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### UNIT NARRATIVE

In the unit "La Vivienda," students will explore various aspects of housing, including daily chores, furniture, and formal communication related to living spaces. This unit combines practical language skills with cultural insights, offering a comprehensive approach to learning about homes and living environments in Spanish-speaking countries. Students will use formal commands to tell others what to do and will also be introduced to the complex grammatical structure that is the subjunctive to talk about things that are necessary or urgent. This grammar structure tends to give students a bit of trouble. If you need to adjust instruction, please do so.

This unit is tied to the AP Spanish Language and Culture theme of Families and Communities and Contemporary Life.

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

Major Content	Supporting & Additional Content
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Describe someone's home/apartment</li> <li>Welcome others to one's home</li> <li>Talk about household chores</li> <li>Give suggestions and commands</li> </ul> <p><b>Cultures and Connections</b></p> <ul style="list-style-type: none"> <li>Balconies in Spanish speaking countries</li> <li>Floating islands and homes of Lake Titicaca</li> <li>Frida Kahlo's "Casa Azul"</li> <li>Geography and cultural features of Panama</li> </ul> <p><b>Comparisons</b></p> <ul style="list-style-type: none"> <li>Comparing homes in Latin American countries to those in student's community</li> </ul> <p><b>Grammar:</b></p>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Students will draft a simple lease agreement, familiarizing themselves with formal language used in contracts.</li> <li>Writing a postcard will allow students to practice informal writing and personal expression in Spanish.</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Students will practice locating the main parts of a sentence to enhance their reading comprehension and grammatical accuracy.</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>Students will use visual clues to improve their listening skills and better understand spoken Spanish.</li> </ul>

- Formal commands
- Relative pronouns
- Present Subjunctive
- Subjunctive with verbs of influence

## UNDERSTANDINGS AND QUESTIONS

Important big ideas and processes for the unit.

### Key Understandings

#### Big Ideas:

##### 1. Cultural and Practical Aspects of Housing:

- Students will gain insight into how housing varies in Spanish-speaking countries, including the architectural features and cultural significance of different types of homes, such as balconies and traditional houses.

##### 2. Vocabulary and Communication:

- Students will learn specific vocabulary related to houses, furniture, and house chores, and how to use this vocabulary to describe living spaces effectively.

##### 3. Formal and Informal Language Use:

- Students will differentiate between formal and informal language, learning how to give commands, make suggestions, and offer advice appropriately in various contexts.

##### 4. Writing and Creative Expression:

- Students will develop the ability to write formal documents (e.g., a lease) and engage in creative writing (e.g., a postcard and an ad).

##### 5. Cultural Knowledge:

- Understanding: Learning about Frida Kahlo's house and Panama's geography and culture provides students with a broader perspective on the cultural and historical contexts of Spanish-speaking countries.

#### Processes:

##### 1. Descriptive and Functional Language Use:

- Process: Practice using descriptive language to talk about houses, furniture, and household tasks. Engage in exercises that require students to describe their own homes and discuss various house chores.
- Activities: use flashcards and matching exercises to learn and review terms related to furniture and house chores, have students describe their own homes or ideal homes in writing or through oral presentations, create scenarios where students must describe their living spaces to a partner.

##### 2. Command and Suggestion Formulation:

- Process: Learn and practice formal commands and suggestions through role-playing and structured activities. Emphasize correct usage in both written and spoken Spanish.
- Activities: Set up role-play situations where one student gives formal commands or suggestions while another follows them, have students write letters or postcards that include commands and suggestions such as a request for maintenance on a house-related issue.

### 3. Urgency and Necessity Expression:

- Process: Identify and practice language structures used to express urgency and necessity. Apply these structures in discussions and written exercises.
- Activities: Use audio recordings where speakers discuss urgent or necessary tasks and have students identify the impersonal expressions used, present students with scenarios that require expressing urgency or necessity.

### 4. Writing Exercises:

- Process: Engage in writing activities such as drafting a lease, creating an ad, and writing a postcard. Focus on using appropriate vocabulary, linking words, and coherent structure.
- Activities: Lease writing, ad creation and postcards.

## Key Questions

1. How do people talk about their home?
2. How do people talk about their household chores?
3. What are some features of homes 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><b>SWBAT define, illustrate, classify, and write a sentence for unit vocabulary terms by creating a Frayer model vocabulary table.</b></p> <p><b>ACFTL Standards:</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li> <li>• C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> <li>• 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.</li> </ul> <p>Comparisons</p> <ul style="list-style-type: none"> <li>• C4.1 Language Comparisons. Learners use the language to investigate, explain, and reflect on the nature of the language studied and their own.</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>
<p>Lección 2 Vocabulary Practice</p>	<p><b>SWBAT apply unit vocabulary related to house objects and chores by listening to authentic audio texts and identifying the words used and by matching definitions with the corresponding vocabulary words.</b></p> <p><b>ACFTL Standards:</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share</li> </ul>		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>information, reactions, feelings, and opinions.</p> <ul style="list-style-type: none"> <li>• C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> <li>• 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.</li> </ul> <p>Comparisons</p> <ul style="list-style-type: none"> <li>• C4.1 Language Comparisons. Learners use the language to investigate, explain, and reflect on the nature of the language studied and their own.</li> </ul>		
<p>Lesson 3 Fotonovela ¡A limpiar!</p>	<p><b>SWBAT understand, interpret and analyze unit vocabulary in context by watching the Fotonovela and answering comprehension questions.</b></p> <p><b>ACFTL Standards:</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li> <li>• C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> <li>• 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.</li> </ul> <p>Cultures</p> <ul style="list-style-type: none"> <li>• C2.1 Relating Cultural Practices to Perspectives. Learners use the language to</li> </ul>		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Connections</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</li> </ul>		
<p>Lesson 4 Capitalization in Spanish</p> <p>Cultural Reading “Balcones que enamoran”</p>	<p><b>SWBAT apply the use of capital letters and lowercase letters in Spanish by correcting sentences.</b></p> <p><b>SWBAT analyze the importance of balconies in the Spanish-speaking countries by reading a short article about their history and answering comprehension questions.</b></p> <p><b>ACFTL Standards:</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li> <li>• C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> <li>• C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>Cultures</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> <p>Connections</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</li> </ul> <p>Comparisons</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> <p>Communities</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
Lesson 5 Relative Pronouns	<p><b>SWBAT differentiate the uses of Spanish relative pronouns by describing objects and talking about people's daily activities.</b></p> <p><b>ACFTL Standards:</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li> <li>• C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> <li>• 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.</li> </ul> <p>Cultures</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Comparisons</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
Lesson 6 Relative Pronouns Practice	<p><b>SWBAT differentiate the uses of Spanish relative pronouns by describing everyday activities and talking about different people and their habits.</b></p> <p><b>ACFTL Standards:</b></p> <p>Communication</p>		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<ul style="list-style-type: none"> <li>• C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li> <li>• C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> <li>• 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.</li> </ul> <p>Cultures</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Comparisons</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<p>Lesson 7 Formal Commands Introduction</p>	<p><b>SWBAT tell other what to do and make formal requests by applying the steps needed to construct formal commands from regular verbs.</b></p> <p><b>ACFTL Standards:</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li> <li>• C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>heard, read, or viewed on a variety of topics.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Cultures</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Comparisons</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<p>Lesson 8 Formal Commands Practice</p>	<p><b>SWBAT tell others what to do and make formal requests by applying the steps needed to construct formal commands from regular verbs.</b></p> <p><b>ACFTL Standards:</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li> <li>• C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> <li>• 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.</li> </ul>		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>Cultures</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Comparisons</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<p>Lesson 9 Present Subjunctive</p>	<p><b>SWBAT differentiate the uses of the subjunctive and conjugate verbs in the present subjunctive by completing a fill-in-the-blank conversation and constructing sentences using impersonal expressions to talk about necessary or urgent matters.</b></p> <p><b>ACFTL Standards:</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li> <li>• C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> <li>• C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using</li> </ul>		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
Lesson 10 Present Subjunctive	<p>appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>Comparisons</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
Lesson 11 Present Subjunctive			

<p>Lesson 12 Subjunctive with verbs of influence</p>	<p><b>SWBAT conjugate regular and irregular verbs in the subjunctive by expressing desires, wishes, and emotions to give advice to others.</b></p> <p><b>ACFTL Standards:</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li> <li>• C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> <li>• 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.</li> </ul> <p>Comparisons</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>
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Lesson 13  
Subjunctive with  
verbs of  
influence

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
Lesson 14 Interpersonal Writing Postcard	<p><b>SWBAT identify the components of a postcard by taking guided notes about each component and labeling a postcard.</b></p> <p><b>ACFTL Standards:</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li> </ul> <p>Comparisons</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		•
Lesson 15 Interpersonal Writing Postcard	<p><b>SWBAT interact and negotiate meaning about a tourist destination by writing with a partner a postcard to a friend.</b></p>		
Lesson 16 Interpersonal Writing Postcard	<p><b>SWBAT interact and negotiate meaning about a tourist destination by independently writing a postcard to a friend.</b></p>		
Lesson 17 Cultural Reading “El Palacio de las Garzas”	<p><b>SWBAT identify the main parts of Spanish sentences by interpreting and analyzing a content-rich text on Panama’s president residence.</b></p> <p><b>ACFTL Standards:</b></p>		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>Communication</p> <ul style="list-style-type: none"> <li>• C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li> <li>• C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> </ul> <p>Cultures</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> <p>Connections</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</li> </ul> <p>Comparisons</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Comparisons</p> <ul style="list-style-type: none"> <li>• C4.2 Cultural Comparisons. Use the language to investigate, explain, and reflect</li> </ul>		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>on the concept of culture through comparisons of the cultures studied and their own.</p>		
<p>Lesson 18 Writing</p>	<p><b>SWBAT apply linking words to their writing and integrate unit grammar and vocabulary by creating a lease agreement.</b></p> <p><b>ACFTL Standards:</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li> <li>• C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> <li>• 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.</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>
<p>Lesson 19 Flash Cultura</p>	<p><b>SWBAT describe a famous Mexican museum that used to be Frida Kahlo's home by watching a virtual tour of the museum and answering comprehension questions in Spanish.</b></p> <p><b>ACFTL Standards:</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> </ul> <p>Cultures</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Connections</p> <ul style="list-style-type: none"> <li>• C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</li> </ul> <p>Comparisons</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Communities</p> <p>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 20 Panorama Cultural	<p><b>SWBAT summarize demographic and cultural information about Panama by analyzing and describing data from a map, a chart and using visual cues to bolster understanding of what is read, heard and viewed.</b></p> <p><b>ACFTL Standards:</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> </ul> <p>Cultures</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		•

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Connections</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</li> </ul> <p>Comparisons</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> <p>Communities</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
Lesson 21 and 22 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.	<b>Semester Exam Window</b> <b>December 8-10</b> <b>Scanning Deadline: December 19th</b>		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
12.15-12.19	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

## UNPACKED STANDARDS

Focus standards for this unit.

Standards Clarification QUESTIONS		
Standards	Specificity	Notes/Explanations/Examples
<p><b>ACTFL C1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p><b>Break Down Standard:</b></p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> Interpersonal communication in spoken, signed, or written forms; negotiating meaning in conversations.</li> <li>• <b>Knowledge:</b> Vocabulary related houses, chores, furniture, and cultural references; formal commands and present subjunctive conjugation.</li> <li>• <b>Concepts:</b> Understanding the context of conversations about housing and culture; The importance of expressing opinions, feelings, and recommendations.</li> </ul> <p><b>Define Expectations:</b> Students should learn to:</p> <ul style="list-style-type: none"> <li>• Engage in conversations about housing and daily chores.</li> <li>• Describe their living spaces and the furniture within them.</li> <li>• Use formal commands and the present subjunctive in various contexts.</li> <li>• Express urgency and necessity through impersonal expressions.</li> <li>• Provide advice or recommendations effectively.</li> <li>• Explore cultural aspects related to housing in Spanish-speaking countries.</li> </ul> <p><b>Instruction and Assessment Strategies:</b></p> <p><b>Teaching Methods:</b></p> <ul style="list-style-type: none"> <li>• Group discussions and role-playing scenarios for practicing interpersonal communication.</li> </ul>	<p><i>In this unit, students will enhance their interpersonal communication skills by engaging in both written and spoken conversations about houses and chores, utilizing formal commands and the present subjunctive. They will develop descriptive language skills, write practical documents, and create advertisements, while also exploring cultural aspects related to Spanish-speaking countries. Instruction will be facilitated through discussions, visual aids, and writing workshops, with assessments focusing on both verbal and written communication abilities.</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>

Standards Clarification QUESTIONS		
Standards	Specificity	Notes/Explanations/Examples
	<ul style="list-style-type: none"> <li>Visual aids and realia for describing furniture and houses.</li> <li>Grammar lessons focusing on formal commands and the present subjunctive.</li> <li>Writing workshops for postcard writing.</li> </ul> <p><b>Assessment Ideas:</b></p> <ul style="list-style-type: none"> <li>Observational assessments during group conversations.</li> <li>Written assignments to evaluate descriptive language and command usage.</li> <li>Quizzes on vocabulary and grammar points.</li> <li>Creative projects like presentations on cultural topics.</li> </ul>	
<p><b>ACTFL C1.2 Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p><b>Break Down Standard:</b></p> <ul style="list-style-type: none"> <li><b>Skills:</b> Interpretation of audio, visual, and written texts; analysis of themes and ideas presented in various formats; understanding and using formal commands; application of the present subjunctive for suggestions and necessity.</li> <li><b>Knowledge:</b> Vocabulary related housing, chores, and furniture; cultural insights regarding Spanish-speaking countries; artistic context surrounding Frida Kahlo and her home.</li> <li><b>Concepts:</b> The significance of urgency and necessity in communication; the structure and elements of a postcard, a lease agreement and an advertisement; the role of visual cues in listening comprehension.</li> </ul> <p><b>Define Expectations:</b> Students should learn to:</p> <ul style="list-style-type: none"> <li>Understand and analyze spoken, written, and visual texts related to housing and cultural contexts.</li> <li>Use formal commands and the present subjunctive to express necessity, urgency, and provide advice.</li> <li>Create written documents, such as a lease or a postcard, demonstrating comprehension and application of the language.</li> </ul>	<p><i>The ACTFL C1.2 standard emphasizes learners' ability to interpret and analyze information from various sources. For Spanish II students, the learning targets include understanding and summarizing key ideas from audio and texts, using formal commands, and applying the present subjunctive in writing. Instruction will involve multimedia resources, group discussions, and creative writing, with assessments focused on comprehension, writing, and cultural analysis.</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>

Standards Clarification QUESTIONS		
Standards	Specificity	Notes/Explanations/Examples
	<p><b>Instruction and Assessment Strategies:</b></p> <p><b>Teaching Methods:</b></p> <ul style="list-style-type: none"> <li>• Use multimedia resources (videos, articles) to expose students to various topics.</li> <li>• Incorporate group activities where students discuss their houses and chores using formal commands.</li> <li>• Conduct writing workshops for crafting leases and postcards.</li> <li>• Organize presentations about cultural topics, such as Frida Kahlo and Panama's geography.</li> </ul> <p><b>Assessment Ideas:</b></p> <ul style="list-style-type: none"> <li>• Quizzes on vocabulary and comprehension of listened/read materials.</li> <li>• Peer reviews of written assignments.</li> <li>• Group presentations assessing clarity, use of language structures, and cultural insights.</li> </ul>	
<p><i><b>ACTFL C1.3 Presentational Communication.</b> 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><b>Break Down Standard:</b></p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> Presenting information, adapting to different audiences and using appropriate media.</li> <li>• <b>Knowledge:</b> Vocabulary related to housing and chores, formal commands and present subjunctive structures.</li> <li>• <b>Concepts:</b> Communication purpose (inform, explain, persuade, narrate); audience awareness and importance of media in presentation.</li> </ul> <p><b>Define Expectations:</b> Students should learn to effectively present information on topics related to housing and culture. They should be able to use formal language and specific grammatical structures while catering to different audiences and using various media forms.</p> <p><b>Instruction and Assessment Strategies:</b></p> <p><b>Instructional Methods:</b></p> <ul style="list-style-type: none"> <li>• Use visual aids (images, videos) to introduce vocabulary related to houses and chores.</li> </ul>	<p><i>The ACTFL C1.3 Presentational Communication standard emphasizes learners' ability to communicate effectively through various media while considering their audience. The unit objectives focus on housing-related topics, cultural insights, and specific grammatical structures, fostering skills in reading, writing, and listening. Learning targets are crafted to ensure measurable outcomes, while suggested instructional and assessment strategies encourage active engagement and practical application of language skills.</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> <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
	<ul style="list-style-type: none"> <li>• Conduct group discussions to practice giving commands and suggestions.</li> <li>• Incorporate role-playing activities to practice using the present subjunctive.</li> <li>• Assign research projects on Frida Kahlo and Panama.</li> </ul> <p><b>Assessment Ideas:</b></p> <ul style="list-style-type: none"> <li>• Have students present their findings on housing topics to the class.</li> <li>• Evaluate written assignments (leases, postcards, ads) for clarity and grammatical accuracy.</li> <li>• Use peer assessments for presentations, focusing on audience engagement and use of media.</li> </ul>	<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"> <li>• Using context clues to infer meaning in a reading selection.</li> <li>• Using cognates when reading.</li> <li>• Basic conjugation skills.</li> <li>• Cultural Connections</li> <li>• Interpretive Listening Skills.</li> <li>• Steps for reading and understanding graphs and charts.</li> </ul>	<ul style="list-style-type: none"> <li>• Using variety of verb tenses to write persuasive essays.</li> <li>• Using background knowledge to gain meaning of articles, prose and poetry.</li> <li>• Read and analyze graphs and charts to use when writing.</li> <li>• Interpersonal Writing Skills</li> <li>• Interpretive Listening Skills</li> <li>• Reinforcing the cultural comparison skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural Comparisons between community and Spanish speaking country.</li> <li>• Read, analyze and interpret graphs and charts.</li> <li>• Use background knowledge to gain meaning of a text.</li> <li>• Identify types of reading materials and their purpose.</li> <li>• Interpersonal Writing Skills</li> <li>• Interpretive Listening Skills</li> </ul>

## VOCABULARY GLOSSARY

Domain-specific words and definitions for this unit.

Key Content Vocabulary						
<i>List and define key vocabulary terms</i>						
Related Vocabulary						
Las viviendas	Los cuartos y lugares	Los muebles y otros objetos		Los electrodomésticos	La mesa	Los quehaceres domésticos
las afueras el alquiler el ama de casa el barrio el edificio de apartamento el/la vecino(a) la vivienda alquilar mudarse	el altillo el balcón la cocina el comedor el dormitorio la entrada la escalera la garaje el jardín la oficina el pasillo el patio la sala el sótano	la alfombra la almohada el armario el cartel la cómoda las cortinas el cuadro el estante la lámpara la luz la manta	la mesita la mesita de anoche los muebles la pared la pintura el sillón el sofá	la cafetera la cocina, la estufa el congelador el electrodoméstico el horno (de microondas) la lavadora el lavaplatos el refrigerador la secadora la tostadora	la copa la cuchara el cuchillo el plato la servilleta la taza el tenedor el vaso	arreglar barrer el suelo cocinar ensuciar hacer la cama hacer quehaceres domésticos lavar (el suelo, los platos) limpiar la casa pasar la aspiradora planchar (la ropa) poner la mesa quitar la mesa quitar el polvo sacar la basura sacudir los muebles