

Geneva CUSD 304
Content-Area Curriculum Frameworks
Grades 6-12
Foreign Language--Spanish IV Honors

<i>Mission Statement</i>	Our goal is for students to become global citizens who possess both the skills and the desire to communicate and thrive in an increasingly diverse world and to acquire an understanding and respect for other cultures. <i>(As developed during department meeting—all levels, all languages, March 10, 2006)</i>
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Course Framework

<p>Course Title</p> <p>Grade Level</p> <p>Semesters (1-2-3-4)</p> <p>Prerequisite</p>	<ul style="list-style-type: none"> • Spanish IV Honors • 11-12 • (1-2-3-4) • A or B in Spanish III Honors or an A in Spanish III; teacher recommendation
<p>Course Description</p>	<p>In Spanish IV Honors students continue their foreign language study by developing skills of listening, reading, speaking and writing. This course is designed as a more rigorous, fast-paced course so that students have the opportunity to explore authentic sources to a greater extent. Students will progress toward the goal of independent use of the language and critical thinking skills in speaking, writing, and active listening at a higher level. These skills will be applied to long-range and short-term assignments. Units of study will include a deeper look at the grammatical structures reviewed and introduced. Students will be expected to use the language on a more sophisticated level, both orally and written. Spanish history, geography and literature will also be examined.</p>
<p>District-approved Materials and/or Resources</p>	<ul style="list-style-type: none"> • <i>Conexiones</i> textbook • <i>Conexiones</i> workbook • <i>Conexiones</i> Video & Audio series • <i>España y su civilizacion</i> textbook • <i>Destinos</i> video series • <i>Spanish 3 years</i> textbook • Teacher Ancillaries/Assessment Program

Unit Frameworks

<p>Unit of Study: major topics</p>	<p>Preterit and imperfect tense; story telling with fables; legends and jokes</p>	<p>Resources that will support instruction</p> <p>Text, workbook, video & audio programs, assessment programs</p>
<p>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</p>	<ul style="list-style-type: none"> • 28.A.3a Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines). • 28.A.3b Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom. • 28.A.4 Comprehend details of oral and audio presentations unsupported by visual aids. • 28.B.4a Engage in extended conversations in a variety of situations. • 28.B.4b Express differences of meaning using proper pronunciation, intonation and inflection. • 28.B.4c Recognize and use nonverbal cues in various formal and informal settings. • 28.C.3a Comprehend the main message of a variety of written materials with the help of resources (e.g., dictionary, thesaurus, software, Internet, e-mail) to expand vocabulary. • 28.C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages. • 28.C.4c Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures. • 28.D.3a Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion. • 28.D.3b Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate). • 28.D.4c Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines. • 29.B.3a Identify and explain ideas and themes expressed in selected works of art associated with target language societies using terms from the target language. • 29.C.3a Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines. • 29.C.3b Read, discuss and write about plot and form of 	

	<p>selected literary works as illustrated in comic books, youth literature and abridgments in the target language using target language vocabulary.</p> <ul style="list-style-type: none"> • 29.D.1 Recognize important people and events (e.g., special celebrations) in the history of areas where the target language is spoken. • 29.E.2 Use maps, charts, digital images, graphs and other geographic representations to describe and discuss the countries where the target language is spoken. 	
<p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<p><u>Communication-</u></p> <ul style="list-style-type: none"> • The student will describe in the past • The student will narrate in the past • The student will write in the past <p><u>Grammar-</u></p> <ul style="list-style-type: none"> • The student will review and use the present tense (regular and irregular verbs) • The student will review numbers up to 1, 000, 000 • The student will use the preterit tense • The student will use the imperfect tense • The student will differentiate between the preterit and imperfect tenses and use them appropriately <p><u>Culture-</u></p> <ul style="list-style-type: none"> • The student will learn about medieval minstrels and the revival of the minstrel movement • The student will learn about Pre-Columbian literary arts • The student will listen to Los Celtas Cortos, a Spanish group that mixes Celtic and folkloric sounds with rock and pop 	
<p>Assessments</p>	<p>Performance Tasks—Listening, reading, writing, speaking</p> <ul style="list-style-type: none"> • Practice and explore the vocabulary of popular narrative traditions • Explore the structure of a story • Complete listening activities for Lección 1 • Complete workbook activities for Lección 1 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Vocabulary quiz (2) • Lección 1 exam • Preterit quiz • Preterit v. imperfect quiz

	<p>Further Honors tasks:</p> <ul style="list-style-type: none"> • Create and write children's book using preterit and imperfect tense • Write journal entry describing childhood and incorporating grammar from Leccion 1 • Oral report on Spanish-speaking country and its recent news events. • History reading in España book 	<p>Further Honors assessments:</p> <ul style="list-style-type: none"> • Speaking exam • Numbers quiz • Presentation of a pre-colombian artifact • Spain history quiz
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Unit Frameworks

<p>Unit of Study: major topics</p>	<p>Uses of ser, estar and haber; the future tense; subjunctive in noun clauses; environmental issues</p>	<p>Resources that will support instruction</p> <p>Text, workbook, video & audio programs, assessment programs</p>
<p>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</p>	<ul style="list-style-type: none"> • 28.A.3a Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines). • 28.A.3b Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom. • 28.A.4 Comprehend details of oral and audio presentations unsupported by visual aids. • 28.B.4a Engage in extended conversations in a variety of situations. • 28.B.4b Express differences of meaning using proper pronunciation, intonation and inflection. • 28.B.4c Recognize and use nonverbal cues in various formal and informal settings. • 28.C.3a Comprehend the main message of a variety of written materials with the help of resources (e.g., dictionary, thesaurus, software, Internet, e-mail) to expand vocabulary. • 28.C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages. • 28.C.4c Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures. • 28.D.3a Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion. • 28.D.3b Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate). • 28.D.4c Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines. • 29.B.3a Identify and explain ideas and themes expressed in selected works of art associated with target language societies using terms from the target language. • 29.C.3a Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines. • 29.C.3b Read, discuss and write about plot and form of selected literary works as illustrated in comic books, youth 	

	<p>literature and abridgments in the target language using target language vocabulary.</p> <ul style="list-style-type: none"> • 29.D.1 Recognize important people and events (e.g., special celebrations) in the history of areas where the target language is spoken. • 29.E.2 Use maps, charts, digital images, graphs and other geographic representations to describe and discuss the countries where the target language is spoken.
<p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<p><u>Communication-</u></p> <ul style="list-style-type: none"> • The student will discuss world issues of today and tomorrow • The student will describe people and things • The student will predict future occurrences • The student will express hopes and doubts <p><u>Grammar-</u></p> <ul style="list-style-type: none"> • The student will differentiate between ser, estar and haber • The student will use the future tense • The student will use the subjunctive in noun clauses • The student will review forms of present subjunctive <p><u>Culture-</u></p> <ul style="list-style-type: none"> • The student will learn about the Costa Rican ecological movement • The student will learn about the fight against pollution in Mexico City

Unit Frameworks

<p>Unit of Study: major topics</p>	<p>Subjunctive with impersonal expressions; direct and indirect object pronouns; verbs like gustar; human rights campaigns in Latin America.</p>	<p>Resources that will support instruction</p> <p>Text, workbook, video & audio programs, assessment programs</p>
<p>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</p>	<ul style="list-style-type: none"> • 28.A.3a Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines). • 28.A.3b Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom. • 28.A.4 Comprehend details of oral and audio presentations unsupported by visual aids. • 28.B.4a Engage in extended conversations in a variety of situations. • 28.B.4b Express differences of meaning using proper pronunciation, intonation and inflection. • 28.B.4c Recognize and use nonverbal cues in various formal and informal settings. • 28.C.3a Comprehend the main message of a variety of written materials with the help of resources (e.g., dictionary, thesaurus, software, Internet, e-mail) to expand vocabulary. • 28.C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages. • 28.C.4c Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures. • 28.D.3a Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion. • 28.D.3b Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate). • 28.D.4c Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines. • 29.B.3a Identify and explain ideas and themes expressed in selected works of art associated with target language societies using terms from the target language. • 29.C.3a Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines. • 29.C.3b Read, discuss and write about plot and form of selected 	

	<p>literary works as illustrated in comic books, youth literature and abridgments in the target language using target language vocabulary.</p> <ul style="list-style-type: none"> • 29.D.1 Recognize important people and events (e.g., special celebrations) in the history of areas where the target language is spoken. • 29.E.2 Use maps, charts, digital images, graphs and other geographic representations to describe and discuss the countries where the target language is spoken. 	
<p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<p><u>Communication-</u></p> <ul style="list-style-type: none"> • The student will discuss human rights • The student will discuss foreign policy • The student will react to issues <p><u>Grammar-</u></p> <ul style="list-style-type: none"> • The student will use the subjunctive with impersonal expressions • The student will use direct and indirect object pronouns and the personal a • The student will use double object pronouns • The student will use <i>gustar</i> and similar verbs <p><u>Culture-</u></p> <ul style="list-style-type: none"> • The student will learn about Chilean tapestries and the Argentine group, Las Madres de la Plaza de Mayo • The student will learn about Rigoberta Menchú and Guatemalan indigenism 	
<p>Assessments</p>	<p>Performance Tasks—Listening, reading, writing, speaking</p> <ul style="list-style-type: none"> • Practice, reinforce, and explore the vocabulary of human rights • Investigate instances of restricted human rights throughout the world • Practice, reinforce, and explore the vocabulary of activism • Complete listening activities for Lección 3 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Vocabulary quiz (2) • Subjunctive in impersonal expressions quiz • Lección 3 exam <p>Further Honors Assessments</p> <ul style="list-style-type: none"> • Speaking portion of exam • Research and create power

	<ul style="list-style-type: none"> • Complete workbook activities for Lección 3 • Write journal entry incorporating Lección 3 vocabulary and grammar <p>Further Honors tasks</p> <ul style="list-style-type: none"> • Create human rights poster • Write summary of current <i>Destinos</i> video episode • Authentic reading on Guatemala – home of Rigoberta Menchu • Oral report on Spanish-speaking country and its recent news 	<p>point about human rights group; present to class</p> <ul style="list-style-type: none"> • Guatemala history quiz • Current events quiz
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Unit Frameworks

<p>Unit of Study: major topics</p>	<p>Reflexive constructions; adjective agreement, form and position; present perfect tense</p>	<p>Resources that will support instruction</p> <p>Text, workbook, video & audio programs, assessment programs</p>
<p>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</p>	<ul style="list-style-type: none"> • 28.A.3a Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines). • 28.A.3b Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom. • 28.A.4 Comprehend details of oral and audio presentations unsupported by visual aids. • 28.B.4a Engage in extended conversations in a variety of situations. • 28.B.4b Express differences of meaning using proper pronunciation, intonation and inflection. • 28.B.4c Recognize and use nonverbal cues in various formal and informal settings. • 28.C.3a Comprehend the main message of a variety of written materials with the help of resources (e.g., dictionary, thesaurus, software, Internet, e-mail) to expand vocabulary. • 28.C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages. • 28.C.4c Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures. • 28.D.3a Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion. • 28.D.3b Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate). • 28.D.4c Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines. • 29.B.3a Identify and explain ideas and themes expressed in selected works of art associated with target language societies using terms from the target language. • 29.C.3a Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines. • 29.C.3b Read, discuss and write about plot and form of selected literary works as illustrated in comic books, youth 	

	<p>literature and abridgments in the target language using target language vocabulary.</p> <ul style="list-style-type: none"> • 29.D.1 Recognize important people and events (e.g., special celebrations) in the history of areas where the target language is spoken. • 29.E.2 Use maps, charts, digital images, graphs and other geographic representations to describe and discuss the countries where the target language is spoken. 	
<p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<p><u>Communication-</u></p> <ul style="list-style-type: none"> • The student will talk about his/her and others' personality and routines • The student will describe people, things and situations • The student will tell what has happened <p><u>Grammar-</u></p> <ul style="list-style-type: none"> • The student will use reflexive verbs • The student will utilize correct agreement, form and position of adjectives • The student will use past participles as adjectives and nouns • The student will use the present perfect tense <p><u>Culture-</u></p> <ul style="list-style-type: none"> • The student will learn about the art of conversation and sympathy • The student will examine the cultural differences in adolescent behavior and how it represents the family unit • The student will learn about the artist Frida Kahlo and her works 	
<p>Assessments</p>	<p>Performance Tasks—Listening, reading, writing, speaking</p> <ul style="list-style-type: none"> • Practice, reinforce, and explore the vocabulary of personality • Investigate how one's behavior affects his/her actions • Practice, reinforce, and explore the vocabulary of daily routines 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Vocabulary quiz (2) • Reflexive verb quiz • Lección 4 exam <p>Further Honors Assessments</p> <ul style="list-style-type: none"> • Speaking portion of exam • Past participles as

	<ul style="list-style-type: none"> • Complete listening activities for Lección 4 • Complete workbook activities for Lección 4 • Write journal entry incorporating Lección 4 vocabulary and grammar <p>Further Honors Tasks</p> <ul style="list-style-type: none"> • Interview partner to discover personality traits; present partner info to class • Write summary of current <i>Destinos</i> video episode • Authentic reading from diary of artist Frida Kahlo and biography • Oral report on Spanish-speaking country and its recent news 	<p>adjectives and nouns quiz</p> <ul style="list-style-type: none"> • Present perfect tense quiz • present to class • Presentation of Latin artists and their works • Current events quiz
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Unit Frameworks

<p>Unit of Study: major topics</p>	<p>Subjunctive vs. indicative in adjective clauses; future perfect and past perfect; comparisons with adjectives, adverbs and verbs; family issues</p>	<p>Resources that will support instruction</p> <p>Text, workbook, video & audio programs, assessment programs</p>
<p>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</p>	<ul style="list-style-type: none"> • 28.A.3a Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines). • 28.A.3b Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom. • 28.A.4 Comprehend details of oral and audio presentations unsupported by visual aids. • 28.B.4a Engage in extended conversations in a variety of situations. • 28.B.4b Express differences of meaning using proper pronunciation, intonation and inflection. • 28.B.4c Recognize and use nonverbal cues in various formal and informal settings. • 28.C.3a Comprehend the main message of a variety of written materials with the help of resources (e.g., dictionary, thesaurus, software, Internet, e-mail) to expand vocabulary. • 28.C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages. • 28.C.4c Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures. • 28.D.3a Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion. • 28.D.3b Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate). • 28.D.4c Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines. • 29.B.3a Identify and explain ideas and themes expressed in selected works of art associated with target language societies using terms from the target language. • 29.C.3a Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines. • 29.C.3b Read, discuss and write about plot and form of selected literary works as illustrated in comic books, youth literature and 	

	<p>abridgments in the target language using target language vocabulary.</p> <ul style="list-style-type: none"> • 29.D.1 Recognize important people and events (e.g., special celebrations) in the history of areas where the target language is spoken. • 29.E.2 Use maps, charts, digital images, graphs and other geographic representations to describe and discuss the countries where the target language is spoken. 	
<p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<p><u>Communication-</u></p> <ul style="list-style-type: none"> • The student will talk about family and relationships • The student will describe and compare people and things • The student will predict what will have happened • The student will report what had happened <p><u>Grammar-</u></p> <ul style="list-style-type: none"> • The student will examine the use of subjunctive or indicative in adjective clauses • The student will use the future tense • The student will use the pluperfect tense • The student will make comparisons with nouns, adjectives, verbs and adverbs and superlatives <p><u>Culture-</u></p> <ul style="list-style-type: none"> • The student will compare and contrast the traditional and modern Hispanic families • The student will examine Hispanic gestures 	
<p>Assessments</p>	<p>Performance Tasks—Listening, reading, writing, speaking</p> <ul style="list-style-type: none"> • Practice, reinforce, and explore the vocabulary of personal relationships • Read and discuss authentic personal ads • Practice, reinforce, and explore the vocabulary of phobias • Investigate common phobias • Complete listening activities for Lección 5 • Complete workbook 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Vocabulary quiz (2) • Subjunctive v. indicative quiz • Pluperfect interview • Lección 5 exam <p>Further Honors Assessments</p> <ul style="list-style-type: none"> • Speaking portion of exam • Future perfect and pluperfect quiz • Comparative and superlative quiz • Current events quiz • Create personal ad using grammar from leccion 5

	<p>activities for Lección 5</p> <ul style="list-style-type: none"> • Read and discuss an article about social phobia • Write and perform a dialogue about a personal problem and solution • Write two journal entries incorporating Lección 5 vocabulary and grammar • Write and perform a scene incorporating Lección 5 vocabulary and grammar <p>Further Honors Tasks</p> <ul style="list-style-type: none"> • Authentic reading on Pablo Picasso and his works • Read Isabel Allende excerpt in text • Oral report on Spanish-speaking country and its recent news 	
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Unit Frameworks

<p>Unit of Study: major topics</p>	<p>Subjunctive vs indicative in adverbial clauses; formal and informal commands; subjunctive with ojalá, tal vez and quizá; tango and other latin dances; theater</p>	<p>Resources that will support instruction</p> <p>Text, workbook, video & audio programs, assessment programs</p>
<p>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</p>	<ul style="list-style-type: none"> • 28.A.3a Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines). • 28.A.3b Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom. • 28.A.4 Comprehend details of oral and audio presentations unsupported by visual aids. • 28.B.4a Engage in extended conversations in a variety of situations. • 28.B.4b Express differences of meaning using proper pronunciation, intonation and inflection. • 28.B.4c Recognize and use nonverbal cues in various formal and informal settings. • 28.C.3a Comprehend the main message of a variety of written materials with the help of resources (e.g., dictionary, thesaurus, software, Internet, e-mail) to expand vocabulary. • 28.C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages. • 28.C.4c Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures. • 28.D.3a Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion. • 28.D.3b Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate). • 28.D.4c Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines. • 29.B.3a Identify and explain ideas and themes expressed in selected works of art associated with target language societies using terms from the target language. • 29.C.3a Read, discuss and write about themes and settings of selected materials in the target language with assistance of 	

	<p>glossaries, guided questions or outlines.</p> <ul style="list-style-type: none"> • 29.C.3b Read, discuss and write about plot and form of selected literary works as illustrated in comic books, youth literature and abridgments in the target language using target language vocabulary. • 29.D.1 Recognize important people and events (e.g., special celebrations) in the history of areas where the target language is spoken. • 29.E.2 Use maps, charts, digital images, graphs and other geographic representations to describe and discuss the countries where the target language is spoken. 	
<p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<p><u>Communication-</u></p> <ul style="list-style-type: none"> • The student will discuss entertainment • The student will give orders • The student will talk about actions that are pending on time or circumstances • The student will express wishes and possibilities <p><u>Grammar-</u></p> <ul style="list-style-type: none"> • The student will use formal and informal commands • The student will use the subjunctive with <i>ojalá, tal vez</i> and <i>quizás</i> • The student will use the subjunctive and indicative with adverbial clauses <p><u>Culture-</u></p> <ul style="list-style-type: none"> • The student will learn about the tango • The student will learn the art of flamenco 	
<p>Assessments</p>	<p>Performance Tasks—Listening, reading, writing, speaking</p> <ul style="list-style-type: none"> • Practice, reinforce, and explore the vocabulary of entertainment • Practice, reinforce, and explore the vocabulary of phobias • Read about famous Latinos • Read and discuss various articles about the advantages and costs of 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Vocabulary quiz (2) • Commands quiz • Lección 6 exam <p>Further Honors Assessments</p> <ul style="list-style-type: none"> • Speaking portion of exam • Adverbial quiz exam • Current events quiz • Final Destinos exam • Presentation of “how-to” project

	<p>fame</p> <ul style="list-style-type: none"> • Complete listening activities for Lección 6 • Complete workbook activities for Lección 6 • Write two journal entries incorporating Lección 6 vocabulary and grammar <p>Further Honors Tasks</p> <ul style="list-style-type: none"> • Write summary of current <i>Destinos</i> video episode • Write “how-to” instructions to make a peanut butter and jelly sandwich using commands • Research famous latinos in government and entertainment and present to class • Report on Spanish-speaking country and its recent news 	<ul style="list-style-type: none"> • Quiz on famous latinos
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Unit Frameworks

<p>Unit of Study: major topics</p>	<p>Geography and History of Spain and <i>Don Quijote de la Mancha</i></p>	<p>Resources that will support instruction</p> <p>Text, workbook, video & audio programs, assessment programs</p>
<p>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</p>	<ul style="list-style-type: none"> • 28.A.3a Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines). • 28.A.3b Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom. • 28.A.4 Comprehend details of oral and audio presentations unsupported by visual aids. • 28.B.4a Engage in extended conversations in a variety of situations. • 28.B.4b Express differences of meaning using proper pronunciation, intonation and inflection. • 28.B.4c Recognize and use nonverbal cues in various formal and informal settings. • 28.C.3a Comprehend the main message of a variety of written materials with the help of resources (e.g., dictionary, thesaurus, software, Internet, e-mail) to expand vocabulary. • 28.C.3b Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages. • 28.C.4c Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures. • 28.D.3a Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion. • 28.D.3b Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate). • 28.D.4c Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines. • 29.B.3a Identify and explain ideas and themes expressed in selected works of art associated with target language societies using terms from the target language. • 29.C.3a Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines. • 29.C.3b Read, discuss and write about plot and form of selected literary works as illustrated in comic books, youth 	

	<p>literature and abridgments in the target language using target language vocabulary.</p> <ul style="list-style-type: none"> • 29.D.1 Recognize important people and events (e.g., special celebrations) in the history of areas where the target language is spoken. • 29.E.2 Use maps, charts, digital images, graphs and other geographic representations to describe and discuss the countries where the target language is spoken. 	
<p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<p><u>Communication-</u></p> <ul style="list-style-type: none"> • The student will compare Spanish and US geography • The student will discuss, compare and contrast characters <p><u>Culture-</u></p> <ul style="list-style-type: none"> • The student will learn about Spain and its history, languages and geography • The student will study the life and history of Miguel de Cervantes • The student will examine chivalry 	
<p>Assessments</p>	<p>Performance Tasks—Listening, reading, writing, speaking</p> <ul style="list-style-type: none"> • Practice, reinforce, and explore the vocabulary of geography • Practice, reinforce, and explore the vocabulary pertaining to the novel • Discuss the characters and events from the novel • Read and listen to examples of Spain’s different spoken languages • Answer detailed questions regarding the novel • Rewrite and perform a scene from the novel • 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Comprehension quiz (2-3) • Map project • Geography and history quiz • <i>Don Quijote</i> exam <p>Further Honors Assessments</p> <ul style="list-style-type: none"> • Speaking exam to describe favorite <i>Don Quijote</i> scene • Quiz on Spanish cities presented • Quiz matching Latin authors and their works

	<p>Further Honors Tasks</p> <ul style="list-style-type: none">• Further in-depth reading of Cervantes' life• Write a different ending to <i>Don Quijote</i>• Research and create power-point of Spanish city• Look at other important Latin authors	
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