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UNIT NARRATIVE

In this Spanish I unit, students will engage in conversations about school life, daily routines, and cultural practices in the Spanish-speaking world. The unit begins with learning how to introduce oneself and ask basic questions about a new student’s academic life, using simple conversational Spanish. Students will explore their own daily activities and preferences, while also practicing how to describe the location of people and objects using prepositions of place. They will solve math problems and talk about important historical events in Spanish, helping them connect numbers and dates to language. Additionally, students will explore the high school system in Mexico, learn about Escuela21 and its leader, Alfredo Hernando Calvo, and gain insights into Universidad Autónoma de México (UNAM).

Throughout the unit, students will also deepen their understanding of Spain’s geography and culture. By exploring various topics—from the structure of education in Spanish-speaking countries to the cultural landmarks and traditions of Spain—students will be exposed to a broader worldview. They will enhance their skills in reading, writing, and listening by predicting content, brainstorming ideas for

written tasks, and identifying cognates in spoken Spanish. By the end of the unit, students will have a well-rounded understanding of both academic life and cultural practices in the Spanish-speaking world, while gaining confidence in speaking and understanding basic Spanish. This unit is tied to the AP Spanish Language Unit "Las Familias y las Comunidades" (Comunidades educativas context).

CONTENT STANDARDS

Below are the standards taught and assessed in this unit.

World-Readiness Standards for Learning Languages (ACTFL)		Supporting Standards
Communication (C1)	<ol style="list-style-type: none"> Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions. (Interpersonal Mode) Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (Interpretive Mode) Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences, readers, or viewers. (Presentational mode) 	N/A
Cultures (C2)	<ol style="list-style-type: none"> Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the culture studied. Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the culture studied. 	N/A
Connections (C3)	<ol style="list-style-type: none"> Build, reinforce, and expand their knowledge of other disciplines while using Spanish to develop critical thinking and to solve problems creatively. Access and evaluate information and diverse perspectives that are available through Spanish and its cultures. 	N/A
Comparisons (C4)	<ol style="list-style-type: none"> Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. 	N/A
Communities (C5)	<ol style="list-style-type: none"> Use Spanish both within and beyond the school to interact and collaborate in their community and the globalized world. Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 	N/A

Major Content	Supporting & Additional Content
<p>Communication (C1)</p> <ul style="list-style-type: none"> Asking questions using appropriate intonation Sounding out vowels in different words to hear specific sounds Asking questions about school and class schedules Interpersonal writing- describing school setting <p>Cultures (C2) and Connections (C3)</p> <ul style="list-style-type: none"> Educational system in Mexico and in Latin American countries Languages spoken in Spain Traditional Spanish festivals and their origins Universities in Mexico and Chile <p>Comparisons(C4)</p> <ul style="list-style-type: none"> Differences in how questions are formed in Spanish 	<p>Writing:</p> <ul style="list-style-type: none"> In this unit students will create a description about themselves in which they talk about their likes and dislikes, their class schedules and school activities

- Similarities and differences between educational settings in Latin America and the US.

Grammar

- Present tense of regular –ar verbs
- Using gustar to express likes and dislikes
- Uses of ser and estar

UNDERSTANDINGS AND QUESTIONS

Important big ideas and processes for the unit.

Key Understandings

Big Ideas:

1. Cultural Exploration through Education:

- Education systems, daily life, and cultural traditions vary across the Spanish-speaking world. Understanding how students in different countries experience school and their daily routines provides insight into diverse educational practices and societal values.

2. Language and Communication:

- Language serves as a tool to connect with others. By learning how to ask and answer questions about school life, activities, and preferences, students will develop the ability to engage in meaningful, everyday conversations in Spanish.

3. Real-World Application of Language Skills:

- Spanish can be used to describe the world around us, from explaining the location of objects to discussing important historical events and mathematical concepts. This unit reinforces the practical use of language for communication in real-life situations.

4. Connection Between Language and Culture:

- Language learning is closely tied to understanding cultural contexts. By exploring the geography, history, and education systems of Spain and Latin America, students can see how language reflects the cultural values and traditions of different regions.

Processes:

1. Interpersonal Communication:

- Students will engage in conversations to introduce themselves, ask questions about daily routines, and talk about their school lives. This involves both speaking and listening skills, as well as the use of basic vocabulary and grammar.

2. Description and Explanation:

- Students will learn to describe locations using prepositions of place, express their preferences for activities, and explain the significance of historical events and mathematical concepts in Spanish.

3. Comparative Thinking:

- By comparing educational systems in Mexico, Spain, and the broader Spanish-speaking world, students will develop an understanding of global differences in schooling and cultural practices. This also involves learning about innovative educational methods like Escuela21.

4. Critical Listening and Reading Skills.

- Students will practice listening for cognates in spoken Spanish and predict content based on context, strengthening their comprehension skills. Reading exercises will focus on understanding cultural and historical texts that link language to real-world knowledge.

5. Writing and Brainstorming.

- Through written assignments, students will brainstorm ideas, draft responses, and reflect on how they use Spanish to express themselves, building both their vocabulary and their ability to convey thoughts clearly in writing.

Key Questions

1. How do students talk about their classes and school life?
2. How do people ask and answer questions about their daily activities?
3. How is school in Latin America the same as and different from school in the U.S.?

ROADMAP

Suggested daily guide for instruction in this unit.

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
<p>Lección 1 Introduction to vocabulary</p>	<p>SWBAT identify, categorize and apply vocabulary related to people, places, and objects at school, and academic courses in the target language by creating a Frayer model graphic organizer.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. 		
<p>Lección 2 Vocabulary in Context</p>	<p>SWBAT recall and apply unit vocabulary by exchanging information about their classes and school activities.</p>		

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	<p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. 		
<p>Lección 3 Fotonovela</p>	<p>SWBAT interpret and analyze what is heard and viewed in a conversational context by watching a Spanish short film or Fotonovela and answering comprehension questions and summarizing information.</p> <p>SWBAT ask and answer questions about school by interviewing classmates in the target language.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, 		

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	<p>signed, or written conversations to share information, reactions, feelings, and opinions.</p> <ul style="list-style-type: none"> • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.2 Cultural Comparisons. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. 		
Lesson 4 Spanish Vowels	<p>SWBAT record Spanish words as they are spelled in the target language by recognizing Spanish vowels and how they are pronounced.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, 		

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	<p>and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. 		
<p>Lesson 5 Cultural Reading: “La escuela secundaria en México”</p>	<p>SWBAT identify and retell information about school systems of Spanish-speaking cultures and comparing it to the U.S schools, by analyzing a short article about schools in Mexico and creating a comparison chart.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<ul style="list-style-type: none"> • C4.2 Cultural Comparisons. Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. 		
<p>Lesson 6 Introduction to regular -ar verbs</p>	<p>SWBAT express and explain daily activities and preferences by conjugating regular -ar verbs and irregular verb “gustar” in the present tense both in affirmative and negative sentences.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. 		<ul style="list-style-type: none"> •
<p>Lesson 7 Conjugation of -ar verbs practice</p>	<p>Continued from previous lesson.</p> <p>SWBAT express and explain daily activities and preferences by conjugating regular -ar verbs and irregular verb “gustar” in the present tense both in affirmative and negative sentences.</p>		

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	<p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. 		
<p>Lesson 8 Using interrogatives in Spanish</p>	<p>SWBAT interview a new acquaintance and find information about him/her by forming questions in Spanish with appropriate syntax and intonation.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and 		

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	<p>narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. 		
<p>Lesson 9 Ser vs. Estar</p>	<p>SWBAT explain where objects and people are located by differentiating the uses of “ser” and “estar” and conjugating them in the present tense.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. 		

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<p>Lesson 10 Ser vs. Estar Practice</p>	<p>SWBAT differentiate the uses of ser and estar in the present tense by interviewing their fellow classmates.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. 		
<p>Lesson 11 Numbers 31 and higher</p>	<p>SWBAT apply numbers 31 and higher in Spanish appropriately by creating a telephone list, solving math problems, and answering questions.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is 		

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	<p>heard, read, or viewed on a variety of topics.</p> <ul style="list-style-type: none"> • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Connections</p> <ul style="list-style-type: none"> • C3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. 		
<p>Lesson 12 Reading comprehension "Cursos de español en Salamanca"</p>	<p>SWBAT interpret and analyze a short Spanish ad by predicting content through formats, identifying cognates and applying unit vocabulary in context.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
<p>Lesson 13 Presentational writing in Spanish</p>	<p>SWBAT integrate unit vocabulary including cognates and structures by writing a description of themselves using brainstorming techniques.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. 		
<p>Lesson 14 Listening comprehension</p>	<p>SWBAT interpret a short conversation and answer comprehension questions by applying listening comprehension strategies such as identifying cognates to increase comprehension.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, 		

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	<p>signed, or written conversations to share information, reactions, feelings, and opinions.</p> <ul style="list-style-type: none"> • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>Connections</p> <ul style="list-style-type: none"> • C3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. 		
<p>Lesson 15 En Pantalla</p>	<p>SWBAT analyze a short advertisement in Spanish and compare a Spanish speaking country school calendar to their own by conducting some research and creating a short description based on their findings.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied. 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>Connections</p> <ul style="list-style-type: none"> • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. 		
<p>Lesson 16 Flash Cultura</p>	<p>SWBAT identify basic details about student life and analyze cultural school practices in Mexico City by interpreting a short cultural video about this city's famous UNAM (Universidad Autónoma de México).</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied. <p>Connections</p> <ul style="list-style-type: none"> • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect 		

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	<p>on the nature of language through comparisons of the Spanish language and their own.</p> <ul style="list-style-type: none"> • C4.2 Cultural Comparisons. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. 		
<p>Lesson 17 Panorama Cultural</p>	<p>SWBAT summarize demographic and cultural information about Spain's geography, culture and economy by describing data from a chart, a table, and a map.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied. <p>Connections</p> <ul style="list-style-type: none"> • C3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect 		

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	<p>on the nature of language through comparisons of the Spanish language and their own.</p> <ul style="list-style-type: none"> C4.2 Cultural Comparisons. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>Communities</p> <ul style="list-style-type: none"> C5.1 School and Global Communities. Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. 		
Lesson 18 Review	SWBAT integrate unit vocabulary, grammar, and cultural material by completing unit review activities for the Unit 2 Exam.	<p>Unit 2 Exam Review</p> <p>You may want to use the Descubre Recapitulación and/or Repaso Activities and the Self-Assessment.</p>	<p>Descubre Recapitulación</p> <p>Descubre Repaso</p> <p>Descubre Auto Evaluación</p>
Refer to your region's Scope and Sequence and calendar for scanning deadlines.	Unit 2 Exam		
	Flex/Success Day		
Optional/Cultural Lessons Mes de la Hispanidad		<p>Materials for this lesson have already been created. You can access them via Curriculum Corner within the Spanish I tile.</p> <p>Teachers will need to use the Lesson Internalization One-pager to help them break brown the lesson.</p>	Lesson Internalization Protocol

UNPACKED STANDARDS

Focus standards for this unit.

Standards Clarification QUESTIONS		
Standards	Specificity	Notes/Explanations/Examples
<i>ACTFL C1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</i>	<p>Break Down Standard:</p> <ul style="list-style-type: none"> Skills: Meeting new people, asking and answering questions, describing daily activities, explaining locations, conjugating -ar regular verbs, conjugating irregular gustar, ser and estar in the present tense listening for 	<i>This standard focuses on developing students' Spanish language skills in various contexts related to meeting new people, discussing academic life, describing daily activities, explaining locations, and writing about school-related topics. By incorporating cultural elements from Mexico and Spain, verb conjugation practice,</i>

Standards Clarification QUESTIONS		
Standards	Specificity	Notes/Explanations/Examples
	<p>cognates, predicting content, brainstorming, organizing writing, writing paragraphs.</p> <ul style="list-style-type: none"> • Knowledge: Basic information about others, academic life, daily activities, activity preferences, Spanish question words, numbers 31 and higher, ser and estar differentiation, high school studies in Mexico, Spain's geography and culture. • Concepts: Verb conjugation (gustar and -ar verbs in present tense), location descriptions, forming questions in Spanish, identifying cognates, paragraph structure. <p>Define Expectations: Students should be able to communicate effectively in Spanish by meeting new people, asking questions, describing activities and locations, discussing academic topics, and writing a paragraph about their daily routines and school life.</p> <p>Instruction and Assessment Strategies:</p> <ul style="list-style-type: none"> • Role-playing scenarios for meeting new students and asking questions. • Verb conjugation practice through drills and interactive activities. • Listening exercises focusing on cognates and predicting content. • Question and answer practice for academic life discussions. • Mapping activities to practice prepositions of location. • Research projects on Spanish-speaking countries' schools. • Brainstorming sessions for organizing thoughts before writing. • Peer review and feedback on paragraph writing assignments. 	<p><i>listening skills development, and writing strategies, students will enhance their language proficiency. Alignment with AP Spanish Language and Culture standards includes a strong foundation in basic communication skills, cultural understanding, and grammatical accuracy necessary for higher-level language learning:</i></p> <p><i>5.A Understand and apply appropriate communication strategies in interpersonal speaking.</i></p> <p><i>5.B Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.</i></p> <p><i>6.A Understand and apply appropriate communication strategies in interpersonal writing.</i></p> <p><i>6.B Understand and apply appropriate and varied syntactical expressions in interpersonal writing.</i></p>
<p>ACTFL C1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>Break Down Standard:</p> <ul style="list-style-type: none"> • Skills: Understanding, interpreting, and analyzing what is heard, read, or viewed. • Knowledge: Various topics in Spanish. 	<p><i>In an AP Spanish Language course, this standard would continue to build on reading and listening comprehension skills, preparing students for more nuanced and complex interpretive tasks at a higher level of proficiency. It aligns with the following AP Spanish Language and Culture standards:</i></p>

Standards Clarification QUESTIONS		
Standards	Specificity	Notes/Explanations/Examples
	<ul style="list-style-type: none"> Concepts: Comprehension, interpretation, and analysis in a multicultural context. <p>Define Expectations: Students should be able to comprehend, interpret, and analyze information presented in Spanish across different topics and contexts.</p> <p>Instruction and Assessment Strategies:</p> <ul style="list-style-type: none"> Use authentic listening materials to practice listening for cognates and predicting content. Provide reading passages on academic life and have students answer questions to assess comprehension. Utilize interactive activities to practice conjugating verbs like "gustar," AR verbs, "ser," and "estar." Incorporate geography and cultural elements of Mexico and Spain in lessons to enhance understanding. Encourage peer conversations to sustain dialogues and obtain basic information. Guide students in organizing their writing using brainstorming techniques. Assess writing skills through paragraph writing activities on daily activities and school-related topics. 	<p><i>1.A Describe the literal meaning of the text.</i></p> <p><i>1.B Describe data.</i></p> <p><i>3.A Interpret the distinguishing features of a text.</i></p> <p><i>3.B Interpret the meaning of a text.</i></p> <p><i>4.A Determine the meaning of a variety of vocabulary.</i></p> <p><i>4.B. Use words appropriate for a given context.</i></p>
<p><i>ACTFL C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</i></p>	<p>Break Down Standard:</p> <ul style="list-style-type: none"> Skills: Presentational communication Knowledge: Information, concepts, and ideas Concepts: Adaptation to various audiences, using appropriate media <p>Define Expectations: Students should be able to present information, concepts, and ideas in Spanish to inform, explain, persuade, and narrate on various topics. They should use suitable media and adjust their communication style based on the audience (listeners, readers, viewers).</p> <p>Instruction and Assessment Strategies:</p> <ul style="list-style-type: none"> Encourage students to practice presenting in front of peers. 	<p><i>In Spanish I Unit 2, The standard focuses on students' ability to present information effectively in Spanish across various topics and audiences. It aligns with the AP Spanish Language and Culture standards by emphasizing communication skills, cultural knowledge, and linguistic accuracy. By incorporating diverse presentation tasks aligned with specific learning goals, students can enhance their language proficiency while meeting the unit objectives. It aligns with the following AP Spanish Language and Culture standards:</i></p> <p><i>7.A Plan and research an issue or topic for presentational speaking.</i></p> <p><i>7.B Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.</i></p>

Standards Clarification QUESTIONS		
Standards	Specificity	Notes/Explanations/Examples
	<ul style="list-style-type: none"> • Provide opportunities for peer feedback to improve presentation skills. • Use multimedia tools for presentations to enhance engagement. • Assess presentations based on content, language accuracy, and delivery. • Incorporate peer evaluations to promote constructive criticism and self-improvement. 	<p><i>7.C Use appropriate language and vocabulary for the intended audience in presentational speaking.</i></p> <p><i>7.D Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.</i></p> <p><i>8.A Plan and research an issue or topic for presentational writing.</i></p> <p><i>8.B Use appropriate writing strategies to communicate an idea in presentational writing.</i></p> <p><i>8.C Understand and apply appropriate and varied syntactical expressions in presentational writing.</i></p> <p><i>8.D Express a perspective with details and examples to illustrate an opinion or idea in written presentations.</i></p>

VERTICAL STANDARDS-Spanish Standards are not scaffolded. What is scaffolded is the themes and the skills- these stay the same.

This section details the **progression** of key student expectations/standards** in the courses **before** and **after** this course. This will help you understand what **prior knowledge skills to build upon** and guide you in knowing what **skills you are preparing your students** for in the subsequent course.

Spanish II	Spanish III	AP Spanish
<ul style="list-style-type: none"> • Being able to count past 100 in Spanish. • Explain main differences between ser and estar and use in appropriate settings. • Follow conjugation rules when conjugating in different tenses 	<ul style="list-style-type: none"> • Using estar and differentiating between ser. • Using gustar to express likes and dislikes • Using indirect and direct object pronouns • Conjugating in the present tense to understand conjugating in different tenses 	<ul style="list-style-type: none"> • Cultural Connections • Reading and analyzing graphs, charts and tables • Interpretive listening • Using varied grammatical structures • Interpersonal Communication • Variety of reading materials and sources

VOCABULARY GLOSSARY

Domain-specific words and definitions for this unit.

Key Content Vocabulary					
<i>List and define key vocabulary terms</i>					
Related Vocabulary					
La clase	Las materias	Preposiciones	Verbos	Días de la semana	Palabras adicionales

el/la compañera(a) de clase la clase el/la compañera(a) de cuarto el curso/ la materia el/la estudiante la especialización el/la profesor(a) el examen el borrador el horario la calculadora la prueba el escritor el semestre el libro la tarea el mapa la mesa la mochila el papel la papelera la pizarra la pluma la puerta el reloj la silla la tiza la ventana la biblioteca la cafetería la casa el estadio el laboratorio la librería la residencia estudiantil la universidad	la administración de empresas el arte la biología las ciencias la computación la contabilidad la economía el español la física la geografía la historia las humanidades el inglés las lenguas extranjeras la literatura las matemáticas la música el periodismo la psicología la química la sociología	al lado de a la derecha de a la izquierda de allá allí cerca de con debajo de delante de detrás de en encima de entre lejos de sin sobre	bailar buscar caminar cantar cenar comprar contestar conversar desayunar descansar desear dibujar enseñar escuchar la radio/música esperar estar estudiar explicar gustar hablar llegar llevar mirar necesitar practicar preguntar preparar regresar terminar tomar trabajar viajar	¿Cuándo? ¿Qué día es hoy? Hoy es.... la semana lunes martes miércoles jueves viernes sábado domingo	¿Adónde? Ahora ¿Cuál? ¿Cuáles? ¿Por qué? Porque
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