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### UNIT NARRATIVE

In the Spanish 2 unit "En la ciudad," students will explore the theme of cities and urban life, learning to ask for and give directions using **nosotros commands**, plan errands with others, and describe their ideal city. They will practice giving and receiving commands to propose solutions to problems and describe situations in detail. The unit also focuses on distinguishing the use of the **present indicative** and **present subjunctive** in adjective clauses, providing students with tools to express certainty and doubt. Cultural exploration includes understanding the role of bicycles in Latin American cities compared to the United States, studying influential Hispanic architects, identifying features of Mexico City's subway, and learning about the geography and culture of Venezuela. Students will develop their reading skills by identifying points of view, refine their writing by avoiding redundancies, and improve listening by focusing on specific information and linguistic cues. By the end of the unit, students will be able to navigate, describe, and discuss cities with confidence in Spanish.

This unit is tied to the AP Spanish Language and Culture theme of Contemporary Life and 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"> <li>1. Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions. (Interpersonal Mode)</li> <li>2. Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (Interpretive Mode)</li> <li>3. 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>1. Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the culture studied.</li> <li>2. 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>1. Build, reinforce, and expand their knowledge of other disciplines while using Spanish to develop critical thinking and to solve problems creatively.</li> <li>2. 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>1. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own.</li> <li>2. 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>1. Use Spanish both within and beyond the school to interact and collaborate in their community and the globalized world.</li> <li>2. 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>• Everyday city life and chores</li> <li>• Places around town</li> <li>• Discuss errands and modes of transportation.</li> </ul> <p><b>Cultures and Connections</b></p> <ul style="list-style-type: none"> <li>• Transportation system in Spanish speaking countries</li> <li>• Notable architects from Spanish speaking countries</li> </ul> <p><b>Comparisons</b></p> <ul style="list-style-type: none"> <li>• Comparing transportation from Spanish speaking countries to students' community</li> <li>• Comparing places around Spanish speaking towns to students' community</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• The subjunctive in adjective clauses</li> <li>• Nosotros commands</li> <li>• Past participles used as adjectives</li> </ul> | <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Avoiding redundancies</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Identifying point of view</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Listening for specific information</li> <li>• Listening for linguistic cues</li> </ul> |

## UNDERSTANDINGS AND QUESTIONS

Important big ideas and processes for the unit.

### Key Understandings

#### Big Ideas

- **Navigating Urban Spaces:** Learning how to give and understand directions, plan errands, and describe city life enhances students' ability to interact confidently in Spanish-speaking environments.
- **Communication through Commands:** Mastering the use of **nosotros commands** and giving/receiving instructions allows students to propose solutions to problems and collaborate effectively in different contexts.
- **Cultural Awareness:** Understanding the role of bicycles in Latin American cities, the subway system of Mexico City and exploring the geography, and culture of Venezuela fosters a broader cultural perspective and appreciation for the diverse urban experiences in the Spanish-speaking world.
- **Language Precision:** The differentiation between **present indicative** and **present subjunctive** in adjective clauses enables students to express varying degrees of certainty, necessity, or possibility, thus refining their grammatical accuracy in more complex situations.

#### Processes

- **Grammar Practice and Application:** Students will apply nosotros commands and the difference between indicative and subjunctive tenses in various contexts to make language use more precise and contextually appropriate.
- **Cultural Exploration:** Through reading and discussions, students will explore the role of bicycles, notable Hispanic architects, Mexico City's subway and Venezuelan geography and culture, deepening their understanding of the cultural dimensions of urban life in Spanish-speaking countries.
- **Skill Integration:** Students will develop listening, speaking, reading, and writing skills by engaging with real-world scenarios such as giving directions, describing cities, and responding to problems. They will practice listening for details, identifying points of view, and writing with clarity while avoiding redundancies.
- **Collaborative Problem-Solving:** Through pair and group activities, students will practice negotiating solutions to common urban issues, using commands and suggestions to communicate effectively and responsibly.

### Key Questions

1. How are cities and communities organized?
2. How do people in different cultures plan errands and travel around a city?
3. How does where we live impact how we live?

# ROADMAP

Suggested daily guide for instruction in this unit.

| Lesson   | Objective(s) and Standard(s)  | Instructional Notes | Resources   |
|--|---|---------------------|---|
| <p>Lesson 1<br/>Introduction to vocabulary</p> | <p><b>SWBAT apply and categorize vocabulary related to the city, names of commercial establishments, citing locations and banking terms by creating a Frayer model that includes word definition, grammatical category, and sentence.</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<br/>Vocabulary Practice</p>       | <p><b>SWBAT apply vocabulary related to the city, names of commercial establishments, citing locations and banking terms by exchanging simple spoken information and by interpreting a series of basic statements through a variety of media.</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<br/>Fotonovela<br/>Por las calles de<br/>Madrid</p> | <p><b>SWBAT analyze comprehensible input from free-flowing discourse by watching the Fotonovela and interpreting vocabulary related to getting around the city being used in a conversational context and by 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> |                     | <ul style="list-style-type: none"> <li>•</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<br/>Cultural Reading<br/>Las bicicletas en la ciudad</p> | <p><b>SWBAT evaluate the cultural, environmental, and governmental initiatives that promote bicycle usage by reading an article about the role of bicycles in Colombia and Bogota and comparing these practices to the United States and by answering comprehension questions.</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> <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>•</li> </ul> |

| Lesson   | Objective(s) and Standard(s)   | Instructional Notes | Resources   |
|--|--|---------------------|---|
|  | <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>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> |                     |   |
| <p>Lesson 5<br/>Cultural Reading<br/>Tatiana Bilbao:<br/>Empatía<br/>humanista</p> | <p><b>SWBAT describe the contributions of two influential Hispanic architects and their notable works by analyzing a concise article about Mexican architect Tatiana Bilbao, answering comprehension questions, and conducting research to present on another renowned Hispanic architect.</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> <li>• C2.2 Relating Cultural Products to Perspectives. Learners use the language to</li> </ul>                                     |                     | <ul style="list-style-type: none"> <li>•</li> </ul> |

| Lesson   | Objective(s) and Standard(s)  | Instructional Notes | Resources |
|--|---|---------------------|-----------|
|  | <p>investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <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>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> |                     |           |
| <p>Lesson 6<br/>The subjunctive in adjective clauses</p> | <p><b>SWBAT distinguish between the uses of the present indicative and the present subjunctive in adjective clauses by taking detailed guided notes, analyzing complex sentences that contain both moods, and identifying the main and subordinate clauses. They will also explain the contextual differences in their usage, recognizing how the indicative expresses certainty and fact, while the subjunctive conveys doubt, desire, or necessity.</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>  |                     |           |

| Lesson   | Objective(s) and Standard(s)  | Instructional Notes | Resources |
|--|---|---------------------|-----------|
|  | <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. 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<br/>The subjunctive in adjective clauses</p> | <p><b>Continued from last lesson.</b><br/><b>SWBAT distinguish between the uses of the present indicative and the present subjunctive in adjective clauses by taking detailed guided notes, analyzing complex sentences that contain both moods, and identifying the main and subordinate clauses. They will also explain the contextual differences in their usage, recognizing how the indicative expresses certainty and fact, while the subjunctive conveys doubt, desire, or necessity.</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 |
|---|--|---------------------|-----------|
|   | <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>   |                     |           |
| <p>Lesson 8<br/>Nosotros<br/>Commands</p> | <p><b>SWBAT accurately conjugate verbs to form nosotros commands by taking guided notes, completing a fill-in-the-blank conversation and giving and receiving orders and offering solutions to solve a problem.</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> |                     |           |
| <p>Lesson 9<br/>Nosotros<br/>Commands</p> | <p><b>Continued from last lesson:</b><br/><b>SWBAT accurately conjugate verbs to form nosotros commands by an information gap activity and recording a simulated conversation in which they will have to offer solutions to various problems using nosotros commands.</b></p>  |                     |           |

| Lesson   | Objective(s) and Standard(s)   | Instructional Notes | Resources |
|--|--|---------------------|-----------|
|  | <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> |                     |           |
| <p>Lesson 10<br/>Past Participle as<br/>Adjectives</p> | <p><b>SWBAT accurately apply past participles as adjectives to describe the states or conditions of places, people, and things by taking comprehensive guided notes, creating a detailed graphic organizer to categorize and visualize usage, and completing a variety of interactive comprehension 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> </ul>  |                     |           |

| Lesson   | Objective(s) and Standard(s)  | Instructional Notes | Resources |
|--|---|---------------------|-----------|
|  | <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>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> </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 11<br/>Past Participle as<br/>Adjectives</p> | <p><b>SWBAT accurately apply past participles as adjectives to describe the states or conditions of places, people, and things by playing a group game, having a conversation with a chat partner or a classmate and recording a simulated conversation.</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>Connections</p> |                     |           |

| Lesson  | Objective(s) and Standard(s)  | Instructional Notes | Resources |
|---|---|---------------------|-----------|
|   | <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> </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 12<br/>Cultural Reading<br/>“Inventario secreto de La Habana”</p> | <p><b>SWBAT identify the writer’s point of view in “Inventario secreto de La Habana” by engaging in critical reading, answering comprehension questions and analyzing key elements of the text, including the type of narrator and narrative techniques used.</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> </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> |                     |           |

| Lesson               | Objective(s) and Standard(s)  | Instructional Notes | Resources |
|----------------------|---|---------------------|-----------|
|                      | <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>   |                     |           |
| Lesson 13<br>Writing | <p><b>SWBAT effectively integrate unit vocabulary and grammar by planning, organizing, and composing a well-structured email to a friend. In their writing, they will ensure clarity and coherence, avoiding redundancies and unnecessary repetition by the correct application of object pronouns, possessive adjectives and relative pronouns as needed.</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> |                     | •         |

| Lesson                | Objective(s) and Standard(s)  | Instructional Notes | Resources   |
|-----------------------|---|---------------------|---|
|                       | <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 13<br>Escuchar | <p><b>SWBAT interpret a conversation between two friends discussing how to navigate the city by listening for specific details and linguistic cues, and by critically analyzing the information presented, deducing meaning from context, tone, and vocabulary.</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> <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. Use the language to investigate, explain, and reflect</li> </ul> |                     | <ul style="list-style-type: none"> <li>•</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>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>   |                     |   |
| <p>Lesson 14<br/>En Pantalla</p> | <p><b>SWBAT interpret an authentic short article and an advertisement on being geothermal energy by using graphics, visual cues and cognates to bolster understanding and by answering comprehension questions.</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> <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>•</li> </ul> |

| Lesson                     | Objective(s) and Standard(s)  | Instructional Notes | Resources |
|----------------------------|---|---------------------|-----------|
|                            | <ul style="list-style-type: none"> <li>• 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.</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 15<br>Flash Cultura | <p><b>SWBAT identify some features of Mexico City's subway system by interpreting a video, answering comprehension questions and summarizing the information they learn.</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> <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> |                     | •         |

| Lesson                            | Objective(s) and Standard(s)  | Instructional Notes | Resources   |
|-----------------------------------|---|---------------------|---|
|                                   | Communities <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 16<br>Panorama<br>Cultural | <p><b>SWBAT summarize demographic and cultural information about Venezuela 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> <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</li> </ul> |                     | <ul style="list-style-type: none"> <li>•</li> </ul> |

| Lesson   | Objective(s) and Standard(s)  | Instructional Notes   | Resources  |
|--|---|---|--|
|  | <p>comparisons of the Spanish language and their own.</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> <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 17 Review   | SWBAT integrate unit vocabulary, grammar, and cultural material by completing unit review activities for the Unit 5 Exam.   | <p>Unit 5 Exam Review</p> <p>You may want to use the Descubre Recapitulación Activites and the Self-Assessment.</p> | <p>Descubre Recapitulación</p> <p>Descubre Auto Evaluación</p> |
| Refer to your region's scope and sequence for scanning deadlines | <p><b>Unit 5 Exam</b></p> <p><b>Suggested Date: March 11</b></p>  |   |  |
| Flex Day   | <p>Flex/Success Day</p> <p>March 12</p>   |   |  |
| Optional/Cultural Lessons<br>Día Internacional de la Mujer       | <p>Materials for this lesson have already been created. You can access them via Curriculum Corner within the Spanish I tile.</p> <p>Teachers will need to use the Lesson Internalization One-pager to help them break brown the lesson.</p>   |   | Lesson Internalization Protocol                                |

# UNPACKED STANDARDS

Focus standards for this unit.

| Standards Clarification QUESTIONS  |  |  |
|--|--|--|
| Standards  | Specificity  | Notes/Explanations/Examples  |
| <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 during conversations; sharing information, reactions, feelings, and opinions.</li> <li>• <b>Knowledge:</b> Vocabulary related to directions, banking, and city life; understanding of present indicative and present subjunctive in adjective clauses; formation and uses of nosotros commands; past participles used as adjectives; adjectives gender and number agreement; cultural insights about Latin America and its cities.</li> <li>• <b>Concepts:</b> The structure of conversations in Spanish; the importance of nonverbal cues in communication.</li> </ul> <p><b>Define Expectations:</b><br/>Students should learn to:</p> <ul style="list-style-type: none"> <li>• Effectively ask for and give directions using appropriate commands in Spanish.</li> <li>• Collaborate with peers to plan activities and errands.</li> <li>• Describe their ideal city and articulate detailed situations or problems.</li> <li>• Differentiate between present indicative and present subjunctive in contextual usage.</li> <li>• Understand the significance of bicycles in urban planning and transportation in Latin America.</li> <li>• Recognize the culture and geography of Venezuela.</li> </ul> <p><b>Instruction and Assessment Strategies:</b></p> <p><b>Teaching Methods:</b></p> <ul style="list-style-type: none"> <li>• Role-playing scenarios for asking and giving directions.</li> <li>• Group discussions to plan errands and collaborate on solutions.</li> </ul> | <p><i>The ACTFL C1.1 standard emphasizes the development of interpersonal communication skills in Spanish. Students will engage in meaningful conversations, using commands and descriptive language, while learning cultural and geographical context. Learning targets are formulated to ensure measurable outcomes in collaboration, writing, and comprehension. Instructional strategies focus on interactive learning, while assessments will gauge students' understanding and application of the language and cultural insights.</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>• Writing workshops for describing ideal cities and avoiding redundancies.</li> <li>• Listening exercises focusing on specific information and cues.</li> </ul> <p><b>Assessment Ideas:</b></p> <ul style="list-style-type: none"> <li>• Formative assessments through peer feedback during role-play.</li> <li>• Summative writing assignments evaluated on clarity and detail.</li> <li>• Quizzes on present indicative and subjunctive usage.</li> </ul>   |  |
| <p><i>ACTFL C1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</i></p> | <p><b>Break Down Standard:</b></p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> Understanding and interpreting spoken and written texts; analyzing various forms of media related to running errands and getting around the city; expressing ideas and emotions using both the indicative and the subjunctive moods.</li> <li>• <b>Knowledge:</b> Vocabulary related to city life; conjugation of verbs in the present subjunctive, present indicative and nosotros commands.</li> <li>• <b>Concepts:</b> Difference between the indicative and the subjunctive mood; directions and commands; how to read a city map.</li> </ul> <p><b>Define Expectations:</b><br/>Students should learn to:</p> <ul style="list-style-type: none"> <li>• Understand and respond to spoken and written Spanish related to urban settings.</li> <li>• Use commands effectively in conversations.</li> <li>• Analyze different perspectives in texts.</li> <li>• Apply grammatical concepts accurately in both writing and speaking.</li> <li>• Compare cultural practices between Latin America and the United States.</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 to practice asking for and giving directions.</li> </ul> | <p><i>The ACTFL C1.2 standard focuses on developing interpretive communication skills in Spanish through various engaging and culturally relevant objectives for a Spanish 2 novice to intermediate unit. Students will learn to navigate urban environments, use commands effectively, analyze texts, and explore cultural aspects of Latin America. The learning targets set clear expectations for student achievements, while diverse instructional and assessment strategies will foster comprehension and application of language skills in real-world contexts.</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   |
|   | <ul style="list-style-type: none"> <li>• Role-playing scenarios to plan errands collaboratively.</li> <li>• Creative writing assignments to describe ideal cities.</li> <li>• Problem-solving activities to practice giving and receiving commands.</li> <li>• Grammar workshops focusing on the indicative and subjunctive moods.</li> </ul> <p><b>Assessment Ideas:</b></p> <ul style="list-style-type: none"> <li>• Listening assessments based on audio clips that require students to identify key information.</li> <li>• Written reflections or essays that demonstrate the use of present indicative and subjunctive.</li> <li>• Peer reviews to assess clarity and coherence in writing.</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 effectively; adapting language and media to suit different audiences; reading city maps correctly; using the indicative and subjunctive mood in context.</li> <li>• <b>Knowledge:</b> Understanding the formation and uses of the indicative and subjunctive moods; understanding what redundancies are and how to avoid them when writing in Spanish.</li> <li>• <b>Concepts:</b></li> </ul> <p><b>Define Expectations:</b></p> <ul style="list-style-type: none"> <li>• Correctly use nosotros commands in dialogues about city navigation when giving directions.</li> <li>• Engage in role-play scenarios to practice giving and receiving commands proposing solutions.</li> <li>• Differentiate the uses of present indicative and present subjunctive in adjective clauses in presentations and writing.</li> </ul> <p><b>Instruction and Assessment Strategies:</b></p> <p><b>Instructional Methods:</b></p> <ul style="list-style-type: none"> <li>• Use group activities for planning errands and role-play for giving directions.</li> </ul> | <p><i><b>The ACTFL C1.3 Presentational Communication standard emphasizes the importance of presentational communication in informing, explaining, persuading, and narrating. Key components include skills in presenting information and adapting to audiences, knowledge of grammatical structures, and cultural awareness. Learning targets are designed to enhance students' abilities to communicate effectively in Spanish, employing both collaborative and individual strategies. Instruction and assessment methods will focus on engaging activities that promote understanding and application of the material, ensuring students develop the necessary communication skills in context.</b></i></p> <p><i><b>This standard is aligned to the following AP Spanish Language and Culture standards:</b></i></p> <p><i><b>7.A Plan and research an issue or topic for presentational speaking.</b></i></p> <p><i><b>7.B Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.</b></i></p> <p><i><b>7.C Use appropriate language and vocabulary for the intended audience in presentational speaking.</b></i></p> <p><i><b>7.D Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.</b></i></p> |

| Standards Clarification QUESTIONS |  |  |
|-----------------------------------|--|--|
| Standards                         | Specificity  | Notes/Explanations/Examples  |
|                                   | <ul style="list-style-type: none"> <li>Incorporate multimedia tools (videos, presentations) to enhance presentations.</li> </ul> <p><b>Assessment Ideas:</b></p> <ul style="list-style-type: none"> <li>Evaluate presentations based on clarity, use of language, and engagement with the audience.</li> <li>Use quizzes and writing assignments to assess understanding of the indicative and subjunctive moods.</li> <li>Listening assessments that require students to respond to audio clips.</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 the past participles</li> <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   |   |   |  |   |
| En la ciudad   | En el banco   | Cómo llegar   | En el correo   | Las dudas y certeza   |
| el banco<br>la carnicería<br>el correo<br>el estacionamiento<br>la frutería<br>la heladería<br>la joyería<br>la lavandería<br>la panadería<br>la pastelería<br>la peluquería<br>el salón de belleza<br>la pescadería<br>el supermercado<br>la zapatería<br>hacer cola<br>hacer diligencias | el cajero automático<br>el cheque/ el cheque de viajero<br>la cuenta corriente<br>la cuenta de ahorros<br>ahorrar<br>cobrar<br>depositar<br>firmar<br>llenar (un formulario)<br>pagar a plazos<br>pagar al contado/efectivo<br>pedir prestado(a)<br>pedir un préstamo<br>ser gratis | la cuadra<br>la dirección<br>la esquina<br>el letrero<br>cruzar<br>indicar cómo llegar<br>doblar<br>estar perdido (a)<br>quedar<br>(al) este<br>(al) norte<br>(al) oeste<br>(al) sur<br>derecho<br>enfrente de<br>hacia | el cartero<br>el correo<br>el paquete<br>la estampilla/el sello<br>el sobre<br>echar una carta al buzón<br>enviar/mandar | (no) creer<br>(no) dudar<br>(no) negar<br>es imposible<br>es improbable<br>es obvio<br>no cabe duda de<br>no hay duda de<br>(no) es cierto<br>(no) es posible<br>(no) es seguro<br>(no) es verdad |