

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

Mission Statement	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>	
Course Sequence (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 (1-2-3-4)</p> <p>Prerequisite</p>	<ul style="list-style-type: none"> • Spanish III Honors • 9-12 • (1-2-3-4) • Pass Spanish II with A- average strongly recommended
<p>Course Description</p>	<p>In Spanish III 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 introduced. Students will be expected to use the language on a more sophisticated level, both orally and written.</p> <p>Some of the grammatical topics of study this year are as follows: a review of the present, preterite, and imperfect tenses; the introduction to the present perfect and past perfect; future; conditional; present, present perfect and imperfect subjunctive. The video program <i>Destinos</i> will be watched throughout the year, and will provide an insight into the cultures of Spain, Mexico, Argentina, and Puerto Rico. The video <i>Sol y viento</i> will be shown to learn about the <i>mapuche</i> people and culture of central Chile. <i>La Catrina: El Último Secreto</i> will also be viewed to gather more cultural information on Mexico, with a focus on pre-Columbian art and archeological sites.</p>
<p>District-approved Materials and/or Resources</p>	<ul style="list-style-type: none"> • ¡En Español! III • 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 28.B.3b Produce language with improved pronunciation, intonation and inflection.

<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. 	

<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 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. 	
<p>Assessments</p>	<p>Assessments may include:</p> <p>INTERPRETIVE</p> <p>Map quests Reading comprehension checks Listening comprehension activities</p> <p>PRESENTATIONAL</p> <ul style="list-style-type: none"> • Oral presentations 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Review games • Teacher observation • Homework

	<ul style="list-style-type: none"> • Vocabulary/grammar quizzes • Compositions, letters etc. • On-line activities • Skits, dialogues • Etapa Preliminar 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>Alternative Assessments and Strategies: Postcard Chain story Interpretation of picture in the target language Synonyms and Antonyms Additional writing and speaking Deeper understanding of Guernica and international aid by abstract interpretation</p>	
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Unit Frameworks 28.B.3b Produce language with improved pronunciation, intonation and inflection.

<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</p> <p>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</p> <p>Student interacts with teacher and others in the target language</p> <ul style="list-style-type: none"> • During whole class activities 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Review games • Teacher observation • Homework

	<ul style="list-style-type: none">• Partner work/unrehearsed• Group work/unrehearsed <p>Alternative Assessments and Strategies: Describe an ideal leader of a Spanish-speaking country Respond to smuggling of Cuban baseball players Describe a favorite musician orally Additional irregular forms of the perfect tenses More complicated <i>ser</i> vs. <i>estar</i> portion</p>	
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Unit Frameworks 28.B.3b Produce language with improved pronunciation, intonation and inflection.

<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><u>Recycled vocabulary</u></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 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Review games • Teacher observation • Homework

	<ul style="list-style-type: none"> • 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><u>Alternative Assessments and strategies</u></p> <p>Create a children's book using por & para</p> <p>Role play using future probability</p> <p>additional reading Carolina Herrera <i>Qué Mujer</i></p> <p>Variable for exam:</p> <p>Listing uses of para and por</p> <p>More irregular verbs in future tense</p> <p>Written interpretation of fashion magazine</p> <p>Other verbs like gustar</p> <p>Past times and clothing in different countries- compare styles</p>	
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Unit Frameworks 28.B.3b Produce language with improved pronunciation, intonation and inflection.

<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>Culture</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

	<p><u>Alternative Assessments and Strategies</u> Additional chapters from <u>La Casa en Mango Street</u> Show video clip from Tito Puente <i>Calle 54</i> and write journal response Students bring in sample Spanish music additional vocabulary words for house Visual interpretation of photo Define grammatical term 'se' in a variety of situations</p>	
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Unit Frameworks 28.B.3b Produce language with improved pronunciation, intonation and inflection.

<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</p> <p>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</p> <p>Student interacts with teacher and others</p>	<p>Other Evidence</p> <ul style="list-style-type: none"> • Review games • Teacher observation • Homework

	<p>in the target language</p> <ul style="list-style-type: none"> • During whole class activities • Partner work/unrehearsed • Group work/unrehearsed <p><u>Additional Assessments and Strategies</u> Research political elections in other countries and write journal entry Debate about their presidential choice and mayor of Geneva. Read chapter of "I, Rigoberta Menchú" summarize in Spanish and then compose a time line for Rigoberta Menchus life Additional vocabulary for students Translation from English to Spanish with appropriate sentences</p>	
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Unit Frameworks 28.B.3b Produce language with improved pronunciation, intonation and inflection.

<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</p> <p>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</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 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Review games • Teacher observation • Homework

	<ul style="list-style-type: none"> • Group work/unrehearsed <p>Additional Assessments and Strategies:</p> <p>Create a t-shirt design for global awareness</p> <p>Brainstorm ways to create a more energy-efficient home</p> <p>Jingle or poem to support environmental protection efforts</p> <p>Research and write journal on literacy rates and education in other countries</p> <p>Create a lesson for another Spanish class focusing on literacy</p> <p>Syllable practice</p> <p>Summarize reading</p> <p>Comparison and explanation of grammar</p>	
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Unit Frameworks 28.B.3b Produce language with improved pronunciation, intonation and inflection.

<p>Unit of Study: La riqueza natural</p>	<p>Unidad 2 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. • 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. 	

<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 react to nature • The student will express doubt using more advanced grammar • 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</p> <p>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</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 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Review games • Teacher observation • Homework

	<ul style="list-style-type: none">• Group work/unrehearsed <p>Additional Assessments and Strategies: Weather report for another country Research endangered species problem-solve protection strategies Synthesize reading <i>Baby H.P.</i> by creating an advertisement using certain literary devices. Present product. Grammar explanations and translations</p>	
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Unit Frameworks 28.B.3b Produce language with improved pronunciation, intonation and inflection.

<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</p> <p>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 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Review games • Teacher observation • Homework

	<ul style="list-style-type: none"> • Skits, dialogues • Unit 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>Additional Assessments and Strategies: Create an invitation to a graduation party Create a dialogue for interpretation, based on various holidays Research parents' graduations and incorporate past tenses into writing Recreating a realistic graduation party Construct a "magical" mask reflecting another country's culture and use persuasive speech to express ideas Create a new song for a holiday Auditory interpretation of a poem Comparison of a famous poem and song Written interpretation of a poem Open-ended grammar explanations</p>	
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Unit Frameworks 28.B.3b Produce language with improved pronunciation, intonation and inflection.

<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. 	

<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 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 	
<p>Assessments</p>	<p>Assessments may include:</p> <p>INTERPRETIVE</p> <p>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</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 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Review games • Teacher observation • Homework

	<ul style="list-style-type: none"> • Group work/unrehearsed <p>Additional Assessments and Strategies: Create a dialogue between employees Role Play – one student is a “boss” conducting interviews. The class will decide who gets the job. Create a job advertisement Interpret ads from a bilingual newspaper Recreate a class reunion using chapter grammar Design a book in the style of <u>If You Give a Mouse a Cookie</u> Additional readings by Borges and Allende Present a mini-lesson based on literature interpretation Auditory comprehension in relationship to the poetic symmetry of Borges Grammar explanations on exam Auditory comprehension of job descriptions</p>	
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Unit Frameworks 28.B.3b

<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

	<ul style="list-style-type: none"> • 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 	
Assessments	<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>Additional Assessments and Strategies:</p> <p>Research cultural significance of a piece of artwork in the Prado</p> <p>Reproduce a famous piece of art in the form of a puzzle</p> <p>Analyze and perform a typical Spanish dance</p> <p>Recreate sentences with relative pronouns and clauses using manipulatives</p> <p>Create questions for a game show using chapter grammar</p> <p>Compare and contrast regional dances in the U.S. and other countries. Create a school dance.</p> <p>Pre-Colombian civilization research project</p>	<p>Other Evidence</p> <ul style="list-style-type: none"> • Review games • Teacher observation • Homework

Unit of Study:	Destinos: An Introduction to Spanish Spanish III covers Part I, 26 episodes of a 52-part educational video series. The program immerses students in the life of native speakers of Spanish. A plot, which takes students to Mexico, Spain, Argentina and Puerto Rico, exposes the learners to the various cultures, accents and dialects where the target language is spoken.	Resources that will support instruction <ul style="list-style-type: none"> • 26 episodes on DVD/videotape • Teacher-generated materials • Internet resources
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. • 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.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, 	

	<p>natural resources and main economic activities) of areas where the target language is spoken.</p> <ul style="list-style-type: none"> • 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 family members • The student will recognize and use correct register • The student will talk about weather and time • The student will narrate in the present, past and future with increased sophistication • The student will converse about cultural differences between the United States and the Spanish speaking countries studied <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 subjunctive <p><u>New Grammar</u></p> <ul style="list-style-type: none"> • El <i>voseo</i> del Cono Sur • Al + infinitive • Por y para <p><u>Culture</u></p> <ul style="list-style-type: none"> • Geography and history of Spain • The art of Spain • Important cities and monuments of Spain • Educational system of Spain • Geography and history of Argentina • Geography and history of Mexico • Geography and history of Puerto Rico

<p>Assessments</p>	<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</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 • Group role-play: Simulation of a dinner party with characters <p>Additional Assessments and Strategies: Additional readings Further interpretation of culture presented in video Recreate episode Regional accents and dialects</p>	<p>Other Evidence</p> <ul style="list-style-type: none"> • Review games • Teacher observation • Homework • Web quests
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<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 	

	<p>associated with the target language.</p> <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 of Chile</p>

	<p>History of Chile Mapuche culture Exportation of farmed goods/produce Archeological sites Importance of spirituality to the indigenous people</p>	
<p>Assessments</p>	<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</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 • Group role-play: Simulation of a dinner party with characters <p>Additional Assessments and Strategies: Create a timeline using preterite and future tenses based on the main character Write a journal entry comparing and contrasting the importance of spirituality and culture within the various indigenous groups of Chile and the U.S.</p> <p>Create and perform a dialogue between Carlos and his family a year after the story ends Write an evaluation of the dinner party after it has been performed. What would</p>	<p>Other Evidence</p> <ul style="list-style-type: none"> • Review games • Teacher observation • Homework • Web quests

	<p>you have changed? Plan a travel itinerary for James using the economy, travel information, the cost of food, hotel accommodations, etc. Predict what problems may arise during travel</p>	
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