



PISCATAWAY TOWNSHIP SCHOOLS

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Content Area: Spanish 3

Grade Span: 9-12

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Approval date: August 2021

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COURSE OVERVIEW

Description

This course is designed for students who have successfully completed Spanish 2, and continues the development of communication skills in the three modes of communication: interpretive, interpersonal and presentational as well as interculturality. This course, designed to meet the needs of all learners (grades 9-12), completely immerses students in the language and culture. All communication skills are emphasized with a focus on authentic real-life, real-world context. Instruction aims to make the students feel more comfortable in their oral communication and give them the confidence to become more self-sufficient over time. Students learn about the cultures of the language they are studying and are able to understand similarities and differences between their own culture and the target language culture.

The target proficiency level for this course is Intermediate-Low according to ACTFL proficiency guidelines. This course integrates the ACTFL's Core Ideas and practices (5 C's -communication, cultures, communities, comparisons and connections), Intercultural Communication standards (products, practices and perspectives), and current global themes. In addition, this course infuses information and instruction regarding Climate Change-the Environment, the Amistad, Holocaust, LGBTQ and Disabilities Laws as per the district initiative as well as 21st Century themes and skills. The overall objectives of the Spanish 3 course are to develop, reinforce, and refine proficiency in the three modes of communication and expand the learners interculturality. By developing and refining their skills of observation, students also acquire an understanding and appreciation of the diversity of cultures in the Spanish speaking world, preparing them to be independent and global citizens

Goals

World language education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world (NJSLs-WL, 2020). The goal of the World Languages Department is to foster an appreciation of language learning that will promote biliteracy, critical thinking skills in a second language and intercultural competence. Students will arrive at this in a learning environment that is led by culture, is standards-based, student-centered, encourages proficiency gains, and has measurable outcomes.

This course is centered on ACTFL'S Core ideas that help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of the course (NJSLs-WL, 2020) This course will address an even development of the three modes of communication and interculturality as a means by which to not only develop Intermediate-Low proficiency but also the ACTFL Core Ideas and Practices:

- Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
- Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.
- Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Students will also be able to:

- Use knowledge and language skills for functional and meaningful communication
- Gain knowledge of other cultural perspectives, practices and products

- Connect the study of a World Language to experiences in other curricular areas as well as personal interests
- Compare the target language and culture with their own language and culture
- Use the language and apply learning to the world beyond the classroom

Scope and Sequence

Unit	Topic	Length
1	Foundations	5 Days
2	La muchacha y la ardilla/Oktapodi-The Girl and the Squirrel	5 Days
3	La madre de Jasón-Jason's Mother	7 Days
4	¿Soy gringo?- Am I a Gringo?	3 Days
5	Ruidos en la noche-Noises in the Night	4 Days
6	El secreto-The Secret	7 Days
7	7A:El acosador/ 7B:José Mujica-The Stalker/José Mujicar	7 Days
8	El hombre feliz-The Happy Man	4 Days
9	La chancla-The Flip-Flop	10 Days
10	El chico ideal-The Ideal Boy	7 Days
11	El que se enoja, pierde-He who is angry, loses	10 Days
12	El lago encantado-The enchanted Lake	10 Days
13	La escena del crimen- Crime Scene	5 Days

Resources

Core Text: Somos - Level 2

Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources

Accompanying Novels: Teachers should use the novels listed below to read with their students.

Novel	Suggested Time to Teach
"El Nuevo Houdini" by Carol Gaab	After Unit 12
"Brandon Brown versus Yucatán" by Carol Gaab and Kristy Placido	After Unit 13

UNIT 1: Foundations

Summary and Rationale	
<p>We learn about ourselves when we learn about other cultures, traditions and vacations. In order to do so, we must be able to talk about what we and others have said, where we have gone and what we have seen. This unit will lay a foundation of the preterite tense for students as they enter this third level Spanish course. For the first several years spent learning Spanish, students have worked with the present indicative tense. As they continue with their learning, it is crucial that they begin to be able to recognize and are able to communicate in different time frames. This until will be an introduction to the preterite tense and will set them up for the rest of the course as other verb tenses are taught.</p>	
Recommended Pacing	
5 Days	
State Standards	
Standard	
<p>Interpretive Mode of Communication Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p>Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.
Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners’ own culture. They begin to infer	Communities, technology, climate, immigration, population, fine and practical arts.

perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).

Interpersonal Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Core Idea:

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer	Communities, technology, climate, immigration, population, fine and practical arts.

perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).

Presentational Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Core Idea:

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.PRES.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRES.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRES.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRES.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRES.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, technology, climate, immigration, population, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible

impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).

Instructional Focus

Unit Enduring Understandings

- Communicating in at least one other language allows people to obtain information, express feelings, exchange opinions with a wider audience, and gain knowledge of other cultures.

Unit Essential Questions

- How can I discuss things that happened in the past?
- How can I talk about what myself and others have said, where we have gone, and what we have seen?

Objectives

Students will know:

Core Vocabulary: adónde fuiste?, fui, fue, dijo

Time Expressions: el verano pasado, el fin de semana pasado

Students will be able to:

Interpretive:

- I can read a story and/or article written in the past tense and answer comprehension questions.

Interpersonal:

- I can participate actively in a group conversation in Spanish to talk about where people went in the past.
- I can ask and talk about what other people said.
- I can ask for help when I don't understand.
- I can communicate in spontaneous spoken, written, or signed conversations to talk about vacations.

Presentational:

- I can write a few sentences to describe my past experiences to an audience
- I can cite information from a body of text and use that information to support my ideas and feelings
- I can write a short story to describe where a character went and what he/she did there.
- I can when expressing viewpoints, give reasons to support the claims.

Assessments:

Interpretive (Reading) Assessment - Students will read an article or a short story and answer comprehension questions.

Presentational (Writing) Assessment - Students will write a short story in the past tense using appropriate vocabulary and grammatical concepts.

Resources

Core Text: Somos - Level 2

Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources

UNIT 2: LA MUCHACHA Y LA ARDILLA/OKTAPODI

Summary and Rationale	
<p>How do I pursue the things that I want? What am I willing to do to get what I want? This unit, which is story-based, is an engaging and fun way for students to develop proficiency. As language teachers, it is our responsibility to provide the students with comprehensible input so that the students hear and read the language as much as possible.</p>	
Recommended Pacing	
5 Days	
State Standards	
Standard	
<p>Interpretive Mode of Communication Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p>Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, technology, climate, immigration, population, fine and practical arts.

Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).
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Interpersonal Mode of Communication
Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Core Idea:
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

CPI #	Cumulative Progress Indicator (CPI)
7.1.II.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.II.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.II.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.II.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.II.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.II.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a	Communities, technology, climate, immigration, population, fine and practical arts.

native speaker living in the target culture interprets meaning) of the target culture society.	
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).
<p>Presentational Mode of Communication</p> <p>Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.</p> <p>Core Idea:</p> <p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.PRES.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRES.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRES.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRES.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRES.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
<p>Intercultural Statements</p> <p>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p>	<p>Possible topics</p> <p>Communities, technology, climate, immigration, population, fine and practical arts.</p>
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population

trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).

Instructional Focus

Unit Enduring Understandings

- Self-description is based on each person's unique qualities including gender, age, likes, dislikes, origin and other aspects.

Unit Essential Questions

- How do I pursue the things that I want?
- What am I willing to do to get what I want?

Objectives

Students will know:

Core Vocabulary: se acercó, vio que había, se la/lo llevó

Useful Vocabulary: ardilla, zorro, ciervo, caballo ballena, cabra, chupacabra, besó, pulpo, acuario, agarró, conductor, chocó,

Ricitos de oro: oso, bosque, probó, salió, se durmió, regresó, dejó, se despertó, tenía mucho miedo

Grammar:

The differences between the verb endings of the preterite and present tenses.

Culture:

Chupacabra

Students will be able to:

Interpretive:

- I can understand questions in Spanish that contain familiar words.
- I can interpret the meaning of words and phrases that I hear/read from a story.
- I can read a text closely to determine what it says explicitly

Interpersonal:

- I can communicate in spontaneous spoken, written, or signed conversations to talk about vacations.
- I can express myself clearly in spoken communicate with diverse partners

Presentational:

- I can write a few sentences to describe my past experiences to an audience
- I can when expressing viewpoints, give reasons to support the claims.
- I can cite information from a body of text and use that information to support my ideas and feelings

Assessments:

Interpretive (Reading) Assessment - Students will read a short story and respond to comprehension questions.

Presentational (Writing) Assessment - Students will write a short story using appropriate vocabulary and grammatical concepts.

Resources

Core Text: Somos - Level 2

Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources

UNIT 3: LA MADRE DE JASÓN

Summary and Rationale

What do I enjoy doing? (How do I have fun?) What stories from my life do I love to tell? This unit again uses storytelling and comprehensible input to develop students' language abilities and to focus students' attention to self-description and how it is based on each person's unique qualities including gender, age, likes, dislikes, origin and other aspects.

Recommended Pacing

7 Days

State Standards

Standard

Interpretive Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

Core Idea:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

CPI #	Cumulative Progress Indicator (CPI)
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7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

Intercultural Statements

Possible topics

Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, technology, climate, immigration, population, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).

Interpersonal Mode of Communication
Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Core Idea:
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
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7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, technology, climate, immigration, population, fine and practical arts.
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<p>Presentational Mode of Communication Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.</p> <p>Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.PRES.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRES.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRES.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRES.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRES.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
Intercultural Statements	Possible topics
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Instructional Focus

Unit Enduring Understandings

- Self-description is based on each person's unique qualities including gender, age, likes, dislikes, origin and other aspects.

Unit Essential Questions

- What do I enjoy doing? (How do I have fun?)
- What stories from my life do I love to tell?
- What past experiences do I have that are typical, and what past experiences make me unique?

Objectives

Students will know:
 Core Vocabulary: volví temprano, conoció a un joven, se divertieron
 Useful Vocabulary: descubrio
 Grammar: Preterite of -ER/-IR verbs
 Culture:
 ● Song: "Todo cambio" by Camila

Students will be able to:

Interpretive:
 ● I can understand the main idea and details of stories when reading and listening.

Interpersonal:
 ● I can communicate in spontaneous spoken, written, or signed conversations to talk about familial situations.
 ● I can express myself clearly in spoken communicate with diverse partners

Presentational:
 ● I can describe past experiences by narrating a story
 ● I can when expressing viewpoints, give reasons to support the claims.
 ● I can cite information from a body of text and use that information to support my ideas and feelings
 ● I can write responses to personal questions using detail to elaborate on the situation

Assessments:
 Interpretive (Reading) Assessment - Students will read a short story and respond to comprehension questions.

Presentational (Writing) Assessment - Students will write a short story using appropriate vocabulary and grammatical concepts.
Resources
Core Text: Somos - Level 2 Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources

UNIT 4: ¿SOY GRINGO

Summary and Rationale	
Understanding cultural perspectives on origins of words and the meaning behind it are an integral component of learning language and culture. Most students have heard the term “gringo”, but few know what the intended use of the word was. In this unit, the students will explore the background of the term and its connotations now. Students will also examine if this is an appropriate word to describe themselves.	
Recommended Pacing	
3 Days	
State Standards	
Standard	
<p>Interpretive Mode of Communication Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p>Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.

Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, technology, climate, immigration, population, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).
<p>Interpersonal Mode of Communication Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.</p> <p>Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, technology, climate, immigration, population, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).
<p>Presentational Mode of Communication Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.</p> <p>Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.PRES.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRES.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRES.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRES.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRES.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer	Communities, technology, climate, immigration, population, fine and practical arts.

<p>perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p>	
<p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).</p>

Instructional Focus

Unit Enduring Understandings

- Knowledge of culture drives meaningful communication.
- There are common elements in how we use language to describe someone
- We learn about ourselves when we learn about situations that differ from our own.

Unit Essential Questions

- What slang do I use in my daily life, and what are the origins of those terms?
- How do stories change over time?

Objectives

Students will know:
 Useful Vocabulary: gringo, palabra, por primera vez,
 Stem-changing Verbs: impedir, seguir, sonreír, perseguir, preferir, sentir, repetir, reírse, divertirse, elegir, servir, corregir
 Grammar: Stem-changing verbs in the preterite
 Culture: Origin of the term “gringo”

Students will be able to:

Interpretive:

- I can read an article that explains the origin of the term “gringo” and understand details.

Interpersonal:

- I can ask and answer questions about the origins of the term “gringo”.
- I can when expressing viewpoints, give reasons to support the claims.

Presentational:

- I can write a brief note to a friend to explain my opinion about the term “gringo” and if I would use it to describe me.
- I can when expressing viewpoints, give reasons to support the claims.

Cultural:

- I can understand the connotation and intended meaning of the term “gringo”.

Assessments:

Interpretive (Reading) Assessment - Students will read a short article and respond to comprehension questions.
 Presentational (Writing) Assessment - Students will write a note in which they describe the origin of the word “gringo” and their personal connection to the term.

Resources

Core Text: Somos - Level 2
 Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources

UNIT 5: RUIDOS EN LA NOCHE

Summary and Rationale

Everyone loves a good mystery. Mysterious situations are engaging and compelling. This unit will explore how our communities are impacted by crime as well as what the community does to protect citizens and businesses. Students will also tell stories with mysterious situations

Recommended Pacing

4 Days

State Standards

Standard

Interpretive Mode of Communication
 Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

Core Idea:
 Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.IPR ET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPR ET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPR ET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.IL.IPR ET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.

7.1.IL.IPR ET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPR ET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, technology, climate, immigration, population, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).

Interpersonal Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Core Idea:

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.IPE RS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPE RS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPE RS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPE RS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPE RS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

7.1.II.IPE RS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
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Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, technology, climate, immigration, population, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).

Presentational Mode of Communication
Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Core Idea:
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

CPI #	Cumulative Progress Indicator (CPI)
7.1.II.PRE S.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.II.PRE S.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.II.PRE S.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.II.PRE S.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.II.PRE S.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Intercultural Statements	Possible topics
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Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, technology, climate, immigration, population, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).

Instructional Focus

Unit Enduring Understandings

- What are some norms/expectations we have for story stories?
- Understanding cultural perspectives on storytelling and its characters
- There are common elements in how we tell a story with an extensive plot
- Culture impacts and influences our perspective on crime

Unit Essential Questions

- How is my community impacted by crime?
- How does my community protect its citizens and businesses?

Objectives

Students will know:

Core Vocabulary: cayó al suelo, leyeron en el periódico, oyó un ruido

Useful Vocabulary: canción, novios, mejor, sin, trampa, no te preocupes, yo te protejo, volvió,

Grammar: preterite i-y stem change verbs

Culture:

- Song: "Oye" by Sebastian & Tini

Students will be able to:

Interpretive:

- I can listen to an authentic song and understand the main idea and details.
- I can read a story and understand the main idea and details.

Interpersonal:

- I can participate in a conversation after reading a story.
- I can communicate in spontaneous spoken, written, or signed conversations to talk about crime and criminal situations.
- I can when expressing viewpoints, give reasons to support the claims.

Presentational:

- I can write about the structure, characters, plot and my opinion about a story.

Assessments:

Interpretive (Reading) Assessment: Students will read a new version (same concept, but backwards) of a story practiced in class. Students will answer comprehension questions.

Presentational (Writing) Assessment: Students will write about the structure, characters, plot and opinion of the story practiced in class.

Resources

Core Text: Somos - Level 2

Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources

UNIT 6: EL SECRETO

Summary and Rationale

Secrets are intriguing. Our past experiences and culture influence how we feel when we learn information about others. They also influence how we handle hard situations and overcome them. This unit uses storytelling and secrets to expand the students’ abilities to communicate and understand Spanish. Students will focus their abilities on being able to tell the stories from different perspectives.

Recommended Pacing

7 Days

State Standards

Standard

Interpretive Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

Core Idea:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.

7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, technology, climate, immigration, population, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).

Interpersonal Mode of Communication
Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Core Idea:
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
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Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, technology, climate, immigration, population, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).

Presentational Mode of Communication
Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Core Idea:
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.PRES.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRES.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRES.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRES.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRES.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Intercultural Statements	Possible topics
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Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, technology, climate, immigration, population, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).

Instructional Focus

Unit Enduring Understandings

- What are some norms/expectations we have for personal stories?
- Understanding cultural perspectives on personal journeys and dealing with tough situations
- There are common elements in how we tell a story about our lives
- Communicating in another language allows people to obtain information, express feelings, exchange opinions with a wider audience and gain knowledge of other cultures.

Unit Essential Questions

- How do I feel about finding out information about someone else?
- How do I handle hard situations and overcome them?

Objectives

Students will know:

Core Vocabulary: traje, no pudo, supo la verdad

Useful Vocabulary

Grammar: Irregular verbs in the preterite

Culture: Song: "No creo en el jamás" by Juanes

Students will be able to:

Interpretive:

- I can listen to an authentic song in Spanish and understand many of the details.
- I can read a story and understand many of the details and main ideas.

Interpersonal:

- I can ask and answer questions to talk about what I "brought", "was (not) able to do", and "found out".

Presentational:

- I can talk about what I brought to certain places in the past.

Assessments:

Presentational (Writing) Assessment: Students will use appropriate vocabulary and grammatical concepts to write a story from different perspectives.

Resources

Core Text: Somos - Level 2

Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources

UNIT 7: 7A-EL ACOSADOR 7B-JOSE MUJICA: EL PRESIDENTE MÁS HUMILDE DEL MUNDO

Summary and Rationale

This unit will have two focuses.

7A-First, students will also have the opportunity to learn about one of the most respected politicians in South America, Jose Mujica. After the students learn about his life, the focus will shift to Mujica’s philosophy which will allow students to reflect on their own outlook on society’s expectations for individuals and personal happiness.

7B-Students will read the short story “El Acosador” and expand their language arts skills. As the lessons develop, students will work to be able to tell similar stories on their own. Students will use stories to develop their abilities to navigate elements of a short story.

Recommended Pacing

7 Days

State Standards

Standard

Interpretive Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

Core Idea:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.

7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, technology, climate, immigration, population, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).

Interpersonal Mode of Communication
Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Core Idea:
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, technology, climate, immigration, population, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).

Presentational Mode of Communication
Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Core Idea:
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.PRES.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRES.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRES.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRES.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRES.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

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Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, technology, climate, immigration, population, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).

Instructional Focus

Unit Enduring Understandings

- What are some norms/expectations we have for fictitious stories?
- Understanding cultural perspectives on legends and stories
- There are common elements in how we describe personalities within a story

Unit Essential Questions

- How does one's past form his/her philosophy about life?
- Do I believe in legends and fictitious creatures?

Objectives

Students will know:

Core Vocabulary: era, iba, veía

Useful Vocabulary: acosador(a), inodoro, espejo, papel higiénico, déjame en paz, colgando, techo, ventilador, conducir

Jose Mujica: humilde, prisionero, felicidad, gastar, presidente, consumo, pobreza

Grammar: Irregular verbs in the imperfect verb tense

Culture: Jose Mujica (former president of Uruguay)-his life and philosophy

Students will be able to:

Interpretive:

- I can read a story and understand the main idea and several details.
 - from the biography of Jose Mujica and understand what made him a renowned politician.
 - from the short story El Acosador

Interpersonal:

- I can ask and answer questions about a story.

Presentational:

- I can write a reflection about the life and philosophy of Jose Mujica.

<p>Cultural:</p> <ul style="list-style-type: none"> I can talk about the philosophy of Jose Mujica.
<p>Assessments:</p> <p>Presentational (Writing) Assessment-Students will be given a blank storyboard (illustrations that tell a story) and will write a story using appropriate vocabulary and grammar.</p> <p>Presentational (Writing) Assessment - Students will write a reflection about the former president of Uruguay (Jose Mujica) in which they share what they learned about him, his philosophy and the student’s opinion about this philosophy.</p>
Resources
<p>Core Text: Somos - Level 2</p> <p>Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources</p>

UNIT 8: EL HOMBRE FELIZ

Summary and Rationale	
<p>Short films are a wonderful way to help students develop language. Students are typically engaged immediately by film and they provide significant comprehensible input for the students. In this unit, the students will explore a film from Mexico called “El hombre feliz”. Students will begin by reviewing some key vocabulary and themes that will appear in the film. Students will then read different versions of the story (easier to more difficult) while developing their comprehension. Eventually the students will watch the film and discuss the characters, plot, themes and their opinions. Students will also learn about the director of the film, Axel Amaid.</p>	
Recommended Pacing	
4 Days	
State Standards	
Standard	
<p>Interpretive Mode of Communication</p> <p>Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p>Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).

7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, technology, climate, immigration, population, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).

Interpersonal Mode of Communication
Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Core Idea:

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, technology, climate, immigration, population, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).

Presentational Mode of Communication
Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Core Idea:

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.PRES.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRES.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRES.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRES.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

7.1.IL.PRES.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
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Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, technology, climate, immigration, population, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).

Instructional Focus

Unit Enduring Understandings

- What are some norms/ expectations we have when dealing with emotions?
- Understanding cultural perspectives on emotions and feelings.
- There are common elements in how cultures help one another

Unit Essential Questions

- How do I deal with my day to day emotions?
- How do I know when something makes me happy?

Objectives

Students will know:
 Useful Vocabulary: conseguir (conseguió), , empezó, se puso, buscar (busco', buscando), sentir, felicidad, tristeza

Grammar:
 How to conjugate and use the irregular imperfect verbs
 How to conjugate and use -ar, -er, -ir verbs in the imperfect tense

Culture:

- Film: El hombre feliz
- Director: Axel Arnaud

Students will be able to:
 Interpretive:

- I can read the script of a film, watch a short film and understand the main idea and details.

<ul style="list-style-type: none"> I can read and understand a short biography about a famous Mexican film director. <p>Interpersonal:</p> <ul style="list-style-type: none"> I can participate in a conversation in which I talk about the main character, the plot, and themes of the film. <p>Presentational:</p> <ul style="list-style-type: none"> I can write a reflection after watching the film in which I write about the main idea, details, characters, plot and my opinion of the film. I can when expressing viewpoints, give reasons to support the claims. <p>Cultural:</p> <ul style="list-style-type: none"> I can watch a short authentic film in Spanish.
<p>Assessments:</p> <p>Interpretive (Reading) Assessment: Read an interview with the director and a short biography about the director. Answer comprehension questions.</p> <p>Presentational (Writing) Assessment:</p> <p>Students will have a choice:</p> <ol style="list-style-type: none"> Choose a quote from the film. Then write a reflective journal entry in which the student explains the importance of the quote in the film. Choose a quote from the film. Write an original, fictitious story based upon this quote.
Resources
<p>Core Text: Somos - Level 2</p> <p>Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources</p>

UNIT 9: LA CHANCLA

Summary and Rationale
<p>This unit will provide comprehensible input for students as they examine the cultural practice of “La chancla”. This is a controversial disciplinary practice used by parents when children misbehave. Students will learn about different perspectives about the efficacy and see how “La chancla” is portrayed in popular culture. Students will also compare this practice to their own experiences.</p>
Recommended Pacing
10 Days
State Standards
Standard
<p>Interpretive Mode of Communication</p> <p>Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.</p>

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, technology, climate, immigration, population, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).

Interpersonal Mode of Communication
Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Core Idea:
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, technology, climate, immigration, population, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).

Presentational Mode of Communication
Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Core Idea:
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

CPI #	Cumulative Progress Indicator (CPI)
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7.1.IL.PRES.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRES.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRES.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRES.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRES.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, technology, climate, immigration, population, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).

Instructional Focus

Unit Enduring Understandings

- What are some norms/ expectations we have when dealing with our chores?
- Understanding cultural perspectives on cleaning the home and discipline when chores are not done.
- There are common elements in how cultures maintain their homes.

Unit Essential Questions

- How do I know my parents are displeased with me?
- What are my home responsibilities/chores?
- What are acceptable forms of discipline for parents to use on children?

Objectives

Students will know:

Core Vocabulary: se quejaba de, lo aguantaba, le dio con la chancla, no me contestes

Vocabulary for "El amante": amante, la trataba bien, porqueria,

Chores Vocabulary: responsabilidades, lavar los platos, limpiar tu cuarto, pasar la aspiradora, sacar la basura, lavar tu ropa, cortar el césped, limpiar el bano, ayudar, apagar las luces

Useful Vocabulary: ignorar, preferido, enseñar, valores,

Grammar:

- -AR imperfect verbs
- Affirmative “tu” commands

Culture:

- Child discipline
- Song: “El amante” by Nicky Jam

Students will be able to:

Interpretive:

- I can listen to two songs in Spanish and identify the common themes.
- I can watch a video about “La chancla” and understand the main idea and details.

Interpersonal:

- I can ask and answer questions about my home responsibilities and chores.

Presentational:

- I can compare the practice of child discipline in Latino households with that of my own experience.
- I can when expressing viewpoints, give reasons to support the claims.

Cultural:

- I can talk about how some Latino parents discipline their children and compare this with my culture.

Assessments:

Interpretive (Listening) Assessment: Students will listen to several sentences and decide if they were said in the “present tense” or “past tense”.

Interpretive (Reading) Assessment: Students will read a story and respond to comprehension questions.

Presentational (Writing) Assessment: Students will write a reflection about a song and a story discussed in class, and their own experiences.

Resources

Core Text: Somos - Level 2

Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources

UNIT 10: EL CHICO IDEAL

Summary and Rationale	
<p>Students learn best when they are actively and authentically engaged. This unit will be a seamless transition from the classroom to the students’ personal lives as this unit focuses on music, love and movies. During this unit students will listen to and dissect the lyrics of an authentic Venezuelan pop song that deals with finding the ideal boyfriend/girlfriend. This will lead into a conversation about what characteristics people look for in a boyfriend/girlfriend. Finally, the students will shift gears a little as they talk about the characteristics of the ideal pet. Students will watch a short, heart-warming film and then practice talking about what happened in the film and what they look for in a pet.</p>	
Recommended Pacing	
7 Days	
State Standards	
Standard	
<p>Interpretive Mode of Communication Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p>Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.
Intercultural Statements	Possible topics

<p>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p>	<p>Communities, technology, climate, immigration, population, fine and practical arts.</p>
<p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).</p>
<p>Interpersonal Mode of Communication Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.</p> <p>Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	
<p>CPI #</p>	<p>Cumulative Progress Indicator (CPI)</p>
<p>7.1.IL.IPERS.1</p>	<p>Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.</p>
<p>7.1.IL.IPERS.2</p>	<p>Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.</p>
<p>7.1.IL.IPERS.3</p>	<p>Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.</p>
<p>7.1.IL.IPERS.4</p>	<p>Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p>
<p>7.1.IL.IPERS.5</p>	<p>Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>
<p>7.1.IL.IPERS.6</p>	<p>Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.</p>
<p>Intercultural Statements</p>	<p>Possible topics</p>

Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, technology, climate, immigration, population, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).

Presentational Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Core Idea:

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.PRES.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRES.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRES.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRES.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRES.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a	Communities, technology, climate, immigration, population, fine and practical arts.

native speaker living in the target culture interprets meaning) of the target culture society.	
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).

Instructional Focus

- Unit Enduring Understandings
- Self-description is based on each person's unique qualities including gender, age, likes, dislikes, origin, and other aspects.
 - What are some norms/ expectations we have for our friends and family?
 - Understanding cultural perspectives on interpersonal relationships.
 -

- Unit Essential Questions
- How can I describe someone and how they used to be?
 - How do I describe the way I used to be years ago?

Objectives

Students will know:

Core Vocabulary: queria, tenia, olia a

Vocabulary for "Mi chica ideal": te pareces, amar, patinaje en línea,

Vocabulary for "Ratón en venta": tanque, afortunadamente, reconoció, letrero, hizo cosquillas, jaulas, tanques de cristal, sacudir, se alejó, al revés, cejas, castaño, se burlaron, bicho, botón de encendido, audífonos, cacahuete, balancin, rueda

Useful Vocabulary: se puso, bolitas de algodón

Grammar: Imperfect of -ER/-IR verbs

Culture:

- Song: "Mi chica ideal" by Chino y Nacho

Students will be able to:

Interpretive:

- I can read the lyrics and listen to a song and understand the main idea and details.
- I can read a story with verbs in different tenses and answer comprehension questions.

Interpersonal:

- I can participate in a conversation to talk about an ideal boyfriend or girlfriend
- I can when expressing viewpoints, give reasons to support the claims.

Presentational:

- I can tell a detailed story using illustrations as a guide.

Assessments:

Presentational (Writing) Assessment: Students will write creatively to develop a fictitious, extinct animal.

Resources

Core Text: Somos - Level 2

Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources

UNIT 11: EL QUE SE ENOJA, PIERDE

Summary and Rationale

Fables are a wonderful way for learners of a second language to develop their skills. This unit focuses on the Mayan fable, "El que se enoja, pierde". As they read and listen, students are exposed to a wide range of comprehensible input. Once the students have read and listened, they will use this input to then talk and write about the fable. With this unit, the students will work with an authentic Mayan fable to develop their language skills and learn about the Mayan culture.

Recommended Pacing

10 Days

State Standards

Standard

Interpretive Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

Core Idea:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.IPR ET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPR ET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPR ET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.IPR ET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.

7.1.IL.IPR ET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPR ET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, technology, climate, immigration, population, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).

Interpersonal Mode of Communication
Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Core Idea:
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.IPE RS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPE RS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPE RS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPE RS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPE RS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

7.1.II.IPE RS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
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Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, technology, climate, immigration, population, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).

Presentational Mode of Communication
 Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Core Idea:
 Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

CPI #	Cumulative Progress Indicator (CPI)
7.1.II.PRE S.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.II.PRE S.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.II.PRE S.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.II.PRE S.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.II.PRE S.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Intercultural Statements	Possible topics
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Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, technology, climate, immigration, population, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).

Instructional Focus

Unit Enduring Understandings

- Understanding cultural perspectives on legends and their meanings.
- There are common elements in how cultures deal with interpersonal conflict

Unit Essential Questions

- Why were fables originally told?
- What can I learn from reading a fable?

Objectives

Students will know:

Useful Vocabulary: fábula, cuento, moraleja, rey, reina, príncipe, princesa, palacio, maleta, cuidar, pierde

Culture:

- Authentic Mayan fable
- Who were the Mayans?

Students will be able to:

Interpretive:

- I can read an authentic Mayan fable and understand the main idea and details.
- I can read a fable and identify elements of the story.

Interpersonal:

- I can participate in a discussion to talk about key parts, characters, predictions and my opinion of a fable.
- I can when expressing viewpoints, give reasons to support the claims.

Presentational:

- I can retell part of a fable from different perspectives
- I can when expressing viewpoints, give reasons to support the claims.

Assessments:

<p>Interpretive (Reading) Assessment: Students will complete a cloze activity that is a summary of the fable.</p> <p>Interpretive (Listening) Assessment: Students will listen to several statements about the fable read aloud by the teacher and decide if they are “true” or “false”.</p> <p>Interpersonal (Speaking) Assessment: Students will participate in a conversation with the teacher about the fable.</p> <p>Presentational (Writing) Assessment: Students will rewrite a section of the fable from the present tense to the past tense (preterite and imperfect).</p>
Resources
<p>Core Text: Somos - Level 2</p> <p>Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources</p>

UNIT 12: EL LAGO ENCANTADO

Summary and Rationale	
<p>Like fables, legends are a great way for students to develop their language skills. This unit focuses on the Incan fable, "El Lago Encantado". With this unit, students will read and discuss the authentic Incan legend. Students will expand their proficiency, as they learn about the Incan civilization and their relationship to the Spanish conquistadors.</p>	
Recommended Pacing	
10 Days	
State Standards	
Standard	
<p>Interpretive Mode of Communication</p> <p>Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.</p> <p>Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.

7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, technology, climate, immigration, population, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).

Interpersonal Mode of Communication
Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Core Idea:
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, technology, climate, immigration, population, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).

Presentational Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Core Idea:

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.PRES.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRES.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRES.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRES.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRES.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, technology, climate, immigration, population, fine and practical arts.
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Instructional Focus

Unit Enduring Understandings

- What are some norms/ expectations we have for expectations and reality?
- Legends reveal cultural perspectives and understanding
- There are common elements in how cultures deal with personal growth.

Unit Essential Questions

- As a reader, how can I tell what is fiction from what is real?
- What is a legend and why is it important to read legends from hundreds of years ago?

Objectives

Students will know:

Useful Vocabulary: supuestamente, leyenda, encantado, curaca, oro, tesoro, poderes, quedaba escondido, chasqui, mensaje, soldados, rescatar, llegar

Culture:

- Spanish proverb: "Del dicho al hecho, hay gran techo."
- Incan Legend
- Who were the Incas?

Students will be able to:

Interpretive:

- I can read a biography about Francisco Pizarro and identify key parts of his life.

Interpersonal:

- I can participate in a conversation about the Incas.
- I can talk about when various people "arrived" at a particular place.

Presentational:

- I can write about elements of an Incan legend and how it relates to their history.

Cultural:

- I can explain important facts about the Incas.
- I can make comparisons between Francisco Pizarro and Atahualpa (Incan emperor)

Assessments:

Presentational (Writing) Assessment: Students will write about the elements (characters, plot, setting, themes) of the legend and relate it with the history of the Incan civilization.

Resources

Core Text: Somos - Level 2

Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources

UNIT 13: LA ESCENA DEL CRIMEN

Summary and Rationale

Students will have to put on their detective hats in this unit to solve a crime. This unit focuses on analyzing crime scenes and being able to describe the environment with detail. Students will learn key terms used by police and detectives as they examine a crime scene. Students will use their skills of observation, question asking and prediction to figure out “who did it” and to help them solve the crime.

Recommended Pacing

5 Days

State Standards

Standard

Interpretive Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

Core Idea:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

CPI #	Cumulative Progress Indicator (CPI)
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7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.

7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, technology, climate, immigration, population, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Community life in the target language regions of the world and in the students' own cultures, possible impact of technology on the world of the future, effects of climate change on the target language people and on people in the students' own cultures, population trends in the target culture(s) and in the students' own cultures, reflection of a society in its fine and practical arts (comparisons and contrasts with students' own cultures).

Interpersonal Mode of Communication

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Core Idea:

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

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7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
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Intercultural Statements	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, technology, climate, immigration, population, fine and practical arts.
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Presentational Mode of Communication
Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Core Idea:
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.PRES.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRES.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRES.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRES.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRES.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Intercultural Statements	Possible topics
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Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, technology, climate, immigration, population, fine and practical arts.
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Instructional Focus

Unit Enduring Understandings

- What are some norms/ expectations when we walk into a crime scene?
- Understanding cultural perspectives on crime and punishment.
- There are common elements in how cultures deal with crime and police investigations.

Unit Essential Questions

- What details are important to describe a scene of a crime accurately?
- How can I describe the locations of items with the most detail possible?
- How can I use clues in a text to make predictions about what happened in a story?
- How can I ask questions to uncover more information?

Objectives

Students will know:

Core Vocabulary:

Useful Vocabulary: evidencia, testimonio, romper (roto), volcado(a), colgado, peluca, pista,

Grammar:

- estar + past participle
- Present perfect

Students will be able to:

Interpretive:

- I can read a crime report and make predictions about what happened.
- I can read a short story and understand what "has happened".

Interpersonal:

- I can participate in a conversation to discuss various aspects of a crime.

Presentational:

- I can look at a picture of a crime scene and report what I saw.
- I can when expressing viewpoints, give reasons to support the claims.

Assessments:

Interpretive (Reading) Assessment: Students will read “testimony” from a witness to a crime and answer comprehension questions.

Interpersonal (Speaking) Assessment: Students will play the roles of detective and witness. Students will ask and answer questions about a crime scene.

Presentational (Writing) Assessment: Students will write a report to describe what happened at a “crime scene”.

Resources

Core Text: Somos - Level 2

Suggested Resources: Quizlet, Edpuzzle, YouTube, Apple Podcasts, Newsela, authentic resources, teacher-made resources