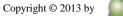
Curriculum Framework for Spanish I

Delaware STEM Academy Curricular Tool: N/A Course: Level H1/Novice Low-Novice Mid School: Unit Concepts/ **Standards Alignment Essential Ouestions**/ Assessments **Big Ideas** Learning Targets Unit One: Mucho gusto **Timeline : 3 weeks 1.1 Interpersonal Communication**-Students **Suggested Formative Assessments Concepts: Essential Questions:** introduce themselves and their classmates, name Greetings How do students introduce Interactive Word Wall objects, places and actions and respond to Introductions themselves? Ouestioning commands and questions. Student also express Alphabet Journaling basic likes and dislikes. Numbers 0-30 How do people from other Observation of oral discourse Spanish-speaking countries & cultures introduce **1.3 Presentational Communication**- Students capitals themselves? Suggested Summative Assessments write or tell about products or practice of their own Days of the week Vocabulary quizzes culture or the target language cultures. They use Weather **Oral Presentation** Learning Targets: language supported by visual cues such as posters, Rubrics Classroom expressions. Tell about a product or pictures, props, etc practice of their own Self Assessment **Big Ideas:** culture and compare it to Across the globe, people have 2.1 Cultural Practices and Perspectives-Students a similar product or observe, identify and discuss simple patterns of different concepts of greetings practice of the targets behavior or interaction in various settings such as and salutations. culture. school, family and the community in the target Appropriately greet one • language cultures. another Introduce themselves to • each other and guests who visit the classroom. Unit Two: Tiempo con amigos Timeline: 6 weeks 1 1 Internersonal Communication - Students Eccontial Questions: Concenter Suggested Formative Assessments

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Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
 culture or the target language cultures. They use language supported by visual cues such as posters, pictures, props, etc 2.1 Cultural Practices and Perspectives - Students observe, identify and discuss simple patterns of behavior or interaction in various settings such as school, family and the community in the target language cultures. 	Big Ideas While differences exist due to culture and geography, students around the world share many common interests and join in similar activities.		Oral Presentation Rubrics Self Assessment
3.1 Connections to Other Disciplines -Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information			
3.2 Access to Information -Students use sources intended for same age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience.			
4.1 Language Comparisons -Students realize that cognates enhance comprehension of spoken and written language and demonstrate that awareness by identifying commonly occurring cognates in the language they are learning.			
Unit Three: En la escuela Timeline: 5 weeks			
1.1 Interpersonal Communication -Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes.	Concepts:Time and schedulesClasses and descriptorsStudent lifeIrregular verbs (<i>estar, tener, ir</i>)Present tense of regular –ar verbs	Essential Questions: How can students describe their school experience? How do schools compare from culture-to-culture?	Suggested Formative AssessmentsInteractive Word WallQuestioningJournalingObservation of oral discourse



Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
 1.2 Interpretive Communication - Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. They also comprehend main ideas in oral narratives such as personal anecdote and narratives based on familiar topics. 1.3 Presentational Communication - Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media 2.1 Cultural Practices and Perspectives - Students observe, identify and discuss simple patterns of behavior or interaction in various settings such as school, family and the community in the target language cultures. 2.2 Cultural Products-Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods. 3.2 Access to Information - Students use sources intended for same age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience. 4.2 Cultural Comparisons-Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own. 5.2 Enjoyment/Lifelong Learning-Students use 	Big Ideas: Students around the world share similar schooling experiences although differences exist due to geography, resources, and culture.	 Learning Targets Identify classes and extra-curricular activities in the target language Discuss classes and extra-curricular activities in the target language Compare and contrast classes and extra- curricular activities in the United States and in the target language culture. Interview a student in the target language about his/her current classes and activities as well as future classes and activities Write an article in the target language about classes and extra- curricular activities Persuade others in the target language to participate in a specific extra-curricular activity Express feelings and emotions in Spanish. Form questions in Spanish. 	Suggested Summative Assessments Vocabulary quizzes Oral Presentation Rubrics Self Assessment Performance Task



Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
various media from the language and culture for			
entertainment or personal pleasure			
Unit Four: La mesa de la familia Timeline: 6 weeks			
1.1 Interpersonal Communication -Students	Concepts:	Essential Questions:	Suggested Formative Assessments
introduce themselves and their classmates, name	Family	What is my definition of	Interactive Word Wall
objects, places and actions and respond to	Dates	family?	Questioning
commands and questions. Student also express	Numbers 200-1,000,000		Journaling
basic likes and dislikes.	Possessive adjectives	What do I eat that is	Observation of oral discourse
	Food, restaurants, table etiquette	"American"?	Skit
1.3 Presentational Communication- Students	-er/-ir verbs; gustar; stem-		
comprehend brief, written messages and short	changing verbs	What are some staple foods	Suggested Summative Assessments
personal notes on familiar topics such as family,		of target language countries?	Vocabulary quizzes
school events and celebrations. Students	Big Ideas:		Oral Presentation
understand the main idea contained in various	Families share a sense of unity	Learning Targets:	Rubrics
media	and tradition that often centers	• Identify the main idea of	Self Assessment
	around mealtimes, cuisine, and	short stories in the target	Skit
2.1 Cultural Practices and Perspectives -	celebrations	language	
Students observe, identify and discuss simple		• Research and identify	
patterns of behavior or interaction in various		career options where	
settings such as school, family and the community		knowing a second	
in the target language cultures.		language will be	
		beneficial.	
2.2 Cultural Products - Students identify and			
observe tangible products of the culture such as			
toys, dress, types of dwelling and foods.			
3.1 Connections to other Disciplines- Students			
demonstrate an understanding of the concepts			
learned in other subjects in the target language,			
including geographic terms and concepts,			
historical facts and concepts, mathematical terms			
and scientific information			
3.2 Access to Information - Students use sources			
intended for same age speakers of the target			
language to prepare reports on topics of personal			



Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
interest or those with which they have limited previous experience.	8	9 1 9 1	
4.1 Language Comparisons - Students realize that cognates enhance comprehension of spoken and written language and demonstrate that awareness by identifying commonly occurring cognates in the language they are learning.			
5.1 Transfer to Communities -Students identify ways that knowing languages are crucial to many professions.			
Unit Five: Vamos de compras Timeline: 5 weeks			
 1.1 Interpersonal Communication - Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes. 1.2 Interpretive Communication Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. They also comprehend main ideas in oral narratives such as personal anecdote and narratives based on familiar topics. 1.3 Presentational Communication - Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media 	Concepts: Clothing and shopping Vocabulary Getting around town Direct object pronouns People choose clothing that reflect their personal identity as well as their cultural heritage. Big Ideas: Culture and language are inseparable; they influence and reflect each other. Language learning provides opportunities to uncover big ideas about languages, cultures, and other disciplines.	 Essential Questions: What clothing do teenagers wear? What cultural elements influence their choices? Learning Targets: Oral presentation Identify main ideas presented in media in the target culture 	Suggested Formative Assessments Interactive Word Wall Questioning Journaling Observation of oral discourse Suggested Summative Assessments Vocabulary quizzes Oral Presentation Rubrics Self Assessment
2.1 Cultural Practices and Perspectives - Students observe, identify and discuss simple			



Standards Alignment	Unit Concepts/	Essential Questions/	Assessments
	Big Ideas	Learning Targets	
patterns of behavior or interaction in various settings such as school, family and the community			
in the target language cultures.			
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3.1 Connections to other Disciplines -Students			
demonstrate an understanding of the concepts			
learned in other subjects in the target language,			
including geographic terms and concepts,			
historical facts and concepts, mathematical terms			
and scientific information			
4.1 Language Comparisons - Students realize			
that cognates enhance comprehension of spoken			
and written language and demonstrate that			
awareness by identifying commonly occurring			
cognates in the language they are learning.			
5.1- Transfer to Communities Students identify			
ways that knowing languages are crucial to many			
professions.			
Unit Six: Bienvenido a nuestra casa			
Timeline: 5 weeks			
1.1 Interpersonal Communication - Students	Concepts:	Essential Questions:	Suggested Formative Assessments
introduce themselves and their classmates, name	Vocabulary related to rooms in	How does my definition of	Interactive Word Wall
objects, places and actions and respond to	the house, furniture, chore	home compare to that of	Questioning
commands and questions. Student also express	ser vs. estar	other students' from other	Journaling
basic likes and dislikes.	<i>tu</i> affirmative commands	cultures?	Observation of oral discourse
	Ordinal numbers		
1.2 Interpretive Communication Students		How does the definition of	Suggested Summative Assessments
comprehend brief, written messages and short	Big Ideas:	chore differ depending on	Vocabulary quizzes
personal notes on familiar topics such as family,	How people define a home differs	culture?	Oral Presentation
school events and celebrations. They also	according to culture, geography,		Rubrics
comprehend main ideas in oral narratives such as	and resources.	What is a home?	Self Assessment
personal anecdote and narratives based on familiar			Interpretive Tasks
topics.	Although houses share	How and where do I live?	
1.3 Presentational Communication - Students	commonalities throughout the	How and where do people	
write or tell about products or practices of their	world, the notion of home is tied	live in the countries where	



Standards Alignment	Unit Concepts/	Essential Questions/	Assessments
 own culture or the target language cultures. They use language supported by visual cues such as posters, pictures, process. etc 2.2 Cultural Products - Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods. 3.2 Access to Information - Students use sources intended for same age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience. 4.2 Cultural Comparisons -Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own. 5.2 Enjoyment/Lifelong Learning-Students use various media from the language and culture for entertainment or personal pleasure 	Big Ideas to one's culture and personal vision	Learning Targets the target language is spoken? What are my family's responsibilities and routines at home and how do they compare to those of the family in the target culture? Learning Targets: describe the layout of a house describe how and where they live compare and contrast cultural practices and perspectives read and decipher real estate listings in the target language make and answer questions in the target language decipher an authentic story in the target language listen and comprehend authentic dialogues in the target language design a home in the target language	
Unit Seven: Mantener un cuerpo sano Timeline: 5 weeks		1	1
1.1 Interpersonal Communication - Students introduce themselves and their classmates, name objects, places and actions and respond to	Concepts: Vocabulary related to health and emotion	Essential Questions: How do I express myself and my feelings to others?	Suggested Formative Assessments Interactive Word Wall Questioning



Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
 commands and questions. Student also express basic likes and dislikes. 1.3 Presentational Communication - Students write or tell about products or practices of their own culture or the target language cultures. They use language supported by visual cues such as posters, pictures, process. etc 2.2 Cultural Products - Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods. 3.1 Connections to other Disciplines -Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information 3.2 Access to Information - Students use sources intended for same age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience. 4.2 Cultural Comparisons -Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own. 5.2 Enjoyment/Lifelong Learning -Students use various media from the language and culture for entertainment or personal pleasure 	Parts of the body Illnesses and remedies <i>Estar</i> Sports <i>Jugar</i> <i>Ssaber vs. conocer</i> Preterit of –ar verbs Big Ideas: A person's perception of health depends on cultural values related to physical definitions and emotional mores	 How do I communicate my health or state of being to others? How does my definition of what it means to be healthy compare to that of someone from the target language culture? <u>Learning Targets:</u> Identify tangible products of the culture. Transfer knowledge of geographic features to the characteristics of Spanish speaking countries. Identify similarities and differences in products and practices that are shared by the two cultures. 	Journaling Observation of oral discourse Skit Suggested Summative Assessments Vocabulary quizzes Oral Presentation Rubrics Self Assessment Skit



Curriculum Framework for Spanish 2

School: <u>Delaware STEM Academy</u>

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Curricular Tool: <u>N/A</u>

Course: Level H2/ Novice Mid

Standards Alignment	Unit Concepts/	Essential Questions/	Assessments
	Big Ideas	Learning Targets	
Unit One: Student Life (DDOE Model Unit)			
Timeline : 4 weeks	1	1	<u>I</u>
1.1 Interpersonal Communication - Students	Concepts:	Essential Questions:	Suggested Formative Assessments
introduce themselves and their classmates, name	Vocabulary relating to school	What is my high school	Interactive Word Wall
objects, places and actions and respond to	subjects, sports, and extracurricular	experience?	Questioning
commands and questions. Student also express	activities		Journaling
basic likes and dislikes	Present tense of regular verbs	What is high school like for	Observation of oral discourse
	Present tense of irregular verbs (to	students in other cultures?	Vocabulary quizzes
1.2 Interpretive Communication -Students	have, to be, to go, to come, to do,		Self-assessment
introduce themselves and their classmates, name	to play, to start, to eat lunch, to	Learning Targets:	
objects, places and actions and respond to	think, to be pleasing to)	 Discuss classes and 	
commands and questions. Student also express	Near future (to go + infinitive)	extracurricular activities in the	Suggested Summative Assessment
basic likes and dislikes	Agreement and placement of	target language	Oral Presentation with rubric
	adjectives	Compare and contrast classes	Summative IPA
1.3 Presentational Communication - Students	How to make and answer questions	and extracurricular activities	
write or tell about products or practices of their		in the United States and in the	
own culture or the target-language cultures.	Big Ideas:	target language culture	
They use language supported by visual cues such	High school students across the	• Decipher an authentic report	
as posters, pictures, props, etc.	world share some common school	card in the target language	
	experiences, although differences	 Identify classes and 	
2.2 Cultural Products -Students identify and	exist due to culture.	extracurricular activities in the	
observe tangible products of the culture such as		target language	
toys, dress, types of dwelling and foods.		• Create a course schedule and	
		extracurricular request form in	
3.2 Access to Information Students use sources		the target language	
intended for same-age speakers of the target		• Interview a student in the	
language to prepare reports on topics of personal		target language about his/her	
interest, or those with which they have limited		current classes and activities	
previous experience.		as well as future classes and	
		activities	
4.1 Language ComparisonsStudents identify		• Write an article in the target	
and observe tangible products of the culture such		language about classes and	
as toys, dress, types of dwelling and foods.		extracurricular activities	



Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
4.2 Cultural Comparisons -Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.		 Persuade others in the target language to participate in a specific extracurricular activity 	
Unit Two: Un modelo a la pasarela (Model Unit Timeline: 6 weeks	t)		
 1.1 Interpersonal Communication - Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Students exchange information about personal events, memorable experiences and other school subjects with peers and/or members of the target cultures. 1.2 Interpretive Communication - Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media. 1.3 Presentational Communication - Students prepare simple stories or scaffolded paragraphs about personal experiences, or other school subjects to share with classmates or members of the target cultures 2.2 Cultural ProductsStudents search for, identify and investigate the function of utilitarian products (e.g., sports equipment, household items, tools, foods and clothing) of the culture studied as found within their homes and communities. 4.1 Language Comparisons Students 	Concepts:Vocabulary related to clothing and fit, personal needs, stores, materials, crafts, and recommendations.Verbs: gustar: encantar, interesar, importer, quedarPresent tense irregular yo verbsPrepositions and pronounsTime expressions with hace Irregular preterit verbs: u stems, uv stems, i stemsStem-changing –ir verbs in the preteritConverting money and exchange rates.Spanish-speaking countries in the Caribbean; art, handicrafts, and markets.Big Ideas People shop out of necessity and for fun, whether it be for food, clothing or for gifts.By studying another culture, individuals can better understand and appreciate their native and other cultures.	 Essential Questions: How do your clothes and style compare to that of someone from another culture? How does studying another culture make an individual understand and appreciate his/her own? How is commerce different in Spanish-speaking countries? Learning Targets: Compare and contrast fashion trends between your own and the Spanish culture. Accurately exchange given amounts of money Engage in non-rehearsed role play Students will choose pages in a fashion magazine with photos and write sentences describing the clothing or garments they see in a "fashion critique" article. 	 Teacher observations with specific indicators or "Look Fors" Pairs practice – Turn and Talk/Think Pair Share Pairs practice – Audio tape recording of dialogue and self- analysis Blabberize recordings Homework Bellringer work Exit tickets Summaries "Hot Seat" impromptu responses Inside-Outside Circles Role play activities (unrehearsed) Human continuum and explanation Word toss Word splash Learning logs Four corners and defense Blogs Email responses Quizzes Say something Brainstorming A-Z Numbered heads together Pen pals responses



Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
 demonstrate an awareness of ways of expressing respect and communicating status differences in their own language and the language they are learning. 4.2 Cultural ComparisonsStudents hypothesize the relationship between the products and perspectives in the cultures studied and compare and contrast them with their own. 			 Unit Exams – Written and oral Presentations Conversational/presentational peer coaching Demonstrations Debate RAFT's to prompt unrehearsed role plays
Unit Three: Somos saludables Timeline: 5 weeks			
 1.1 Interpersonal Communication - Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes 1.2 Interpretive Communication -Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes 1.3 Presentational Communication - Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc. 2.1 Cultural Practices and Perspectives - Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc. 2.2 Cultural Products -Students identify and observe tangible products of the culture such as 	Concepts: Vocabulary related to sports, healthy habits, daily routine, body parts, and personal care items. Sequencing of events adverbs (<i>-mente</i>) reflexive verbs and pronouns present progressive demonstrative adjectives and pronouns plans with <i>pensar</i> preterit of regular –er and –ir verbs Big Ideas: The definition of a nutritious, healthy lifestyle varies from culture to culture.	 Essential Questions: What is your daily routine and how does that compare with that of a student from another culture? What is your definition of nutrition? How do you maintain your health? Learning Targets: Identify daily routines and compare and contrast them with a "day in the life" of a Spanish speaking student Create a "menu" from a typical day of an American teenager 	Suggested Formative Assessments Interactive Word Wall Questioning Journaling Observation of oral discourse Suggested Summative Assessment Vocabulary quizzes Oral Presentation Rubrics Self Assessment Summative IPA



toys, dress, types of dwelling and foods. 3.1 Connections to other Disciplines- Students demonstrate an understanding of the concepts listorical facts and concepts, mathematical terms and scientific information. 3.2 Access to Information -Students use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or those with which they have limited previous experience. 4.1 Language ComparisonsStudents identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods. 4.2 Cultural ComparisonsStudents identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods. 4.2 Cultural ComparisonsStudents identify and observe tangible products or ginate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own. 5.2 Enjoyment/Lifelong Learning -Students use various media from the language and culture for entertainment or personal pleasure. Unit Four: Al centro comercial Timeline: 6 weeks 1.1 Interpresental presents Concepts: Vocabulary related to clothing and figersonal needs, stores, materials, craits, and recommendations. Verbs: guasar: encautar, interesar, Were do you shop? Where do you shop?	Standards Alignment	Unit Concepts/	Essential Questions/	Assessments
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	Uasic likes and distikes		Where do you shop?	
LA INTERPRETIVE L'OMMUNICATION - NUIGENTS I IMPORTAR AUGACIA	1.2 Interpretive Communication -Students	importer, quedar	where do you shop:	Suggested Summative Assessment



Standards Alignment	Unit Concepts/	Essential Questions/	Assessments
	Big Ideas	Learning Targets	
 introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes 1.3 Presentational Communication Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc. 2.2 Cultural ProductsStudents identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods. 3.1 Connections to Other DisciplinesStudents demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information. 	Big Ideas Present tense irregular <i>yo</i> verbs Prepositions and pronouns Time expressions with <i>hace</i> Irregular preterit verbs: u stems, uv stems, i stems Stem-changing –ir verbs in the preterit Converting money and exchange rates. Spanish-speaking countries in the Caribbean; art, handicrafts, and markets. <u>Big Ideas</u> People shop out of necessity and for fun, whether it be for food, clothing or for gifts.	 Learning Targets How is commerce different in Spanish-speaking countries? Learning Targets: Compare and contrast fashion trends between your own and the Spanish culture. Accurately exchange given amounts of money Appropriately use verb forms 	Vocabulary quizzes Oral Presentation Rubrics Self Assessment Summative IPA
 4.1 Language ComparisonsStudents identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods. 4.2 Cultural ComparisonsStudents speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own. 			
Unit Five: A comer			
Timeline: 4 weeks			
1.1 Interpersonal Communication - Students introduce themselves and their classmates, name objects, places and actions and respond to	Concepts: Vocabulary related to food and food preparation, place settings,	Essential Questions: How do your favorite foods compare with those of someone	Suggested Formative Assessments Interactive Word Wall Questioning
commands and questions. Student also express basic likes and dislikes	restaurant dishes and ordering Ud. and Uds. commands	from another culture?	Journaling Observation of oral discourse



Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/	Assessments
 1.2 Interpretive Communication -Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes 1.3 Presentational Communication - Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc. 2.1 Cultural Practices and Perspectives - Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc. 2.2 Cultural ProductsStudents identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods. 3.1 Connections to Other DisciplinesStudents demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information. 4.1 Language Comparisons -Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods. 4.2 Cultural Comparisons-Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods. 	Big Ideas extremes (-isimo) affirmative and negative expressions Big Ideas: Food is symbolic to people of their cultural heritage and varies according to their socioeconomic status, geography, and tastes.	Learning Targets How do you order in a restaurant? How do you prepare foods from another culture? Learning Targets: • Write and act out a skit of a scene in a restaurant • Accurately use affirmative and negative expression	Suggested Summative Assessment Vocabulary quizzes Oral Presentation Rubrics Self Assessment Summative IPA



Standards Alignment	Unit Concepts/	Essential Questions/	Assessments
their own.	Big Ideas	Learning Targets	
neir own.			
Unit Six: ;Buen Viaje! (Model Unit)	I	I	L
Timeline: 5 weeks 1.1 Interpersonal Communication - Students	Concenta	Essential Questions:	Suggested Formative Assessments
introduce themselves and their classmates, name	Concepts: Location prepositions	How are my travel needs similar to	Interactive Word Wall
objects, places and actions and respond to	direct and indirect object pronouns	and different from those from other	Questioning
commands and questions. Student also express	preterit of regular –ar verbs, <i>ir, ser</i> ,	cultures?	Journaling
basic likes and dislikes	hacer, ver and dar.	cultures	Observation of oral discourse
basic fixes and disfixes	Costa Rican national parks and	What information do I need to	Observation of oral discourse
1.2 Interpretive Communication -Students	ecosystems.	know in order to plan a trip to a	Suggested Summative Assessment
introduce themselves and their classmates, name	Vocabulary related to airplane	foreign country?	Vocabulary quizzes
objects, places and actions and respond to	travel, lodging and vacation;		Oral Presentation
commands and questions. Student also express	giving and receiving directions	What is my definition of a vacation	Rubrics
basic likes and dislikes	88	and how does that differ from	Self Assessment
	Big Ideas:	someone's from another culture?	Summative IPA
1.3 Presentational Communication Students	The concept of travel connotes		
write or tell about products or practices of their	different meaning to people	How do I describe and use	
own culture or the target-language cultures.	according to their needs,	different forms of transportation to	
They use language supported by visual cues such	resources, and experiences	get around?	
as posters, pictures, props, etc.	-	get alound.	
	Travel provides opportunities to		
2.1 Cultural Practices and Perspectives -	gain new insight about self and the	What information do I need to plan	
Students write or tell about products or practices	world.	a vacation in a foreign country?	
of their own culture or the target-language			
cultures. They use language supported by visual		What do I need to obtain a driver's	
cues such as posters, pictures, props, etc.	Knowledge of different forms of	license in a Spanish-speaking	
	transportation provides richer	country?	
3.1 Connections to Other DisciplinesStudents	experiences while visiting		
demonstrate an understanding of the concepts	unfamiliar places.	What are the most visited resints of	
learned in other subjects in the target language,		What are the most visited points of interest in Venezuela and	
including geographic terms and concepts,	The study of world language	Colombia?	
historical facts and concepts, mathematical terms	enables individuals to participate in		
and scientific information.	multiple communities and enriches	Learning Targets:	
	their experiences.	• Identify five tourist points of	
3.2 Access to Information - Students read, listen		interest, and state (write and	
to and talk about age-appropriate school content,		speak) why one should visit.	
folk tales, short stories, internet sites, poems and			

Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
 songs written for native speakers of the target language. 4.1 Language Comparisons -Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods. 4.2 Cultural Comparisons Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own. 5.1 Transfor to Comparison Students option 	big fucas	 Identify (list) the parts of a car in Spanish. Use affirmative and negative commands correctly in Spanish. Pronounce B and V correctly when speaking Spanish. Obtain a driver's license in a Spanish-speaking country. 	
5.1 Transfer to Communities Students contact local agencies to secure information regarding products or practices of target-language cultures.			
Unit Seven: El arte y las peliculas Timeline: 4 weeks			
 1.1 Interpersonal Communication - Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes 1.2 Interpretive Communication -Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes 1.3 Presentational Communication - Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc. 2.1 Cultural Practices and Perspectives - 	Concepts: Vocabulary related to movies and to movie making, technology negative <i>tu</i> commands making and accepting invitations irregular preterit imperfect preterit vs. imperfect past participles as adjectives Big Ideas: Entertainment like film and cinema play a valuable role in leisure time, as well as in teaching about a people's culture.	 Essential Questions: What effects do Hispanics have on the film industry? How do you express your feelings about movies and technology? What do you learn from films? Learning Targets: Extend and accept invitations in role play situations Accurately use the preterit and imperfect tenses in speech. 	Suggested Formative AssessmentsInteractive Word WallQuestioningJournalingObservation of oral discourseSuggested Summative AssessmentCompare film awardsRead and respond to an excerpt fromLa casa de los espiritus.Vocabulary quizzesOral PresentationRubricsSelf AssessmentSummative IPA



Standards Alignment	Unit Concepts/	Essential Questions/	Assessments
Students write or tell about products or practices of their own culture or the target-language cultures. They use language supported by visual cues such as posters, pictures, props, etc.	Big Ideas	Learning Targets	
2.2 Cultural Products -Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.			
3.1 Connections to other Disciplines Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information.			
4.1 Language Comparisons -Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.			
4.2 Cultural Comparisons -Students speculate on why certain products originate in and/or are important to particular cultures by analyzing selected products from the target cultures and their own.			

