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UNIT NARRATIVE

In this unit, students will explore various aspects of daily life, both personal and cultural, within Spanish-speaking contexts. The focus will be on expanding vocabulary related to house chores, daily activities, and past experiences using both the preterite and the imperfect tenses. Students will provide background information and detailed descriptions of past events, including specific moments and their significance. They will also delve into the cultural and historical dimensions of Spain, with particular emphasis on notable figures, traditional foods, and influential artists. Additionally, students will engage in creative projects, including creating and recording radio advertisements, to apply their language skills in innovative ways.

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

CONTENT STANDARDS

Below are the standards taught and assessed in this unit.

World-Readiness Standards for Learning Languages (ACTFL)		Supporting Standards
Communication (C1)	<ol style="list-style-type: none"> 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 chores and everyday activities. 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. Narrating past events. Creating and recording a radio advertisement. <p>Cultures and Connections</p> <ul style="list-style-type: none"> Demonstrates and understanding of the culture of Spain. 	<p>Reading:</p> <ul style="list-style-type: none"> Activity: Analyze the features of conversational poetry in Rosario Castellanos' poem "Autorretrato." Goal: Identify and compare conversational poetry features to previous poetic movements. <p>Speaking:</p> <ul style="list-style-type: none"> Activity: Design and record a radio advertisement. Goal: Develop their ability to apply language skills in a real-world scenario, improving fluency and accuracy. <p>Writing:</p> <ul style="list-style-type: none"> Activity: Narration of a past event.

<ul style="list-style-type: none"> • Demonstrates and understands different social perspectives in different Latin American countries. • Learn about the history of the Royal Spanish Family. • Shopping in the markets of Barcelona. <p>Connections and Comparisons</p> <ul style="list-style-type: none"> • Making connections to art of Diego Velazquez’s works to our daily life. • Reading about the art of Diego Velazquez and his role in the Spanish court. <p>Grammar Components</p> <ul style="list-style-type: none"> • The preterite • The imperfect • The preterite vs the imperfect 	<ul style="list-style-type: none"> • Goal: Plan, write and orally present a personal experience in the past providing background information and detailed descriptions.
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UNDERSTANDINGS AND QUESTIONS

Important big ideas and processes for the unit.

Key Understandings
<p>Big Ideas:</p> <p>Everyday Life and Cultural Context:</p> <ul style="list-style-type: none"> • Understanding Daily Life: Explore how daily routines and house chores reflect cultural practices and personal responsibilities in Spanish-speaking communities. • Cultural Insights: Gain insights into traditional Spanish culture, including food, historical figures, and regional differences. <p>Narrative and Descriptive Skills:</p> <ul style="list-style-type: none"> • Effective Storytelling: Develop the ability to describe past experiences and narrate events with detailed background and context. • Creative Expression: Use narrative skills to craft compelling stories and create engaging media content, such as radio advertisements. <p>Cultural and Historical Awareness:</p> <ul style="list-style-type: none"> • Spanish Monarchy: Learn about the roles and responsibilities of the Spanish constitutional monarchy, focusing on influential figures such as Queen Letizia Ortiz. • Artistic Heritage: Study the life and works of Diego Velázquez to understand his impact on Spanish art and culture. <p>Processes:</p> <p>Language Application and Practice:</p> <ul style="list-style-type: none"> • Vocabulary and Grammar: Practice vocabulary related to house chores, daily activities, and past experiences. Use relevant grammatical structures (e.g., past tenses, descriptive language) in both spoken and written forms. • Conversational Skills: Engage in discussions and role-plays about daily routines and chores. Prepare and deliver presentations about historical figures, practicing fluency and accuracy.

Creative Project Development:

- **Radio Advertisement Creation:** Brainstorm, script, and record a radio advertisement, applying persuasive language techniques and creativity. This process involves drafting a script, rehearsing, and using recording technology.

Cultural Exploration and Analysis:

- **Research and Presentation:** Investigate the Spanish constitutional monarchy, including the duties of Queen Letizia Ortiz. Present findings to the class, integrating cultural and historical context.
- **Exploration of Barcelona:** Research traditional foods and landmarks in Barcelona. Share discoveries through presentations or written reports.
- **Art Analysis:** Analyze Diego Velázquez's artworks and discuss his influence on Spanish art. Engage in activities such as art analysis, discussions, and creative responses.

Reading and Writing Development:

- **Reading Poetry:** Analyze and interpret the narrative voice in Spanish poetry to understand stylistic and emotional elements.
- **Writing Exercises:** Write detailed anecdotes and informal letters, focusing on narrative clarity, descriptive language, and appropriate tone.

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 define, illustrate, classify, and write a sentence for unit vocabulary terms by creating a Frayer model vocabulary table.</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 listening to authentic audio to identify and list unit vocabulary and by conducting a survey in the classroom about daily activities.</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 ¡Planes para enamorar!</p>	<p>SWBAT interpret and analyze unit vocabulary in context by watching the Fotonovela episode and answering comprehension questions. 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 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>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>Lesson 4 Cultural Reading La Familia Real</p>	<p>SWBAT summarize information in the target language by answering comprehension questions and talking about Spain's royal family, its members and their lifestyle.</p> <p>SWBAT compare Spanish and American famous families by synthesizing information from an article and connecting what they learned and what they already know about their community and the target communities.</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. 		

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	<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"> • C4.2 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 Flash Cultura De Compras en Barcelona</p>	<p>SWBAT describe traditional shopping places in Barcelona by highlighting similarities and differences to American way of shopping and by recording a simulated conversation about shopping habits.</p> <p>ACFTL Standards:</p> <p>Communication</p> <ul style="list-style-type: none"> • C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. 		<ul style="list-style-type: none"> •

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	<ul style="list-style-type: none"> • C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. <p>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 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	collaborate in their community and the globalized world.		
Lesson 6 Preterite of regular and irregular verbs	<p>SWBAT conjugate verbs in the preterite to express past actions and events by writing, speaking and completing listening comprehension practices.</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 7 The imperfect	<p>SWBAT conjugate verbs in the imperfect to talk about habitual actions in the past by writing, speaking and completing listening comprehension practices.</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. 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<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. 		
Lesson 8 Preterite and Imperfect	<p>SWBAT conjugate and differentiate the uses of the preterite and the imperfect by describing past events from different points of view.</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 		

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	<p>comparisons of the Spanish language and their own.</p>		
<p>Lesson 9 En Pantalla</p>	<p>SWBAT identify and apply both unit grammar and unit vocabulary in context by watching a short film about dating titled “Di algo” and completing comprehension activities such as comprehension questions, writing a summary paragraph and commenting about the film with classmates 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. • 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. 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 10 Lectura Autorretrato</p>	<p>SWBAT analyze and identify the features of conversational poetry in Rosario Castellano's "Autorretrato" by critically reading the poem, pinpointing specific examples of characteristics inherent to the genre, and responding to comprehension questions to demonstrate understanding of how these elements contribute to the overall meaning and impact of the poem.</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>		

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	<ul style="list-style-type: none"> • C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. <p>Connections</p> <ul style="list-style-type: none"> • C3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.2 Cultural Comparisons. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. <p>Comparisons</p> <ul style="list-style-type: none"> • C4.2 Cultural Comparisons. Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. 		
<p>Lesson 11 Lectura La vida diaria</p>	<p>SWBAT interpret and critically analyze how Diego Velázquez depicts everyday life scenes in his artworks by examining a detailed article on his life and works, analyzing the visual representations within the article, responding to comprehension questions to assess understanding, and composing a reflective and creative narrative that connects personal or imagined experiences to the themes and</p>		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>techniques found in Velázquez’s portrayal of everyday life.</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 comparisons of the cultures studied and their own. 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	Comparisons <ul style="list-style-type: none"> • C4.2 Cultural Comparisons. Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. 		
Lesson 12 Radio Ads	SWBAT analyze a radio/TV advertisement in the target language. ACFTL Standards: Communication <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 13 Radio Ads	SWBAT create and record a radio/TV advertisement in the target language. ACFTL Standards: <ul style="list-style-type: none"> • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. 		
Lesson 14 Radio Ads	SWBAT create and record a radio/TV advertisement in the target language. ACFTL Standards: <ul style="list-style-type: none"> • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
Lesson 15 Radio Ads	<p>SWBAT create and record a radio/TV advertisement in the target language.</p> <p>ACFTL Standards:</p> <ul style="list-style-type: none"> • C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. 		
Lesson 16 Informal Writing: Una anécdota	<p>SWBAT create an informal writing outline by analyzing the writing prompt, generating and organizing ideas through brainstorming, and completing a graphic organizer</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. 		•
Lesson 17 Informal Writing: Una anécdota	<p>SWBAT effectively conjugate both regular and irregular verbs in the preterite and imperfect tenses to construct a coherent and engaging anecdote by writing an informal letter to a friend.</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. 		•
Lesson 18 and 19 Review	SWBAT integrate unit vocabulary, grammar, and cultural material by completing unit review activities for the Semester Exam.	Semester Exam Review You may want to use the Descubre 3 Repaso Activities.	Descubre Repaso activities Descubre 3 Atando Cabos activities
Refer to your region's calendar	Semester Exam Window		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
for scanning deadlines.	December 8-10 Scanning Deadline: December 19th		
12.15-12.19	Flex/Success Days		
Optional/Cultural Lessons Día de Muertos	Materials for this lesson have already been created. You can access them via Curriculum Corner within the Spanish I tile. Teachers will need to use the Lesson Internalization One-pager to help them break brown the lesson.		Lesson Internalization SY 24-25

UNPACKED STANDARDS

Focus standards for this unit.

Standards Clarification QUESTIONS		
Standards	Specificity	Notes/Explanations/Examples
<p>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; sharing information, reactions, feelings, and opinions. • Knowledge: Vocabulary related to house chores; verbs and expressions for describing daily activities and past experiences; cultural knowledge of Spain, including monarchy and traditional foods. • Concepts: Conversational strategies; narrative structure in storytelling; cultural significance of historical figures and traditions. <p>Define Expectations: Students should learn to:</p> <ul style="list-style-type: none"> • Engage in conversations about everyday life and cultural topics in Spanish. • Use appropriate vocabulary and grammatical structures to describe past experiences and daily activities. • Create a radio advertisement demonstrating persuasive language and cultural relevance. • Analyze and interpret narratives, particularly in poetry. <p>Instruction and Assessment Strategies:</p> <ul style="list-style-type: none"> • Group Discussions: Facilitate conversations where students practice speaking about house chores and daily activities in pairs or small groups. • Narrative Writing Assignments: Assign students to write detailed anecdotes, focusing on the use of past tenses. • Presentations: Have students present their findings on the Spanish monarchy, Letizia Ortiz, or Diego Velazquez to the class. • Creative Projects: Encourage students to work in groups to create and record their radio 	<p><i>The unpacked ACTFL standard emphasizes interpersonal communication through negotiation of meaning in various formats. Key skills include discussing daily activities, describing past experiences, and creating persuasive advertisements. Learning targets are designed for students to articulate their understanding of house chores, engage in narrative storytelling, and explore cultural aspects of Spain. Instructional strategies include discussions, presentations, and creative projects to foster communication skills and cultural awareness, ensuring students meet the objectives in an engaging and meaningful way.</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
	advertisements, incorporating feedback from peers. <ul style="list-style-type: none"> • Cultural Analysis: Organize class discussions on traditional foods and places in Barcelona, using visual aids and authentic materials. 	
<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>Break Down Standard:</p> <ul style="list-style-type: none"> • Skills: Understanding, interpreting, and analyzing spoken, written, and visual texts; conversing; writing detailed anecdotes. • Knowledge: Vocabulary related to house chores, daily activities and past experiences; different uses of the preterite and the imperfect to talk about past actions; features of conversational poetry. • Concepts: Understanding and interpreting various media (audio, text, video); narration and description in Spanish, cultural context of Spain. <p>Define Expectations: Students should learn to:</p> <ul style="list-style-type: none"> • Understand and interpret spoken and written Spanish • Analyze cultural aspects of Spanish-speaking countries, particularly Spain <p>Instruction and Assessment Strategies:</p> <p>Teaching Methods:</p> <ul style="list-style-type: none"> • Use multimedia resources (videos, articles) for interpretation activities. • Conduct role-play activities where students talk about their daily activities. <p>Assessment Ideas:</p> <ul style="list-style-type: none"> • Quizzes on vocabulary and comprehension of readings and audio materials. • Use peer assessments during group discussions to evaluate conversation skills. 	<p><i>The ACTFL C1.2 standard emphasizes interpretive communication, requiring students to understand and analyze various media. The learning targets focus on interpreting daily activities and past experiences, understanding cultural contexts, and exploring significant figures in Spanish culture. Instructional strategies include multimedia resources, group discussions, and creative projects, while assessments involve quizzes, rubrics, and writing tasks, all tailored for Spanish III 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>
<p><i>ACTFL C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various</i></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. 	<p><i>This unpacking of the ACTFL C1.3 standard emphasizes the development of presentational communication skills through various objectives focused on house chores, daily activities and, past experiences. Learning targets</i></p>

Standards Clarification QUESTIONS		
Standards	Specificity	Notes/Explanations/Examples
<p><i>audiences of listeners, readers, or viewers.</i></p>	<ul style="list-style-type: none"> • Knowledge: components of radio ads; commands, narrative structure and elements of storytelling. • Concepts: Communication strategies; cultural significance of topics; effective presentation techniques. <p>Define Expectations: Students should learn to:</p> <ul style="list-style-type: none"> • Engage in discussions about household chores and daily activities. • Narrate past experiences and provide background context. • Create a persuasive radio advertisement. <p>Instruction and Assessment Strategies:</p> <p>Instructional Methods:</p> <ul style="list-style-type: none"> • Utilize group discussions and role-plays to practice conversation skills. • Encourage peer feedback on presentations and written anecdotes. <p>Assessment Ideas:</p> <ul style="list-style-type: none"> • Rubric-based assessment for presentations and radio advertisements. • Peer and self-assessment for written anecdotes. 	<p><i>are formulated to ensure students can effectively present, narrate, and engage with the material, while suggested instruction and assessment strategies provide a structured approach to achieving these goals.</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>

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 the preterite • Introduction to the imperfect • Vocabulary to express daily activities, basic chores, and past times. • Object pronouns • Personal pronouns 	<ul style="list-style-type: none"> • Reinforce and review the uses of the preterite. • Reinforce and review the uses of the imperfect. • Using the preterite and imperfect together • Using the preterite and imperfect in reading selections, when writing short answers and paragraphs. 	<ul style="list-style-type: none"> • Using complex grammar structures when writing persuasive and analytical essays • Using complex grammar structures when maintaining conversations • Using art to compare common themes to literary selections. • Using vocabulary to express preferences and past times when maintaining a conversation and in writing

VOCABULARY GLOSSARY

Domain-specific words and definitions for this unit.

Key Content Vocabulary						
<i>List and define key vocabulary terms</i>						
Related Vocabulary						
En casa		De compras	Expresiones	La vida diaria	Literatura	Cultura
el balcón	freír	El centro comercial	a menudo	la agenda	el autorretrato	el cansancio
la escalera	hervir	el dinero efectivo	a propósito	la costumbre	el maquillaje	el cuadro
el hogar	lavar	la ganga	a tiempo	el horario	el llanto	la obra maestra
la limpieza	limpiar	el probador	a veces	la rutina	acariciar	el/la pintor(a)
los muebles	pasar la aspiradora	el reembolso	apenas	la soledad	llorar	el retrato
los quehaceres	poner/quitar las mesas	el supermercado	así	acostumbrarse	lucir	pintar
apagar	quitar el polvo	la tarjeta de crédito/débito	bastante	arreglarse	arduo(a)	retratar
barrer	tocar el timbre	devolver	casi	averiguar	feliz	fatigado(a)
calentar		hacer mandados	casi nunca	probar	acaso	imprevisto(a)
cocinar		ir de compras	de repente	soler		previsto(a)
encender		probarse	de vez en cuando	atrasado(a)		
		seleccionar	en aquel entonces	cotidiano(a)		
		auténtico(a)	en el acto	diario(a)		
		barato(a)	enseguida	inesperado(a)		
		caro(a)	por casualidad			