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UNIT NARRATIVE

In this unit, *Relaciones Personales*, students will explore emotions, personalities, and the importance of relationships through the lens of the Spanish-speaking world. They will learn to describe how they and others feel, talk about people and situations using the present and present progressive tenses, and enrich their expression with adverbs. Through interactive speaking and writing tasks, including using the “quick questions” technique and composing an email to a close friend, students will express opinions, give advice, and reflect on the value of friendship—all while integrating new vocabulary and grammatical structures.

Cultural learning is woven throughout the unit, as students explore celebrations of love and friendship in Spanish-speaking countries and compare them with customs in the U.S. They will also learn about meaningful places to socialize in Madrid, Spain, and study the personal lives and careers of notable figures like Chilean-American author Isabel Allende and U.S. Supreme Court Justice Sonia Sotomayor. Through literary analysis, students will engage with authentic texts that highlight techniques like personification and metafiction. Altogether, this unit offers students a rich

opportunity to strengthen their language skills while gaining deeper insights into Hispanic culture and the power of human connection.

This unit is tied to the AP Spanish Language and Culture theme of Las Familias y Comunidades y La Vida Contemporánea. The writing of an email reply is connected to the interpersonal communication skill needed for AP Spanish Language email reply task.

CONTENT STANDARDS

Below are the standards **taught** and **assessed** in this unit.

World-Readiness Standards for Learning Languages (ACTFL)		Supporting Standards
Communication (C1)	<ol style="list-style-type: none"> Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions. (Interpersonal Mode) Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (Interpretive Mode) Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences, readers, or viewers. (Presentational mode) 	N/A
Cultures (C2)	<ol style="list-style-type: none"> Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the culture studied. Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the culture studied. 	N/A
Connections (C3)	<ol style="list-style-type: none"> Build, reinforce, and expand their knowledge of other disciplines while using Spanish to develop critical thinking and to solve problems creatively. Access and evaluate information and diverse perspectives that are available through Spanish and its cultures. 	N/A
Comparisons (C4)	<ol style="list-style-type: none"> Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. 	N/A
Communities (C5)	<ol style="list-style-type: none"> Use Spanish both within and beyond the school to interact and collaborate in their community and the globalized world. Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 	N/A

Major Content	Supporting & Additional Content
<p>Communication</p> <ul style="list-style-type: none"> Determine the meaning of new vocabulary terms in Spanish to describe personality traits, emotional states feelings and relationships. Engage in written and spoken exchanges using appropriate grammar and vocabulary. Demonstrates comprehension of audio and written texts. Can infer information from a text. Can resume information, main ideas and details that support a text. <p>Cultures</p> <ul style="list-style-type: none"> Demonstrates and understanding of the culture of different Latin-American countries. 	<p>Writing:</p> <ul style="list-style-type: none"> In this unit, students are asked to write an email to a friend in which they describe the reasons why they cherish their friendship by integrating personal relationships unit vocabulary and grammatical structures. Students' writing must include the use of the present and present progressive tenses as well as, at least, three adverbs in the target language. Students will write to express their opinions and give advice.

<ul style="list-style-type: none"> • Demonstrates and understands different social perspectives in different Latin American countries. <p>Connections and Comparisons</p> <ul style="list-style-type: none"> • Making connections to art and comparing it to their community/home county. • Reading and making connections to different types of relationships. • Reading and making connections and comparisons to Supreme Court Justice Sonia Sotomayor. <p>Grammar Components</p> <ul style="list-style-type: none"> • Present Tense • Ser and Estar • Progressive Forms 	
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UNDERSTANDINGS AND QUESTIONS

Important big ideas and processes for the unit.

Key Understandings
<p>Big Ideas:</p> <ol style="list-style-type: none"> 1. Language Reflects Emotions and Relationships: <ul style="list-style-type: none"> • Language allows us to express feelings, describe personalities, and communicate the nature of our relationships with others. 2. Cultural Practices Shape Human Connection: <ul style="list-style-type: none"> • Customs surrounding friendship, love, and social interaction vary across cultures, offering insight into shared human experiences and diverse worldviews. 3. Stories Shape Identity and Foster Understanding: <ul style="list-style-type: none"> • Literary works and life stories of influential figures reflect personal and cultural identities, helping us connect with others on a deeper level. 4. Communication is Purposeful and Contextual: <ul style="list-style-type: none"> • Speaking and writing in a second language require intentional choices in vocabulary, grammar, and tone to effectively convey meaning and build relationships. <p>Processes:</p> <ol style="list-style-type: none"> 1. Interpersonal Communication: <ul style="list-style-type: none"> • Engage in conversations using the present and present progressive tenses to ask and answer questions about feelings, personalities, and activities. • Use conversational strategies such as the “quick questions” technique to interact in real or simulated social settings.

2. Interpretive Communication:

- Read and analyze short literary and informational texts to understand descriptions of emotions, relationships, and cultural practices.
- Identify literary techniques such as personification and metafiction.

3. Presentational Communication:

- Write an email that expresses personal feelings, describes friendship, and uses appropriate grammar and vocabulary to communicate clearly and meaningfully.

4. Cultural Comparison:

- Explore and compare celebrations, social customs, and relationship norms in Spanish-speaking cultures and the U.S.
- Learn about significant cultural figures and analyze how personal experiences shape public contributions.

Key Questions

1. How do we communicate and interact with others in our community, family, and work environments?
2. How do we build long-lasting and significant relationships?
3. How does culture affect personal relationships?

ROADMAP

Suggested daily guide for instruction in this unit.

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
<p>Lección Preliminar 1 The present progressive and the present perfect</p>	<p>SWBAT conjugate verbs in the present progressive and present perfect tenses by analyzing the news article “Inmigrantes diversifican el mercado de frutas y verduras” and answering comprehension questions in the target language.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. 		
<p>Lección Preliminar 2 Review the Subjunctive</p>	<p>SWBAT conjugate verbs in the subjunctive and past participle by taking notes and analyzing the United Nations news story “Las ciudades del siglo XXI” and answering comprehension questions in the target language.</p> <p>ACFTL Standards:</p> <p>Communication</p>		

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	<ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. 		
<p>Lección Preliminar 3 Artistas Latinas en Estados Unidos</p>	<p>SWBAT express their opinion about Hispanic art, museums, and artists by reading about them and having a class discussion on what they learned.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Cultures</p>		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. <p>Connections</p> <ul style="list-style-type: none"> • C3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. 		
<p>Lección Preliminar 4 Review Future and conditional tenses</p>	<p>SWBAT conjugate both regular and irregular verbs in the future and conditional tenses by writing a letter to a possible employer.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Learners use the language to investigate, explain, and reflect on the nature of the language studied and their own. 		
<p>Lección Preliminar 5 Noticias de actualidad</p>	<p>SWBAT apply si clauses and conjugate the subjunctive with expressions of doubt, disbelief, and denial by discussing current events and interviewing classmates.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Learners use the language to investigate, explain, and reflect on the nature of the language studied and their own. 		
<p>Lesson 1 Introduction to vocabulary</p>	<p>SWBAT apply and categorize vocabulary related to describing personality, emotional states, feelings, and relationships by creating a Frayer model for unit 1 vocabulary words that includes word definition, grammatical category, and sentence.</p> <p>ACFTL Standards:</p>		

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	<p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Learners use the language to investigate, explain, and reflect on the nature of the language studied and their own. 		
<p>Lesson 2 Vocabulary in context</p>	<p>SWBAT recall and apply vocabulary related to describing personality, emotional states, feelings, and relationships by speaking and writing to give advice under different circumstances.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using 		

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	appropriate media and adapting to various audiences of listeners, readers, or viewers.		
Lesson 3 Fotonovela Family celebrations	<p>SWBAT examine comprehensible input from free-flowing discourse related to a family birthday celebration by watching the Fotonovela and answering comprehension questions.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. <p>Connections</p> <ul style="list-style-type: none"> • C3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate 		

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	<p>information and diverse perspectives that are available through the language and its cultures.</p>		
<p>Lesson 4 Reading “Amor y amistad en los países hispanos”</p>	<p>SWBAT analyze how the love and friendship are celebrated in the different Hispanic countries by reading a short article about love and friendship and a short biographic text about Chilean writer Isabel Allende.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. <p>Connections</p> <ul style="list-style-type: none"> • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that 		

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	<p>are available through the language and its cultures.</p> <p>Comparisons</p> <ul style="list-style-type: none"> • C4.2 Cultural Comparisons. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. 		
<p>Lesson 5 Flash Cultura Madrid</p>	<p>SWBAT practice listening comprehension by watching a video on the popular meeting points in Madrid.</p> <p>SWBAT write a post card to a friend/relative using unit vocabulary.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. <p>Connections</p> <ul style="list-style-type: none"> • C3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using the language 		

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	<p>to develop critical thinking and to solve problems creatively.</p> <ul style="list-style-type: none"> • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.2 Cultural Comparisons. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. 		
<p>Lesson 6 Present tense of regular and Stem Changing Verbs</p>	<p>SWBAT conjugate regular and stem-changing verbs in the present tense to talk habitual actions by creating a conjugation chart and guided notes.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
<p>Lesson 7 The present tense practice</p>	<p>SWBAT conjugate regular and irregular stem changing verbs in the present tense by writing and speaking to talk about habitual actions or events happening in the near future.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. 		
<p>Lesson 8 Ser and estar</p>	<p>SWBAT differentiate between “ser” and “estar” and conjugate both verbs used with adjectives by indicating someone’s location, health, and emotional states.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share 		

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	<p>information, reactions, feelings, and opinions.</p> <ul style="list-style-type: none"> • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. 		
<p>Lesson 9 Ser and estar Practice</p>	<p>Continued from last lesson.</p> <p>SWBAT conjugate ser and estar in the present tense to talk about the location of people and things and describe them by integrating adjectives,</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. 		
<p>Lesson 10 Present Progressive</p>	<p>SWBAT conjugate verbs in the present progressive to talk about an action in progress by creating conjugation charts and taking guided notes.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. 		
<p>Lesson 11</p>	<p>SWBAT conjugate verbs in the present progressive to talk about an action in progress by reading, writing, and talking about actions in progress.</p> <p>ACFTL Standards:</p>		

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Present Progressive practice	<p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. 		
Lesson 12 Cinematoca "Ramona"	<p>SWBAT analyze the short film <i>Ramona</i> and practice listening comprehension and the use of unit grammar structures.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain, and reflect on the 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>relationship between the products and perspectives of the cultures studied.</p> <p>Connections</p> <ul style="list-style-type: none"> • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. • C4.2 Cultural Comparisons. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. 		
<p>Lessons 13-14 Introduction to poetic structures and Pablo Neruda</p>	<p>SWBAT identify and explain rhetorical devices and linguistic effects in Pablo Neruda’s “Poema 20” by integrating unit vocabulary and grammatical structures.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<ul style="list-style-type: none"> • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. <p>Connections</p> <ul style="list-style-type: none"> • C3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. 		
<p>Lesson 15 Sonia Sotomayor “La niña que soñaba”</p>	<p>SWBAT analyze a non-fiction piece on Supreme Court Justice Sonia Sotomayor and talk about her legacy by completing a KWL chart, annotating a text and answering comprehension questions.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and 		<ul style="list-style-type: none"> •

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>Connections</p> <ul style="list-style-type: none"> • C3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. <p>Communities</p> <ul style="list-style-type: none"> • C5.1 School and Global Communities. Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. 		
<p>Lesson 16 Atando Cabos</p>	<p>SWBAT integrate unit vocabulary and grammar with the overarching theme of the unit by interviewing classmates, conversing about personal relationships and emotions and by writing an email in the target language.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to 		<ul style="list-style-type: none"> •

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"> • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied. <p>Connections</p> <ul style="list-style-type: none"> • C3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. • C4.2 Cultural Comparisons. Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>Communities</p> <ul style="list-style-type: none"> • C5.1 School and Global Communities. Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. 		
Lesson 17 Review	Unit 1 Exam Review		
Refer to your region's calendar for scanning deadlines	Unit 1 Exam (On the S & S document, there are two assessment days for this unit—one is to administer the TIA Pre-Test and the other one to administer the Unit Exam--. Please, make sure to follow the established testing window		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	Flex Day		
Optional/Cultural Lessons Mes de la Hispanidad	Materials for this lesson have already been created. You can access them via Curriculum Corner. Teachers will need to use the Lesson Internalization One-pager to help them break brown the lesson.		Lesson Internalization Protocol

UNPACKED STANDARDS

Focus standards for this unit.

Standards Clarification QUESTIONS		
Standards	Specificity	Notes/Explanations/Examples
<p>ACTFL C1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>Break Down Standard:</p> <ul style="list-style-type: none"> • Skills: Interpersonal communication, sharing information, reactions, feelings, and opinions. • Knowledge: Vocabulary related to feelings, relationships, personalities, present states and situations, celebrations, personal life of Isabel Allende, relationships in Spanish-speaking countries and the U.S., places to socialize in Madrid, personification, metafiction. • Concepts: Expressing feelings and opinions, discussing personal and literary topics, utilizing communication techniques. <p>Define Expectations: Students should be able to effectively communicate in Spanish about feelings, relationships, personalities, present states, celebrations, personal lives of notable figures like Isabel Allende, relationships in different cultures, social places in Madrid, literary elements, and interview classmates using communication techniques such as “quick questions.”</p> <p>Instruction and Assessment Strategies:</p> <ul style="list-style-type: none"> • Conduct role-plays and discussions focusing on feelings, relationships, and personalities. • Use graphic organizers and charts for vocabulary related to emotions and personalities. • Research and present information about love and friendship celebrations in Spanish-speaking countries. • Analyze and discuss the personal life of Isabel Allende. • Compare and contrast relationships in different cultures through group presentations. • Virtual tours to explore social places in Madrid. • Analyze literary texts to identify and discuss personification and metafiction. • Role-play scenarios using the "quick question" technique. 	<p><i>In this Spanish Unit for 10th grade, students will develop their interpersonal communication skills by discussing feelings, relationships, personalities, current states and situations, celebrations, the personal life of Isabel Allende, relationships in different cultures, social places in Madrid, literary elements like personification and metafiction, and using communication techniques such as the "quick question" technique. The focus will be on effective communication and sharing information, reactions, feelings, and opinions in Spanish conversations.</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"> Group discussions for expressing opinions and providing advice. 	
<p>ACTFL C1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>Break Down Standard:</p> <ul style="list-style-type: none"> Skills: Interpretive listening and reading skills Knowledge: Spanish vocabulary related to feelings, relationships, personalities, celebrations, authors, relationships, locations, literary devices, social interactions, and giving advice Concepts: Understanding emotions, cultural celebrations, literary techniques, social dynamics, and communication strategies <p>Define Expectations: Students should learn to interpret and analyze various Spanish texts and audio related to emotions, relationships, personality descriptions, celebrations, author biographies, social relationships, locations, literary analysis, and social interactions. Additionally, students should be able to express their opinions, give advice, and use quick questions to initiate conversations.</p> <p>Instruction and Assessment Strategies:</p> <ul style="list-style-type: none"> Instruction: Use authentic Spanish texts, videos, and audios on the specified topics. Encourage discussions, debates, and group activities related to the objectives. Provide opportunities for cultural exploration through readings and research. Assessment: Assess listening and reading comprehension through quizzes, assignments, and assessments. Have students participate in role plays, presentations, and writing tasks to evaluate their communication skills. Use project-based assessments related to literary analysis and cultural comparisons. 	<p><i>The standard focuses on developing students' interpretive communication skills in Spanish by exploring various topics related to emotions, relationships, celebrations, literature, and social interactions. Students are expected to engage with authentic resources, demonstrate comprehension, express opinions, and provide advice in Spanish. The learning targets emphasize a wide range of language skills and cultural understanding, incorporating elements such as literary analysis and social communication strategies.</i></p> <p><i>This standard is aligned to the following AP Spanish Language and Culture standards:</i></p> <p><i>1.A Describe the literal meaning of the text.</i></p> <p><i>1.B Describe data.</i></p> <p><i>3.A Interpret the distinguishing features of a text.</i></p> <p><i>3.B Interpret the meaning of a text.</i></p> <p><i>4.A Determine the meaning of a variety of vocabulary.</i></p> <p><i>4.B. Use words appropriate for a given context.</i></p>
<p>ACTFL C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>	<p>Break Down Standard:</p> <ul style="list-style-type: none"> Skills: speaking about emotions and relationships, describing personalities, discussing cultural celebrations related to love and friendship, comparing relationships across cultures, identifying literary devices in texts. 	<p><i>The standard focuses on developing students' presentational communication skills in Spanish across a variety of topics, including feelings, relationships, cultural celebrations, literary analysis, and interpersonal interactions. Through targeted objectives, students will engage with the language and culture by expressing emotions, describing personalities, discussing</i></p>

Standards Clarification QUESTIONS		
Standards	Specificity	Notes/Explanations/Examples
	<ul style="list-style-type: none"> • Knowledge: vocabulary related to feelings and relationships, adjectives and personality traits, present tense conjugation, present progressive conjugation, cultural practices in Spanish-speaking countries, and suitable questions for conversations. • Concepts: Expressing emotions accurately in Spanish, empathy in communication, understanding how to describe individuals, describe someone's location, state and where they come from, cultural influences on relationships. <p>Define Expectations:</p> <p>Students are expected to effectively communicate information, concepts, and ideas in Spanish, adapting their presentation to different audiences. They should demonstrate proficiency in discussing a variety of topics related to feelings, relationships, cultural celebrations, literary analysis, and personal interactions both in Spanish-speaking countries and the U.S.</p> <p>Instruction and Assessment Strategies:</p> <ul style="list-style-type: none"> • Role-plays for practicing expressing feelings, describing personalities, and giving advice. • Group discussions for comparing relationships and cultural celebrations. • Written assignments analyzing literary selections and presenting research on Isabel Allende. • Oral presentations on cultural celebrations, social venues in Madrid, and literary analysis. • Peer feedback sessions for practicing communication skills and providing constructive criticism. • Interactive activities to engage students in initiating conversations and expressing opinions effectively. 	<p><i>relationships, analyzing literature, and initiating conversations in Spanish-speaking contexts. The learning targets and strategies aim to support students in achieving the expected outcomes through a mix of instructional approaches and assessment methods. 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> <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 II	AP Spanish
Introduction to personality vocabulary Conjugations of regular verbs in the present tense Introduction to ser and estar Differentiate between ser and estar	Introduction of the progressive forms Using ser and estar to persuade Using personality vocabulary to write descriptive paragraphs and speak. Using two or more sources when constructing responses Interpersonal writing: Post card and giving advice to someone	Poetry Analysis of Pablo Neruda Art and Text Comparison E-mail Replies Spanish Language Theme: Las familias y comunidades

VOCABULARY GLOSSARY

Domain-specific words and definitions for this unit.

Key Content Vocabulary						
<i>List and define key vocabulary terms</i>						
Related Vocabulary						
autoritario(a)	tacaño(a)	enamorarse de...	la pareja	llevarse	el cargo	
cariñoso(a)	tímido(a)	estar harto(a) de..	el sentimiento	bien/mal/fatal	la cima	
celoso(a)	tradicional	odiar	atraer	mantenerse en	el sueño	
cuidadoso(a)	agobiado(a)	sentirse	coquetear	contacto	convertirse en	
falso(a)	ansioso(a)	soñar con..	cuidar	proponer	rechazar	
gracioso(a)	deprimido(a)	tener celos de..	dejar a alguien	matrimonio	superar	
inseguro(a)	disgustado(a)	tener vergüenza de..	discutir	romper con..	tomar en cuenta	
(in)maduro(a)	emocionado(a)	el/la amado(a)	educar	soportar a alguien..	propio(a)	
mentiroso(a)	preocupado(a)	el animo	hacerle caso a	casado(a)	sabio(a)	
orgullosa(a)	por...	el cariño	alguien	divorciado(a)	en contra	
permisivo(a)	solo(a)	la cita (a ciegas)	impresionar			
seguir(a)	tranquilo(a)	el compromiso	llevar..años de			
sensato(a)	adorar	la confianza	casados			
sensible	apreciar	el desanimo				
		el divorcio				

