

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

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

## *Course Framework*

<p><b>Course Title</b></p> <p><b>Grade Level</b></p> <p><b>Semesters (1-2-3-4)</b></p> <p><b>Prerequisite</b></p>	<ul style="list-style-type: none"> <li>• Spanish IV</li> <li>• 11-12</li> <li>• (1-2-3-4)</li> <li>• Pass Spanish III with B average strongly recommended</li> </ul>
<p><b>Course Description</b></p>	<p>In Spanish IV students broaden their vocabulary and strengthen their reading and writing skills. Previous grammatical structures are reviewed and several advanced concepts are introduced. Students read short stories, write essays and give class presentations at a more advanced level. Spanish history, literature and geography will also be examined.</p>
<p><b>District-approved Materials and/or Resources</b></p>	<ul style="list-style-type: none"> <li>• <i>Conexiones</i> textbook</li> <li>• <i>Conexiones</i> workbook</li> <li>• <i>Conexiones</i> Video &amp; Audio series</li> <li>• <i>Spanish 3 years</i> textbook</li> <li>• Teacher Ancillaries/Assessment Program</li> </ul>

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	Lección 1	Resources that will support instruction  Text, workbook, video & audio programs, assessment programs
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• <b>28.A.3a</b> Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).</li> <li>• <b>28.A.3b</b> Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.</li> <li>• <b>28.A.4</b> Comprehend details of oral and audio presentations unsupported by visual aids.</li> <li>• <b>28.B.4a</b> Engage in extended conversations in a variety of situations.</li> <li>• <b>28.B.4b</b> Express differences of meaning using proper pronunciation, intonation and inflection.</li> <li>• <b>28.B.4c</b> Recognize and use nonverbal cues in various formal and informal settings.</li> <li>• <b>28.C.3a</b> 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.</li> <li>• <b>28.C.3b</b> Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.</li> <li>• <b>28.C.4c</b> Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures.</li> <li>• <b>28.D.3a</b> Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.</li> <li>• <b>28.D.3b</b> Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate).</li> <li>• <b>28.D.4c</b> Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines.</li> <li>• <b>29.B.3a</b> Identify and explain ideas and themes expressed in selected works of art associated with target language societies using terms from the target language.</li> <li>• <b>29.C.3a</b> Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines.</li> <li>• <b>29.C.3b</b> 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.</li> <li>• <b>29.D.1</b> Recognize important people and events (e.g., special celebrations) in the history of areas where the target language is spoken.</li> </ul>	

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

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	Lección 2	Resources that will support instruction  Text, workbook, video & audio programs, assessment programs
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• <b>28.A.3a</b> Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).</li> <li>• <b>28.A.3b</b> Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.</li> <li>• <b>28.A.4</b> Comprehend details of oral and audio presentations unsupported by visual aids.</li> <li>• <b>28.B.4a</b> Engage in extended conversations in a variety of situations.</li> <li>• <b>28.B.4b</b> Express differences of meaning using proper pronunciation, intonation and inflection.</li> <li>• <b>28.B.4c</b> Recognize and use nonverbal cues in various formal and informal settings.</li> <li>• <b>28.C.3a</b> 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.</li> <li>• <b>28.C.3b</b> Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.</li> <li>• <b>28.C.4c</b> Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures.</li> <li>• <b>28.D.3a</b> Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.</li> <li>• <b>28.D.3b</b> Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate).</li> <li>• <b>28.D.4c</b> Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines.</li> <li>• <b>29.B.3a</b> Identify and explain ideas and themes expressed in selected works of art associated with target language societies using terms from the target language.</li> <li>• <b>29.C.3a</b> Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines.</li> <li>• <b>29.C.3b</b> 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.</li> <li>• <b>29.D.1</b> Recognize important people and events (e.g., special celebrations) in the history of areas where the target language is spoken.</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>29.E.2</b> Use maps, charts, digital images, graphs and other geographic representations to describe and discuss the countries where the target language is spoken.</li> </ul>		
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>• The student will discuss world issues of today and tomorrow</li> <li>• The student will describe people and things</li> <li>• The student will predict future occurrences</li> <li>• The student will express hopes and doubts</li> </ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• The student will differentiate between ser, estar and haber</li> <li>• The student will use the future tense</li> <li>• The student will use the subjunctive in noun clauses</li> </ul> <p><b><u>Culture</u></b></p> <ul style="list-style-type: none"> <li>• The student will learn about the Costa Rican ecological movement</li> <li>• The student will learn about the fight against pollution in Mexico City</li> </ul>		
<b>Assessments</b>	<table border="1"> <tr> <td> Performance Tasks—Listening, reading, writing, speaking <ul style="list-style-type: none"> <li>• Practice, reinforce, and explore the vocabulary of world issues</li> <li>• Complete listening activities for Lección 2</li> <li>• Complete workbook activities for Lección 2</li> <li>• Write two journal entries incorporating Lección 2 vocabulary and grammar</li> </ul> </td> <td> <b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Vocabulary quiz (2)</li> <li>• Future tense verb quiz</li> <li>• Subjunctive v. indicative quiz</li> <li>• Lección 2 exam</li> </ul> </td> </tr> </table>	Performance Tasks—Listening, reading, writing, speaking <ul style="list-style-type: none"> <li>• Practice, reinforce, and explore the vocabulary of world issues</li> <li>• Complete listening activities for Lección 2</li> <li>• Complete workbook activities for Lección 2</li> <li>• Write two journal entries incorporating Lección 2 vocabulary and grammar</li> </ul>	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Vocabulary quiz (2)</li> <li>• Future tense verb quiz</li> <li>• Subjunctive v. indicative quiz</li> <li>• Lección 2 exam</li> </ul>
Performance Tasks—Listening, reading, writing, speaking <ul style="list-style-type: none"> <li>• Practice, reinforce, and explore the vocabulary of world issues</li> <li>• Complete listening activities for Lección 2</li> <li>• Complete workbook activities for Lección 2</li> <li>• Write two journal entries incorporating Lección 2 vocabulary and grammar</li> </ul>	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Vocabulary quiz (2)</li> <li>• Future tense verb quiz</li> <li>• Subjunctive v. indicative quiz</li> <li>• Lección 2 exam</li> </ul>		

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	Lección 3	Resources that will support instruction  Text, workbook, video & audio programs, assessment programs
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• <b>28.A.3a</b> Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).</li> <li>• <b>28.A.3b</b> Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.</li> <li>• <b>28.A.4</b> Comprehend details of oral and audio presentations unsupported by visual aids.</li> <li>• <b>28.B.4a</b> Engage in extended conversations in a variety of situations.</li> <li>• <b>28.B.4b</b> Express differences of meaning using proper pronunciation, intonation and inflection.</li> <li>• <b>28.B.4c</b> Recognize and use nonverbal cues in various formal and informal settings.</li> <li>• <b>28.C.3a</b> 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.</li> <li>• <b>28.C.3b</b> Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.</li> <li>• <b>28.C.4c</b> Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures.</li> <li>• <b>28.D.3a</b> Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.</li> <li>• <b>28.D.3b</b> Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate).</li> <li>• <b>28.D.4c</b> Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines.</li> <li>• <b>29.B.3a</b> Identify and explain ideas and themes expressed in selected works of art associated with target language societies using terms from the target language.</li> <li>• <b>29.C.3a</b> Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines.</li> <li>• <b>29.C.3b</b> 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.</li> <li>• <b>29.D.1</b> Recognize important people and events (e.g., special celebrations) in the history of areas where the target language is spoken.</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>29.E.2</b> Use maps, charts, digital images, graphs and other geographic representations to describe and discuss the countries where the target language is spoken.</li> </ul>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>• The student will discuss human rights</li> <li>• The student will discuss foreign policy</li> <li>• The student will react to issue</li> </ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• The student will use the subjunctive with impersonal expressions</li> <li>• The student will use direct and indirect object pronouns and the personal a</li> <li>• The student will use <i>gustar</i> and similar verbs</li> </ul> <p><b><u>Culture</u></b></p> <ul style="list-style-type: none"> <li>• The student will learn about Chilean tapestries and the Argentine group, Las Madres de la Plaza de Mayo</li> <li>• The student will learn about Rigoberta Menchú and Guatemalan indigenism</li> </ul>	
<b>Assessments</b>	<p>Performance Tasks—Listening, reading, writing, speaking</p> <ul style="list-style-type: none"> <li>• Practice, reinforce, and explore the vocabulary of human rights</li> <li>• Investigate instances of restricted human rights throughout the world</li> <li>• Practice, reinforce, and explore the vocabulary of activism</li> <li>• Complete listening activities for Lección 3</li> <li>• Complete workbook activities for Lección 3</li> <li>• Write two journal entries incorporating Lección 3 vocabulary and grammar</li> </ul>	<p>Other Evidence</p> <ul style="list-style-type: none"> <li>• Vocabulary quiz (2)</li> <li>• Subjunctive in impersonal expressions quiz</li> <li>• Lección 3 exam</li> </ul>



## *Unit Frameworks*

<b>Unit of Study: major topics</b>	Lección 4	Resources that will support instruction  Text, workbook, video & audio programs, assessment programs
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• <b>28.A.3a</b> Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).</li> <li>• <b>28.A.3b</b> Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.</li> <li>• <b>28.A.4</b> Comprehend details of oral and audio presentations unsupported by visual aids.</li> <li>• <b>28.B.4a</b> Engage in extended conversations in a variety of situations.</li> <li>• <b>28.B.4b</b> Express differences of meaning using proper pronunciation, intonation and inflection.</li> <li>• <b>28.B.4c</b> Recognize and use nonverbal cues in various formal and informal settings.</li> <li>• <b>28.C.3a</b> 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.</li> <li>• <b>28.C.3b</b> Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.</li> <li>• <b>28.C.4c</b> Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures.</li> <li>• <b>28.D.3a</b> Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.</li> <li>• <b>28.D.3b</b> Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate).</li> <li>• <b>28.D.4c</b> Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines.</li> <li>• <b>29.B.3a</b> Identify and explain ideas and themes expressed in selected works of art associated with target language societies using terms from the target language.</li> <li>• <b>29.C.3a</b> Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines.</li> <li>• <b>29.C.3b</b> 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.</li> <li>• <b>29.D.1</b> Recognize important people and events (e.g., special celebrations) in the history of areas where the target language is spoken.</li> <li>• <b>29.E.2</b> Use maps, charts, digital images, graphs and other geographic representations to describe and discuss the countries where the target language is spoken.</li> </ul>	

<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>• The student will talk about his/her and others' personality and routines</li> <li>• The student will describe people, things and situations</li> <li>• The student will tell what has happened</li> </ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• The student will use reflexive verbs</li> <li>• The student will utilize correct agreement, form and position of adjectives</li> <li>• The student will use past participles as adjectives and nouns</li> <li>• The student will use the present perfect tense</li> </ul> <p><b><u>Culture</u></b></p> <ul style="list-style-type: none"> <li>• The student will learn about the art of conversation and sympathy</li> <li>• The student will examine the cultural differences in adolescent behavior and how it represents the family unit</li> </ul>	
<p><b>Assessments</b></p>	<p>Performance Tasks—Listening, reading, writing, speaking</p> <ul style="list-style-type: none"> <li>• Practice, reinforce, and explore the vocabulary of personality</li> <li>• Investigate how one's behavior affects his/her actions</li> <li>• Practice, reinforce, and explore the vocabulary of daily routines</li> <li>• Complete listening activities for Lección 4</li> <li>• Complete workbook activities for Lección 4</li> <li>• Write two journal entries incorporating Lección 4 vocabulary and grammar</li> </ul>	<p>Other Evidence</p> <ul style="list-style-type: none"> <li>• Vocabulary quiz (2)</li> <li>• Reflexive verb quiz</li> <li>• Lección 4 exam</li> </ul>

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	Lección 5	Resources that will support instruction  Text, workbook, video & audio programs, assessment programs
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• <b>28.A.3a</b> Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).</li> <li>• <b>28.A.3b</b> Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.</li> <li>• <b>28.A.4</b> Comprehend details of oral and audio presentations unsupported by visual aids.</li> <li>• <b>28.B.4a</b> Engage in extended conversations in a variety of situations.</li> <li>• <b>28.B.4b</b> Express differences of meaning using proper pronunciation, intonation and inflection.</li> <li>• <b>28.B.4c</b> Recognize and use nonverbal cues in various formal and informal settings.</li> <li>• <b>28.C.3a</b> 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.</li> <li>• <b>28.C.3b</b> Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.</li> <li>• <b>28.C.4c</b> Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures.</li> <li>• <b>28.D.3a</b> Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.</li> <li>• <b>28.D.3b</b> Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate).</li> <li>• <b>28.D.4c</b> Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines.</li> <li>• <b>29.B.3a</b> Identify and explain ideas and themes expressed in selected works of art associated with target language societies using terms from the target language.</li> <li>• <b>29.C.3a</b> Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines.</li> <li>• <b>29.C.3b</b> 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.</li> <li>• <b>29.D.1</b> Recognize important people and events (e.g., special celebrations) in the history of areas where the target language is spoken.</li> <li>• <b>29.E.2</b> Use maps, charts, digital images, graphs and other geographic representations to describe and discuss the countries where the target language is spoken.</li> </ul>	

<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>• The student will talk about family and relationships</li> <li>• The student will describe and compare people and things</li> <li>• The student will predict what will have happened</li> <li>• The student will report what had happened</li> </ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• The student will examine the use of subjunctive or indicative in adjective clauses</li> <li>• The student will use the future tense</li> <li>• The student will use the pluperfect tense</li> <li>• The student will make comparisons with nouns, adjectives, verbs and adverbs and superlatives</li> </ul> <p><b><u>Culture</u></b></p> <ul style="list-style-type: none"> <li>• The student will compare and contrast the traditional and modern Hispanic families</li> <li>• The student will examine Hispanic gestures</li> </ul>	
<p><b>Assessments</b></p>	<p>Performance Tasks—Listening, reading, writing, speaking</p> <ul style="list-style-type: none"> <li>• Practice, reinforce, and explore the vocabulary of personal relationships</li> <li>• Read and discuss authentic personal ads</li> <li>• Practice, reinforce, and explore the vocabulary of phobias</li> <li>• Investigate common phobias</li> <li>• Complete listening activities for Lección 5</li> <li>• Complete workbook activities for Lección 5</li> <li>• Read and discuss an article about social phobia</li> <li>• Write and perform a dialogue about a personal problem and solution</li> <li>• Write two journal entries incorporating Lección 5 vocabulary and grammar</li> <li>• Write and perform a scene incorporating Lección 5 vocabulary and grammar</li> </ul>	<p>Other Evidence</p> <ul style="list-style-type: none"> <li>• Vocabulary quiz (2)</li> <li>• Subjunctive v. indicative quiz</li> <li>• Pluperfect interview</li> <li>• Lección 5 exam</li> </ul>

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	Lección 6	Resources that will support instruction  Text, workbook, video & audio programs, assessment programs
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• <b>28.A.3a</b> Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines).</li> <li>• <b>28.A.3b</b> Follow instructions in the target language as given in multistep segments for assignments and activities in and out of the classroom.</li> <li>• <b>28.A.4</b> Comprehend details of oral and audio presentations unsupported by visual aids.</li> <li>• <b>28.B.4a</b> Engage in extended conversations in a variety of situations.</li> <li>• <b>28.B.4b</b> Express differences of meaning using proper pronunciation, intonation and inflection.</li> <li>• <b>28.B.4c</b> Recognize and use nonverbal cues in various formal and informal settings.</li> <li>• <b>28.C.3a</b> 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.</li> <li>• <b>28.C.3b</b> Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.</li> <li>• <b>28.C.4c</b> Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures.</li> <li>• <b>28.D.3a</b> Write compositions and reports with a specific focus, supporting details, logical sequence and conclusion.</li> <li>• <b>28.D.3b</b> Present findings from research on unfamiliar topics (e.g., the Roman army, the French chateaux, origins of chocolate).</li> <li>• <b>28.D.4c</b> Present a short original piece (e.g., essay, story, poem) on a given theme with some guidelines.</li> <li>• <b>29.B.3a</b> Identify and explain ideas and themes expressed in selected works of art associated with target language societies using terms from the target language.</li> <li>• <b>29.C.3a</b> Read, discuss and write about themes and settings of selected materials in the target language with assistance of glossaries, guided questions or outlines.</li> <li>• <b>29.C.3b</b> 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.</li> <li>• <b>29.D.1</b> Recognize important people and events (e.g., special celebrations) in the history of areas where the target language is spoken.</li> <li>• <b>29.E.2</b> Use maps, charts, digital images, graphs and other geographic representations to describe and discuss the countries where the target language is spoken.</li> </ul>	

<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>• The student will discuss entertainment</li> <li>• The student will give orders</li> <li>• The student will talk about actions that are pending on time or circumstances</li> <li>• The student will express wishes and possibilities</li> </ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• The student will examine the use of subjunctive or indicative in adverbial clauses</li> <li>• The student will use formal and informal commands</li> <li>• The student will use the subjunctive with <i>ojalá</i>, <i>tal vez</i> and <i>quizás</i></li> </ul> <p><b><u>Culture</u></b></p> <ul style="list-style-type: none"> <li>• The student will learn about the tango</li> <li>• The student will the art of flamenco</li> </ul>	
<p><b>Assessments</b></p>	<p>Performance Tasks—Listening, reading, writing, speaking</p> <ul style="list-style-type: none"> <li>• Practice, reinforce, and explore the vocabulary of entertainment</li> <li>• Practice, reinforce, and explore the vocabulary of phobias</li> <li>• Read about famous Latinos</li> <li>• Read and discuss various articles about the advantages and costs of fame</li> <li>• Complete listening activities for Lección 6</li> <li>• Complete workbook activities for Lección 6</li> <li>• Write two journal entries incorporating Lección 6 vocabulary and grammar</li> </ul>	<p>Other Evidence</p> <ul style="list-style-type: none"> <li>• Vocabulary quiz (2)</li> <li>• Commands quiz</li> <li>• Lección 6 exam</li> </ul>

## *Unit Frameworks*

<b>Unit of Study: major topics</b>	Geography and History of Spain and <i>Don Quijote de la Mancha</i>	Resources that will support instruction  Text, workbook, video & audio programs, assessment programs
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<p><b>Assessments</b></p>	<p>Performance Tasks—Listening, reading, writing, speaking</p> <ul style="list-style-type: none"> <li>• Practice, reinforce, and explore the vocabulary of geography</li> <li>• Practice, reinforce, and explore the vocabulary pertaining to the novel</li> <li>• Discuss the characters and events from the novel</li> <li>• Read and listen to examples of Spain’s different spoken languages</li> <li>• Answer detailed questions regarding the novel</li> <li>• Rewrite and perform a scene from the novel</li> </ul>	<p>Other Evidence</p> <ul style="list-style-type: none"> <li>• Comprehension quiz (2-3)</li> <li>• Map project</li> <li>• Geography and history quiz</li> <li>• <i>Don Quijote</i> exam</li> </ul>