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UNIT NARRATIVE

This unit centers on the themes of **family, daily life, and cultural traditions** in the Spanish-speaking world, providing students with the vocabulary, grammar, and cultural knowledge needed to describe family members, explain daily routines, and connect language learning to authentic contexts. Students will learn to use descriptive adjectives with correct placement and agreement, conjugate regular **-er** and **-ir** verbs in the present tense, and apply the irregular verbs **tener** and **venir** to express obligations and arrivals. Through integrated practice in listening, speaking, reading, and writing, students will engage in activities such as creating personal and family profiles, role-playing introductions, exploring cultural practices in Spain and Ecuador, and presenting on traditions and notable figures. Guided by the big ideas of **understanding relationships, expressing daily life, building cultural awareness, and integrating language skills**, students will progress through processes of exploration, application, cultural investigation, and skill integration to develop accurate, meaningful, and culturally sensitive communication.

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</p> <ul style="list-style-type: none"> Talk about family members Using adjectives to describe people and to show possession Interpersonal writing- family tree <p>Cultures and Connections</p> <ul style="list-style-type: none"> Surnames in Spanish Speaking countries Family gatherings in Spanish Speaking countries Family dynamics Ecuador and the Galapagos Island Celebration of Día de los muertos <p>Comparisons</p> <ul style="list-style-type: none"> Different types of families in Spanish Speaking countries 	<p>Writing:</p> <ul style="list-style-type: none"> Students will use idea maps to plan a letter to a friend in which they describe family members and the activities they do daily by conjugating verbs they have learned in this unit, descriptive and possessive adjectives and by using culturally appropriate greetings and closings.

- Similarities and differences between family structures in Latin America and the U.S.

Grammar

- Descriptive Adjectives
- Possessive Adjectives
- Conjugation of regular –er and –ir verbs
- Irregular verbs tener and venir

UNDERSTANDINGS AND QUESTIONS

Important big ideas and processes for the unit.

Key Understandings

Big Ideas:

1. Family Dynamics and Relationships:

- Understanding and describing family structures and relationships is fundamental to effective communication in Spanish. This includes not only knowing vocabulary related to family members but also how to discuss their roles and connections within a family context.

2. Daily Life and Personal Expression:

- Being able to describe daily activities and personal routines is essential for sharing experiences and building connections in Spanish-speaking environments. This involves using appropriate verbs and vocabulary to communicate one's typical day and personal habits.

3. Cultural Awareness and Context:

- Exploring cultural practices, traditions, and notable figures from Spanish-speaking countries enriches language learning by providing context and relevance. It also helps students appreciate diverse perspectives and practices related to family life and daily routines.

4. Integration of Language Skills:

- Effective communication requires integrating various language skills (listening, speaking, reading, and writing) and understanding grammatical structures. This unit emphasizes how these skills work together to enhance overall proficiency.

Processes:

1. Exploration and Description:

- Process: Introduce vocabulary and grammar related to family and daily life. Practice describing family members, their relationships, and daily routines.
- Activities: Create family trees, write personal profiles, and describe daily routines using descriptive adjectives and verbs.

2. Application and Practice:

- Process: Apply grammar and vocabulary in meaningful contexts. Use idea maps and writing templates to organize and express ideas.

- Activities: Write postcards, create social media profiles, and role-play introducing family members. Engage in guided practice to reinforce understanding.

3. Cultural Exploration:

- Process: Investigate and present on cultural traditions, significant figures, and geographical contexts of Spanish-speaking countries. Understand how these elements influence family and daily life.
- Activities: Research Spain's Royal Family, explore Ecuador's geography and culture, and discuss various family traditions.

4. Skill Integration and Assessment:

- Process: Integrate language skills through comprehensive activities. Use assessments to evaluate comprehension and application of vocabulary, grammar, and cultural knowledge.
- Activities: Participate in discussions, complete reading and listening comprehension exercises, and demonstrate language use through presentations and writing assignments.

Key Questions

1. How do people describe their families and family members?
2. How do people talk about how they spend their time?
3. How are a person's surnames determined in the Spanish-speaking world?

ROADMAP

Suggested daily guide for instruction in this unit.

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
<p>Lesson 1 Introduction to vocabulary</p>	<p>SWBAT apply and categorize vocabulary related to names of professions and terms for family relationships by creating a vocabulary graphic organizer that includes word definition, grammatical category, and sentence.</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. Learners use the language to investigate, explain, and reflect on the nature of the language studied and their own. 		
<p>Lesson 2 Vocabulary in context</p>	<p>SWBAT practice using terms for family relationships and names of professions by exchanging simple spoken information and by interpreting a series of basic statements through a variety of media.</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, 		<ul style="list-style-type: none"> •

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<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>Lesson 3 Fotonovela Una visita inesperada</p>	<p>SWBAT examine comprehensible input from free-flowing discourse by watching the Fotonovela and interpreting family members descriptions being used in a conversational context and by answering comprehension 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 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. 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<ul style="list-style-type: none"> • 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>Lesson 4 Cultural Comparison "Tradiciones Familiares"</p>	<p>SWBAT identify and retell information about customs and traditions of Spanish-speaking cultures, such as surnames and Spain's Royal Family by analyzing a short article about family traditions in Spanish-speaking countries.</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. • 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. 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
Lesson 5 Descriptive adjectives	<p>SWBAT apply Spanish descriptive adjectives rules of placement and gender/number agreement by writing guided notes, creating anchor charts and applying the grammar rules to describe themselves and others.</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. 		•
Lesson 6 Descriptive adjectives practice	<p>SWBAT apply Spanish descriptive adjectives rules of placement and gender/number agreement by describing a drawing using as many adjectives as possible and by talking to classmates to complete an information gap activity to describe members of a family.</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 		•

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>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>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 7 Descriptive adjectives game</p>	<p>SWBAT identify descriptions of family members and describe themselves to others in Spanish by playing a game of roles in which they must talk to classmates to find their family members based on their descriptions and reunite the family.</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. 		<ul style="list-style-type: none"> •

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<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 Possessive Adjectives</p>	<p>SWBAT indicate how family members are related by using possessive adjectives according to the rules of gender and number and adjectives placement.</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 9 Possessive Adjectives Practice</p>	<p>SWBAT indicate how family members are related by playing a card game, completing audio and writing activities.</p> <p>ACFTL Standards:</p>		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<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 10 Present Tense of -er and -ir verbs</p>	<p>SWBAT conjugate regular -er and -ir verbs in the present tense by taking guided notes, creating anchor charts and following the conjugation steps for the different Spanish pronouns.</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 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>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 11 Present Tense of -er and -ir verbs Practice</p>	<p>SWBAT describe people’s activities on a typical day by playing two games in which they must recall and conjugate -er and -ir verbs in the present tense correctly to earn points to win.</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 12 Present Tense of tener and venir</p>	<p>SWBAT conjugate irregular verbs “tener” and “venir” in the present tense and integrate them</p>		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>with common expressions with tener by talking about activities they and others must do.</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 13 Present Tense of tener and venir Practice</p>	<p>SWBAT integrate unit vocabulary and grammar, especially the conjugation of tener and venir by creating a mock photo album in which they describe three family members.</p> <p>ACFTL Standards:</p> <p>Communication</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>Comparisons</p>		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<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 Reading comprehension “Las familias”</p>	<p>SWBAT infer the meaning of new words and phrases in a familiar context by using context clues while analyzing three paragraphs about Hispanic families.</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>Lesson 15 Writing</p>	<p>SWBAT integrate unit vocabulary and grammar structures by using idea maps to write a friendly letter in Spanish.</p> <p>SWBAT recognize descriptions of a person’s physical and personality traits by analyzing a short conversation.</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, 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<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>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 analyze and compare how Family Day is celebrate in the Spanish-speaking world and in their community by creating a poster and a presentation listing cultural features of families in terms of interaction, housing and activities.</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. <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 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>to develop critical thinking and to solve problems creatively.</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 17 Panorama Cultural</p>	<p>SWBAT summarize demographic and cultural information about Ecuador by analyzing short paragraphs and using visual cues and maps to internalize what they read.</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>		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<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. • 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. Communities <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. 		
Lessons 18 and 19 Review	SWBAT integrate unit vocabulary, grammar, and cultural material by completing unit review activities for the Semester Exam.	Semester Exam Review You may want to use the Descubre Recapitulación Activities and the Self-Assessment.	Descubre Recapitulación Descubre Auto Evaluación
Refer to your region's calendar for scanning deadlines.	Semester Exam Window December 8-10 Scanning Deadline: December 19th		
12.15-12.20	Flex/Success Days		
Optional/Cultural Lessons Día de Muertos	Materials for this lesson have already been created. You can access them via Curriculum Corner within the Spanish I tile. Teachers will need to use the Lesson Internalization One-pager to help them break brown the lesson.		Lesson Internalization SY 24-25
Optional Lessons Family Tree Project	Day 1	SWBAT integrate unit grammar and vocabulary by creating a family tree with physical descriptions, personality traits and explanations of how they are related to each family member.	Family Tree Template available on the Hub
	Day 2		
	Day 3	SWBAT describe family members and explain their familial relationships by presenting their family tree.	

UNPACKED STANDARDS

Focus standards for this unit.

Standards Clarification QUESTIONS		
Standards	Specificity	Notes/Explanations/Examples
<p>ACTFL C1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>Break Down Standard:</p> <ul style="list-style-type: none"> • Skills: Interpersonal communication in spoken or written form. In this unit, students learn to create basic Spanish sentences using the present tense of tener, venir and regular -er and -ir verbs. • Knowledge: vocabulary related to family and relationships, cultural traditions in Spanish-speaking countries, geography and cultural context of Ecuador, descriptive adjectives, possessive adjectives, present tense of -er and -ir verbs, present tense of tener and venir. • Concepts: Family dynamics and relationships in Spanish-speaking countries, expressing personal identity, cultural appreciation and understanding. <p>Define Expectations:</p> <p>Students should learn to interact effectively in conversations about family, share personal information, and demonstrate understanding of cultural aspects relevant to Spanish-speaking countries. They should be able to express their thoughts and feelings clearly through spoken and written communication, as well as comprehend spoken and written texts with familiar topics.</p> <p>Instruction and Assessment Strategies:</p> <p>Teaching Methods:</p> <ol style="list-style-type: none"> 1. Use role-playing activities for interpersonal communication practice. 2. Incorporate multimedia resources (videos, articles) about family traditions and cultural contexts. 3. Conduct writing workshops focusing on personal profiles and friendly letters. 4. Provide vocabulary lists and grammar exercises for descriptive and possessive adjectives. <p>Assessment Ideas:</p> <ol style="list-style-type: none"> 1. Peer assessment of family introductions and role-plays. 2. Evaluate written personal profiles and letters using a rubric. 	<p><i>This standard focuses on developing students' interpersonal communication skills in various contexts, particularly regarding family dynamics and cultural understanding. Students will learn to describe family relationships introduce their families and write personal profiles while exploring cultural traditions related to Spanish-speaking countries. Instruction will involve interactive activities.</i></p> <p><i>This standard is linked to the following AP Spanish Language standards:</i></p> <p>5.A Understand and apply appropriate communication strategies in interpersonal speaking.</p> <p>5.B Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.</p> <p>6.A Understand and apply appropriate communication strategies in interpersonal writing.</p> <p>6.B Understand and apply appropriate and varied syntactical expressions in interpersonal writing.</p>

Standards Clarification QUESTIONS		
Standards	Specificity	Notes/Explanations/Examples
	3. Listening quizzes where students respond to comprehension questions after listening to recordings. 4. Class discussions or presentations on family traditions and cultural aspects.	
<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: interpretive listening and reading; writing personal profiles; describing family members and relationships; discussing daily activities and responsibilities and analyzing context for meaning. • Knowledge: Vocabulary related to family, relationships, and daily life; grammar rules for descriptive and possessive adjectives; present tense conjugation of regular -er and -ir verbs and irregular venir and tener verbs; cultural aspects of Spanish-speaking countries and their family traditions. • Concepts: Family dynamics and roles, personal identity and self-presentation, cultural diversity in Spanish-speaking countries and contextual clues in language comprehension. <p>Define Expectations: Students should be able to interpret spoken and written descriptions of family and daily activities, write a personal profile that accurately reflects their identity and family relationships, describe family members and their relationships effectively, recognize and discuss cultural traditions in Spanish-speaking countries, and use appropriate grammar and vocabulary in writing and speaking.</p> <p>Instruction and Assessment Strategies:</p> <p>Teaching Methods:</p> <ul style="list-style-type: none"> • Use role-playing activities to practice introducing family members and discussing relationships. • Implement writing workshops to guide students in creating personal profiles. • Organize group discussions on family traditions from various Spanish-speaking countries. 	<p><i>The unpacked components of the standard focus on developing students' interpretive communication skills through understanding family dynamics, writing personal profiles, and exploring cultural traditions in Spanish-speaking countries. The learning targets emphasize comprehension, writing proficiency, cultural awareness, and grammar application. Instructional strategies include role-playing, multimedia resources, and writing workshops, while assessments range from quizzes to presentations, ensuring a well-rounded approach to learning in Spanish 1. It aligns with the following AP Spanish Language and Culture standards:</i></p> <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>

Standards Clarification QUESTIONS		
Standards	Specificity	Notes/Explanations/Examples
	<ul style="list-style-type: none"> Use multimedia resources (videos, articles) to expose students to Ecuador's geography and culture. <p>Assessment Ideas:</p> <ul style="list-style-type: none"> Quizzes on vocabulary and grammar rules. Writing assessments where students create personal profiles and letters using idea maps. Listening activities where students ask for clarification or repetition, assessing their interpretive skills. Group presentations on the Spanish Royal Family and Ecuadorian culture. 	
<p>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.</p>	<p>Break Down Standard:</p> <ul style="list-style-type: none"> Skills: Presenting information orally and in writing, engaging with different audiences and using media effectively. Knowledge: vocabulary related to family and relationships, cultural traditions in Spanish-speaking countries and understanding of grammar rules (adjectives, possessive adjectives, present tense verbs). Concepts: Family dynamics, cultural context and its impact on communications, structure and organization of personal profiles and letters. <p>Define Expectations:</p> <p>Students should be able to present information, concepts, and ideas in Spanish to identify and describe family members and their relationships, present a personal profile suitable for social media, organize and write a friendly letter using idea maps, understand and discuss family traditions in Spanish-speaking cultures and apply grammar rules related to descriptive adjectives and possessive adjectives and present tense conjugations in their presentations and writing.</p> <p>Instruction and Assessment Strategies:</p> <p>Teaching Methods:</p> <ul style="list-style-type: none"> Use visual aids (family trees, maps) to illustrate relationships and geography. 	<p><i>The unpacked components of the ACTFL C1.3 standard focus on presenting information about family and culture in Spanish. Students will learn to identify and describe family members, create personal profiles, write friendly letters, and discuss cultural traditions while applying grammatical rules. Learning targets include accurate description, effective organization of ideas, and cultural understanding, with various instructional and assessment strategies to support these 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> <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>

Standards Clarification QUESTIONS		
Standards	Specificity	Notes/Explanations/Examples
	<ul style="list-style-type: none"> Incorporate multimedia presentations where students can showcase their profiles and cultural research. Engage students in group discussions about family traditions and encourage sharing of personal experiences. <p>Assessment Ideas:</p> <ul style="list-style-type: none"> Oral presentations of personal profiles assessed on clarity and vocabulary usage. Written friendly letters evaluated for organization, grammar, and adherence to friendly letter format. Quizzes on vocabulary, grammar, and cultural knowledge related to the unit. 	<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 1000 in Spanish Conjugate regular and irregular verbs in the present, past and perfect tenses. Reading authentic sources Cultural Comparisons Interpersonal Writing: E-mail reply Presentational Writing: Persuasive Essay 	<ul style="list-style-type: none"> Conjugation of regular and irregular verbs in the present, past and with complex structures. Cultural Comparisons-holidays and family structures Interpersonal Writing: E-mail reply Presentational Writing: Persuasive Essay 	<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						
<i>Las familias y otras personas</i>		<i>Profesiones</i>	<i>Adjetivos</i>	<i>Colores</i>	<i>Nacionalidades</i>	<i>Verbos</i>
el/la abuelo(a) los abuelos el apellido el/la bisabuelo(a) el/la cuñado(a) el/la esposo(a) la familia el/la gemelo(a) el/la hermanastro(a) el/la hijastro(a) el/la hijo(a) los hijos la madrastra la madre el/la medio hermano(a) el/la nieto(a)	la nuera el padrastro el padre los padres los parientes el/la primo(a) el/la sobrino(a) el/la suegro(a) el/la tío(a) el yerno el/la amigo(a) la gente el/la muchacho(a) el/la niño(a) el/la novio(a) la persona	el/la artista el/la doctor(a) médico(a) el/la ingeniero el/la periodista el/la programador (a)	alto(a) antipático(a) bajo(a) bonito(a) buen, bueno(a) delgado(a) difícil fácil gordo(a) gran, grande guapo(a) feo(a) importante inteligente interesante joven jóvenes mal, malo(a) mismo(a) moreno(a) mucho(a) pelirrojo(a) pequeño(a) rubio(a) simpático(a) tonto(a) trabajador(a) viejo(a)	amarillo azul blanco(a) negro(a) rojo(a) verde	alemán, alemana argentino(a) canadiense chino(a) costarricense cubano(a) ecuatoriano(a) español(a) estadounidense francés, francesa inglés, inglesa italiano(a) japonés, japonesa mexicano(a) norteamericano(a) puertorriqueño(a) ruso(a)	abrir aprender (a+inf) asistir beber comer compartir comprender correr deber (+inf) decidir (+ inf) describir escribir leer recibir tener venir vivir