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UNIT NARRATIVE

In this engaging and culturally immersive unit, students will explore the themes of health, childhood, and personal history through the lens of the Spanish-speaking world. Beginning with the language of symptoms, medicines, and doctor visits, students will learn how to navigate a medical consultation in Spanish. They will then broaden their understanding by investigating healthcare practices and systems in Argentina and Costa Rica, comparing them to their own experiences and assumptions about health and well-being.

Simultaneously, students will reflect on their own past describing childhood memories and personal situations using simple past tenses. These reflections will prepare them to write and present personal stories, connect with cultural narratives, and produce a script for a video ad campaign that promotes awareness or services for a specific group of patients in Spanish-speaking communities.

Throughout the unit, students will engage in interactive tasks that involve asking and answering frequency-based questions, listening for specific information in health-related scenarios, and activating background knowledge to better comprehend texts and dialogues. This unit is tied to the AP Spanish Language and Culture theme of Science and Technology.

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"> Expressing how one feels in terms of one's health. Using the preterite and imperfect when talking and writing about events that happened in the past. <p>Cultures and Connections</p> <ul style="list-style-type: none"> Alternative medicine, home remedies and roles of healers in Latin America. Types of health services in Spanish speaking countries. Geography, economy, and parks of Costa Rica. <p>Comparisons</p> <ul style="list-style-type: none"> Differences between the health care system of the United States and Argentina. <p>Communities</p> <ul style="list-style-type: none"> Health Care system of Argentina. 	<p>Writing:</p> <ul style="list-style-type: none"> Differentiate the preterite from the imperfect to describe events in the past. Form constructions with "se" to talk about events in which the person doing the action is undefined or de-emphasized and to describe unplanned events. Form adverbs using adjectives + mente and memorize common adverbs and adverbial expressions.

Grammar:

- Imperfect
- Preterite vs. Imperfect
- Using adverbs

UNDERSTANDINGS AND QUESTIONS

Important big ideas and processes for the unit.

Key Understandings

Big Ideas:**1. Language as a tool for Care and Communication:**

- Expressing physical symptoms, emotions, and medical needs in Spanish enables meaningful interaction in real-life situations.

2. The past shapes the Present:

- Reflecting on and describing personal experiences from childhood helps deepen narrative skills and self-awareness in a second language.

3. Culture Influences Health Practices:

- Health care systems and wellness practices vary across cultures; understanding these differences fosters empathy and global citizenship.

4. Questions Drive Understanding:

- Asking and answering questions—about habits, routines, and health—builds conversational fluency and cultural connections.

Processes:**1. Interpersonal Communication:**

- Engage in role-playing medical consultations
- Asking/answering questions about frequency and routines
- Conducting interviews about childhood experiences

2. Interpretive Listening and Reading:

- Listening to medical dialogues for specific information
- Reading texts about cultural health practices and geography
- Activating background knowledge to understand new vocabulary and contexts

3. Presentational Speaking and Writing:

- Writing narratives about childhood and personal events in the past
- Writing and presenting a health campaign script

4. Grammar and Vocabulary Acquisition:

- Mastery of preterite vs. imperfect tenses
- Acquisition of health-related vocabulary and cultural terms
- Use of time expressions to discuss frequency and habits

5. Cultural Comparison and Analysis:

- Comparing U.S. health systems and practices to those in Argentina and other Latin-American countries.
- Exploring traditional remedies and wellness beliefs across cultures
- Discussing societal attitudes toward health care and childhood experiences

Key Questions

1. How does our culture affect our attitude towards a healthy lifestyle?
2. How does our culture influence how we treat illnesses?
3. What is it like to visit a doctor in the Spanish speaking world?
4. What are some of the alternative medicine options in the Spanish speaking world?

ROADMAP

Suggested daily guide for instruction in this unit.

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
<p>Lección Preliminar 1 Así somos Vocabulario</p>	<p>SWBAT define, translate, and effectively utilize common Spanish expressions. Furthermore, they will develop practical language skills by creating a personalized vocabulary journal, empowering them to navigate and participate confidently in Spanish class interactions.</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. • 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. 		
<p>Lección Preliminar 2 Así somos Cognates and False Cognates</p>	<p>SWBAT recognize, define, and apply both cognates and false cognates by creating a comprehensive journal and actively engaging with authentic materials such as short videos and conversations.</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>Lección Preliminar 3 Así somos Present tense</p>	<p>SWBAT recognize and conjugate both regular and irregular verbs in the present tense by creating a verb conjugation chart and actively listening to an authentic Spanish song to discern verb endings for various 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 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. 		

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<p>Lección Preliminar 4 Así somos Preterite Review</p>	<p>SWBAT recognize and conjugate both regular and irregular verbs in the preterite tense for different pronouns by creating a verb conjugation chart and completing a pronoun/conjugated verb matching activity.</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>Lección Preliminar 5 ¿Cómo te llamas? Classroom objects Days of the week</p>	<p>SWBAT utilize common Spanish words and phrases, cognate and false cognates, and conjugate both regular and irregular verbs in the present tense and preterit by playing a variety of integration games such as: Basta, Bingo and Piedra, papel o tijera.</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. 		

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	<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. Learners use the language to investigate, explain, and reflect on the nature of the language studied and their own. 		
<p>Lesson 1 Introduction to vocabulary</p>	<p>SWBAT apply and categorize vocabulary related to body parts, medical conditions, and illnesses by creating a Frayer model for unit 1 vocabulary words 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 		

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	<p>reflect on the nature of the language studied and their own.</p>		
<p>Lesson 2 Vocabulary in context</p>	<p>SWBAT recall and apply body parts and health-related vocabulary terminology by writing and speaking about illnesses and health habits.</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>Lesson 3 Fotonovela ¡Necesitas un médico!</p>	<p>SWBAT examine comprehensible input from free-flowing discourse related to a medical visit and health by watching the Fotonovela and 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, 		

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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>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>Lesson 4 Las sílabas Fuerzas y los acentos</p>	<p>SWBAT classify Spanish words and determine if a written accent is needed by annotating the accent mark rules practicing a clapping game to determine the strongest syllable,</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 		

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	<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 5 Cultural Reading Servicios de salud Curanderos y chamanes</p>	<p>SWBAT compare health services and the use of alternative medicine in Spanish speaking countries and their own community by reading, annotating, and answering comprehension questions about two short articles in the target language: “Servicios de salud” and “Curanderos y chamanes.”</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 		

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	<p>information and diverse perspectives that are available through the language and its cultures.</p> <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. 		
<p>Lesson 6 The imperfect</p>	<p>SWBAT conjugate verbs in the imperfect tense to talk about past events by creating a conjugation chart and guided notes.</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 7</p>	<p>SWBAT conjugate verbs in the imperfect tense to talk about past events by writing, listening to,</p>		<ul style="list-style-type: none"> •

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The imperfect Practice	<p>and speaking about accidents and childhood experiences.</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 8 The preterite and the imperfect	<p>SWBAT compare the uses and meanings of the preterite and imperfect tenses by describing past events according to different points of view and under different circumstances.</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 		<ul style="list-style-type: none"> •

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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>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 The preterite and the imperfect Practice</p>	<p>Continued from last lesson.</p> <p>SWBAT compare the uses and meanings of the preterite and imperfect tenses by describing past events according to different points of view and under different circumstances.</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 		<ul style="list-style-type: none"> •

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	<p>on the nature of language through comparisons of the Spanish language and their own.</p>		
<p>Lesson 10 Impersonal Expressions with "se"</p>	<p>SWBAT apply the uses of se + verb and impersonal expressions by creating a T.V. ad advertisement.</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>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 11</p>	<p>SWBAT form Spanish adverbs and use them in adverbial expressions to talk about how actions are performed and how often by combining adjectives + mente.</p>		<ul style="list-style-type: none"> •

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Adverbs	<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 12 Cultural Reading Entrevista a Carla Baron	<p>SWBAT evaluate a content-rich text on health care while traveling by activating background knowledge, annotating the text, and answering comprehension questions about Carla Baron's interview.</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. 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<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"> • C4.2 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>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 13 Writing	<p>SWBAT apply both the preterite and imperfect tenses appropriately by writing about an accident or a time they were ill in the past.</p> <p>ACFTL Standards:</p> <p>Communication</p>		•

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<p>Lesson 14 Listening Comprehension En Pantalla</p>	<p>Listening Comprehension:</p> <p>SWBAT interpret an authentic Spanish telephone conversation between two people about someone being sick by listening for specific information and answering comprehension questions.</p> <p>En Pantalla:</p> <p>SWBAT interpret and evaluate an article about an organization that promotes Parkinson's awareness and a short advertisement about Parkinson in Alicante, Spain by applying listening comprehension strategies, discussing, and answering comprehension questions.</p>		<ul style="list-style-type: none"> •

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<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"> • C4.2 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>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 		

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	collaborate in their community and the globalized world.		
Lesson 15 Flash Cultura	<p>SWBAT identify some features of Argentina's health system and compare them with the health system's features of their own community by watching, discussing and answering comprehension questions about a short cultural video about Argentina's contribution to medicine and their hospitals.</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"> • C4.2 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>		•

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<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. 		
<p>Lesson 16 Panorama Cultural</p>	<p>SWBAT summarize demographic and cultural information about Costa Rica by analyzing and describing data from a chart and a table and labeling a Costa Rica 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 on the nature of language through comparisons of the Spanish language and their own. 		<ul style="list-style-type: none"> •

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<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. 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. 		
Lesson 17 Review	SWBAT integrate unit vocabulary, grammar, and cultural material by completing unit review activities for the Unit 1 Exam.	Unit 1 Exam Review You may want to use the Descubre Recapitulación Activites and the Self-Assessment.	Descubre Recapitulación Descubre Auto Evaluación
Refer to your region's calendar for scanning deadlines	Unit 1 Exam (On the S & S document, there are two assessment days for this unit—one is to administer the TIA Pre-Test and the other one to administer the Unit Exam--. Please, make sure to follow the established testing window		
	Flex/Success Day		
Optional/Cultural Lessons Mes de la Hispanidad	Materials for this lesson have already been created. You can access them via Curriculum Corner. 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, signed, or written form and sharing information, reactions, feelings, and opinions. • Knowledge: Vocabulary related to symptoms, medicines, health practices, and the health system and grammar structures to describe past situations in both oral and written forms. • Concepts: Understanding of effective communication strategies in medical consultations, awareness of cultural differences in health practices and knowledge of the health system in Argentina. <p>Define Expectations: Students should be able to interact effectively in Spanish by discussing symptoms, medications, participating in medical consultations, describing childhood and personal situations, writing scripts for ads, asking, and answering questions about frequency, learning about health practices in different cultures, and understanding the health system in Argentina. They should be able to negotiate meaning, share information, reactions, feelings, and opinions in various contexts related to health and personal experiences.</p> <p>Instruction and Assessment Strategies:</p> <ul style="list-style-type: none"> • Role-playing medical consultations in pairs for practical application. • Writing prompts for describing childhood memories and past experiences. • Peer feedback on ad scripts to improve persuasive language. • Research project on health practices in different cultures with a presentation. 	<p><i>The standard ACTFL C1.1 focuses on interpersonal communication skills in sharing information, reactions, feelings, and opinions. In the context of the Spanish 2 Unit "En el consultorio," students will engage in discussing symptoms, medications, participating in medical consultations, describing personal experiences, writing ads, asking questions about frequency, exploring health practices in various cultures, and understanding the health system in Argentina. The unit aligns with AP Spanish Language and Culture by incorporating real-world scenarios and cultural comparisons while mastering the Spanish simple past tenses. By the end of the unit, students should be proficient in engaging in meaningful conversations and expressing themselves confidently in Spanish.</i></p> <p><i>This standard is aligned to the following AP Spanish Language and Culture standards:</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: Listening, reading, interpreting, analyzing • Knowledge: Vocabulary related to symptoms, medicines, childhood, personal situations, health practices, health system in Argentina 	<p><i>Students in Spanish 2 will develop the skills to comprehend and analyze information related to health, childhood, personal situations, and cultural practices. They will engage in discussions, role-plays, writing tasks, and research to deepen their understanding of</i></p>

Standards Clarification QUESTIONS		
Standards	Specificity	Notes/Explanations/Examples
	<ul style="list-style-type: none"> Concepts: Comprehension, interpretation, analysis of spoken and written texts on a variety of topics <p>Define Expectations: Students should be able to understand, interpret, and analyze spoken and written information about symptoms, medicines, childhood, personal situations, health practices, and the health system in Argentina.</p> <p>Instruction and Assessment Strategies:</p> <ul style="list-style-type: none"> Skills Development: Use authentic materials like videos or texts related to health for listening and reading exercises. Role-Playing: Conduct role-plays of medical consultations to practice relevant vocabulary and communication skills. Writing Tasks: Assign descriptive writing tasks about childhood and personal situations. Research Projects: Research and present findings on health practices in different cultures and the health system in Argentina. Grammar Activities: Focus on practicing the Spanish simple past tenses through various exercises and writing tasks. 	<p><i>these topics and achieve mastery of the Spanish simple past tenses. This unit aligns with the ACTFL standard C1.2 by building interpretive communication skills essential for the AP Spanish Language and Culture exam.</i></p> <p><i>This standard is aligned to 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>
<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 effectively in Spanish. They should be able to inform, explain, persuade, and narrate on a variety of topics related to health, personal experiences, and cultural practices. Students need to use appropriate media for their presentations and adapt their communication style to different types of audiences, such as listeners, readers, or viewers.</p> <p>Instruction and Assessment Strategies:</p>	<p><i>This standard focuses on students' ability to effectively present information, concepts, and ideas in Spanish, adapting their communication to different audiences. Students will develop skills in talking about health-related topics, personal experiences, cultural practices, and the health system in Argentina. By mastering the Spanish simple past tenses, students will be able to present information accurately while engaging listeners, readers, or viewers effectively in various contexts.</i></p> <p><i>This standard is aligned to 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"> • Conduct role plays of medical consultations to practice speaking and presenting medical information. • Have students write and present about their childhood experiences and personal situations using appropriate vocabulary and grammar. • Assign tasks where students create and present scripts for advertisements to enhance persuasive communication skills. • Use group discussions to explore health practices in different cultures, encouraging students to present their findings in Spanish. • Organize presentations or projects about the health system in Argentina to develop research and presentation skills in Spanish. • Provide practice activities focusing on the Spanish simple past tenses to ensure mastery before presenting information. 	<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 I	Spanish III	AP Spanish
<ul style="list-style-type: none"> • Conjugate verbs in the present and simple past. • The uses of the preterite tense. • Writing short paragraphs. • Identifying cognates. • Using background knowledge to gain meaning of a paragraph. • Interpretive Listening Skills. • Steps for reading and understanding graphs and charts. 	<ul style="list-style-type: none"> • Using variety of verb tenses to write persuasive essays. • Using background knowledge to gain meaning of articles, prose, and poetry. • Read and analyze graphs and charts to use when writing. • Interpersonal Writing Skills • Interpretive Listening Skills • Reinforcing cultural comparison skills. 	<ul style="list-style-type: none"> • Cultural Comparisons between community and Spanish speaking country. • Read, analyze, and interpret graphs and charts. • Use background knowledge to gain meaning of a text. • Identify types of reading materials and their purpose. • Interpersonal Writing Skills • Interpretive Listening Skills

VOCABULARY GLOSSARY

Domain-specific words and definitions for this unit.

Key Content Vocabulary						
<i>List and define key vocabulary terms</i>						
Related Vocabulary						
la boca	la oreja	el/la enfermera	caerse	tener fiebre	sacar(se) un diente	apenas
el brazo	el pie	el examen médico	dañar	tomar la	ser alérgico(a) a..	así
la cabeza	la pierna	la farmacia	darse con	temperatura	sufrir una enfermedad	bastante
el cuello	la rodilla	la gripe	doler	torcerse el tobillo	congestionado(a)	casi
el cuerpo	el tobillo	el hospital	enfermarse	toser	embarazada	con frecuencia
el dedo	el accidente	la infección	estar enfermo(a)	estornudar	grave	de niño(a)
el dedo del pie	el antibiótico	el medicamento	el resfriado	lastimarse (el pie)	mareado(a)	de vez en cuando
el estómago	la aspirina	la medicina	la sala de	olvidar	médico(a)	despacio
la garganta	la clínica	la operación	emergencia(s)	poner una inyección	saludable	menos
el hueso	el consultorio	el/la paciente	la salud	prohibir	sano(a)	muchas veces
la nariz	el/la dentista	la pastilla	el síntoma	recetar	A menudo	poco
el oído	el dolor (de	la radiografía	la tos	romper	a tiempo	rápido
el ojo	cabeza)	la receta	tener dolor	romperse (la pierna)		pronto

