contribution to history and government

Instructional Resources
Our Latin Heritage Book III
Computer Lab
HIGH SCHOOL LATIN
Latin 5/6

UNIT 11: CARMINA / POETRY

Students will learn about the Roman authors of the Golden Age and Silver Age. Students will translate poems from Catullus and Horace. Students will learn about the use of gerunds and gerundives in Latin. Students will watch Latin news shows and write their own.

Unit Title: Carmina/Poetry
Grade Level/Course Title: Junior/Various/Latin 5/6

Content Expectations/Benchmarks
The student will … at an intermediate low level.

Communication
Interpersonal Communication
1.1.N.R.W.e Write Latin news show on an event in Roman history

Interpretive Communication
1.2.N.L.c Understand the main idea of the Latin news show
1.2.M.R.b Understand the main idea of Catullus and Horace poems

Presentational Communication
1.3.M.S.d Produce a Latin news show

Cultures
Practices and Perspectives
2.1.N.F.c Describe the Roman authors

Products and Perspectives
2.2.N.C.b Identify Roman authors

Connections
3.1.N.a Reinforce English grammar on gerund and gerundives

Comparisons
4.2.N.a Compare Roman and modern poetry techniques
4.1.N.a Identify Latin terms used in English
4.1.N.a Identify similarities in English words derived from Latin
4.1.N.b Identify basic differences and similarities in gerunds and gerundives

Communities
5.2.Na Willingly use target language

Instructional Resources
- Our Latin Heritage Book III
- Catullus and Horace poetry
- Computer Lab - research
This is a uniquely designed course within a course. Students taking the Honors Latin 5-6 course will be enrolled and attending Latin 5-6 on a daily basis. At the beginning of each semester, the students will receive a course syllabus which includes all required assignments, work deadlines, and assessment criteria. In Latin 5 Honors, students will study another oration by Cicero and in Latin 6 Honors students will translate an extended poem by Catullus.

Through the study of Latin literature, students will gain proficiency in all language skill areas including vocabulary building, understanding of grammar concepts, and interpretation of literary texts. They will be developing the ability to critically analyze and evaluate the material through independent research and writing. Through research, the students will become aware of the cultural and historical context of the works. Through writing, they will interpret the selections and synthesize the materials in order to demonstrate their knowledge. The development of these skills will enhance their overall knowledge of the Greco-Roman culture in a world of diverse cultures.
Students will learn about the Augustan Age, the Trojan War, and epic poetry. Students will read Vergil’s *Aeneid* and selections from historians: Suetonius and Tacitus. Students will learn about the role of prophets and the values of the Romans. Students will learn the grammar and vocabulary that pertains to the *Aeneid* and poetic devices.

**Unit Title:** Imperium August/Empire of Augustus

**Grade Level/Course Title:** Senior/Various/Latin 7/8

**Content Expectations/Benchmarks**
The student will … at an intermediate mid level.

**Communication**

**Interpersonal Communication**
1.1.A.R.W.d Share detailed description of literary figures from the *Aeneid*
1.1.A.R.W.d Share detailed description of historical figures from the Empire
1.1.A.R.W.j Share opinions about the literature

**Interpretive Communication**
1.2.A.R.b Understand and analyze the *Aeneid*

**Presentational Communication**
1.3 M.S.a Present skits on scenes from the *Aeneid*
1.3.A.S.d Present an original newscast
1.3M.W.a Illustrate and present a map of the *Aeneid* story

**Cultures**

**Practices and Perspectives**
2.1.M.H.a Identify and explain major historic events of the Republic
2.1.M.H.b Describe the Roman Empire under the Julio-Claudian Emperors
2.1.A.H.h Analyze the values and philosophies of Romans

**Products and Perspectives**
2.2.N.C.b Identify historic figures of the Empire
2.2.N.C.b Identify literary figures of the Trojan War and the *Aeneid*
2.2.N.G.a Identify geographic places in the *Aeneid*
2.2.A.C.b Analyze the contributions of the *Aeneid* to literature, art, and music

**Connections**
3.1.N.a Reinforce English grammar on poetry techniques
3.2.M.a Use text to recognize distinctive viewpoints

**Comparisons**
4.1.A.a Compare values and philosophy of Romans with today
4.1.N.a Identify similarities in English words derived from Latin
4.2.M. Recognize various translations of a Latin word

**Communities**
5.2.Na Willingly use target language
Cross Cultural Competencies

- Romans contribution to literature II
- Romans contribution to history and government III

Instructional Resources

- Aeneid texts by Pharr and Mandlebaum
- I, Claudius video series
- Computer Lab
This is a uniquely designed course within a course. Students taking the Honors Latin 7-8 course will be enrolled and attending Latin 7-8 on a daily basis. At the beginning of each semester, the students will receive a course syllabus which includes all required assignments, work deadlines, and assessment criteria. The Honors students will read additional sections of Vergil’s *Aeneid*.

Through the study of Latin literature, students will gain proficiency in all language skill areas including vocabulary building, understanding of grammar concepts, and interpretation of literary texts. They will be developing the ability to critically analyze and evaluate the material through independent research and writing. Through research, the students will become aware of the cultural and historical context of the works. Through writing, they will interpret the selections and synthesize the materials in order to demonstrate their knowledge. The development of these skills will enhance their overall knowledge of the Greco-Roman culture in a world of diverse cultures.