

Geneva CUSD 304

Content-Area Curriculum Frameworks

Grades 6-12

World Language--Spanish V AP

<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 o and respect for other cultures. <i>(As developed during department meeting—all levels, all languages, March 10, 2006)</i>
<i>Course Sequence</i> (Grades 6-12)	Spanish I Spanish II Spanish III Spanish IV Spanish V Spanish II Honors Spanish III Honors Spanish V (AP)

Course Framework

<p>Course Title</p> <p>Grade Level</p> <p>Semesters</p> <p>Prerequisite</p>	<ul style="list-style-type: none"> • Spanish III • 9-12 • 2 • Pass Spanish II with B average strongly recommended
<p>Course Description</p>	<p>In Spanish III students will have the opportunity to attain a higher level of proficiency in the four language skills. Most major verb tenses are presented and vocabulary-building skills are stressed. The goal is to improve the students’ written and oral communicative skills. Students read a book and watch an advanced video series.</p>
<p>District-approved Materials and/or Resources</p>	<ul style="list-style-type: none"> • <i>¡En Español! III</i> • Textbook—Etapa Preliminar-Unidad 5 • Workbook—¡En Español III! Más Práctica • ¡En EspañolIII! audio CDs • Teacher Ancillaries/Assessment Program • Supplementary videos and readings

Unit Frameworks

<p>Unit of Study: ¡Bienvenidos al mundo hispano!</p>	<p>Etapa Preliminar</p>	<p>Resources that will support instruction</p> <p>Text, workbook, video & audio programs, teacher ancillaries, target-language songs, authentic cultural artifacts, supplementary readings, internet, assessment programs, integrated performance assessment units</p>
<p>Illinois Learning Standards, Benchmarks</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.B.3a Respond to open-ended questions and initiate communication in various situations. • 28.B.3b Produce language with improved pronunciation, intonation and inflection. • 28.B.3c Use appropriate non-verbal cues common in areas where the target language is spoken. • 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.D.3a Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion. • 29A.3 Demonstrate selected customs, manners and traditions in societies associated with 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.3c Create simple print and/or non-print media messages in the target language modeled on media examples (e.g., advertisements, posters, television, radio, brochures, websites). • 29.D.3 Identify key historical figures (e.g., scientists, mathematicians, inventors, business leaders) and events associated with areas where the target language is spoken and explain their influence. • 29.E.3 Describe geographical aspects (e.g., population distribution, 	

	natural resources and main economic activities) of areas where the target language is spoken.	
Objectives <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 present activities • The student will narrate and describe in the past <p><u>Recycled grammar</u></p> <ul style="list-style-type: none"> • The student will use the present tense regular verbs • The student will use the present tense stem-changing verbs • The student will use the present tense irregular you forms • The student will use the preterit tense of regular verbs • The student will use the preterit tense of irregular verbs • The student will use the preterit tense of verbs with spelling changes • The student will use the preterit tense of verbs with stem changes <p><u>New Grammar</u></p> <ul style="list-style-type: none"> • The student will use the present tense regular verbs • The student will use the present tense stem-changing verbs • The student will use the present tense irregular you forms • The student will use the preterit tense of regular verbs • The student will use the preterit tense of irregular verbs • The student will use the preterit tense of verbs with spelling changes • The student will use the preterit tense of verbs with stem changes <p><u>Culture</u></p> <ul style="list-style-type: none"> • The student will refine map-reading skills • The student will become familiar with the world's countries in Spanish • The student will gain a deeper understanding of the cultural and geographic diversity of the Spanish-speaking world • The student will gain a deeper understanding of the contributions of Hispanics in the U.S., Mexico, Central America, the Caribbean, Argentina, Uruguay, Paraguay, Chile, and Spain. 	
Assessments	Assessments may include: INTERPRETIVE Map quests Reading comprehension checks Listening comprehension activities	Other Evidence <ul style="list-style-type: none"> • Review games • Teacher observation • Homework

	<p>PRESENTATIONAL</p> <ul style="list-style-type: none">• Oral presentations• Vocabulary/grammar quizzes• Compositions, letters etc.• On-line activities• Skits, dialogues• Tape Preliminary test <p>INTERPERSONAL</p> <p>Student interacts with teacher and others in the target language</p> <ul style="list-style-type: none">• During whole class activities• Partner work/unrehearsed• Group work/unrehearsed	
--	---	--

Unit Frameworks

<p>Unit of Study: ¿Cómo soy?</p>	<p>Unidad 1 Etapa 1</p>	<p>Resources that will support instruction</p> <p>Text, workbook, video & audio programs, teacher ancillaries, target-language songs, authentic cultural artifacts, supplementary readings, internet, assessment programs, integrated performance assessment units</p>
<p>Illinois Learning Standards, Benchmarks</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.B.3a Respond to open-ended questions and initiate communication in various situations. • 28.B.3b Produce language with improved pronunciation, intonation and inflection. • 28.B.3c Use appropriate non-verbal cues common in areas where the target language is spoken. • 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.D.3a Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion. • 29A.3 Demonstrate selected customs, manners and traditions in societies associated with 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 abridgments in the target language using target language vocabulary. • 29.C.3c Create simple print and/or non-print media messages in the target language modeled on media examples (e.g., advertisements, posters, television, radio, brochures, websites). • 29.D.3 Identify key historical figures (e.g., scientists, mathematicians, inventors, business leaders) and events associated with areas where the target language is spoken and explain their influence. 	

<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 people with increased proficiency • The student will talk about past experiences with a variety of verb tenses • The student will be able to compare and contrast <p><u>Recycled grammar</u></p> <ul style="list-style-type: none"> • Ser and estar • Imperfect tense • Preterite vs. imperfect <p><u>New Grammar</u></p> <ul style="list-style-type: none"> • Present and past perfect tenses <p><u>Culture</u></p> <ul style="list-style-type: none"> • En voces Cristina García: <i>Soñar en cubano</i> • Immigration issues 	
<p>Assessments</p>	<p>Assessments may include:</p> <p>INTERPRETIVE Reading comprehension checks Listening comprehension activities</p> <p>PRESENTATIONAL</p> <ul style="list-style-type: none"> • Video project • Vocabulary/grammar quizzes • Compositions, letters etc. • On-line activities • Role play • Skits, dialogues • Chapter test <p>INTERPERSONAL Student interacts with teacher and others in the target language</p> <ul style="list-style-type: none"> • During whole class activities • Partner work/unrehearsed • Group work/unrehearsed 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Review games • Teacher observation • Homework

Unit Frameworks

<p>Unit of Study: <i>¿Cómo me veo?</i></p>	<p>Unidad 1 Etapa 2</p>	<p>Resources that will support instruction</p> <p>Text, workbook, video & audio programs, teacher ancillaries, target-language songs, authentic cultural artifacts, supplementary readings, internet, assessment programs, integrated performance assessment units</p>
<p>Illinois Learning Standards, Benchmarks</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.B.3a Respond to open-ended questions and initiate communication in various situations. • 28.B.3b Produce language with improved pronunciation, intonation and inflection. • 28.B.3c Use appropriate non-verbal cues common in areas where the target language is spoken. • 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.D.3a Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion. • 29A.3 Demonstrate selected customs, manners and traditions in societies associated with 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.3c Create simple print and/or non-print media messages in the target language modeled on media examples (e.g., advertisements, posters, television, radio, brochures, websites). • 30.A.3a Identify differing systems of trade and exchange in target language country (ies) (eg., bartering and bargaining) compared to the United States. • 30.A.3b Use the target language to gather and organize data to solve math problems. 	

<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 fashions • The student will talk about pastimes • The student will be able to talk about the future • The student will be able to predict actions • The student will be able to talk about likes and dislikes with increased proficiency <p><u>Recycled grammar</u></p> <ul style="list-style-type: none"> • Verbs like gustar <p>Recycled vocabulary</p> <ul style="list-style-type: none"> • numbers <p><u>New Grammar</u></p> <ul style="list-style-type: none"> • Future tense • Future of probability • Por and Para • Caerle bien/mal <p><u>Culture</u></p> <ul style="list-style-type: none"> • Oscar de la Renta: Un gran diseñador • El Corte Inglés • The currency of Spain • Simple arithmetic in the target language 	
<p>Assessments</p>	<p>Assessments may include:</p> <p>INTERPRETIVE</p> <ul style="list-style-type: none"> • Reading comprehension checks • Listening comprehension activities <p>PRESENTATIONAL</p> <ul style="list-style-type: none"> • Video project • Vocabulary/grammar quizzes • Compositions, letters etc. • On-line activities • Role play • Skits, dialogues • Chapter test 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Review games • Teacher observation • Homework

	<p>INTERPERSONAL</p> <p>Student interacts with teacher and others in the target language</p> <ul style="list-style-type: none">• During whole class activities• Partner work/unrehearsed• Group work/unrehearsed	
--	---	--

Unit Frameworks

<p>Unit of Study:</p> <p><i>Hay tanto que hacer</i></p>	<p>Unidad 1 Etapa 3</p>	<p>Resources that will support instruction</p> <p>Text, workbook, video & audio programs, teacher ancillaries, target-language songs, authentic cultural artifacts, supplementary readings, internet, assessment programs, integrated performance assessment units</p>
<p>Illinois Learning Standards, Benchmarks</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.B.3a Respond to open-ended questions and initiate communication in various situations. • 28.B.3b Produce language with improved pronunciation, intonation and inflection. • 28.B.3c Use appropriate non-verbal cues common in areas where the target language is spoken. • 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.D.3a Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion. • 28.D.3c Present a simple, original poem or story based on a model. • 29A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language. • 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.C.3c Create simple print and/or non-print media messages in the target language modeled on media examples (e.g., advertisements, posters, television, radio, brochures, websites). • 30.A.3b Use the target language to gather and organize data to solve math problems. 	

<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 household chores • The student will say what friends do reciprocally • The student will express feelings <p><u>Recycled grammar</u></p> <ul style="list-style-type: none"> • Reflexives verbs <p><u>New Grammar</u></p> <ul style="list-style-type: none"> • reflexive verbs used reciprocally • impersonal constructions with <i>se</i> <p><u>Culture</u></p> <ul style="list-style-type: none"> • Fian Arroyo and the comic strip <i>Manolo</i> • Sandra Cisneros/Elena Poniatowska: <i>La casa en Mango Street</i> • Tito Puente: <i>El legenderio rey de mambo</i> 	
<p>Assessments</p>	<p>Assessments may include:</p> <p>INTERPRETIVE</p> <ul style="list-style-type: none"> • Reading comprehension checks • Listening comprehension activities <p>PRESENTATIONAL</p> <ul style="list-style-type: none"> • Video project • Vocabulary/grammar quizzes • Compositions, letters etc. • On-line activities • Role play • Skits, dialogues • Chapter test <p>INTERPERSONAL</p> <p>Student interacts with teacher and others in the target language</p> <ul style="list-style-type: none"> • During whole class activities • Partner work/unrehearsed • Group work/unrehearsed 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Review games • Teacher observation • Homework

Unit Frameworks

<p>Unit of Study: Pensemos en los demás</p>	<p>Unidad 2 Etapa 1</p>	<p>Resources that will support instruction:</p> <p>Text, workbook, video & audio programs, teacher ancillaries, target-language songs, authentic cultural artifacts, supplementary readings, internet, assessment programs, integrated performance assessment units</p>
<p>Illinois Learning Standards, Benchmarks</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.B.3a Respond to open-ended questions and initiate communication in various situations. • 28.B.3b Produce language with improved pronunciation, intonation and inflection. • 28.B.3c Use appropriate non-verbal cues common in areas where the target language is spoken. • 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. • 29A.3 Demonstrate selected customs, manners and traditions in societies associated with 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 abridgments in the target language using target language vocabulary. • 29.C.3c Create simple print and/or non-print media messages in the target language modeled on media examples (e.g., advertisements, posters, television, radio, brochures, websites). • 29.D.3 Identify key historical figures (e.g., scientists, mathematicians, inventors, business leaders) and events associated with areas where the target language is spoken and explain their influence. • 30.B.3b Use the target language to explain in detail the preparation for and activities of specific careers in which the target language can be used. 	

<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 say what he or she wants to do with increased proficiency • The student will be able to make requests using new grammar • The student will be able to make suggestions • The student will be able to discuss election issues and give an opinion regarding for whom he/she would vote <p><u>Recycled grammar</u></p> <ul style="list-style-type: none"> • Tú, Ud. and Uds. command forms • Pronoun placement with commands <p><u>New Grammar</u></p> <ul style="list-style-type: none"> • Nosotros commands • Speculating with the conditional tense <p><u>Culture</u></p> <ul style="list-style-type: none"> • En voces: <i>Me llamo Rigoberta Menchú</i> • Student volunteers helping the environment • Speaking to elders with respect 	
<p>Assessments</p>	<p>Assessments may include:</p> <p>INTERPRETIVE Reading comprehension checks Listening comprehension activities</p> <p>PRESENTATIONAL</p> <ul style="list-style-type: none"> • Political debate (role play) • Vocabulary/grammar quizzes • Compositions, letters etc. • On-line activities • Skits, dialogues • Chapter test <p>INTERPERSONAL Student interacts with teacher and others in the target language</p> <ul style="list-style-type: none"> • During whole class activities • Partner work/unrehearsed • Group work/unrehearsed 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Review games • Teacher observation • Homework

Unit Frameworks

<p>Unit of Study: Un planeta en peligro</p>	<p>Unidad 2 Etapa 2</p>	<p>Resources that will support instruction</p> <p>Text, workbook, video & audio programs, teacher ancillaries, target-language songs, authentic cultural artifacts, supplementary readings, internet, assessment programs, integrated performance assessment units</p>
<p>Illinois Learning Standards, Benchmarks</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.B.3a Respond to open-ended questions and initiate communication in various situations. • 28.B.3b Produce language with improved pronunciation, intonation and inflection. • 28.B.3c Use appropriate non-verbal cues common in areas where the target language is spoken. • 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. • 29A.3 Demonstrate selected customs, manners and traditions in societies associated with 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 abridgments in the target language using target language vocabulary. • 29.C.3c Create simple print and/or non-print media messages in the target language modeled on media examples (e.g., advertisements, posters, television, radio, brochures, websites). • 29.D.3 Identify key historical figures (e.g., scientists, mathematicians, inventors, business leaders) and events associated with areas where the target language is spoken and explain their influence. • 30.A.3c Use the target language to describe the physical and geological features, vegetation and animal life indigenous to areas 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 say what should be done • The student will react to the ecology • The student will react to others' actions <p><u>Recycled grammar</u></p> <ul style="list-style-type: none"> • Present subjunctive • Describing schedules <p><u>New Grammar</u></p> <ul style="list-style-type: none"> • Irregular forms and stem-changers of the present subjunctive • Present perfect subjunctive • -uir verbs in the subjunctive <p><u>Culture</u></p> <ul style="list-style-type: none"> • En colores: <i>Unidos podemos hacerlo</i>: literacy in Nicaragua • Ecological problems and preservation of the environment • Currencies in various countries 	
<p>Assessments</p>	<p>Assessments may include:</p> <p>INTERPRETIVE Reading comprehension checks Listening comprehension activities</p> <p>PRESENTATIONAL</p> <ul style="list-style-type: none"> • Vocabulary/grammar quizzes • Compositions, letters etc. • On-line activities • Role play • Skits, dialogues • Chapter test <p>INTERPERSONAL Student interacts with teacher and others in the target language</p> <ul style="list-style-type: none"> • During whole class activities • Partner work/unrehearsed • Group work/unrehearsed 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Review games • Teacher observation • Homework

Unit Frameworks

Unit of Study: La riqueza natural	Unidad 2 Etapa 3	Resources that will support instruction Text, workbook, video & audio programs, teacher ancillaries, target-language songs, authentic cultural artifacts, supplementary readings, internet, assessment programs, integrated performance assessment units
Illinois Learning Standards, Benchmarks	<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.B.3a Respond to open-ended questions and initiate communication in various situations. • 28.B.3b Produce language with improved pronunciation, intonation and inflection. • 28.B.3c Use appropriate non-verbal cues common in areas where the target language is spoken. • 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. • 29A.3 Demonstrate selected customs, manners and traditions in societies associated with 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 abridgments in the target language using target language vocabulary. • 29.C.3c Create simple print and/or non-print media messages in the target language modeled on media examples (e.g., advertisements, posters, television, radio, brochures, websites). • 30.A.3c Use the target language to describe the physical and geological features, vegetation and animal life indigenous to areas where the target language is spoken. 	
Objectives ○ Conceptual	<u>Communication</u> <ul style="list-style-type: none"> • The student will react to nature • The student will express doubt using more advanced grammar 	

<ul style="list-style-type: none"> ○ Factual ○ Procedural 	<ul style="list-style-type: none"> • The student will relate events in time <p><u>Recycled grammar</u></p> <ul style="list-style-type: none"> • Subjunctive with expressions of emotion • Present perfect <p><u>New Grammar</u></p> <ul style="list-style-type: none"> • Subjunctive to express doubt and uncertainty • Subjunctive with cuando and other conjunctions of time <p><u>Culture</u></p> <ul style="list-style-type: none"> • En voces: Juan José Arreola: <i>Baby H.P.</i> • En colores: <i>Un país de encanto</i>: Costa Rican rainforests • <i>Isla de Ometepe, Lago Nicaragua</i> • <i>Reservas naturales en Centroamérica</i> 	
<p>Assessments</p>	<p>Assessments may include:</p> <p>INTERPRETIVE Reading comprehension checks Listening comprehension activities</p> <p>PRESENTATIONAL</p> <ul style="list-style-type: none"> • Vocabulary/grammar quizzes • Compositions, letters etc. • On-line activities • Role play • Skits, dialogues • Chapter test <p>INTERPERSONAL Student interacts with teacher and others in the target language</p> <ul style="list-style-type: none"> • During whole class activities • Partner work/unrehearsed • Group work/unrehearsed 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Review games • Teacher observation • Homework

Unit Frameworks

<p>Unit of Study: Celebración de mi mundo – el Caribe</p>	<p>Unidad 3</p>	<p>Resources that will support instruction</p> <p>Text, workbook, video & audio programs, teacher ancillaries, target-language songs, authentic cultural artifacts, supplementary readings, internet, assessment programs, integrated performance assessment units</p>
<p>Illinois Learning Standards, Benchmarks</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.B.3a Respond to open-ended questions and initiate communication in various situations. • 28.B.3b Produce language with improved pronunciation, intonation and inflection. • 28.B.3c Use appropriate non-verbal cues common in areas where the target language is spoken. • 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.D.3a Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion. • 29A.3 Demonstrate selected customs, manners and traditions in societies associated with 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.3c Create simple print and/or non-print media messages in the target language modeled on media examples (e.g., advertisements, posters, television, radio, brochures, websites). • 29.D.3 Identify key historical figures (e.g., scientists, mathematicians, inventors, business leaders) and events associated with areas where the target language is spoken and explain their influence. • 29.E.3 Describe geographical aspects (e.g., population distribution, natural resources and main economic activities) of areas 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 personal celebrations • The student will say what people want • The student will link events and ideas • The student will talk about holidays • The student will hypothesize • The student will express doubt and disagree • The student will make suggestions and wishes <p><u>Recycled grammar</u></p> <ul style="list-style-type: none"> • The student will use the subjunctive to express wishes • The student will use the subjunctive with impersonal expressions • The student will use the subjunctive with expressions of doubt • The student will use the subjunctive for disagreement or denial • The student will differentiate between the subjunctive and indicative <p><u>New Grammar</u></p> <ul style="list-style-type: none"> • The student will use the subjunctive with conjunctions • The student will use the imperfect subjunctive • The student will use the subjunctive with nonexistent and indefinite antecedents • The student will use conditional sentences <p><u>Culture</u></p> <ul style="list-style-type: none"> • The student will learn about various celebrations, including graduation ceremonies • The student will learn about Puerto Rican masks and other Caribbean art • The student will learn about José Martí and the song Guantanamera 	
<p>Assessments</p>	<p>Assessments may include:</p> <p>INTERPRETIVE Reading comprehension checks Listening comprehension activities</p> <p>PRESENTATIONAL</p> <ul style="list-style-type: none"> • Oral presentations • Vocabulary/grammar quizzes • Compositions, letters etc. • On-line activities • Skits, dialogues • Unit test 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Review games • Teacher observation • Homework

	<p>INTERPERSONAL Student interacts with teacher and others in the target language</p> <ul style="list-style-type: none">• During whole class activities• Partner work/unrehearsed• Group work/unrehearsed	
--	--	--

Unit Frameworks

<p>Unit of Study: <i>Un futuro brillante- Cono Sur</i></p>	<p>Unidad 4</p>	<p>Resources that will support instruction</p> <p>Text, workbook, video & audio programs, teacher ancillaries, target-language songs, authentic cultural artifacts, supplementary readings, internet, assessment programs, integrated performance assessment units</p>
<p>Illinois Learning Standards, Benchmarks</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.B.3a Respond to open-ended questions and initiate communication in various situations. • 28.B.3b Produce language with improved pronunciation, intonation and inflection. • 28.B.3c Use appropriate non-verbal cues common in areas where the target language is spoken. • 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.D.3a Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion. • 29A.3 Demonstrate selected customs, manners and traditions in societies associated with 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.3c Create simple print and/or non-print media messages in the target language modeled on media examples (e.g., advertisements, posters, television, radio, brochures, websites). • 29.D.3 Identify key historical figures (e.g., scientists, mathematicians, inventors, business leaders) and events associated with areas where the target language is spoken and explain their influence. • 30.B.3a Use the target language to identify and describe occupations unique to areas where the target language is spoken. • 30.B.3b Use the target language to explain in detail the preparation for 	

	and activities of specific careers in which the target language can be used.	
Objectives <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 careers • The student will confirm and deny • The student will express emotions • The student will hypothesize <p><u>Recycled grammar</u></p> <ul style="list-style-type: none"> • The student will use affirmative and negative expressions • The student will use sequencing of tenses <p><u>New Grammar</u></p> <ul style="list-style-type: none"> • The student will use ir, andar and seguir with the progressive tense • The student will use the past perfect subjunctive • The student will use the conditional perfect • The student will use new sequencing of tenses <p><u>Culture</u></p> <ul style="list-style-type: none"> • The student will learn about Jorge Luis Borges and read selected authentic supplementary materials • The student will learn about Isabel Allende and read selected authentic supplementary materials 	
Assessments	<p>Assessments may include:</p> <p>INTERPRETIVE Reading comprehension checks Listening comprehension activities</p> <p>PRESENTATIONAL</p> <ul style="list-style-type: none"> • Oral presentations • Vocabulary/grammar quizzes • Compositions, letters etc. • On-line activities • Skits, dialogues • Unit test <p>INTERPERSONAL Student interacts with teacher and others in the target language</p> <ul style="list-style-type: none"> • During whole class activities • Partner work/unrehearsed • Group work/unrehearsed 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Review games • Teacher observation • Homework

Unit Frameworks

<p>Unit of Study:</p> <p><i>Artes en España y las Américas</i></p>	<p>Unidad V</p>	<p>Resources that will support instruction</p> <p>Text, workbook, video & audio programs, teacher ancillaries, target-language songs, authentic cultural artifacts, supplementary readings, internet, assessment programs, integrated performance assessment units</p>
<p>Illinois Learning Standards, Benchmarks</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.B.3a Respond to open-ended questions and initiate communication in various situations. • 28.B.3b Produce language with improved pronunciation, intonation and inflection. • 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.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). • 29A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language. • 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.B.3b Understand and use the essential target language vocabulary referring to tools, processes and products in one or more of the art forms. • 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 abridgments in the target language using target language vocabulary. • 29.C.3c Create simple print and/or non-print media messages in the target language modeled on media examples (e.g., advertisements, posters, television, radio, brochures, websites). 	

	<ul style="list-style-type: none"> • 29.D.3 Identify key historical figures (e.g., scientists, mathematicians, inventors, business leaders) and events associated with areas where the target language is spoken and explain their influence. • 29.E.3 Describe geographical aspects (e.g., population distribution, natural resources and main economic activities) of areas where the target language is spoken. • 30.A.3a Identify differing systems of trade and exchange in target language country (ies) (eg., bartering and bargaining) compared to the United States. • 30.A.3b Use the target language to gather and organize data to solve math problems. • 30.B.3a Use the target language to identify and describe occupations unique to areas where the target language is spoken. • 30.B.3b Use the target language to explain in detail the preparation for and activities of specific careers in which the target language can be used.
<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 and describe art forms • The student will request clarification • The student will demonstrate increased knowledge about art forms in Spain and in the Americas • The student will demonstrate increased knowledge about the pre-Columbian civilizations • The student will demonstrate knowledge of the contributions of the Mayans • The student will demonstrate knowledge of Spanish-speaking authors • The student will demonstrate the ability to make comparisons between the architecture of Mexico and the United States • The student will demonstrate knowledge of typical dances from Spain and Latin America <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • U5 E 1 (page 339) • U6 E2 (page 425) <p><u>New Grammar</u></p> <ul style="list-style-type: none"> • Relative pronouns • Se for unplanned occurrences <p><u>Recycled Grammar</u></p> <ul style="list-style-type: none"> • Object pronouns • Double object pronouns

	<p><u>Culture</u></p> <ul style="list-style-type: none"> • El Museo del Prado • Flamenco y otros bailes • Artistas famosos • Miguel de Unamuno • Ana María Matute • Federico García Lorca • Pre-columbian civilizations • Las tejedoras de Los Altos de Chiapas 	
<p>Assessments</p>	<p>Assessments may include:</p> <p>INTERPRETIVE</p> <ul style="list-style-type: none"> • Reading comprehension checks • Listening comprehension activities <p>PRESENTATIONAL</p> <ul style="list-style-type: none"> • Video project • Vocabulary/grammar quizzes • Compositions, letters etc. • On-line activities • Role play • Skits, dialogues • Chapter test • Power point presentation • Poster presentation • Brochure and presentation • Model of pre-Columbian civilization <p>INTERPERSONAL</p> <p>Student interacts with teacher and others in the target language</p> <ul style="list-style-type: none"> • During whole class activities • Partner work/unrehearsed • Group work/unrehearsed 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Review games • Teacher observation • Homework

<p>Unit of Study:</p> <p><i>Sol y viento</i></p> <p>DVD (filmed on location in Mexico, Chile and the U.S.; created by Bill Van Patten)</p> <p>Theme</p> <p>Family</p> <p>Friendship</p> <p>Self discovery</p> <p>The past as related to the present</p> <p>Values</p> <p>Nature</p>	<p><i>Sol y viento</i> is a feature length film specifically created for language learners. Language is presented in context and therefore provides the student with valuable comprehensible input.</p>	<p>Resources that will support instruction</p> <ul style="list-style-type: none"> • DVD • Teacher-generated materials • Internet resources
<p>Illinois Learning Standards, Benchmarks</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.B.3a Respond to open-ended questions and initiate communication in various situations. • 28.B.3b Produce language with improved pronunciation, intonation and inflection. • 28.B.3c Use appropriate non-verbal cues common in areas where the target language is spoken. • 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.D.3a Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion. • 29A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language. 	

	<ul style="list-style-type: none"> • 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.B.3b Understand and use the essential target language vocabulary referring to tools, processes and products in one or more of the art forms. • 29.D.3 Identify key historical figures (e.g., scientists, mathematicians, inventors, business leaders) and events associated with areas where the target language is spoken and explain their influence. • 29.E.3 Describe geographical aspects (e.g., population distribution, natural resources and main economic activities) of areas where the target language is spoken. • 30.A.3a Identify differing systems of trade and exchange in target language country (ies) (eg. bartering and bargaining) compared to the United States.
--	---

<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 travel • The student will recognize and use correct register • The student will talk about cultural differences between the U.S. and Chile • The student will narrate in the present, past and future with increased sophistication • The student will use the content of the film to converse, read and write with increased sophistication <p><u>Recycled grammar</u></p> <ul style="list-style-type: none"> • Present tense • Preterit vs. imperfect • Ser vs. estar • The perfect tenses • Subject and object pronouns • Verbs like gustar • Acabar de • Present and past progressive • Idioms with tener • Present, imperfect and pluperfect subjunctive <p><u>Culture</u></p> <p>Geography and history of Chile Mapuche culture</p>
---	--

Assessments	<p>Assessments may include:</p> <p>INTERPRETIVE</p> <ul style="list-style-type: none"> • Listening comprehension activities • Reading based on episodes • Quizzes/tests <p>PRESENTATIONAL</p> <ul style="list-style-type: none"> • Summaries, letters etc. • On-line activities • Role play • Skits, dialogues <p>INTERPERSONAL Student interacts with teacher and others in the target language</p> <ul style="list-style-type: none"> • During whole class activities • Partner work/unrehearsed • Group work/unrehearsed • Group role-play: Simulation of a dinner party with characters 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Review games • Teacher observation • Homework • Web quests
--------------------	--	---