

Geneva CUSD 304
Content-Area Curriculum Frameworks
Grades 6-12
World Language--Spanish V AP

<p><i>Mission Statement</i></p>	<p>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></p>
<p><i>Course Sequence</i> (Grades 6-12)</p>	<p>Spanish I Spanish II Spanish II Honors Spanish III Spanish III Honors Spanish IV Spanish V Spanish V (AP)</p>

Course Framework

<p>Course Title</p> <p>Grade Level</p> <p>Semesters (1-2)</p> <p>Prerequisite</p>	<ul style="list-style-type: none"> • Spanish V AP • 12 • (1-2) • A or B in Spanish IV
<p>Course Description</p>	<p>The AP Spanish Language course is a rigorous course in advanced conversation, comprehension, grammar, and composition. The emphasis of the course is on active communication at all times in the target language. To this end students sign a pledge to use only Spanish with the teacher and with their classmates. The class is conducted completely in Spanish. The class objective is that each student achieve</p> <ul style="list-style-type: none"> • Strong communicative ability in Spanish in interpersonal, presentational, and interpretive modes. The ability to express ideas orally with accuracy and fluency in conversation and in formal discourse by convincing, arguing, inquiring, and describing • The ability to write accurately both formally and informally in the target language and with the proper register • A strong command of Spanish linguistic skills (including accuracy and fluency) that support communicative ability • The comprehension of Spanish intended for native speakers in a variety of settings, types of discourse, topics, styles, registers, and broad regional variations • The ability to produce Spanish comprehensible to native speakers in a variety of settings, types of discourse, topics, and registers • The ability to acquire information from authentic sources in Spanish. The grasp of the grammar and structure of the language at an advanced level in order to easily read authentic sources such as works of literature, periodicals, magazines, Internet articles, etc. • The ability to synthesize from audio and print sources covering a wide range of topics • A profound understanding of the cultures of the Spanish-speaking world • The acquisition of an extensive repertoire of vocabulary included in varied thematic units

	<p>Taken from AP Spanish Language AP Central below</p> <p>C1—The teacher uses Spanish almost exclusively in class and encourages students to do likewise</p> <p>C2—The course provides students with a learning experience equivalent to that of a third-year college course in Spanish language. Instructional materials, activities, assignments, and assessments are appropriate to this level.</p> <p>C3—Instructional materials include a variety of authentic audio and/or video recordings that develop students' listening abilities.</p> <p>C4—Instructional materials include authentic written texts that develop students' reading abilities.</p> <p>C5—The course provides students with regular opportunities to develop their speaking skills in a variety of settings, types of discourse, topics, and registers.</p> <p>C6—The course provides instruction and frequent opportunities to write a variety of compositions in Spanish.</p> <p>C7—The course provides frequent opportunities for students to integrate the four language skills through the use of authentic materials.</p>
<p>National Standards for Foreign Language Learning</p> <p>(Taken from AP Spanish Language AP Central)</p> <p>All units include all these standards.</p>	<p>COMMUNICATION Communicate in Languages Other Than English</p> <ul style="list-style-type: none"> • Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions • Standard 1.2: Students understand and interpret written and spoken language on a variety of topics • Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. <p>CULTURES Gain Knowledge and Understanding of Other Cultures</p> <ul style="list-style-type: none"> • Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied • Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

	<p>CONNECTIONS Connect with Other Disciplines and Acquire Information</p> <ul style="list-style-type: none"> • Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language • Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures <p>COMPARISONS Develop Insight into the Nature of Language and Culture</p> <ul style="list-style-type: none"> • Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own • Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. <p>COMMUNITIES Participate in Multilingual Communities at Home & Around the World</p> <ul style="list-style-type: none"> • Standard 5.1: Students use the language both within and beyond the school setting • Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.
<p>District-approved Materials and/or Resources</p>	<ul style="list-style-type: none"> • <i>Abriendo Paso Lectura</i> • <i>Abriendo Paso Gramática</i> • <i>AP Spanish Preparing for the Language Examination</i> Third Edition 2007 <p>Workbook: <i>En Marcha</i></p>

Unit Frameworks

<p>Unit of Study: major topics</p>	<p><i>El décimo</i>, Emilia Pardo Bazán (Short story from <i>Abriendo Paso Lectura</i>)</p> <p>Theme: personal values and character</p>	<p>Resources that will support instruction</p> <p>Text, teacher’s manual, audio cd’s, Internet, assessment program, <i>Abriendo Paso Gramática</i> (Selected grammar topics are correlated with the reading as listed in the teacher’s manual.) <i>En Marcha</i> Teacher-created material Appendices from <i>AP Spanish</i> and <i>Abriendo Paso Gramática</i></p>
<p>Objectives</p>	<p><u>Communication</u></p> <p><u>Related to the theme, vocabulary and grammar of the unit:</u></p> <ul style="list-style-type: none"> • The student will demonstrate increased proficiency in reading • The student will demonstrate increased proficiency in writing • The student will demonstrate increased proficiency in speaking • The student will demonstrate increased proficiency in listening comprehension • Students will demonstrate increased proficiency in application of focused grammatical concepts and unit vocabulary • Students will demonstrate increased proficiency in interpersonal communication • Students will demonstrate increased Knowledge and Understanding of Other Cultures • Students will demonstrate evidence of becoming life-long learners by using the language for personal enjoyment and enrichment • Students use the language both within and beyond the school setting <p><u>Recycled grammar</u></p> <ul style="list-style-type: none"> • Preterite, imperfect, and pluperfect indicative • Numbers <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Body and face • Character traits • Weather and environment • Rooms and home furnishings • Clothing • numbers 	

	<p>Culture <i>El Premio gordo en España</i></p>	
<p>Procedures The class is conducted exclusively in Spanish. Strategies may include</p> <ul style="list-style-type: none"> • Formal lecture • Group work • Partner work • Class discussion • Essay writing • Letter writing • Journaling • Internet activities • Listening activities • Supplemental readings • Drawing • Songs • Audacity taping • DVD viewing 	<p>Strategies and Assessments may include:</p> <p>INTERPRETIVE Reading comprehension checks Listening comprehension activities Supplemental readings from Internet</p> <p>PRESENTATIONAL</p> <ul style="list-style-type: none"> • Letters, • Role play • Skits, dialogues • Test • Short answer essays • Formal speech • Simulated conversation • Formal essay <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 • Quick draws • Reenactment of story • Quail grammar/vocabulary quizzes/games • Web quests • Internet activities

<p>Unit of Study: major topics</p>	<p><i>La Tomatina</i>, Alberto Ibáñez (magazine article from <i>Abriendo Paso Lectura</i>)</p> <p>Theme: Customs, Traditions, Festival-related activities</p>	<p>Resources Text, teacher's manual, audio cd's, Internet, assessment program, <i>Abriendo Paso Gramática</i> (Selected grammar topics are correlated with the reading as listed in the teacher's manual)</p> <p><i>En Marcha</i> Teacher-created materials Appendices from <i>AP Spanish</i> and <i>Abriendo Paso Gramática</i></p>
<p>Objectives</p>	<p><u>Communication</u></p> <p><u>Related to the theme, vocabulary and grammar of the unit:</u></p> <ul style="list-style-type: none"> • The student will demonstrate increased proficiency in reading • The student will demonstrate increased proficiency in writing • The student will demonstrate increased proficiency in speaking • The student will demonstrate increased proficiency in listening comprehension • Students will demonstrate increased proficiency in application of focused grammatical concepts and unit vocabulary • Students will demonstrate increased proficiency in interpersonal communication • Students will demonstrate increased Knowledge and Understanding of Other Cultures • Students will demonstrate evidence of becoming life-long learners by using the language for personal enjoyment and enrichment • Students use the language both within and beyond the school setting. <p><u>Recycled grammar</u></p> <ul style="list-style-type: none"> • Present indicative • Preterit and imperfect indicative • Demonstratives • Por y para • Numbers <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Feelings • Emotions • Food items • Celebrations • Geography 	

	<ul style="list-style-type: none"> • Geographic features • Festival-related vocabulary <p><u>Culture</u> Customs and traditions in the target culture and the U.S.</p>	
<p>Procedures The class is conducted exclusively in Spanish. Strategies may include</p> <ul style="list-style-type: none"> • Formal lecture • Group work • Partner work • Class discussion • Essay writing • Letter writing • Journaling • Internet activities • Listening activities • Supplemental readings • Drawing • Songs • Audacity taping • DVD viewing 	<p>Strategies and Assessments may include:</p> <p>INTERPRETIVE Reading comprehension checks Listening comprehension activities Supplemental readings from Internet</p> <p>PRESENTATIONAL</p> <ul style="list-style-type: none"> • Letters, • Role play • Skits, dialogues • Test • Short answer essays • Formal speech • Simulated conversation • Formal essay <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 • Quick draws • Reenactment of story • Quail grammar/vocabulary quizzes/games • Web quests • Internet activities

<p>Unit of Study: major topics</p>	<p><i>Selecciones de Versos sencillos</i>, José Martí</p> <p>(poems from <i>Abriendo Paso Lectura</i>)</p> <p>Theme: adolescent school memories</p>	<p>Resources that will support instruction</p> <p>Text, teacher's manual, audio cd's, Internet, assessment program, <i>Abriendo Paso Gramática</i> (Selected grammar topics are correlated with the reading as listed in the teacher's manual.)</p> <p>CD recording <i>Guantanamera En Marcha</i></p> <p>Teacher-created materials</p> <p>Appendices from <i>AP Spanish</i> and <i>Abriendo Paso Gramática</i></p>
<p>Objectives</p>	<p><u>Communication</u></p> <p><u>Related to the theme, vocabulary and grammar of the unit:</u></p> <ul style="list-style-type: none"> • The student will demonstrate increased proficiency in reading • The student will demonstrate increased proficiency in writing • The student will demonstrate increased proficiency in speaking • The student will demonstrate increased proficiency in listening comprehension • Students will demonstrate increased proficiency in application of focused grammatical concepts and unit vocabulary • Students will demonstrate increased proficiency in interpersonal communication • Students will demonstrate increased Knowledge and Understanding of Other Cultures • Students will demonstrate evidence of becoming life-long learners by using the language for personal enjoyment and enrichment • Student use the language both within and beyond the school setting <p><u>Recycled grammar</u></p> <ul style="list-style-type: none"> • Present indicative • Adjectives • Relative Pronouns <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Feelings • Emotions 	

	<ul style="list-style-type: none"> • Royalty • Animals • Months • seasons <p><u>Culture</u> Cuba and José Martí</p>	
<p>Procedures The class is conducted exclusively in Spanish. Strategies may include</p> <ul style="list-style-type: none"> • Formal lecture • Group work • Partner work • Class discussion • Essay writing • Letter writing • Journaling • Internet activities • Listening activities • Supplemental readings • Drawing • Songs • Audacity taping • DVD viewing 	<p>Strategies and Assessments may include:</p> <p>INTERPRETIVE Reading comprehension checks Listening comprehension activities Supplemental readings from Internet</p> <p>PRESENTATIONAL</p> <ul style="list-style-type: none"> • Letters, • Role play • Skits, dialogues • Test • Short answer essays • Formal speech • Simulated conversation • Formal essay • *Original poem/song <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 • Quick draws • Reenactment of story • Quail grammar/vocabulary quizzes/games • Web quests • Internet activities

<p>Unit of Study: major topics</p>	<p><i>Un oso y un amor</i>, Sabine R. Ulibarrí (Short story from <i>Abriendo Paso Lectura</i>)</p> <p>Theme: adolescent school memories</p> <p>Cultural differences</p> <p>Rural vs. urban life</p> <p>Latinos in the U.S.</p>	<p>Resources that will support instruction</p> <p>Text, teacher's manual, audio cd's, Internet, assessment program, <i>Abriendo Paso Gramática</i> (Selected grammar topics are correlated with the reading as listed in the teacher's manual)</p> <p><i>En Marcha</i></p> <p>Teacher-created materials</p> <p>PBS series <i>La Familia Americana</i> episodes <i>Crash Boom Amor</i> Part I and II</p> <p>Internet research on the Mexican muralists</p> <p>Appendices from <i>AP Spanish</i> and <i>Abriendo Paso Gramática</i></p>
<p>Objectives</p>	<p><u>Communication</u></p> <p><u>Related to the theme, vocabulary and grammar of the unit:</u></p> <ul style="list-style-type: none"> • The student will demonstrate increased proficiency in reading • The student will demonstrate increased proficiency in writing • The student will demonstrate increased proficiency in speaking • The student will demonstrate increased proficiency in listening comprehension • Students will demonstrate increased proficiency in application of focused grammatical concepts and unit vocabulary • Students will demonstrate increased proficiency in interpersonal communication • Students will demonstrate increased Knowledge and Understanding of Other Cultures • Students will demonstrate evidence of becoming life-long learners by using the language for personal enjoyment and enrichment • Student use the language both within and beyond the school setting <p><u>Recycled grammar</u></p> <ul style="list-style-type: none"> • Present indicative and adjectives • Preterit and imperfect indicative • Indefinite and negative words 	

	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Feelings and emotions, nature and camping <p><u>Culture</u></p> <p><i>Tierra Amarilla</i> in New Mexico contrasted with the Latino experience in Los Angeles</p>	
<p>Procedures The class is conducted exclusively in Spanish. Strategies may include</p> <ul style="list-style-type: none"> • Formal lecture • Group work • Partner work • Class discussion • Essay writing • Letter writing • Journaling • Internet activities • Listening activities • Supplemental readings • Drawing • Songs • Audacity taping • DVD viewing 	<p>Strategies and Assessments may include:</p> <p>INTERPRETIVE Reading comprehension checks Listening comprehension activities Supplemental readings from Internet</p> <p>PRESENTATIONAL</p> <ul style="list-style-type: none"> • Letters, • Role play • Skits, dialogues • Test • Short answer essays • Formal speech • Simulated conversation • Formal essay <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 • Quick draws • Reenactment of story • Quail grammar/vocabulary quizzes/games • Web quests • Internet activities

<p>Unit of Study: major topics</p>	<p><i>Cajas de cartón</i>, Sabine R. Ulibarrí</p> <p>(Short story from <i>Abriendo Paso Lectura</i>)</p> <p>Theme: family values, life of migrant workers in the United States, appreciating what you have</p>	<p>Resources that will support instruction</p> <p>Text, teacher’s manual, audio cd’s, Internet, assessment program, <i>Abriendo Paso Gramática</i> (Selected grammar topics are correlated with the reading as listed in the teacher’s manual.</p> <p><i>En Marcha</i></p> <p>Teacher-created materials</p> <p>PBS series <i>La Familia Americana</i> episodes <i>La Llorona</i> Part 1 and Part 2</p> <p>Appendices from <i>AP Spanish</i> and <i>Abriendo Paso Gramática</i></p>
<p>Objectives</p>	<p><u>Communication</u></p> <p><u>Related to the theme, vocabulary and grammar of the unit:</u></p> <ul style="list-style-type: none"> • The student will demonstrate increased proficiency in reading • The student will demonstrate increased proficiency in writing • The student will demonstrate increased proficiency in speaking • The student will be The student will demonstrate increased proficiency in listening comprehension • Students will demonstrate increased proficiency in application of focused grammatical concepts and unit vocabulary • Students will demonstrate increased proficiency in interpersonal communication • Students will demonstrate increased Knowledge and Understanding of Other Cultures • Students will demonstrate evidence of becoming life-long learners by using the language for personal enjoyment and enrichment • Students use the language both within and beyond the school setting. <p><u>Recycled grammar</u></p> <ul style="list-style-type: none"> • Preterit and imperfect indicative • Reflexive verbs • Object pronouns • <i>Gustar</i> and verbs like <i>gustar</i> • Compound prepositions • Idiomatic expressions Appendix F 	

	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Household items • Kitchen utensils • Farm-related vocabulary • Feelings and emotions <p><u>Culture</u> <i>Migrant workers</i> <i>Immigration</i> Traditional legend <i>La Llorona</i></p>	
<p>Procedures</p> <p>The class is conducted exclusively in Spanish. Strategies may include</p> <ul style="list-style-type: none"> • Formal lecture • Group work • Partner work • Class discussion • Essay writing • Letter writing • Journaling • Internet activities • Listening activities • Supplemental readings • Drawing • Songs • Audacity taping • DVD viewing 	<p>Strategies and Assessments may include:</p> <p>INTERPRETIVE Reading comprehension checks Listening comprehension activities Supplemental readings from Internet</p> <p>PRESENTATIONAL</p> <ul style="list-style-type: none"> • Letters, • Role play • Skits, dialogues • Test • Short answer essays • Formal speech • Simulated conversation • Formal essay <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 • Quick draws • Reenactment of story • Quail grammar/vocabulary quizzes/games • Web quests • Internet activities

Unit Frameworks

<p>Unit of Study: major topics</p>	<p><i>Continuidad de los parques</i>, Julio Cortázar</p> <p>(Short story from <i>Abriendo Paso Lectura</i>)</p> <p>Theme: Fantasy vs. reality Living through reading</p>	<p>Resources that will support instruction</p> <p>Text, teacher’s manual, audio cd’s, Internet, assessment program, <i>Abriendo Paso Gramática</i> (Selected grammar topics are correlated with the reading as listed in the teacher’s manual.)</p> <p><i>En Marcha</i></p> <p>Teacher-created materials</p> <p>Appendices from <i>AP Spanish</i> and <i>Abriendo Paso Gramática</i></p>
<p>Objectives</p>	<p><u>Communication</u></p> <p><u>Related to the theme, vocabulary and grammar of the unit:</u></p> <ul style="list-style-type: none"> • The student will demonstrate increased proficiency in reading • The student will demonstrate increased proficiency in writing • The student will demonstrate increased proficiency in speaking • The student will demonstrate increased proficiency in listening comprehension • Students will demonstrate increased proficiency in application of focused grammatical concepts and unit vocabulary • Students will demonstrate increased proficiency in interpersonal communication • Students will demonstrate increased Knowledge and Understanding of Other Cultures • Students will demonstrate evidence of becoming life-long learners by using the language for personal enjoyment and enrichment • Students use the language both within and beyond the school setting <p><u>Recycled grammar</u></p> <ul style="list-style-type: none"> • Preterit and imperfect indicative • Adjectives • Gerund (present participle) <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Furniture • Homicide-related vocabulary • Feelings • emotions 	

	<p><u>Culture</u> Literary contribution of Julio Cortázar</p>	
<p>Procedures</p> <p>The class is conducted exclusively in Spanish. Strategies may include</p> <ul style="list-style-type: none"> • Formal lecture • Group work • Partner work • Class discussion • Essay writing • Letter writing • Journaling • Internet activities • Listening activities • Supplemental readings • Drawing • Songs • Audacity taping • DVD viewing 	<p>Strategies and Assessments may include:</p> <p>INTERPRETIVE Reading comprehension checks Listening comprehension activities Supplemental readings from Internet</p> <p>PRESENTATIONAL</p> <ul style="list-style-type: none"> • Letters, • Role play • Skits, dialogues • Test • Short answer essays • Formal speech • Simulated conversation • Formal essay <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 • Quick draws • Reenactment of story • Quail grammar/vocabulary quizzes/games • Web quests • Internet activities

Unit Frameworks

<p>Unit of Study: major topics</p>	<p><i>Cuba</i></p> <p>Theme: Cuba past and present</p> <p>Refugees</p> <p>Political oppression</p>	<p>Resources that will support instruction</p> <p>Appendices from <i>AP Spanish</i> and <i>Abriendo Paso Gramática</i></p> <p><i>En Marcha</i></p> <p>Teacher-created materials</p> <p>DVD <i>Por amor de patria</i></p> <p>Podcasts</p>
<p>Objectives</p>	<p><u>Communication</u></p> <p><u>Related to the theme, vocabulary and grammar of the unit:</u></p> <ul style="list-style-type: none"> • The student will demonstrate increased proficiency in reading • The student will demonstrate increased proficiency in writing • The student will demonstrate increased proficiency in speaking • The student will demonstrate increased proficiency in listening comprehension • Students will demonstrate increased proficiency in application of focused grammatical concepts and unit vocabulary • Students will demonstrate increased proficiency in interpersonal communication • Students will demonstrate increased Knowledge and Understanding of Other Cultures • Students will demonstrate evidence of becoming life-long learners by using the language for personal enjoyment and enrichment • Students use the language both within and beyond the school setting <p><u>Recycled grammar</u></p> <ul style="list-style-type: none"> • Present, imperfect and pluperfect subjunctive • Student-requested review topics <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Music • government <p><u>Culture</u></p> <p><i>Pedro Pan program</i> <i>Cuban culture</i></p>	

<p>Procedures The class is conducted exclusively in Spanish. Strategies may include</p> <ul style="list-style-type: none"> • Formal lecture • Group work • Partner work • Class discussion • Essay writing • Letter writing • Journaling • Internet activities • Listening activities • Supplemental readings • Drawing • Songs • Audacity taping • DVD viewing 	<p>Strategies and Assessments may include:</p> <p>INTERPRETIVE Reading comprehension checks Listening comprehension activities Supplemental readings from Internet</p> <p>PRESENTATIONAL</p> <ul style="list-style-type: none"> • Letters, • Role play • Skits, dialogues • Test • Short answer essays • Formal speech • Simulated conversation • Formal essay <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 • Quick draws • Reenactment of story • Quail grammar/vocabulary quizzes/games • Web quests • Internet activities
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Unit Frameworks

<p>Unit of Study: major topics</p>	<p><i>Jaque mate en dos jugadas</i>, Isaac Aisemberg</p> <p>(Short story from <i>Abriendo Paso Lectura</i>)</p> <p>Theme: Murder Treachery Family violence Desire Detective work guilt</p>	<p>Resources that will support instruction</p> <p>Text, teacher’s manual, audio cd’s, Internet, assessment program, <i>Abriendo Paso Gramática</i> (Selected grammar topics are correlated with the reading as listed in the teacher’s manual.)</p> <p><i>En Marcha</i></p> <p>Teacher-created materials</p> <p>Appendices from <i>AP Spanish</i> and <i>Abriendo Paso Gramática</i></p>
<p>Objectives</p>	<p><u>Communication</u></p> <p><u>Related to the theme, vocabulary and grammar of the unit:</u></p> <ul style="list-style-type: none"> • The student will demonstrate increased proficiency in reading • The student will demonstrate increased proficiency in writing • The student will demonstrate increased proficiency in speaking • The student will demonstrate increased proficiency in listening comprehension • Students will demonstrate increased proficiency in application of focused grammatical concepts and unit vocabulary • Students will demonstrate increased proficiency in interpersonal communication • Students will demonstrate increased Knowledge and Understanding of Other Cultures • Students will demonstrate evidence of becoming life-long learners by using the language for personal enjoyment and enrichment • Students use the language both within and beyond the school setting <p><u>Recycled grammar</u></p> <ul style="list-style-type: none"> • Preterite and imperfect indicative • Future • Conditional • Reflexive verbs • Interrogatives and exclamations <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Body • Daily routine • Health 	

	<ul style="list-style-type: none"> • Home • City • Time • Weapons • chess <p><u>Culture</u> <i>Buenos Aires</i> <i>Family in the target culture and the U.S.</i></p>	
<p>Procedures The class is conducted exclusively in Spanish. Strategies may include</p> <ul style="list-style-type: none"> • Formal lecture • Group work • Partner work • Class discussion • Essay writing • Letter writing • Journaling • Internet activities • Listening activities • Supplemental readings • Drawing • Songs • Audacity taping • DVD viewing 	<p>Strategies and Assessments may include:</p> <p>INTERPRETIVE Reading comprehension checks Listening comprehension activities Supplemental readings from Internet</p> <p>PRESENTATIONAL</p> <ul style="list-style-type: none"> • Letters, • Role play • Skits, dialogues • Test • Short answer essays • Formal speech • Simulated conversation • Formal essay <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 • interviews • Group work/unrehearsed 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Review games • Teacher observation • Homework • Quick draws • Reenactment of story • Quail grammar/vocabulary quizzes/games • Web quests • Internet activities

Unit Frameworks
 __ Grade Science

<p>Unit of Study: major topics</p>	<p><i>La Fiesta de San Martín</i>, Carmen Roman</p> <p>(magazine article from <i>Abriendo Paso Lectura</i>)</p> <p>Theme: Customs</p> <p>Traditions</p> <p>Festival-related activities</p>	<p>Resources that will support instruction</p> <p>Text, teacher’s manual, audio cd’s, Internet, assessment program, <i>Abriendo Paso Gramática</i> (Selected grammar topics are correlated with the reading as listed in the teacher’s manual)</p> <p><i>En Marcha</i></p> <p>Teacher-created materials</p> <p>Appendices from <i>AP Spanish</i> and <i>Abriendo Paso Gramática</i></p>
<p>Objectives</p>	<p><u>Communication</u></p> <p><u>Related to the theme, vocabulary and grammar of the unit:</u></p> <ul style="list-style-type: none"> • The student will demonstrate increased proficiency in reading • The student will demonstrate increased proficiency in writing • The student will demonstrate increased proficiency in speaking • The student will demonstrate increased proficiency in listening comprehension • Students will demonstrate increased proficiency in application of focused grammatical concepts and unit vocabulary • Students will demonstrate increased proficiency in interpersonal communication • Students will demonstrate increased Knowledge and Understanding of Other Cultures • Students will demonstrate evidence of becoming life-long learners by using the language for personal enjoyment and enrichment • Students use the language both within and beyond the school setting <p><u>Recycled grammar</u></p> <ul style="list-style-type: none"> • Present and past indicative tenses • Impersonal se • Relative pronouns 	

	<ul style="list-style-type: none"> • Por y para <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Feelings • Emotions • Geography • Geographic features • Festival- related vocabulary <p><u>Culture</u> Customs and traditions in the target culture and the U.S.</p>	
<p>Procedures</p> <p>The class is conducted exclusively in Spanish. Strategies may include</p> <ul style="list-style-type: none"> • Formal lecture • Group work • Partner work • Class discussion • Essay writing • Letter writing • Journaling • Internet activities • Listening activities • Supplemental readings • Drawing • Songs • Audacity taping • DVD viewing 	<p>Strategies and Assessments may include:</p> <p>INTERPRETIVE Reading comprehension checks Listening comprehension activities Supplemental readings from Internet</p> <p>PRESENTATIONAL</p> <ul style="list-style-type: none"> • Letters, • Role play • Skits, dialogues • Test • Short answer essays • Formal speech • Simulated conversation • Formal essay <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 • Quick draws • Reenactment of story • Quail grammar/vocabulary quizzes/games • Web quests • Internet activities

Unit Frameworks

<p>Unit of Study: major topics</p>	<p><i>La política</i></p> <p>Theme: Politics and government in the target culture</p>	<p>Resources that will support instruction</p> <p>Internet resources on current events</p> <p><i>En Marcha</i></p> <p>Teacher-created materials podcasts</p> <p>Appendices from <i>AP Spanish</i> and <i>Abriendo Paso Gramática</i></p>
<p>Objectives</p>	<p><u>Communication</u></p> <p><u>Related to the theme, vocabulary and grammar of the unit:</u></p> <ul style="list-style-type: none"> • The student will demonstrate increased proficiency in reading • The student will demonstrate increased proficiency in writing • The student will demonstrate increased proficiency in speaking • The student will demonstrate increased proficiency in listening comprehension • Students will demonstrate increased proficiency in application of focused grammatical concepts and unit vocabulary • Students will demonstrate increased proficiency in interpersonal communication • Students will demonstrate increased Knowledge and Understanding of Other Cultures • Students will demonstrate evidence of becoming life-long learners by using the language for personal enjoyment and enrichment • Students use the language both within and beyond the school setting <p><u>Recycled grammar</u></p> <ul style="list-style-type: none"> • Present, imperfect and pluperfect subjunctive <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Government • politics <p><u>Culture</u></p> <p>Familia real and palacio real en España Leaders in the target cultures</p>	

<p>Procedures</p> <p>The class is conducted exclusively in Spanish. Strategies may include</p> <ul style="list-style-type: none"> • Formal lecture • Group work • Partner work • Class discussion • Essay writing • Letter writing • Journaling • Internet activities • Listening activities • Supplemental readings • Drawing • Songs • Audacity taping • DVD viewing 	<p>Strategies and Assessments may include:</p> <p>INTERPRETIVE Reading comprehension checks Listening comprehension activities Supplemental readings from Internet</p> <p>PRESENTATIONAL</p> <ul style="list-style-type: none"> • Letters, • Role play • Skits, dialogues • Test • Short answer essays • Formal speech • Simulated conversation • Formal essay <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 • Quick draws • Reenactment of story • Quail grammar/vocabulary quizzes/games • Web quests • Internet activities
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Unit Frameworks

<p>Unit of Study: major topics</p>	<p><i>Los Deportes y otros pasatiempos</i></p> <p>Theme: Sports and other pastimes in the target culture and the U.S</p>	<p>Resources that will support instruction</p> <p>On-line authentic articles related to pastimes. Themes may include sports, movies, hobbies.</p> <p>Magazines, books and newspapers from the target culture</p> <p><i>En Marcha</i></p> <p>Teacher-created materials</p> <p>Podcasts</p> <p>PBS series <i>La Familia Americana</i> episode Las Fridas</p> <p>Appendices from <i>AP Spanish</i> and <i>Abriendo Paso Gramática</i></p>
<p>Objectives</p>	<p><u>Communication</u></p> <p><u>Related to the theme, vocabulary and grammar of the unit:</u></p> <ul style="list-style-type: none"> • The student will demonstrate increased proficiency in reading • The student will demonstrate increased proficiency in writing • The student will demonstrate increased proficiency in speaking • The student will demonstrate increased proficiency in listening comprehension • Students will demonstrate increased proficiency in application of focused grammatical concepts and unit vocabulary • Students will demonstrate increased proficiency in interpersonal communication • Students will demonstrate increased Knowledge and Understanding of Other Cultures • Students will demonstrate evidence of becoming life-long learners by using the language for personal enjoyment and enrichment • Students use the language both within and beyond the school setting <p><u>Recycled grammar</u></p> <ul style="list-style-type: none"> • The present, imperfect and pluperfect subjunctive <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Sports 	

	<ul style="list-style-type: none"> • Movies • Television • Theater • Hobbies <p><u>Culture</u> Sports and other pastimes in the target culture and the U.S.</p>	
<p>Procedures</p> <p>The class is conducted exclusively in Spanish. Strategies may include</p> <ul style="list-style-type: none"> • Formal lecture • Group work • Partner work • Class discussion • Essay writing • Letter writing • Journaling • Internet activities • Listening activities • Supplemental readings • Drawing • Songs • Audacity taping • DVD viewing 	<p>Strategies and Assessments may include:</p> <p>INTERPRETIVE Reading comprehension checks Listening comprehension activities Supplemental readings from Internet</p> <p>PRESENTATIONAL</p> <ul style="list-style-type: none"> • Letters, • Role play • Skits, dialogues • Test • Short answer essays • Formal speech • Simulated conversation • Formal essay • *interviews <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 • Quick draws • Reenactment of story • Quail grammar/vocabulary quizzes/games • Web quests • Internet activities