

Curriculum Framework for Spanish I

School: Delaware STEM Academy

Curricular Tool: N/A

Course: Level H1/Novice Low-Novice Mid

Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
Unit One: Mucho gusto Timeline : 3 weeks			
<p>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.</p> <p>1.3 Presentational Communication- Students write or tell about products or practice of their own culture or the target language cultures. They use language supported by visual cues such as posters, pictures, props, etc</p> <p>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.</p>	<p>Concepts: Greetings Introductions Alphabet Numbers 0-30 Spanish-speaking countries & capitals Days of the week Weather Classroom expressions.</p> <p>Big Ideas: Across the globe, people have different concepts of greetings and salutations. .</p>	<p>Essential Questions: How do students introduce themselves? How do people from other cultures introduce themselves?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Tell about a product or practice of their own culture and compare it to a similar product or practice of the targets culture. • Appropriately greet one another • Introduce themselves to each other and guests who visit the classroom. 	<p>Suggested Formative Assessments Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p>Suggested Summative Assessments Vocabulary quizzes Oral Presentation Rubrics Self Assessment</p>
Unit Two: Tiempo con amigos Timeline: 6 weeks			
<p>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.</p> <p>1.3 Presentational Communication- Students write or tell about products or practice of their own</p>	<p>Concepts: Pasttimes Likes/dislikes (<i>gustar + infinitive</i>) Interrogative words Formal vs. informal you Personal pronouns and <i>ser</i> Noun/adjective agreement and placement</p>	<p>Essential Questions: What do students like to do and how does that compare with students from around the globe?</p> <p>Learning Targets: Identify pasttimes</p>	<p>Suggested Formative Assessments Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p>Suggested Summative Assessments Vocabulary quizzes</p>

Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>culture or the target language cultures. They use language supported by visual cues such as posters, pictures, props, etc</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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.</p>	<p>Big Ideas While differences exist due to culture and geography, students around the world share many common interests and join in similar activities.</p>		<p>Oral Presentation Rubrics Self Assessment</p>
<p>Unit Three: En la escuela Timeline: 5 weeks</p>			
<p>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.</p>	<p>Concepts: Time and schedules Classes and descriptors Student life Irregular verbs (<i>estar, tener, ir</i>) Present tense of regular –ar verbs</p>	<p>Essential Questions: How can students describe their school experience? How do schools compare from culture-to-culture?</p>	<p>Suggested Formative Assessments Interactive Word Wall Questioning Journaling Observation of oral discourse</p>

Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>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.</p> <p>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</p> <p>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.</p> <p>2.2 Cultural Products-Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>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.</p> <p>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.</p> <p>5.2 Enjoyment/Lifelong Learning-Students use</p>	<p>Big Ideas: Students around the world share similar schooling experiences although differences exist due to geography, resources, and culture.</p>	<p>Learning Targets</p> <ul style="list-style-type: none"> • 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. 	<p>Suggested Summative Assessments</p> <p>Vocabulary quizzes Oral Presentation Rubrics Self Assessment Performance Task</p>

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various media from the language and culture for entertainment or personal pleasure			
Unit Four: La mesa de la familia Timeline: 6 weeks			
<p>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.</p> <p>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</p> <p>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.</p> <p>2.2 Cultural Products - Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>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</p> <p>3.2 Access to Information- Students use sources intended for same age speakers of the target language to prepare reports on topics of personal</p>	<p>Concepts: Family Dates Numbers 200-1,000,000 Possessive adjectives Food, restaurants, table etiquette -er/-ir verbs; <i>gustar</i>; stem-changing verbs</p> <p>Big Ideas: Families share a sense of unity and tradition that often centers around mealtimes, cuisine, and celebrations</p>	<p>Essential Questions: What is my definition of family? What do I eat that is “American”? What are some staple foods of target language countries?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> Identify the main idea of short stories in the target language Research and identify career options where knowing a second language will be beneficial. 	<p>Suggested Formative Assessments Interactive Word Wall Questioning Journaling Observation of oral discourse Skit</p> <p>Suggested Summative Assessments Vocabulary quizzes Oral Presentation Rubrics Self Assessment Skit</p>

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<p>interest or those with which they have limited previous experience.</p> <p>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.</p> <p>5.1 Transfer to Communities-Students identify ways that knowing languages are crucial to many professions.</p>			
Unit Five: Vamos de compras Timeline: 5 weeks			
<p>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.</p> <p>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.</p> <p>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</p> <p>2.1 Cultural Practices and Perspectives - Students observe, identify and discuss simple</p>	<p>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.</p> <p>Big Ideas: Culture and language are inseparable; they influence and reflect each other.</p> <p>Language learning provides opportunities to uncover big ideas about languages, cultures, and other disciplines.</p>	<p>Essential Questions: What clothing do teenagers wear?</p> <p>What cultural elements influence their choices?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> Oral presentation Identify main ideas presented in media in the target culture 	<p>Suggested Formative Assessments Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p>Suggested Summative Assessments Vocabulary quizzes Oral Presentation Rubrics Self Assessment</p>

Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>patterns of behavior or interaction in various settings such as school, family and the community in the target language cultures.</p> <p>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</p> <p>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.</p> <p>5.1- Transfer to Communities Students identify ways that knowing languages are crucial to many professions.</p>			
Unit Six: Bienvenido a nuestra casa Timeline: 5 weeks			
<p>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.</p> <p>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.</p> <p>1.3 Presentational Communication - Students write or tell about products or practices of their</p>	<p>Concepts: Vocabulary related to rooms in the house, furniture, chore <i>ser vs. estar</i> <i>tu</i> affirmative commands Ordinal numbers</p> <p>Big Ideas: How people define a home differs according to culture, geography, and resources.</p> <p>Although houses share commonalities throughout the world, the notion of home is tied</p>	<p>Essential Questions: How does my definition of home compare to that of other students' from other cultures?</p> <p>How does the definition of chore differ depending on culture?</p> <p>What is a home?</p> <p>How and where do I live? How and where do people live in the countries where</p>	<p>Suggested Formative Assessments Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p>Suggested Summative Assessments Vocabulary quizzes Oral Presentation Rubrics Self Assessment Interpretive Tasks</p>

Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>own culture or the target language cultures. They use language supported by visual cues such as posters, pictures, process. etc</p> <p>2.2 Cultural Products - Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>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.</p> <p>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.</p> <p>5.2 Enjoyment/Lifelong Learning - Students use various media from the language and culture for entertainment or personal pleasure</p>	to one's culture and personal vision	<p>the target language is spoken?</p> <p>What are my family's responsibilities and routines at home and how do they compare to those of the family in the target culture?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • 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 Interpersonal Communication - Students introduce themselves and their classmates, name objects, places and actions and respond to	<u>Concepts:</u> Vocabulary related to health and emotion	<u>Essential Questions:</u> How do I express myself and my feelings to others?	<u>Suggested Formative Assessments</u> Interactive Word Wall Questioning

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<p>commands and questions. Student also express basic likes and dislikes.</p> <p>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</p> <p>2.2 Cultural Products - Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>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</p> <p>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.</p> <p>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.</p> <p>5.2 Enjoyment/Lifelong Learning -Students use various media from the language and culture for entertainment or personal pleasure</p>	<p>Parts of the body Illnesses and remedies <i>Estar</i> Sports <i>Jugar</i> <i>Ssaber vs. conocer</i> Preterit of –ar verbs</p> <p>Big Ideas: A person’s perception of health depends on cultural values related to physical definitions and emotional mores</p>	<p>How do I communicate my health or state of being to others?</p> <p>How does my definition of what it means to be healthy compare to that of someone from the target language culture?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> 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. 	<p>Journaling Observation of oral discourse Skit</p> <p><u>Suggested Summative Assessments</u> Vocabulary quizzes Oral Presentation Rubrics Self Assessment Skit</p>

Curriculum Framework for Spanish 2

School: Delaware STEM Academy

Curricular Tool: N/A

Course: Level H2/ Novice Mid

Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
Unit One: Student Life (DDOE Model Unit) Timeline : 4 weeks			
<p>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</p> <p>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</p> <p>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.</p> <p>2.2 Cultural Products -Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>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.</p> <p>4.1 Language Comparisons- -Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p>	<p>Concepts: Vocabulary relating to school subjects, sports, and extracurricular activities Present tense of regular verbs Present tense of irregular verbs (to have, to be, to go, to come, to do, to play, to start, to eat lunch, to think, to be pleasing to) Near future (to go + infinitive) Agreement and placement of adjectives How to make and answer questions</p> <p>Big Ideas: High school students across the world share some common school experiences, although differences exist due to culture.</p>	<p>Essential Questions: What is my high school experience? What is high school like for students in other cultures?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Discuss classes and extracurricular activities in the target language • Compare and contrast classes and extracurricular activities in the United States and in the target language culture • Decipher an authentic report card in the target language • Identify classes and extracurricular activities in the target language • Create a course schedule and extracurricular request form in the target language • 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 extracurricular activities 	<p>Suggested Formative Assessments Interactive Word Wall Questioning Journaling Observation of oral discourse Vocabulary quizzes Self-assessment</p> <p>Suggested Summative Assessment Oral Presentation with rubric Summative IPA</p>

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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.		<ul style="list-style-type: none"> 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			
<p>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.</p> <p>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.</p> <p>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</p> <p>2.2 Cultural Products--Students 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.</p> <p>4.1 Language Comparisons-- Students</p>	<p>Concepts: Vocabulary related to clothing and fit, personal needs, stores, materials, crafts, and recommendations. Verbs: <i>gustar: encantar, interesar, importar, quedar</i> Present tense irregular <i>yo</i> verbs Prepositions and pronouns Time expressions with <i>hace</i> Irregular preterit verbs: <i>u</i> stems, <i>uv</i> stems, <i>i</i> stems Stem-changing –<i>ir</i> verbs in the preterit Converting money and exchange rates. Spanish-speaking countries in the Caribbean; art, handicrafts, and markets.</p> <p>Big Ideas People shop out of necessity and for fun, whether it be for food, clothing or for gifts.</p> <p>By studying another culture, individuals can better understand and appreciate their native and other cultures.</p>	<p>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?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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

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<p>demonstrate an awareness of ways of expressing respect and communicating status differences in their own language and the language they are learning.</p> <p>4.2 Cultural Comparisons--Students hypothesize the relationship between the products and perspectives in the cultures studied and compare and contrast them with their own.</p>			<ul style="list-style-type: none"> • 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			
<p>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</p> <p>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</p> <p>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.</p> <p>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.</p> <p>2.2 Cultural Products -Students identify and observe tangible products of the culture such as</p>	<p>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</p> <p>Big Ideas: The definition of a nutritious, healthy lifestyle varies from culture to culture.</p>	<p>Essential Questions: What is your daily routine and how does that compare with that of a student from another culture?</p> <p>What is your definition of nutrition?</p> <p>How do you maintain your health?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • 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 and a Spanish teenager 	<p>Suggested Formative Assessments Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p>Suggested Summative Assessment Vocabulary quizzes Oral Presentation Rubrics Self Assessment Summative IPA</p>

Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>toys, dress, types of dwelling and foods.</p> <p>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.</p> <p>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.</p> <p>4.1 Language Comparisons- -Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>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.</p> <p>5.2 Enjoyment/Lifelong Learning -Students use various media from the language and culture for entertainment or personal pleasure.</p>			
Unit Four: Al centro comercial Timeline: 6 weeks			
<p>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</p> <p>1.2 Interpretive Communication -Students</p>	<p>Concepts: Vocabulary related to clothing and fit, personal needs, stores, materials, crafts, and recommendations. Verbs: <i>gustar: encantar, interesar, importar, quedar</i></p>	<p>Essential Questions: How do your clothes and style compare to that of someone from another culture? Where do you shop?</p>	<p>Suggested Formative Assessments Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p>Suggested Summative Assessment</p>

Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Student also express basic likes and dislikes</p> <p>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.</p> <p>2.2 Cultural Products--Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>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.</p> <p>4.1 Language Comparisons--Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>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.</p>	<p>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.</p> <p><u>Big Ideas</u> People shop out of necessity and for fun, whether it be for food, clothing or for gifts.</p>	<p>How is commerce different in Spanish-speaking countries?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Compare and contrast fashion trends between your own and the Spanish culture. • Accurately exchange given amounts of money • Appropriately use verb forms 	<p>Vocabulary quizzes Oral Presentation Rubrics Self Assessment Summative IPA</p>
<p>Unit Five: A comer Timeline: 4 weeks</p>			
<p>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</p>	<p><u>Concepts:</u> Vocabulary related to food and food preparation, place settings, restaurant dishes and ordering Ud. and Uds. commands</p>	<p><u>Essential Questions:</u> How do your favorite foods compare with those of someone from another culture?</p>	<p><u>Suggested Formative Assessments</u> Interactive Word Wall Questioning Journaling Observation of oral discourse</p>

Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>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</p> <p>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.</p> <p>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.</p> <p>2.2 Cultural Products--Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>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.</p> <p>4.1 Language Comparisons -Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>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</p>	<p>extremes (-ísimo) affirmative and negative expressions</p> <p>Big Ideas: Food is symbolic to people of their cultural heritage and varies according to their socioeconomic status, geography, and tastes.</p>	<p>How do you order in a restaurant?</p> <p>How do you prepare foods from another culture?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Write and act out a skit of a scene in a restaurant • Accurately use affirmative and negative expression 	<p><u>Suggested Summative Assessment</u> Vocabulary quizzes Oral Presentation Rubrics Self Assessment Summative IPA</p>

Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
their own.			
Unit Six: ¡Buen Viaje! (Model Unit) Timeline: 5 weeks			
<p>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</p> <p>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</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>3.2 Access to Information -Students read, listen to and talk about age-appropriate school content, folk tales, short stories, internet sites, poems and</p>	<p>Concepts: Location prepositions direct and indirect object pronouns preterit of regular –ar verbs, <i>ir, ser, hacer, ver and dar</i>. Costa Rican national parks and ecosystems. Vocabulary related to airplane travel, lodging and vacation; giving and receiving directions</p> <p>Big Ideas: The concept of travel connotes different meaning to people according to their needs, resources, and experiences</p> <p>Travel provides opportunities to gain new insight about self and the world.</p> <p>Knowledge of different forms of transportation provides richer experiences while visiting unfamiliar places.</p> <p>The study of world language enables individuals to participate in multiple communities and enriches their experiences.</p>	<p>Essential Questions: How are my travel needs similar to and different from those from other cultures?</p> <p>What information do I need to know in order to plan a trip to a foreign country?</p> <p>What is my definition of a vacation and how does that differ from someone’s from another culture?</p> <p>How do I describe and use different forms of transportation to get around?</p> <p>What information do I need to plan a vacation in a foreign country?</p> <p>What do I need to obtain a driver’s license in a Spanish-speaking country?</p> <p>What are the most visited points of interest in Venezuela and Colombia?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> Identify five tourist points of interest, and state (write and speak) why one should visit. 	<p>Suggested Formative Assessments Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p>Suggested Summative Assessment Vocabulary quizzes Oral Presentation Rubrics Self Assessment Summative IPA</p>

Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>songs written for native speakers of the target language.</p> <p>4.1 Language Comparisons -Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>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.</p> <p>5.1 Transfer to Communities--Students contact local agencies to secure information regarding products or practices of target-language cultures.</p>		<ul style="list-style-type: none"> 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. 	
Unit Seven: El arte y las películas Timeline: 4 weeks			
<p>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</p> <p>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</p> <p>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.</p> <p>2.1 Cultural Practices and Perspectives -</p>	<p>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</p> <p>Big Ideas: Entertainment like film and cinema play a valuable role in leisure time, as well as in teaching about a people's culture.</p>	<p>Essential Questions: What effects do Hispanics have on the film industry?</p> <p>How do you express your feelings about movies and technology?</p> <p>What do you learn from films?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> Extend and accept invitations in role play situations Accurately use the preterit and imperfect tenses in speech. 	<p>Suggested Formative Assessments Interactive Word Wall Questioning Journaling Observation of oral discourse</p> <p>Suggested Summative Assessment Compare film awards Read and respond to an excerpt from <i>La casa de los espíritus</i>. Vocabulary quizzes Oral Presentation Rubrics Self Assessment Summative IPA</p>

Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>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.</p> <p>2.2 Cultural Products -Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>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.</p> <p>4.1 Language Comparisons -Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.</p> <p>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.</p>			