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UNIT NARRATIVE

In this dynamic unit, students will immerse themselves in the exciting world of sports and pastimes within Spanish-speaking cultures. The unit is designed to foster communication skills while deepening students' understanding of the cultural significance of sports in these regions. Throughout the unit, learners will engage in conversations about their favorite activities, make plans with peers, and explore the rich history of sports rivalries. Students will enhance their language proficiency by focusing on key grammar points, including the present tense of the verb "ir," stem-changing verbs, and common irregular "yo" verbs. These grammatical structures will be integrated into everyday discussions about hobbies, vacation plans, and favorite TV sports shows, allowing students to express themselves more fluently. In addition to grammar, the unit will emphasize essential skills such as reading, writing, and listening. Students will practice predicting content from visuals related to sports and pastimes, sharpening their reading comprehension. They will also learn how to effectively use a dictionary to expand their vocabulary and write coherent paragraphs about their interests. Listening activities will focus on understanding the gist of conversations and sports broadcasts, further developing their auditory skills.

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 pastimes and sports. Using the verb “ir” to express actions/pastimes in the near future. Write and talk about pastimes and sports in school. <p>Cultures and Connections</p> <ul style="list-style-type: none"> Sport rivalries between soccer teams. Famous athletes from the Spanish speaking world. Sports interest in the Spanish speaking world. <p>Comparisons</p> <ul style="list-style-type: none"> Popular sports and pastimes in Spanish speaking countries. Comparison of fanaticism in the US and Spanish speaking world. 	<p>Writing:</p> <ul style="list-style-type: none"> Students will create an informative text (pamphlet) with the help of a dictionary listing different events in their area and integrating recreation-related vocabulary and unit grammatical structures.

Grammar

- Present tense if “ir”
- Stem Changing Verbs (e:ie, o:ue and e:i)
- Irregular “yo” verbs

UNDERSTANDINGS AND QUESTIONS

Important big ideas and processes for the unit.

Key Understandings

Big Ideas:

- 1. Cultural Significance of Sports:**
 - Sports serve as a vital expression of identity and community in Spanish-speaking cultures, reflecting values such as teamwork, competition, and national pride.
- 2. Communication as Connection:**
 - Language is a tool for building relationships. By discussing pastimes and sports, students will learn to connect with others and share personal interests.
- 3. Diversity in Sports and Pastimes:**
 - The variety of sports and leisure activities in Spanish-speaking countries highlights cultural differences and similarities, fostering appreciation for global diversity.
- 4. Language as a Dynamic Tool:**
 - Learning Spanish grammar and vocabulary is essential for effective communication, allowing students to articulate their thoughts and experiences.

Processes:

- 1. Engagement with Authentic Materials:**
 - Students will explore videos, articles, and visuals related to sports in Spanish-speaking countries, enhancing comprehension and engagement through real-world contexts.
- 2. Interactive Conversations:**
 - Role-playing scenarios and group discussions will provide opportunities for students to practice speaking, make plans, and express opinions in a supportive environment.
- 3. Collaborative Learning:**
 - Students will work in pairs or small groups to share their favorite pastimes, analyze sports rivalries, and research famous athletes, promoting teamwork and peer learning.

4. Writing and Reflection:

- Learners will write reflections on their interests and experiences, applying new vocabulary and grammar concepts, which encourages critical thinking and personal connection.

5. Listening for Understanding:

- Through targeted listening activities, students will practice discerning main ideas and details in conversations about sports, improving their overall comprehension skills.

6. Comparison and Analysis:

- Students will compare sports and pastimes across cultures, discussing fanaticism and participation rates, which will enhance their analytical skills and cultural awareness.

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 pastimes, sports and names of places around the city 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 apply vocabulary related to pastimes, sports and places around the city 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, signed, or written conversations to share 		<ul style="list-style-type: none"> •

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>Lesson 3 Fotonovela ¿Dónde están las entradas?</p>	<p>SWBAT analyze comprehensible input from free-flowing discourse by watching the Fotonovela and interpreting vocabulary related to sports and leisure activities 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 “La pasión por el fútbol”</p>	<p>SWBAT identify and analyze sports rivalries in Spanish-speaking countries and their own community by examining a short informative text about the historic rivalry between Spain’s soccer teams, Barcelona and Real Madrid and comparing it to a sports rivalry in their own country.</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 Cultural Research	<p>SWBAT access, critically evaluate, and effectively present information about Hispanic athletes by researching a notable Hispanic athlete, analyzing various sources, synthesizing their findings, and organizing their information into a clear, engaging presentation that highlights the athlete's contributions, achievements, and cultural significance.</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, 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>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>SWBAT accurately conjugate the irregular verb “ir” in the present tense by taking guided notes, creating a detailed conjugation chart, and demonstrating their understanding through</p>		•

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
Lesson 6 Present Tense of Ir	<p>restating and composing original sentences for each pronoun.</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 7 Present Tense of “ir” practice	<p>SWBAT apply the correct forms of the verb “ir” for various pronouns by completing a series of conjugation activities and engaging in a role-playing conversation with a classmate. In this conversation, they will discuss leisure activities and plans, demonstrating their ability to use “ir” accurately in context.</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. 		•

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<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 8 Stem-changing verbs: e:ie, o:ue</p>	<p>SWBAT accurately conjugate e:ie and o:ue stem-changing verbs in the present tense by taking guided notes, creating comprehensive anchor charts, and engaging in discussions about their daily activities and personal preferences.</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 		<ul style="list-style-type: none"> •

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>comparisons of the Spanish language and their own.</p>		
<p>Lesson 9 Stem-changing verbs: e:ie, o:ue practice</p>	<p>SWBAT effectively apply the correct conjugation of e:ie and o:ue stem-changing verbs in the present tense across different pronouns by actively engaging in a variety of spoken and written activities, demonstrating their understanding through accurate usage in context.</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>SWBAT accurately conjugate e:i stem/changing verbs (i.e. pedir, conseguir, decir, repetir, seguir, etc.) in the present tense for all subject pronouns, demonstrating this skill by writing five correct sentences that incorporate each verb.</p> <p>ACFTL Standards:</p>		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
Lesson 10 Stem-changing verbs e:i	<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 11 Irregular “yo” form verbs	<p>SWBAT conjugate irregular “yo” form 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 12 Reading comprehension “No solo el fútbol”</p>	<p>SWBAT predict and comprehend key content in a reading passage by analyzing graphs and charts, and by accurately answering comprehension questions related to a short magazine article about soccer, demonstrating their ability to connect visual data with textual information.</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>SWBAT integrate recreation-related vocabulary and grammatical structures taught in unit four by creating an informative text with the help of a dictionary in Spanish.</p> <p>ACFTL Standards:</p>		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
Lesson 13 Writing	<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. • C1.3 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 14 Escuchar	<p>SWBAT Analyze and interpret a recorded conversation related to leisure activities by focusing on familiar words and listening for the gist.</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. 		
Lesson 15 En Pantalla	<p>SWBAT Discuss sports and recreation in Spanish-speaking countries and their own communities by reading about extreme sports and watching an excerpt from the documentary Ejes about bikers and skaters in Spain.</p> <p>ACFTL Standards:</p> <p>Communication</p>		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<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>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. <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 recognize and identify cultural practices and perspectives related to popular sports in Spanish-speaking countries and their own communities by reading about the Camp Nou, watching a video about soccer in Spain and comparing cultural features of Spanish soccer with a popular sport in their community.</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. 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<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>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 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"> • C4.2 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 17 Panorama Cultural	<p>SWBAT summarize demographic and cultural information about Mexico 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>		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<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 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. <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 and 19 Review	SWBAT integrate unit vocabulary, grammar, and cultural material by completing unit review activities for the Unit Exam.	Unit 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.	Unit Exam Suggested Date: February 10		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
Flex Days	Flex/Success Days February 11-12		
Optional/Cultural Lessons AfroLatinidad for Black History Month	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 Protocol

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; Understanding and using stem-changing verbs in the present tense; using ir a to talk about the near future. • Knowledge: vocabulary related to sports, pastimes, and vacation plans; cultural knowledge of sports in Spanish-speaking countries, regular present tense conjugation endings; grammar rules for present tense of “ir,” irregular “yo” form verbs and stem-changing verbs. • Concepts: Comparing sports and pastimes across cultures and understanding the influence of sports in different cultures. <p>Define Expectations:</p> <p>Students should learn to interact effectively interact in conversations about their pastimes, leisure activities and sports; they should be able to use the verb “ir” + infinitive to express future actions related to their plans and interest; discuss cultural aspects of sports and pastimes in Spanish-speaking countries and compare them with those in the U.S.</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. 	<p><i>The standard ACTFL C1.1 emphasizes interpersonal communication where students engage in conversations to share personal information and opinions. Key components include developing communication skills, cultural knowledge of sports, and grammatical understanding. Learning targets involve discussing personal interests, recognizing cultural differences, and applying grammar in context. Instructional strategies include interactive role-playing and visual aids, while assessments will focus on oral and written communication skills.</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
	<ol style="list-style-type: none"> Incorporate multimedia resources (videos, articles) about leisure activities. Provide exercises focusing on the conjugation of “ir,” irregular “yo” form and stem-changing verbs. <p>Assessment Ideas:</p> <ol style="list-style-type: none"> Conduct oral assessments where students engage in conversations about their interests. Written assessments requiring students to write about their favorite sports, sport teams, or favorite players. Create quizzes on vocabulary and grammar rules, specially focusing on the irregular verbs. 	
<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: Reading: predicting content from visuals. Writing: using a dictionary Listening: listening for the gist Knowledge: vocabulary related to sports, pastimes, and vacation plans; cultural knowledge of sports in Spanish-speaking countries, regular present tense conjugation endings; grammar rules for present tense of “ir,” irregular “yo” form verbs and stem-changing verbs. Concepts: Importance of visuals when predicting content; use textual clues to determine meaning of unfamiliar words; relevance of sports in Spanish-speaking countries. <p>Define Expectations: Students should be able to:</p> <ul style="list-style-type: none"> Understand and interpret spoken and written Spanish related to pastimes and sports. Analyze and discuss cultural aspects of sports in Spanish-speaking countries. Use vocabulary and grammar structures effectively in both written and spoken forms. <p>Instruction and Assessment Strategies:</p> <p>Teaching Methods:</p>	<p><i>The unpacked standard emphasizes the importance of interpretive communication in Spanish through various contexts related to pastimes and sports. Students are expected to develop skills in reading, writing, and listening, while also gaining knowledge about cultural aspects of sports in Spanish-speaking countries. Learning targets focus on predicting content, writing about personal interests, and summarizing spoken information. Instructional strategies include multimedia resources, discussions, and vocabulary activities, with assessments designed to evaluate comprehension and expression in the target language.</i></p> <p><i>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) about sports in Spanish-speaking cultures to enhance listening and reading skills. Group discussions on sports rivalries, encouraging students to share their opinions and experiences. Vocabulary games focusing on sports terms and the conjugation of the verb “ir” and stem-changing verbs. <p>Assessment Ideas:</p> <ul style="list-style-type: none"> Conduct listening assessments where students must identify key points from audio clips. Use visual aids in reading assessments where students predict content based on images. Use a rubric when evaluating written work on pastimes and sports, focusing on vocabulary usage and grammar accuracy. 	
<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 pastimes and sports; understanding of culture, including sports rivalries and famous athletes. Concepts: Communication strategies for different audiences Cultural significance of sports in Spanish-speaking countries Comparison of sports culture across different regions <p>Define Expectations:</p> <ul style="list-style-type: none"> Present information clearly about pastimes and sports Engage in discussions about their interests and plans Use appropriate vocabulary and grammar in presentations Understand and discuss cultural aspects of sports in Spanish-speaking countries 	<p><i>The ACTFL C1.3 standard focuses on developing students' presentational communication skills in Spanish, particularly around pastimes, sports, and cultural connections. By emphasizing effective presentation techniques, appropriate use of media, and audience awareness, students will engage in meaningful discussions and comparisons of sports culture. Specific learning targets include discussing vacation plans, researching famous athletes, and applying grammatical structures, all tailored to Spanish I students to ensure accessibility and engagement.</i></p> <p><i>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>

Standards Clarification QUESTIONS		
Standards	Specificity	Notes/Explanations/Examples
	<p>Instruction and Assessment Strategies:</p> <p>Teaching Methods:</p> <ul style="list-style-type: none"> • Use multimedia presentations to engage students in discussions about their sports interests. • Implement role-play activities where students practice making plans with each other. • Conduct research projects for students to explore famous athletes and sports rivalries. • <p>Assessment Ideas:</p> <ul style="list-style-type: none"> • Create a rubric for evaluating oral presentations based on clarity, use of vocabulary, and engagement with the audience. • Assess written work for correct grammar usage, vocabulary application, and overall coherence. • Use peer feedback to encourage collaborative learning and improvement. 	<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 1000 in Spanish • Conjugate regular and irregular verbs in the present, past and perfect tenses. • Reading authentic sources • Cultural Comparisons • Interpersonal Writing: Informative texts: brochures 	<ul style="list-style-type: none"> • Conjugation of regular and irregular verbs in the present, past and with complex structures. • Cultural Comparisons: leisure activities and sports • Interpretive communication: analyzing authentic media sources 	<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>Pasatiempos</i>	<i>Deportes</i>	<i>Lugares</i>	<i>Verbos</i>		<i>Adjetivos</i>
Andar en patineta	El baloncesto	El café	Almorzar	Poner	Favorito (a)
Bucear	El béisbol	El centro	Cerrar	Preferir	Deportivo (a)
Escalar montañas	El ciclismo	El cine	Comenzar	Querer	
Escribir una carta	El equipo	El gimnasio	Conseguir	Recordar	
Esquiar	El esquí (acuático)	La iglesia	Contar	Repetir	
Ganar	El fútbol	El lugar	Decir	Salir	
Ir de excursión	El fútbol americano	El museo	Dormir	Seguir	
Leer el correo electrónico	El golf	Es parque	Empezar	Suponer	
Leer un periódico	El hockey	La piscina	Encontrar	Ver	
Leer una revista	El/la jugador (a)	La plaza	Entender	Traer	
Nadar	La natación	El restaurante	Hacer	volver	
Pasear	El partido		Jugar		
Pasear en bicicleta	La pelota		Mostrar		
Patinar en línea	El tenis		Oír		
Practicar deportes	El vóleibol		Pedir		
Tomar el sol			Pensar		
Ver películas			Pensar en		
Visitar monumentos			Perder		
La diversión			Poder		
El fin de semana					
El pasatiempo					
Los ratos libres					
El videojuego					

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