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UNIT NARRATIVE

In Unit 2, *Las Diversiones*, students will explore how to talk about their free time, personal routines, and favorite activities in Spanish. They will learn to plan leisure time activities, describe places to hang out or exercise, and express who does what and when using correct verb forms. Through discussions and writing tasks, students will share their likes and dislikes, describe their daily routines, and communicate informally through letters and emails. The focus on speaking and writing will help students build confidence in using reflexive verbs, time expressions, and vocabulary related to self-care and recreation.

Cultural learning is woven throughout the unit, offering insight into two major aspects of Hispanic entertainment. Students will examine the role of bullfighting in Spanish-speaking cultures, considering both its historical significance and modern-day controversy. They will also study the evolution of the Mexican film industry through the career of actor Gael García Bernal, gaining perspective on Latin American cinema and its global impact. These themes will provide rich context for reading,

presentations, and classroom discussions, deepening students' understanding of culture while reinforcing key language skills.

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

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 daily routines, plan leisure activities, discuss likes and dislikes, and talk about places to hang out and exercise. 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. Writing an informal letter. <p>Cultures and Connections</p> <ul style="list-style-type: none"> Demonstrates and understanding of the culture of different Latin-American countries. 	<p>Reading:</p> <ul style="list-style-type: none"> Activity: Analyze verb forms in Mario Benedetti's poem "Idilio." Goal: Identify and understand the use of different verb forms in literary texts. <p>Speaking:</p> <ul style="list-style-type: none"> Activity: Plan and deliver a presentation about a famous Hispanic person. Goal: Develop clear and engaging spoken presentations, utilizing appropriate vocabulary and structures. <p>Writing:</p> <ul style="list-style-type: none"> Activity: Write an informal email to a friend about a recent or planned leisure activity.

<ul style="list-style-type: none"> • Demonstrates and understands different social perspectives in different Latin American countries. • Traditional sports and pastimes <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 related to how people spend their leisure time. <p>Grammar Components</p> <ul style="list-style-type: none"> • Object Pronouns • “Gustar” and similar verbs • Reflexive Verbs 	<ul style="list-style-type: none"> • Goal: Practice informal written communication with correct grammar and appropriate expressions.
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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. Leisure time reflects cultural values and personal identity: <ul style="list-style-type: none"> • Students explore how individuals in different cultures choose to spend their free time and how entertainment and daily routines vary across the Spanish-speaking world. 2. Language allows us to express routines, preferences, and plans: <ul style="list-style-type: none"> • Through verbs, time expressions, and descriptive language, students learn to talk about who does what, when, and why—key to everyday communication. 3. Cultural traditions, such as bullfighting and cinema, offer insight into the diversity of the Spanish-speaking world: <ul style="list-style-type: none"> • Students gain a deeper understanding of the cultural context of leisure and the arts in Hispanic countries, comparing it to their own experiences. <p>Processes:</p> <ol style="list-style-type: none"> 1. Interpretive Communication: <ul style="list-style-type: none"> • Students read authentic texts to identify reflexive and regular verb usage, time expressions, and cultural content. 2. Interpersonal Communication: <ul style="list-style-type: none"> • Students engage in conversations and write informal letters/emails to discuss preferences, routines, and make plans with peers.

3. Presentational Communication:

- Students plan and deliver a short presentation on a famous person, practicing organization, pronunciation, and clarity.

4. Cultural Comparison.

- Students reflect on and compare their own leisure activities and cultural practices with those from those of Spanish-speaking countries, fostering global awareness.

Key Questions

1. How do people talk about technology and electronics?
2. What are some common expressions people use while talking on the phone?
3. How do people use cell phones across the Spanish-speaking world?

ROADMAP

Suggested daily guide for instruction in this unit.

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
<p>Lesson 1 Introduction to vocabulary</p>	<p>SWBAT apply and categorize vocabulary related to pastimes such as music, arts, theatre, and recreational sports by creating a Frayer model that includes word definition, grammatical category, and sentence.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.1 Language Comparisons. Learners use the language to investigate, explain, and reflect on the nature of the language studied and their own. 		
<p>Lección 2 Vocabulary Practice</p>	<p>SWBAT apply unit vocabulary appropriately in different situations by talking about pastimes and leisure activities 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 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>information, reactions, feelings, and opinions.</p> <ul style="list-style-type: none"> • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>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 3 Fotonovela ¡Te reto a una carrera!</p>	<p>SWBAT to identify and use vocabulary related to pastimes such as music, arts, theatre, and recreational sports by listening to an authentic conversation. SWBAT learn functional phrases regarding taking turns, encouraging people, and wishing others well.</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>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. <p>Connections</p> <ul style="list-style-type: none"> • C3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. 		
<p>Lesson 4 Cultural Reading El Nuevo Cine Mexicano</p>	<p>SWBAT answer comprehension questions about “El nuevo cine mexicano” and “Los premios del cine” using key details from the texts.</p> <p>SWBAT compare Mexican and American cinema by synthesizing information from two articles and connecting what they learned and what they already know about their community and the target communities.</p> <p>SWBAT summarize information in the target language by answering comprehension questions and talking about Mexican cinema’s institutions.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. <p>Connections</p> <ul style="list-style-type: none"> • C3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.2 Cultural Comparisons. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>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 5 Direct and Indirect Object Pronouns</p>	<p>SWBAT differentiate between direct and indirect object pronouns and how to position them in Spanish discourse by taking guided notes and describing who does a specific action and when.</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. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. 		
<p>Lesson 6 "Gustar" and similar verbs</p>	<p>SWBAT recognize and conjugate "gustar" and similar verbs in context by talking about leisure activities preferences.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. 		

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 7 Reflexive verbs</p>	<p>SWBAT conjugate reflexive verbs to describe their daily routines.</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. 		<ul style="list-style-type: none"> •
<p>Lesson 8 Informal Writing</p>	<p>SWBAT write an informal letter as a class by analyzing and breaking down the writing prompt and making sure to comply with the requirements by following the outline/steps for this task.</p> <p>ACFTL Standards:</p> <p>Communication</p>		<ul style="list-style-type: none"> •

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. 		
<p>Lesson 9 Informal Writing with a partner</p>	<p>SWBAT write an informal letter with a partner by analyzing and breaking down the writing prompt and making sure to comply with the requirements by following the outline/steps for this task.</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. 		<ul style="list-style-type: none"> •
<p>Lesson 10 Informal Writing independently</p>	<p>SWBAT write an informal letter independently by analyzing and breaking down the writing prompt and making sure to comply with the requirements by following the outline/steps for this task.</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. 		
<p>Lesson 11 Informal Writing independently</p>	<p>SWBAT write an informal letter independently by analyzing and breaking down the writing prompt and making sure to comply with the requirements by following the outline/steps for this task within the allotted time.</p> <p>ACFTL Standards:</p> <p>Communication</p>		<ul style="list-style-type: none"> •

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. 		

<p>Lesson 12 Context and Cultural Reinforcement</p>	<p>SWBAT recognize and interpret unit grammar and vocabulary related to pastimes and leisure activities by watching a short film, “El Dorado de Ford,” in the target language and answering comprehension questions.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. <p>Connections</p> <ul style="list-style-type: none"> • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.2 Cultural Comparisons. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>Communities</p> <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. 		<ul style="list-style-type: none"> •
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Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
<p>Lesson 13 Cultural Reading "Idilio" by Mario Benedetti</p>	<p>SWBAT evaluate the tone of a content-rich text about the effects of watching television on children by identifying the use of verb forms as a literary device.</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 to develop critical thinking and to solve problems creatively. • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.2 Cultural Comparisons. Learners use the language to investigate, explain, and reflect on the concept of culture through 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>comparisons of the cultures studied and their own.</p> <p>Comparisons</p> <ul style="list-style-type: none"> • C4.2 Cultural Comparisons. Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. 		
<p>Lesson 14 Cultural Reading “El toreo: ¿Cultura o tortura?”</p>	<p>SWBAT discuss different perspectives on bullfighting by analyzing an article about this controversial pastime 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. <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. 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<ul style="list-style-type: none"> • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.2 Cultural Comparisons. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>Communities</p> <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 15 Famous Hispanic Project Research</p>	<p>SWBAT compile information about a famous Hispanic by researching about their life and achievements.</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>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>Communities</p>		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<ul style="list-style-type: none"> • C5.1 School and Global Communities. Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. 		
<p>Lesson 16 Famous Hispanic Project Plan</p>	<p>SWBAT evaluate and synthesize information in the target language by planning and creating an oral presentation about a famous Hispanic.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied. <p>Connections</p> <ul style="list-style-type: none"> • C3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.2 Cultural Comparisons. Use the language to investigate, explain, and reflect 		<ul style="list-style-type: none"> •

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"> • 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 17 Famous Hispanic Project Present</p>	<p>SWBAT evaluate and synthesize information in the target language by planning and creating an oral presentation about a famous Hispanic.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>Cultures</p> <ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied. <p>Connections</p> <ul style="list-style-type: none"> • C3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using the language 		<ul style="list-style-type: none"> •

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<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. Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>Communities</p> <ul style="list-style-type: none"> • C5.1 School and Global Communities. Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. 		
Lesson 18 Review	SWBAT integrate unit vocabulary, grammar, and cultural material by completing unit review activities for the Unit 2 Exam.	Unit 2 Exam Review You may want to use the Descubre 3 Repaso Activities.	Descubre Repaso activities Descubre 3 Atando Cabos activities
Refer to your region's scope and sequence for scanning deadlines	Unit 2 Exam		
	Flex Day		
Optional/Cultural Lessons Día de Muertos	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, negotiation of meaning. • Knowledge: Vocabulary related to leisure, places, personal routines and cultural references about pastimes. • Concepts: Object pronouns, reflexive verbs, verbs like “gustar,” cultural context of the Mexican film industry and notable figures in the Hispanic culture. <p>Define Expectations: Students should learn to:</p> <ul style="list-style-type: none"> • Engage in conversations about leisure activities and personal routines. • Use object pronouns effectively in sentences. • Express likes and dislikes using the verb "gustar" and similar verbs. • Demonstrate understanding of cultural aspects related to the Mexican film industry and notable figures. <p>Instruction and Assessment Strategies:</p> <ul style="list-style-type: none"> • Reading: Analyze verb forms in Mario Benedetti's “Idilio” through guided questions and discussions. • Speaking: Have students plan and deliver a presentation about a famous Hispanic person, focusing on their achievements and cultural significance. • Writing: Assign students to write an informal letter or email to a friend discussing their weekend plans, using learned vocabulary and grammar structures. 	<p><i>The unpacked components of the standard emphasize interpersonal communication skills through engaging in conversations both orally and in writing and through culturally relevant content. Learning targets focus on planning leisure activities, discussing preferences, and explaining daily routines using proper grammar. Instruction and assessment strategies include reading comprehension, presentations, and informal writing, all aimed at enhancing students’ language proficiency in the context of Hispanic culture.</i></p> <p><i>This standard is aligned to the following AP Spanish Language and Culture standards:</i></p> <p><i>5.A Understand and apply appropriate communication strategies in interpersonal speaking.</i></p> <p><i>5.B Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.</i></p> <p><i>6.A Understand and apply appropriate communication strategies in interpersonal writing.</i></p> <p><i>6.B Understand and apply appropriate and varied syntactical expressions in interpersonal writing.</i></p>
<p>ACTFL C1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>Break Down Standard:</p> <ul style="list-style-type: none"> • Skills: Understanding, interpreting, and analyzing spoken, written, and visual texts; conversing; talking about likes and dislikes; 	<p><i>The unpacked standard focuses on developing interpretive communication skills in Spanish, centered on leisure activities, daily routines, and cultural insights. Key learning targets include reading comprehension of</i></p>

Standards Clarification QUESTIONS		
Standards	Specificity	Notes/Explanations/Examples
	<p>asking and answering questions about leisure preferences.</p> <ul style="list-style-type: none"> • Knowledge: Vocabulary related to leisure activities, places, and routines; understanding of object pronouns placement and reflexive verbs; cultural topics related to the Mexican film industry. • Concepts: Object pronouns, reflexive verbs, verbs like “gustar,” cultural context of the Mexican film industry and notable figures in the Hispanic culture. • <p>Define Expectations: Students should learn to:</p> <ul style="list-style-type: none"> • Understand and interpret spoken and written Spanish on various topics, particularly related to leisure activities, routines, and cultural elements. • Analyze texts and media for themes and vocabulary. • Communicate effectively using appropriate grammatical structures, such as object pronouns and reflexive verbs. <p>Instruction and Assessment Strategies:</p> <p>Teaching Methods:</p> <ul style="list-style-type: none"> • Use multimedia resources (videos, articles) related to leisure activities for listening and reading practice. • Facilitate group discussions on daily routines. • Conduct role-play activities where students talk about their leisure preferences. • Incorporate cultural comparisons through presentations or research projects on leisure in different cultures. <p>Assessment Ideas:</p> <ul style="list-style-type: none"> • Create a listening comprehension quiz based on a video about leisure activities. • Have students write informal letters on different topics. 	<p><i>verb forms, speaking fluency in presentations, and writing proficiency in informal e-mails. Instruction and assessment strategies include guided reading, peer presentations, and structured writing assignments, aimed at fostering a deeper understanding of the language and culture for 10th-grade students.</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"> Use peer assessments during group discussions to evaluate conversation skills. 	
<p>ACTFL C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>	<p>Break Down Standard:</p> <ul style="list-style-type: none"> Skills: Presenting information, concepts, and ideas; using appropriate media; adapting to various audiences. Knowledge: Understanding leisure activities; object pronouns; likes and dislikes; daily routines; cultural contexts. Concepts: Communication strategies; cultural significance of topics; effective presentation techniques. <p>Define Expectations: Students should learn to:</p> <ul style="list-style-type: none"> Present information about leisure activities effectively. Use object pronouns correctly in sentences. Discuss personal preferences using “gustar” and similar verbs. Describe daily routines using reflexive verbs. Understand and discuss cultural aspects of the Spanish-speaking world, particularly in the context of the Mexican film industry and notable figures. <p>Instruction and Assessment Strategies:</p> <p>Instructional Methods:</p> <ul style="list-style-type: none"> Use multimedia presentations for students to present their information on a notable Hispanic figure. Role-playing activities to simulate discussions about leisure activities. Group discussions to explore cultural practices related to the Mexican film industry. Writing assignments focused on informal interpersonal communication. Reading exercises that involve identifying borrowed verb forms in literary texts to identify tone. <p>Assessment Ideas:</p>	<p><i>The unpacked components of the standard focus on developing students’ abilities in presentational communication while exploring leisure activities and cultural contexts. The learning targets are designed to ensure that students can effectively express themselves using object pronouns, likes and dislikes, and reflexive verbs. Instructional strategies include reading analysis, oral presentations, and informal writing, all tailored to engage 10th-grade learners.</i></p> <p><i>This standard is aligned to the following AP Spanish Language and Culture standards:</i></p> <p><i>7.A Plan and research an issue or topic for presentational speaking.</i></p> <p><i>7.B Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.</i></p> <p><i>7.C Use appropriate language and vocabulary for the intended audience in presentational speaking.</i></p> <p><i>7.D Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.</i></p> <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>

Standards Clarification QUESTIONS		
Standards	Specificity	Notes/Explanations/Examples
	<ul style="list-style-type: none"> • Create rubrics for presentations that evaluate content, clarity, and engagement. • Use peer assessments during role-playing conversations. • Quizzes on object pronoun placement and reflexive verbs. 	

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
<ul style="list-style-type: none"> • Introduction to pastimes vocabulary • Grammar: Object pronouns and use of reflexive verbs and conjugation of “gustar” • Writing: Simple sentences 	<ul style="list-style-type: none"> • Gustar and verbs similar (recap and introduction) • Steps to writing informal postcards • Introduction to synthesizing information to use in oral and written presentations 	<ul style="list-style-type: none"> • Reading Comprehension • Art and Text Comparison • E-mail Replies • Spanish Language Theme: La tradiciones y valores

VOCABULARY GLOSSARY

Domain-specific words and definitions for this unit.

Key Content Vocabulary						
<i>List and define key vocabulary terms</i>						
Related Vocabulary						
Las diversiones	Las diversiones	Lugares de recreo	Los deportes	La música y el teatro	Literatura	Cultura
el ajedrez el billar el boliche las cartas/los naipes los dardos el juego de mesa el pasatiempo la televisión el tiempo libre/los ratos libres el videojuego aburrirse alquilar una película brindar celebrar/festejar	dar un paseo disfrutar (de)divertirse entretenerse gustar reunirse salir a comer aficionado(a) animado(a) divertido(a) entretenido(a)	el cine el circo la discoteca la feria el festival el parque de atracciones el zoológico	el/la árbitro(a) el campeón la campeona el campeonato el club deportivo el/la deportista el empate el/la entrenador(a) el torneo anotar/marcar (un gol/un punto) desafiar empatar ganar/perder un partido vencer	el álbum el asiento el/la cantante el concierto el conjunto/grupo musical el escenario el espectáculo el estreno la función el/la músico(a) la obra de teatro la taquilla aplaudir conseguir boleto/entrada hacer cola poner un disco compacto	la imagen la pantalla el televisor cocinar señalar hondo(a) redondo(a) por primera/ última vez	la corrida el/la matador la plaza de toros el ruedo el toreo el/la torero(a) el traje de luces lidiar torear