

Table of Contents

UNIT NARRATIVE.....	1
CONTENT STANDARDS.....	2
UNDERSTANDINGS AND QUESTIONS	3
ROADMAP.....	5
UNPACKED STANDARDS.....	21
VERTICAL STANDARDS.....	24
VOCABULARY GLOSSARY.....	24

UNIT NARRATIVE

In this unit, students will embark on a virtual journey through Central America, exploring the rich culture, geography, and history of Costa Rica, Panama, and Guatemala. They will acquire the language skills necessary to discuss various aspects of travel, including trips, lodging, and excursions, while mastering the use of comparatives and superlatives to compare destinations, experiences, and characteristics of people, objects, and actions. Students will also deepen their understanding of sentence structure by forming negative, affirmative, and indefinite sentences, while exploring advanced grammar concepts such as the distinction between the indicative and subjunctive in adjective clauses. Through readings on the Coffee Route, the Panama Canal, and the Mayan Trail, students will also gain insight into the region's significance. By the end of the unit, they will create a travel guide, applying their language skills to describe and recommend experiences, while reflecting on the cultural aspects of these destinations. Additionally, they will enhance their writing skills by learning how to compose an expository essay, synthesizing information from both written and audio sources to develop a thorough, insightful analysis on a range of topics.

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"> 1. Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions. (Interpersonal Mode) 2. Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (Interpretive Mode) 3. Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences, readers, or viewers. (Presentational mode) 	N/A
Cultures (C2)	<ol style="list-style-type: none"> 1. Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the culture studied. 2. 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"> 1. Build, reinforce, and expand their knowledge of other disciplines while using Spanish to develop critical thinking and to solve problems creatively. 2. 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"> 1. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own. 2. 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"> 1. Use Spanish both within and beyond the school to interact and collaborate in their community and the globalized world. 2. 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 trips, lodging security, accidents, and touring • 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 answer basic reading comprehension questions • Can synthesize information, main ideas and details that support a text • Apply appropriate writing strategies to communicate an idea in presentational writing • Understand and apply appropriate varied syntactical expressions in presentational writing <p>Cultures</p> <ul style="list-style-type: none"> • Demonstrates and understands different social perspectives in different Latin American countries. • Learn about Central America's ruta del café and La ruta maya. • Traveling to Costa Rica. <p>Connections and Comparisons</p> <ul style="list-style-type: none"> • Compare popular tourist destination in the United States and those in the Spanish-speaking countries. 	<p>Writing:</p> <ul style="list-style-type: none"> • Negative, affirmative, and indefinite expressions. • Excursion Guide for travelers • Expository Essay <p>Reading:</p> <ul style="list-style-type: none"> • Recognizing characteristics of magical realism <p>Conversation:</p> <ul style="list-style-type: none"> • Talking about trips and vacation

- Reading about Magic Realism and analyzing a short story by Gabriel Garcia Marquez.

Grammar Components

- Comparatives and Superlatives
- Negative, affirmative, and indefinite expressions
- The subjunctive in adjective clauses

UNDERSTANDINGS AND QUESTIONS

Important big ideas and processes for the unit.

Key Understandings

Big Ideas

- **Travel and Cultural Exploration:** The central theme of the unit is travel, focusing on the rich culture, geography, and history of Central America. This includes discussing key tourist destinations, cultural practices, and notable landmarks such as the Coffee Route, the Panama Canal, Costa Rica, and the Mayan Trail. Through these topics, students explore not only the logistics of travel but also the broader cultural, historical, and environmental context of the region.
- **Comparing and Contrasting:** Students will use **comparatives and superlatives** to make comparisons between different destinations, experiences, and characteristics. This includes comparing people, objects, places, and actions, which will enhance their ability to describe, evaluate, and discuss differences and similarities effectively in Spanish.
- **Grammar Mastery:** The unit emphasizes the **use of negative, affirmative, and indefinite expressions** to expand students' range in speaking and writing. Additionally, students will learn to differentiate between the **indicative and subjunctive** moods in adjective clauses, an essential skill for expressing desires, needs, and hypothetical situations. This will give students more depth and flexibility in their communication.
- **Writing and Synthesis:** Students will work on **writing skills** by composing a **travel guide** for travelers and an **expository essay**. These tasks will require them to synthesize information from various written and audio sources, helping them to create well-rounded, thoughtful analyses of topics related to travel and Central American culture. The essay will also help them refine their ability to structure arguments and present information clearly in Spanish.
- **Realismo Mágico:** Students will engage with the literary genre of magical realism, identifying its characteristics in texts. They will explore how reality and fantasy merge, gaining insight into the cultural and literary significance of this style in Gabriel Garcia Marquez's short story "La luz es como el agua."

Processes

- **Reading and Analyzing Texts:** Students will read and listen to materials on the Coffee Route, the Panama Canal, Costa Rica, and the Mayan Trail. As they engage with these sources, they will identify key cultural and historical aspects, learning how to synthesize information from multiple sources.
- **Grammar Practice and Application:** Throughout the unit, students will focus on grammatical structures, particularly **comparatives, superlatives, and negative/indefinite expressions**. They will use these structures in real-world contexts, like discussing travel experiences, comparing destinations, and expressing what they want or need. Special emphasis will be placed on understanding when to use the **indicative vs. subjunctive** in adjective clauses, an essential tool for expressing different moods and attitudes.
- **Conversation and Interaction:** Students will engage in **conversational practice** where they describe trips, recommend activities, and compare different aspects of their travel experiences. These interactions will help reinforce grammar concepts, develop fluency, and foster cultural awareness. They will also simulate real-life scenarios where they must recommend destinations or make plans with others in Spanish.

- **Writing and Structuring Ideas:** Students will work on writing assignments where they synthesize information from readings and audio sources. For their **travel guide**, they will describe and recommend various excursions and accommodations, integrating key grammatical structures such as comparatives, superlatives, and the subjunctive mood. In the **expository essay**, they will analyze both written and audio texts related to various topics, showcasing their ability to organize and present ideas clearly in written Spanish.

Key Questions

1. What is the best way to prepare for an upcoming trip?
2. What effects does traveling have on our life?
3. How does traveling influence the way we perceive other cultures?

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 trips, lodging, touring, security, and accidents 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 vocabulary related to trips, lodging, touring, security, and accidents by exchanging simple spoken information and by interpreting a series of basic statements through a variety of media.</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. Learners use the language to investigate, explain, and reflect on the nature of the language studied and their own. 		
<p>Lesson 3 Fotonovela Por las calles de Madrid</p>	<p>SWBAT analyze comprehensible input from free-flowing discourse by watching the Fotonovela and interpreting vocabulary related to trips, lodging, touring, security, and accidents used in a conversational context and by 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 		

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 ruta del café y El canal de Panamá</p>	<p>SWBAT analyze and synthesize information regarding the significance of Central America’s coffee route, the region’s agricultural exports, and the Panama’s Canal by reading two short articles about these destinations, answering comprehension questions, discussing the consequences of tourism and comparing the role of coffee in Central America with its importance in the United States.</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 		

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	<p>relationship between the products and perspectives of the cultures studied.</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. • 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 ¡Viajar y gozar!</p>	<p>SWBAT identify activities and requirements needed to travel to Costa Rica by interpreting a video, answering comprehension questions, summarizing the information they learn, and comparing traveling experiences in Costa Rica to those in the United States.</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"> • C3.2 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. 		
Lesson 6 Comparatives and Superlatives	<p>SWBAT differentiate the uses of comparatives and superlatives in Spanish when used with nouns, verbs, adjectives and adverbs by comparing people, situations, and things.</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
	Comparisons <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 Negative, affirmative, and indefinite expressions	<p>SWBAT differentiate the uses of negative, affirmative and indefinite expressions in Spanish by taking detailed guided notes, completing fill-in-the-blank sentences, changing affirmative sentences to negative ones and vice versa, and creating and acting a conversation 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>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 The subjunctive in adjective clauses	<p>SWBAT distinguish between the uses of the present indicative and the present subjunctive in adjective clauses by taking detailed guided notes, analyzing complex sentences that contain both moods, and identifying the main and subordinate clauses. They will also explain the</p>		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>contextual differences in their usage, recognizing how the indicative expresses certainty and fact, while the subjunctive conveys doubt, desire, or necessity.</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 9 The subjunctive in adjective clauses</p>	<p>Continued from previous lesson SWBAT distinguish between the uses of the present indicative and the present subjunctive in adjective clauses by taking detailed guided notes, analyzing complex sentences that contain both moods, and identifying the main and subordinate clauses. They will also explain the contextual differences in their usage, recognizing how the indicative expresses certainty and fact, while the subjunctive conveys doubt, desire, or necessity.</p> <p>ACFTL Standards:</p> <p>Communication</p>		

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. • 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 10 En Pantalla La autoridad</p>	<p>SWBAT interpret an authentic short film about traveling from Morocco back to Spain by analyzing visual cues and cognates to bolster understanding and by 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 		

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"> • C3.1 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 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 11 Reading "La luz es como el agua"</p>	<p>SWBAT identify and analyze the text features of Realismo Mágico in Gabriel García Márquez's short story "La luz es como el agua" through critical reading, answering comprehension questions, and examining key elements of the narrative.</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>		

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>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 12 Cultural Reading "La ruta maya"</p>	<p>SWBAT describe the key features of the Mayan Trail and its cultural significance to Latin America, while comparing it to a renowned trail in the United States by critically reading an article about this destination, answering comprehension questions and planning and itinerary for a famous Unites States trail.</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 		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>heard, read, or viewed on a variety of topics.</p> <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>Lessons 13-16 Writing</p>	<p>SWBAT apply effective writing strategies to clearly communicate an idea through presentational writing by analyzing two sources, planning their approach, and crafting a well-organized expository essay.</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
	<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. <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 17 Review	SWBAT integrate unit vocabulary, grammar, and cultural material by completing unit review activities for the Unit 5 Exam.	<p style="text-align: center;">Unit 5 Exam Review</p> <p>You may want to use the Descubre Atando Cabos, Recapitulación and Repaso.</p>	Descubre Atando Cabos Descubre Recapitulación and Repaso
Refer to your region's scope and sequence for scanning deadlines	Unit 5 Exam Suggested Date: March 11		
Flex Day	Flex/Success Day March 12		
Optional/Cultural Lessons Día Internacional de la Mujer	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 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 in spoken, signed or written forms; negotiating meaning during conversations; sharing information, reactions, feelings, and opinions. • Knowledge: Vocabulary related to vacation, lodging, touring, security and accidents; understanding of present indicative and present subjunctive in adjective clauses; familiarity with cultural topics related to Central America’s coffee trail, the Mayan trail and the Panama Canal. • Concepts: Cultural insights gained through travel and exploration. <p>Define Expectations: Students should learn to:</p> <ul style="list-style-type: none"> • Engage in conversations about travel, expressing their views and preferences. • Use comparatives and superlatives to compare experiences and characteristics. • Differentiate between the indicative and subjunctive moods in context. <p>Instruction and Assessment Strategies:</p> <p>Teaching Methods:</p> <ul style="list-style-type: none"> • Role-playing scenarios to practice conversations about travel. • Group discussions comparing different travel experiences using comparatives and superlatives. • Direct instruction on the use of indicative and subjunctive moods with guided practice. <p>Assessment Ideas:</p> <ul style="list-style-type: none"> • Peer assessments during conversation practice. • Written quizzes on comparatives, superlatives, and mood usage. 	<p><i>The ACTFL C1.1 This unpacked ACTFL standard emphasizes the development of interpersonal communication skills through engaging conversations about travel. Students will build knowledge of language structures like comparatives, superlatives, and mood distinctions while exploring Central American 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>

Standards Clarification QUESTIONS		
Standards	Specificity	Notes/Explanations/Examples
<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 integration of spoken and written texts; comparing using superlatives and comparatives in Spanish, differentiating the uses of the indicative and subjunctive moods. • Knowledge: Vocabulary related to trips, lodging and touring; Spanish sentence structure in negative, affirmative and indefinite sentences; uses of the indicative; uses of the subjunctive in adjective clauses. • Concepts: Travel experiences and related vocabulary; analysis of audio and written texts. <p>Define Expectations: Students should learn to:</p> <ul style="list-style-type: none"> • Understand and analyze various texts related to travel and culture. • Understand comparatives and superlatives effectively in conversation and writing. • Differentiate between the indicative and subjunctive moods in adjective clauses. • Synthesize information from multiple sources into a coherent expository essay. <p>Instruction and Assessment Strategies:</p> <p>Teaching Methods:</p> <ul style="list-style-type: none"> • Use multimedia resources (videos, podcasts) to enhance interpretive skills. • Group activities to practice comparatives and superlatives in context. • Use of different types of genres to improve reading comprehension skills. <p>Assessment Ideas:</p> <ul style="list-style-type: none"> • Listening assessments based on audio clips that require students to identify key information. • Quizzes on text interpretation and cultural knowledge. 	<p><i>The ACTFL C1.2 emphasizes the importance of interpretive communication in understanding diverse texts. For this Spanish 3 unit, learning targets are set to ensure students can analyze texts, use grammatical structures correctly, and synthesize information into well-organized essays. Instruction will incorporate multimedia resources and collaborative activities, while assessments will gauge both comprehension and practical application of language skills.</i></p> <p><i>This standard is aligned to the following AP Spanish Language and Culture standards:</i></p> <p><i>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 effectively; adapting language and media to suit different 	<p><i>The ACTFL C1.3 Presentational Communication standard focuses on developing students' presentational communication skills through various travel-related topics. Key components include</i></p>

Standards Clarification QUESTIONS		
Standards	Specificity	Notes/Explanations/Examples
<p><i>audiences of listeners, readers, or viewers.</i></p>	<p>audiences; integrating information from different sources into a well-organized expository essay; using the indicative and subjunctive mood in context.</p> <ul style="list-style-type: none"> • Knowledge: Understanding the formation and uses of the indicative and subjunctive moods; understanding how to plan and craft an expository essay. • Concepts: Information presentation, explanation, persuasion, narration and analysis of texts. <p>Define Expectations:</p> <ul style="list-style-type: none"> • Present information clearly and effectively on various topics. • Use language accurately, incorporating comparatives, superlatives, and sentence structures. • Analyze and synthesize information from various texts and media. • Differentiate the uses of present indicative and present subjunctive in adjective clauses in presentations and writing. <p>Instruction and Assessment Strategies:</p> <p>Instructional Methods:</p> <ul style="list-style-type: none"> • Use multimedia resources (videos, articles) to explore travel topics and cultural insights. • Implement writing workshops focused on expository essay structure and clarity. <p>Assessment Ideas:</p> <ul style="list-style-type: none"> • Evaluate presentations based on clarity, use of language, and engagement with the audience. • Peer reviews of essays to promote collaboration and constructive feedback. 	<p><i>presenting information effectively, utilizing comparatives and superlatives, and employing different sentence structures. Students are expected to analyze texts, understand cultural contexts, and produce written work, such as expository essays and travel guides. Instructional strategies encompass multimedia resources, discussions, and writing workshops, with assessments based on presentations, written assignments, and peer feedback.</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"> • Travel vocabulary • Introduction to comparatives and superlatives • Writing using simple sentences • Introduction to cultural comparison 	<ul style="list-style-type: none"> • Introduction to the subjunctive • The subjunctive in adverbial clauses • Introduction to the Nosotros commands • Writing using simple and complex sentences • Annotating while reading for comprehension 	<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				
De viaje	El alojamiento	La seguridad y los accidentes	Las excursiones	Additional Vocabulary
la bienvenida	el albergue	el accidente	la aventura	el turismo sostenible
la despedida	el alojamiento	(automovilístico)	el/la aventurero(a)	el turismo sustentable
el destino	la habitación...	el/la agente de aduanas	la brújula	el billete
el itinerario	individual	el aviso	el buceo	el boleto
la llegada	doble	el cinturón de seguridad	el campamento	el boleto redondo
el pasaje de ida y vuelta	la recepción	el congestionamiento	el crucero	la autopista
el pasaporte	el servicio de habitación	las medidas de seguridad	el (eco) turismo	la autovía
la tarjeta de embarque	alojarse	la seguridad	la excursión	la carretera
	cancelar	el seguro	la frontera	la burra

<p>la temporada alta/baja el/la viajero(a) hacer las maletas vencido(a) vigente hacer transbordo hacer un viaje ir(se) de vacaciones perder el vuelo regresar a bordo retrasado(a)</p>	<p>estar lleno(a) quedarse reservar de (buena) categoría incluido(a) recomendable</p>	<p>aterrizar despegar ponerse/quitarse el cinturón reducir (la velocidad) peligroso(a) prohibido(a)</p>	<p>el/la guía turístico(a) la isla las olas el puerto las ruinas la selva el/la turista navegar recorrer lejano turístico</p>	<p>la guagua la moneda local regatear la tarifa algo alguien alguno/a siempre o...o también nada nadie ninguno/a ni...ni nunca, jamás tampoco</p>
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