

Unit: Cultures-Level 1			
Big Idea: Gain knowledge and understanding of other cultures			
Standard: 12.1: COMMUNICATION in a Target Language 12.3: The Role of CULTURE in World Language Acquisition		Essential Question: <ul style="list-style-type: none"> How can learning about the practices of another culture give us insight into the values and viewpoints of the people of that culture? What can the products (art, literature, realia) of another culture reveal about the values and viewpoints of the people of that culture? 	
Eligible Content	Competencies	Resources	Assessments
12.1.1.S1.B Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family. (Interpersonal Skills) 12.1.1.S1.C Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs. 12.1.1.S1.D	Identify and talk about products, artifacts, well-known landmarks in the target culture Identify and create a project (e.g., poster, haiku) related to a cultural product Talk about well known holidays and celebrations Connect products to attitudes, behaviors, environment of a country	The Most Dangerous Ways To School-Video Most Dangerous Ways To School BOLIVIA Free Documentary Book: Pobre Ana Eligible films: Coco	Teacher Created Assessments Avancemos 1 Assessments Projects - poster, Google Slides Skits

<p>Use simple sentence and question structures in speaking and writing.</p> <ul style="list-style-type: none"> • 		<p>Book of Life Selena Bajo de la misma luna</p> <p>Cinco de Mayo Cinco de Mayo: The Real Story! The Landfill Harmonic Landfill Harmonic Amazing and Inspirational Afrolatino research</p>	
<p>Vocabulary Greetings, farewells, dates of important holidays and festivals</p>			

Unit: Communities-Spanish 1	
Big Idea: Gain knowledge on multiple resources to be able to communicate with different speakers.	
<p>12.1: COMMUNICATION in a Target Language 12.5: World Languages in the COMMUNITY 12.6: Classical World Languages in the COMMUNITY (Latin)</p>	<p>Essential Question:</p> <ul style="list-style-type: none"> • Where in the local or world community can we use the second language that we are learning? • How may contact with native speakers in the local or world community enhance our language proficiency? • How can we use technology to communicate with native speakers around the world? • How can we continue to study and enjoy a second language after leaving school?

Eligible Content	Competencies	Resources	Assessments
<p>12.1.1.S1.B Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family.</p> <p>12.1.1.S1.C Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs.</p> <p>12.5.1.S1.A Introduce one's self and respond to simple questions in the local and regional community.</p> <p>12.5.1.S1.B Respond to simple questions and interpret simple messages on a national level.</p>	<p>Introduce themselves, greet, and answer questions about themselves with speakers of the world language in a community setting</p> <p>Express reactions to food, the arts, or entertainment from the world culture</p> <p>Introduce themselves, greet, and answer questions about themselves with speakers of the world language in a community setting</p> <p>Express reactions to food, the arts, or entertainment from the world culture</p>	<p>Video ELE</p> <p>Senor Jordan https://www.youtube.com/@SenorJordan</p> <p>AR verbs Edpuzzle https://edpuzzle.com/media/605a41bd40cafb4283a70604</p> <p>¿Cómo eres? Edpuzzle https://edpuzzle.com/media/619be2624b59ec41495477d0</p> <p>La Gozadera Edpuzzle https://edpuzzle.com/media/5f99ac9509f8f0406d868a01</p> <p>Hola, ¿Qué tal? Edpuzzle https://edpuzzle.com/media/634502c28608064116b2f270</p>	<p>Teacher Created Assessments</p> <p>Avancemos 1 Assessments</p> <p>Projects - poster, Google Slides</p> <p>Skits - Making Introductions / Expressing food preferences</p>

<p>12.5.1.S1.C Introduce one's self, respond to simple questions and interpret simple messages on a global level.</p> <p>12.1.1.S1.B Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family</p> <p>12.1.1.S1.C Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs.</p>			
Vocabulary			

Unit: Connections - Spanish 1			
Big Idea: Students make their own connections to curriculum and reinforce their knowledge of other academic disciplines through application of the target language.			
Standard: 12.1: COMMUNICATION in a target language		Essential Question: <ul style="list-style-type: none"> • How does second language study help us in other areas of the curriculum? • What knowledge and insight can we gain from world language study that otherwise would not be available to us? • What print and non-print resources are available to help us connect with another language and culture? 	
Eligible Content	Competencies	Resources	Assessments
12.1.1.S1.F Persons, places, acts and events from other disciplines (e.g., weather, planets, heroes/villains, geography, history, arts)	Name objects, people, places, ideas from other subject areas in the world language Identify other monetary systems, convert currencies Reinforce learning from areas such as geography, history, art, science		Teacher Created Assessments Avancemos 1 Assessments Projects - poster, Google Slides Skits

Vocabulary Numbers 1-20,			

Unit: Interpretive Communication-Spanish 1			
Big Idea: Gain strategies and skills to help interpret another language through written and spoken methods.			
Standard: 12.1: COMMUNICATION in a Target Language		Essential Question: <ul style="list-style-type: none"> • What are some good strategies to help us understand a second language? • What skills do we need to interpret written, spoken, and non-verbal forms of communication? • How can context help us guess at the meaning of vocabulary that is used in real materials (webpages, stories, videos) from the second-language culture. 	
Eligible Content	Competencies	Resources	Assessments
12.1.1.S1.C Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs.	Recognize meanings of words/phrases in context Identify or graph the main idea of an illustrated story or song	Textbook: Audio & Video Senor Wooly Website YouTube: El Precio es Correcto EL PRECIO ES CORRECTO - CARLOS EN LA	

	<p>Respond to simple directions and commands</p> <p>Recognize meanings of words/phrases in context</p> <p>Identify or graph the main idea of an illustrated story or song</p> <p>Respond to simple directions and commands</p>	<p>RUEDA DE LA FORTUNA FEB. 28 DE 2013</p> <p>Sr. Ashby: Locura de Marzo Musical March Madness</p> <p>Puedo ir al bano Video Señor Wooly - ¿Puedo ir al baño?</p> <p>Music - Spotify Me gustas tu No Puedo De Colores Día de los muertos video (OAHS library) Las posadas video (OAHS library)</p>	
Vocabulary			

Unit: Interpersonal Communication-Spanish 1

Big Idea: Gain skills and knowledge to be able to communicate the second language with someone in the language that is being studied or in a foreign country.

Standard: 12.1: COMMUNICATION in a Target Language		Essential Question: <ul style="list-style-type: none"> • What are some good strategies to help us communicate with someone in the language we are studying? • What language phrases do we need to know to survive in a foreign country? • What skills and knowledge do we need to interact with others in a second language? 	
Eligible Content	Competencies	Resources	Assessments
12.1.1.S1.B Vocabulary about people, places, everyday objects in areas such as family, school, environment 12.1.1.S1.B Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family. 12.2.1.S2.B (Latin) Comprehend simple written and spoken sentences	Introduce self, family, friends Greet and take leave Exchange likes and dislikes Name everyday objects		

<p>using an expanded vocabulary and verbs of sending, remaining and moving in dialogs and short paragraphs.</p> <ul style="list-style-type: none"> • Nationalities • Occupations • Emotions • Daily life <p>12.2.1.S2.D (Latin) Use simple sentence and question structures in order to comprehend dialogs and short paragraphs</p> <ul style="list-style-type: none"> • Conjugation of verbs in present, past and future tenses • Main patterns of noun, adjective 			
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and article changes Main pronouns and demonstratives <ul style="list-style-type: none"> • Principle case uses 			
Vocabulary			

Unit: Presentational Communication-Spanish 1			
Big Idea: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.			
Standard: 12.1: COMMUNICATION in a Target Language		Essential Question: <ul style="list-style-type: none"> • How can we prepare information, concepts, and ideas to share with listeners and/or readers? • What knowledge and skills do we need to make oral or written presentations in a variety of formats (posters, videos)? 	
Eligible Content	Competencies	Resources	Assessments
Use simple sentence and question structures	Make and display a poster, album		

in speaking and writing. <ul style="list-style-type: none"> • Memorized words • Phrases • Expressions • Facts about family 	or other visual item Sing a children's song or recite a poem Act out a memorized skit		
Vocabulary			

Unit: Comparisons-Spanish 1			
Big Idea: Develop insight into the nature of language and culture			
Standard: 12.1: COMMUNICATION in a Target Language 12.3: The Role of CULTURE in World Language Acquisition		Essential Question: <ul style="list-style-type: none"> • How does comparing and contrasting the target language with English help us better understand the structure and vocabulary of English? • Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand our own culture? • How does appreciation of cultural diversity enhance cross-cultural understanding? 	
Eligible Content	Competencies	Resources	Assessments
12.3.1.S1.C	State differences and similarities		

<p>Patterns of word relationships between two or more languages as well as false cognates</p> <p>12.1.1.S1.E Find words used in magazines, commercials and advertisements influenced by the target language.</p> <p>12.3.1.S1.C Model life skills and social interactions in the target language culture and in one's own culture.</p>	<p>between the world language and their own in terms of sound and writing systems, grammar structures such as gender or case</p> <p>Identify cognates, idioms, and different ways words express meaning in the two languages</p> <p>Tell how behaviors, gestures, and language differ in target cultures and their own in social settings such as greetings/farewells, manners, concepts of time and space</p>		
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Vocabulary			

Unit: Cultures-Spanish 2			
Big Idea: Gain knowledge and understanding of other cultures			
Standard: 12.1: COMMUNICATION in a Target Language 12.3: The Role of CULTURE in World Language Acquisition		Essential Question: <ul style="list-style-type: none"> How can learning about the practices of another culture give us insight into the values and viewpoints of the people of that culture? What can the products (art, literature, realia) of another culture reveal about the values and viewpoints of the people of that culture? 	
Eligible Content	Competencies	Resources	Assessments
12.1.1.S2.B Speak and write expanded vocabulary phrases and structures in dialogs of short essays. 12.1.1.S2.C	Find and share information in authentic materials (internet, magazines, children’s books) about cultural products	<ul style="list-style-type: none"> - Video ELE - El intercambio book - Edpuzzle - Video ELE - Senor Jordan https://www.youtube.com/@SenorJordan - Encanto 	<ul style="list-style-type: none"> - Teacher-created vocabulary quiz - Teacher-created speaking assessment - Teacher-created listening assessment - Teacher-created grammar assessment - Teacher-created written response assessment - Teacher-created project - Teacher-created group skit

<p>Comprehend simple spoken and written sentences using an expanded vocabulary in dialogs and short essays.</p> <p>12.2.1.S2.B (Latin) Comprehend simple written and spoken sentences using an expanded vocabulary and verbs of sending, remaining and moving in dialogs and short paragraphs.</p> <p>12.2.1.S2.C (Latin) Write and speak expanded vocabulary phrases and structures in basic dialogs and short sentences.</p> <p>12.2.1.S2.D (Latin) Use simple sentence and question structures</p>	<p>Retell a folktale, myth, or culturally significant story</p> <p>Connect products to attitudes and practices of the culture</p> <p>Find and share information in authentic materials(internet, magazines, children’s books) about cultural products</p>	<ul style="list-style-type: none"> - Shrek en español - Inside the airport video https://youtu.be/jiBHZ_rqHB8 	
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<p>in order to comprehend dialogs and short paragraphs</p> <p>12.3.1.S2.A Discuss the products and customs of the target culture in simple sentences in the target language.</p> <p>12.4.1.S2.A (Latin) Discuss the main products and customs of Greco-Roman culture.</p>			
Vocabulary			

Unit: Communities Spanish 2			
Big Idea: Students understand how the target language fits into the world stage. Students understand the role of language within the community as well as within society. Students demonstrate this understanding through application of the language, and through the creation of authentic projects.			
Standard: 12.1. COMMUNICATION in a target language 12.2: COMMUNICATION in a Classical World Language (Latin) 12.5. WORLD LANGUAGES in the community 12.6. CLASSICAL WORLD LANGUAGES in the community (Latin)		Essential Question: <ul style="list-style-type: none"> Where in the local or world community can we use the second language we are learning? How may contact with native speakers in the local or world community enhance our language proficiency? How can we use technology to communicate with native speakers anywhere in the world? How can we continue to study and enjoy a second language after leaving school? 	
Eligible Content	Competencies	Resources	Assessments
12.1.1.S2.B Speak and write expanded vocabulary phrases and structures in dialogs of short essays. 12.1.1.S2.C Comprehend simple spoken and written sentences using an expanded vocabulary in	Exchange information with a speaker from the community who visits the classroom or in his/her place of work Give opinions and react to a performance or field trip where	Avancemos 2 Edpuzzle	<ul style="list-style-type: none"> Teacher-created vocabulary quiz Teacher-created speaking assessment Teacher-created listening assessment Teacher-created grammar assessment Teacher-created written response assessment Teacher-created project Teacher-created group skit

<p>dialogs and short essays.</p> <p>12.2.1.S2.B Comprehend simple written and spoken sentences using an expanded vocabulary and verbs of sending, remaining and moving in dialogs and short paragraphs.</p> <ul style="list-style-type: none"> • Nationalities • Occupations • Emotions • Daily life <p>12.5.1.S2.A Use target language skills to communicate interactively for practical purposes and for personal enjoyment of the resources in the local community.</p>	<p>the world language is used</p>		
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<p>12.5.1.S2.B Use target language skills to communicate interactively for practical purposes and for personal enjoyment in the national community.</p> <p>12.5.1.S2.C Use target language skills to communicate interactively for practical purposes and for personal enjoyment in the global community.</p> <p>12.6.1.S2.A Use knowledge of classical language and culture to communicate interactively for practical purposes and for personal enjoyment of the resources in the local community.</p>			
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12.6.1.S2.B Use resources available nationally and globally for studying classical culture.			
Vocabulary			

Unit: Connections-Spanish 2			
Big Idea: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations. Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.			
Standard: 12.1: COMMUNICATION in a Target Language 12.2: COMMUNICATION in a Classical World Language (Latin)		Essential Question: <ul style="list-style-type: none"> • How does second language study help us in other areas of the curriculum? • What knowledge and insight can we gain from world language study that otherwise would not be available to us? • What print and non-print resources are available to help us connect with another language and culture? 	
Eligible Content	Competencies	Resources	Assessments
12.1.1.S2.F Model and represent the cross	Identify terms in the world language that		<ul style="list-style-type: none"> - Teacher-created vocabulary quiz - Teacher-created speaking assessment

<p>curriculum connections in other subject areas for classmates and language teacher through the target language.</p> <p>12.2.1.S1.F (Latin) Discuss with classmates and the teacher how classical Latin or Greek has influenced other areas of the school curriculum.</p>	<p>describe concepts they have learned in other subjects (e.g., current and historical events, topographic maps, graphs and metric system, global ecology)</p>		<ul style="list-style-type: none"> - Teacher-created listening assessment - Teacher-created grammar assessment - Teacher-created written response assessment - Teacher-created project - Teacher-created group skit
<p>Vocabulary</p>			

<p>Unit: Interpretive Communication-Spanish 2</p>	
<p>Big Idea: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	
<p>Standard:</p>	<p>Essential Question:</p> <ul style="list-style-type: none"> • What are some good strategies to help us communicate with someone in the language we are studying?

<ul style="list-style-type: none"> 12.1: COMMUNICATION in a Target Language 12.2: COMMUNICATION in a Classical World Language (Latin) 		<ul style="list-style-type: none"> What language phrases do we need to know to survive in a foreign country? What skills and knowledge do we need to interact with others in a second language? 	
Eligible Content	Competencies	Resources	Assessments
<p>12.1.1.S2.B Speak and write expanded vocabulary phrases and structures in dialogs of short essays.</p> <p>12.1.1.S2.C Comprehend simple spoken and written sentences using an expanded vocabulary in dialogs and short essays.</p> <p>12.2.1.S2.D (Latin) Use simple sentence and question structures in order to comprehend</p>	<p>Share personal information</p> <p>Converse on familiar topics such as school, pastimes, preferences</p>		<ul style="list-style-type: none"> - Teacher-created vocabulary quiz - Teacher-created speaking assessment - Teacher-created listening assessment - Teacher-created grammar assessment - Teacher-created written response assessment - Teacher-created project - Teacher-created group skit

<p>dialogs and short paragraphs</p> <p>12.2.1.S2.B (Latin) Comprehend simple written and spoken sentences using an expanded vocabulary and verbs of <i>sending</i>, <i>remaining</i> and <i>moving</i> in dialogs and short paragraphs.</p>			
Vocabulary			

Unit: Interpersonal Communication-Spanish 2	
Big Idea: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	
<p>Standard: 12.1: COMMUNICATION in a Target Language 12.2: COMMUNICATION in a Classical World Language (Latin)</p>	<p>Essential Question:</p> <ul style="list-style-type: none"> • What are some good strategies to help us communicate with someone in the language we are studying? • What language phrases do we need to know to survive in a foreign country? • What skills and knowledge do we need to interact with others in a second language?

Eligible Content	Competencies	Resources	Assessments
<p>12.1.1.S2.B Speak and write expanded vocabulary phrases and structures in dialogs of short essays.</p> <p>12.2.1.S2.B (Latin) Comprehend simple written and spoken sentences using an expanded vocabulary and verbs of sending, remaining and moving in dialogs and short paragraphs.</p>	<p>Share personal information</p> <p>Converse on familiar topics such as school, pastimes, preferences</p>		<ul style="list-style-type: none"> - Teacher-created vocabulary quiz - Teacher-created speaking assessment - Teacher-created listening assessment - Teacher-created grammar assessment - Teacher-created written response assessment - Teacher-created project - Teacher-created group skit
Vocabulary			

Unit: Presentational Communication Spanish 2

Big Idea: Students demonstrate writing skills and apply knowledge of target language vocabulary to authentic scenarios and projects in which students accurately prepare and deliver information to an audience of readers or listeners, which is essential for effective communication.

Standard: 12.1. COMMUNICATION in a target language.		Essential Question: <ul style="list-style-type: none"> How can we prepare information, concepts, and ideas to share with listeners and/or readers? What knowledge and skills do we need to make oral or written presentations in a variety of formats (posters, videos)? 	
Eligible Content	Competencies	Resources	Assessments
12.1.1.S2.D Use simple sentence and question structures to communicate about daily activities, social amenities and personal information. New sentences using previously learned material Original questions Spontaneous responses to questions Face-to-face conversations.	Design and present a brochure on travel or a product Describe and present a schedule of daily activities Present a puppet show or skit Give a “how-to” demonstration (e.g., prepare a recipe, teach a dance)		<ul style="list-style-type: none"> - Teacher-created vocabulary quiz - Teacher-created speaking assessment - Teacher-created listening assessment - Teacher-created grammar assessment - Teacher-created written response assessment - Teacher-created project - Teacher-created group skit
Vocabulary			

Unit: Comparisons Spanish 2			
Big Idea: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.			
Standard: 12.1: COMMUNICATION in a Target Language 12.2: COMMUNICATION in a Classical World Language (Latin)		Essential Question: <ul style="list-style-type: none"> • How does comparing and contrasting the target language with English help us better understand the structure and vocabulary of English? • Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand our own culture? • How does appreciation of cultural diversity enhance cross-cultural understanding? 	
Eligible Content	Competencies	Resources	Assessments
12.1.1.S2.E Use an English dictionary to find the meanings and origins of target language words. <ul style="list-style-type: none"> • Multi-syllable words • Target language sentences using origin words. 12.2.1.S2.E (Latin) Use an English dictionary to find the meanings and origins of classical	Words that carry different visual meaning in two or more languages (e.g. “bread” may be translated as “pain” or “pan” or “brot” but its image is of a different product in each culture) Expand their vocabulary by working with borrowed words,		<ul style="list-style-type: none"> - Teacher-created vocabulary quiz - Teacher-created speaking assessment - Teacher-created listening assessment - Teacher-created grammar assessment - Teacher-created written response assessment - Teacher-created project - Teacher-created group skit

<p>Latin or Greek words.</p> <ul style="list-style-type: none"> • Common suffixes and prefixes (e.g., pro-, anti-, anthro-) • Legal terms (e.g., pro bono, habeas corpus) • Common phrases (e.g., sui generis, quid pro quo) 	<p>foreign phrases and mottoes, prefixes and suffixes</p> <p>Connect the meaning of vocabulary with the cultural context of the world language (e.g., terms to describe family, foods, housing)</p> <p>Identify how certain products and traditions are important to the second culture and how that may be similar or different in their own (e.g., celebrations, religious practices, arts, foods, work and leisure time)</p>		
<p>Vocabulary</p>			

Unit: Cultures-Level 3			
Big Idea: Interact with cultural competence and understanding. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.			
Standard: 12.1: COMMUNICATION in a Target Language 12.3: The Role of CULTURE in World Language Acquisition 12.4: The Role of CULTURE in Classical World Language Acquisition		Essential Question: <ul style="list-style-type: none"> How can learning about the practices of another culture give us insights into the perspectives of the people of that culture? What can the products (art, literature, realia) of another culture reveal about the perspectives of the people of that culture? 	
Eligible Content	Competencies	Resources	Assessments
12.1.1.S3.B Speak and write advanced vocabulary and idiomatic expressions used by native speaking students of the target language. <ul style="list-style-type: none"> Medical terms Money exchange Purchases 	Identify and talk about well known landmarks from the target culture Create a project (e.g., poster, haiku) related to how a product is related to the culture studied Talk about well known holidays and celebrations	Novel - Robo en la noche Video - PBS Parrot Confidential Edpuzzle video: ¿Qué te gustaba de niño? https://edpuzzle.com/media/602ab8c425f18f4233d798ab Videos from Video Ele	Teacher created oral assessment Teacher created vocabulary quizzes Teacher created grammar quizzes

<ul style="list-style-type: none"> • Use of transportation and communications • Lodging arrangements <p>12.1.1.S3.C Comprehend spoken and written sentences and paragraphs using advanced vocabulary terms from textbooks, newspapers, student readers and magazines.</p> <ul style="list-style-type: none"> • Public figures • Historical figures • Major news event <p>12.3.1.S3.B Generate spontaneous oral and written role-plays and interviews in a</p>	<p>Obtain information and participate in age appropriate cultural experiences/simulations</p> <p>Interact in cultural contexts with appropriate verbal and nonverbal expressions</p> <p>Obtain information (through interviews with native speakers, texts, films, and websites) and demonstrate the similarities and differences found</p>	<p>https://videoele.com/en/Curso-en.html</p> <p>Señor Jordan videos https://www.youtube.com/channel/UC3l2scc15jBct61vlxt3zcw</p> <p>Edpuzzle video: ¿Qué es el efecto invernadero? https://edpuzzle.com/media/605a174fc7a0d8429ddfc93a</p> <p>Edpuzzle video: Comó pedir en un restaurante https://edpuzzle.com/media/6410604ea9a6ff432593f2fc</p> <p>Hispanic Heritage Month Cultura Diaria Powerpoint Cultura Diaria 1 - 175 Daily Hispanic Culture Facts - Spanish Version.pptx</p>	
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<p>culturally competent manner.</p> <ul style="list-style-type: none"> • Expressions of emotion • Conversations with speakers of the target culture • Negotiating everyday business routines (e.g., bank, service station) 		<p>Mi Receta de Gazpacho</p> <p>https://www.youtube.com/watch?v=GyGtLGMee_M</p>	
Vocabulary			

Unit: Connections Stage 3	
Big Idea: Students apply their knowledge of the target language, especially target language vocabulary words and phrases, to interdisciplinary studies for the purpose of knowledge expansion.	
<p>Standard: 12.2. COMMUNICATION in a classical world language</p>	<p>Essential Question:</p> <ul style="list-style-type: none"> • What knowledge and insight can we gain from world language study that otherwise would not be available to us?

		<ul style="list-style-type: none"> • How does second language learning reinforce and expand interdisciplinary studies? • What print and non-print resources are available to help us connect with another language and culture? 	
Eligible Content	Competencies	Resources	Assessments
<p>12.2.1.S3.F Make a presentation or write a paragraph (in English) about another subject area explaining the connections</p> <ul style="list-style-type: none"> • Terms in Roman and modern elections • Mythological references in an English poem • Latin roots of terms for insects or flowers 	<p>Authentic materials with visual support accompanied by language text in subject areas of interest and recent study</p>		
Vocabulary			

Unit: Communities Stage 3			
Big Idea: Students use the language both within and beyond the school setting.			
Standard: 12.1: COMMUNICATION in a Target Language		Essential Question: <ul style="list-style-type: none"> • Where in the local or world community can we use the second language we are learning? • How may contact with native speakers in the local or world community enhance our language proficiency? • How can we use technology to communicate with native speakers anywhere in the world? • How can we continue to study and enjoy a second language after leaving school? 	
Eligible Content	Competencies	Resources	Assessments
12.1.1.S2.B Speak and write expanded vocabulary phrases and structures in dialogs of short essays. 12.1.1.S2.C Comprehend simple spoken and written sentences using an expanded vocabulary in dialogs and short essays.	Name local, national, and global opportunities where language skills are used Interview in person or electronically native speakers about school life, social and political issues Name local, national, and global opportunities		

	where language skills are used		
Vocabulary			

Unit: Interpretive Communications-Stage 3			
Big Idea: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Standard: 12.1: COMMUNICATION in a Target Language		Essential Question: <ul style="list-style-type: none"> • How can we use the second language we know to exchange information from another person? • What can we do to deal with unexpected situations in another culture? • How can we express and exchange opinions in a second language? 	
Eligible Content	Competencies	Resources	Assessments
12.1.1.S3.B Speak and write advanced vocabulary and idiomatic expressions used by native speaking students of the target language.	Initiate, sustain, and close a conversation about a person or event Accomplish simple “survival” tasks such as ordering food,		

<p>12.1.1.S3.C Comprehend spoken and written sentences and paragraphs using advanced vocabulary terms from textbooks, newspapers, student readers and magazines.</p> <ul style="list-style-type: none"> • Public figures • Historical figures • Major news event 	<p>exchanging money, buying goods or services.</p> <p>Ask and answer questions about their daily lives</p>		
Vocabulary			

Unit: Interpersonal Communication Stage 3	
Big Idea: Students express their opinions and respond appropriately to unexpected situations and authentic scenarios in which the target language must be utilized.	
Standard:	Essential Question: <ul style="list-style-type: none"> • How can we use the second language we know to exchange information from another person?

12.1. COMMUNICATION in a target language		<ul style="list-style-type: none"> • What can we do to deal with unexpected situations in another culture? • How can we express and exchange opinions in a second language? 	
Eligible Content	Competencies	Resources	Assessments
<p>12.1.1.S3.B Speak and write advanced vocabulary and idiomatic expressions used by native speaking students of the target language.</p> <p>12.1.1.S3.C Comprehend spoken and written sentences and paragraphs using advanced vocabulary terms from textbooks, newspapers, student readers and magazines.</p>	<p>Initiate, sustain, and close a conversation about a person or event</p> <p>Accomplish simple “survival” tasks such as ordering food, exchanging money, buying goods or services.</p> <p>Ask and answer questions about their daily lives</p>		
Vocabulary			

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Unit: Comparisons-Stage 3

<p>Big Idea: Develop insight into the nature of language and culture in order to interact with cultural competence. Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>
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<p>Standard: 12.1: COMMUNICATION in a Target Language 12.3: The Role of CULTURE in World Language Acquisition</p>	<p>Essential Question:</p> <ul style="list-style-type: none"> • How does comparing and contrasting the target language with our own language help us better understand the structure and vocabulary of English? • Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand their own culture? • How does appreciation of cultural diversity enhance cross-cultural understanding?
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Eligible Content	Competencies	Resources	Assessments
<p>12.1.1.S3.E Discuss two paragraphs: one in English and one in the target language. Select words from different origins. Compare their use in English and in the target language.</p> <ul style="list-style-type: none"> • Comparative 	<p>Enhance reading / listening skills in first and second languages by working with strategies such as drawing upon prior knowledge, guessing from context, expanding vocabulary</p>		

<p>discussion with classmates</p> <ul style="list-style-type: none"> • Comparative discussion with the teacher • Follow-up written paragraph in target language using selected words from different origins. <p>12.3.1.S3.C Read, interpret, discuss and write about cultural similarities and differences in specific social interactions in two cultures.</p> <ul style="list-style-type: none"> • Educational process (e.g., schedules, 	<p>Describe cultural practices, products, perspectives in the target culture and their own to find similarities and differences (ex. Celebrations, religion, art, literature, music, dance, work and leisure philosophy, social and political issues, food traditions)</p>		
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<p>extracurricular activities)</p> <ul style="list-style-type: none"> • Personal healthcare and survival (e.g., going to doctor, hygiene) • Family (e.g., customs, traditions) 			
Vocabulary			

Unit: Cultures Level 4	
Big Idea: Students understand cause and effect. Specifically, students understand how cultural practices affect the people of that culture in their respective communities.	
<p>Standard:</p> <p>12.1. COMMUNICATION in a target language</p> <p>12.3. The role of CULTURE in world language acquisition</p>	<p>Essential Question:</p> <ul style="list-style-type: none"> • How can learning about the practices of another culture give us insights into the perspectives of the people of that culture? • What can the products (art, literature, realia) of another culture reveal about the perspectives of the people of that culture?

12.2.COMMUNICATION in a classical world language (Latin) 12.4.The role of CULTURE in classical world language acquisition (Latin)			
Eligible Content	Competencies	Resources	Assessments
12.1.1.S4.B Speak and write enhanced vocabulary and idiomatic expressions for complex oral and written communication. 12.1.1.S4.C Comprehend complex spoken and written sentences and paragraphs using enhanced vocabulary terms from selected textbooks, student readers and short stories. 12.3.1.S4.A Speak, write and read about	Research and report on an economic or political situation in the target culture Select and analyze a piece of literature or other art form from the culture Describe how a cultural product is used and thought of in the culture Talk about how a product of popular culture represents contemporary views	guia-Unidad 1 (art).docx Hispanic Artists Biographies: HispanicArtistBiographiesandReadingComprehensionINTE RMEDIATE-2.pdf Novel - Vida o muerte en el Cusco Video - Street Food - Lima Novel - Los ojos de Carmen Reading LosCascaronesConfe ttifilledEasterEggsSpanishReadingPassage-1.pdf	Frida Autoretrato Project Rubric and Worksheet.pdf Teacher created projects, quizzes, tests, speaking assessments

<p>unfamiliar products, customs and institutions of the target culture.</p> <p>12.2.1.S4.B (Latin) Comprehend complex written sentences and paragraphs using enhanced vocabulary terms and verbs of using, enjoying, understanding from selected classical authors.</p> <p>12.4.1.S4.A (Latin) Speak, write and read about unfamiliar products, customs, institutions and historical events in the Greco-Roman cultures.</p>	<p>Participate in a role play with a complication that illustrates appropriate cultural practices</p> <p>Analyze social interactions observed in authentic texts, movies, documentaries</p>	<p>Reading https://oxfordasd-my.sharepoint.com/:bg/personal/lshaw_oxfordasd_org/EYcGdlf2oyBJkzzfdkoAoUBY4tgUPr5vu-PS50vUJr9sQ?e=5DkmtR</p>	
<p>Vocabulary</p>			

Unit: Communities-Stage 4			
Big Idea: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world and set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.			
Standard: 12.1: COMMUNICATION in a Target Language 12.5: World Languages in the COMMUNITY		Essential Question: <ul style="list-style-type: none"> Where in the local or world community can we use the second language we are learning? How may contact with native speakers in the local or world community enhance our language proficiency? How can we use technology to communicate with native speakers anywhere in the world? How can we continue to study and enjoy a second language after leaving school? 	
Eligible Content	Competencies	Resources	Assessments
12.1.1.S4.B Speak and write enhanced vocabulary and idiomatic expressions for complex oral and written communication. <ul style="list-style-type: none"> Social customs in the target language Personal relationships 	Research, select, and use authentic materials to explore career opportunities, enrichment activities and sources of personal enjoyment		

<ul style="list-style-type: none"> • Current and past events • Poems, dramas and stories <p>12.1.1.S4.C</p> <p>Comprehend complex spoken and written sentences and paragraphs using enhanced vocabulary terms from selected textbooks, student readers and short stories.</p> <ul style="list-style-type: none"> • Politics • Problem solving • Environment • Art and literature • History <p>12.5.1.S4.A</p> <p>Research, select and use local authentic materials to determine career opportunities, enrichment</p>			
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<p>activities and personal enjoyment.</p> <ul style="list-style-type: none"> • Exploration of personal employment opportunities • Personal involvement in local ethnic celebrations and traditions <p>12.5.1.S4.B Research, select and use national authentic materials for career planning, personal enrichment and enjoyment.</p> <ul style="list-style-type: none"> • Exploration of personal employment opportunities • National ethnic celebrations , traditions 			
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<p>and cultural events</p> <p>12.5.1.S4.C</p> <p>Research, select and use global authentic materials for career planning, personal enrichment and enjoyment.</p> <ul style="list-style-type: none"> • Exploration of personal employment opportunities • Global ethnic celebrations, traditions and cultural events 			
Vocabulary			

Unit: Connections Stage 4

Big Idea: Students apply their knowledge of the target language, especially knowledge of vocabulary, to interdisciplinary studies for the purpose of knowledge reinforcement and expansion.

Standard: 12.1. COMMUNICATION in a target language		Essential Question: <ul style="list-style-type: none"> • How does second language learning reinforce and expand interdisciplinary studies? • What knowledge and insight can we gain from world language study that otherwise would not be available to us? • What print and non-print resources are available to help us connect with another language and culture? 	
Eligible Content	Competencies	Resources	Assessments
12.1.1.S4.F Demonstrate mastery of certain target language skills by connecting influences of target language in another subject area.	Exchange information from the target culture on political or environmental issues Provide information found in the second-language media that provides a new or expanded perspective from that in English-language resources (e.g., historical views, social commentary, opinions on public persons)		

Vocabulary

Unit: Interpretive Communication-Stage 4

Big Idea: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Standard:

12.1: COMMUNICATION in a Target Language

12.2: COMMUNICATION in a Classical World Language (Latin)

Essential Question:

- How can we use the second language we know to exchange information from another person?
- What can we do to deal with unexpected situations in another culture?
- How can we express and exchange opinions in a second language?

Eligible Content	Competencies	Resources	Assessments
<p>12.1.1.S4.B Speak and write enhanced vocabulary and idiomatic expressions for complex oral and written communication.</p> <ul style="list-style-type: none"> • Social customs in the target language • Personal relationships 	<p>Strategies to keep a conversation going beyond simple Question/Answer</p> <p>Exchange opinions about persons or events</p> <p>Talk about personal feelings and ideas with peers</p>		

<ul style="list-style-type: none"> • Current and past events • Poems, dramas and stories <p>12.1.1.S4.C</p> <p>Comprehend complex spoken and written sentences and paragraphs using enhanced vocabulary terms from selected textbooks, student readers and short stories.</p> <ul style="list-style-type: none"> • Politics • Problem solving • Environment • Art and literature • History <p>12.2.1.S4.B (Latin)</p> <p>Comprehend complex written sentences and paragraphs using enhanced</p>	<p>Share personal reactions to ideas in authentic texts</p> <p>Accomplish complicated “survival” tasks (e.g., making reservations, returning merchandise)</p> <p>Negotiation strategies when not understood or not understanding</p>		
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vocabulary terms and verbs of using, enjoying, understanding from selected classical authors.			
Vocabulary			

Unit: Interpersonal Communication Stage 4			
Big Idea: Students exchange information through conversation and demonstration of writing skills in the target language.			
Standard: 12.1. COMMUNICATION in a target language		Essential Question: <ul style="list-style-type: none"> • How can we use the second language we know to exchange information from another person? • What can we do to deal with unexpected situations in another culture? • How can we express and exchange opinions in a second language? 	
Eligible Content	Competencies	Resources	Assessments
12.1.1.S4.B Speak and write enhanced vocabulary and idiomatic expressions for complex oral and	Exchange opinions about persons or events Talk about personal feelings		

<p>written communication.</p> <p>12.1.1.S4.C Comprehend complex spoken and written sentences and paragraphs using enhanced vocabulary terms from selected textbooks, student readers and short stories.</p>	<p>and ideas with peers</p> <p>Share personal reactions to ideas in authentic texts</p> <p>Accomplish complicated “survival” tasks (e.g., making reservations, returning merchandise)</p>		
Vocabulary			

Unit: Presentational Communication-	
Big Idea:	
<p>Standard: 12.1: COMMUNICATION in a Target Language</p>	<p>Essential Question:</p> <ul style="list-style-type: none"> • How can we use a second language to share information, concepts, and ideas with listeners and/or readers? • What knowledge and skills do we need to make oral or written presentations in a variety of formats (posters, videos)?

Eligible Content	Competencies	Resources	Assessments
<p>12.1.1.S4.D Discuss how speakers and writers use various sentence structures to convey meanings.</p> <ul style="list-style-type: none"> • Sentences combined into paragraphs • Comparative expressions • Past and future events • Hypothetical statements • Complicated survival tasks • Main ideas and details of live and recorded discussions • Lectures and multimedia about 	<p>Process of creating a paragraph-length presentation</p> <p>Prepare a talk or article based upon research about a person, place or historical event</p> <p>Analyze and express opinions about literary works or visual arts studies</p> <p>Write an article, create a Power Point, make a video broadcast on a theme studied</p>		

current and past events <ul style="list-style-type: none"> • Spoken or written summaries 			
Vocabulary			

Unit: Comparisons-Stage 4			
Big Idea: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.			
Standard: 12.1: COMMUNICATION in a Target Language 12.3: The Role of CULTURE in World Language Acquisition 12.4: The Role of CULTURE in Classical World Language Acquisition (Latin)		Essential Question: <ul style="list-style-type: none"> • How does comparing and contrasting the target language with our own language help us better understand the structure and vocabulary of English? • Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand their own culture? • How does appreciation of cultural diversity enhance cross-cultural understanding? 	
Eligible Content	Competencies	Resources	Assessments
12.1.1.S4.E Select a specific historical event that occurred in the	Language use for purposes of business, propaganda,		

<p>target language/culture and the English/American culture. Demonstrate comparisons and/or contrasts of how target language vocabulary is used in describing the bicultural event.</p> <ul style="list-style-type: none"> • Dramatization • Essay or story • Poem or song • Projects (e.g., arts, crafts, videos, dioramas) <p>12.3.1.S4.C Read, discuss, write and make a presentation about a culture's traditions, customs and lifestyles that represent its</p>	<p>humor in the target culture compared to one's own</p> <p>Talk about how language structures reflect ways in which cultures organize information and view the world (e.g., propaganda, commercials, political satire)</p> <p>Compare and contrast how products and practices reflect cultural perspectives in the target culture and in their own</p> <p>Identify and share findings about how culture is reflected in literary genres and the media</p>		
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<p>perspectives, beliefs and assumptions.</p> <ul style="list-style-type: none"> • Peer and family relationships • Gender issues in the family and workplace • Institutional infrastructures (e.g., personnel, police, fire, health, government) <p>12.4.1.S3.C (Latin) Read, interpret, discuss and write about cultural similarities and differences in Greco Roman culture and another culture.</p> <ul style="list-style-type: none"> • Gender roles 	<p>(e.g., poetry, theatre, graphic novels, comic books, newspapers, magazines, internet, TV, film)</p> <p>Literary and artistic works that demonstrate cultural perspectives (poetry, theatre, graphic novels, TV shows) that are similar or different from one's own.</p>		
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<ul style="list-style-type: none"> • Social status 			
Vocabulary			

Unit: Comparisons Stage 4			
Big Idea: Student's knowledge of the target language and language acquisition as a whole will further reinforce their knowledge of the structure of the English language and vocabulary.			
Standard: 12.1. COMMUNICATION in a world language 12.2. COMMUNICATION in classical world language (Latin) 12.3. The role of CULTURE in world language acquisition 12.4. The role of CULTURE in classical world language acquisition (Latin)		Essential Question: <ul style="list-style-type: none"> • How does comparing and contrasting the target language with our own language help us better understand the structure and vocabulary of English? • Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand their own culture? • How does appreciation of cultural diversity enhance cross-cultural understanding? 	
Eligible Content	Competencies	Resources	Assessments
12.1.1.S4.E Select a specific historical event that occurred in the target language/culture and the English/American	Talk about how language structures reflect ways in which cultures organize information and view the world (e.g.,		

<p>culture. Demonstrate comparisons and/or contrasts of how target language vocabulary is used in describing the bicultural event.</p> <p>12.3.1.S4.C Read, discuss, write and make a presentation about a culture's traditions, customs and lifestyles that represent its perspectives, beliefs and assumptions.</p>	<p>propaganda, commercials, political satire)</p> <p>Compare and contrast how products and practices reflect cultural perspectives in the target culture and in their own</p> <p>Identify and share findings about how culture is reflected in literary genres and the media (e.g., poetry, theatre, graphic novels, comic books, newspapers, magazines, internet, TV, film)</p> <p>Talk about how language structures reflect ways in which</p>		
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	cultures organize information and view the world (e.g., propaganda, commercials, political satire)		
Vocabulary			

Unit: Spanish 5 (Units 1-5)			
Big Idea: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world and set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.			
Standard: 12.1: COMMUNICATION in a Target Language 12.5: World Languages in the COMMUNITY		Essential Question: <ul style="list-style-type: none"> • Where in the local or world community can we use the second language we are learning? • How may contact with native speakers in the local or world community enhance our language proficiency? • How can we use technology to communicate with native speakers anywhere in the world? • How can we continue to study and enjoy a second language after leaving school? 	
Eligible Content	Competencies	Resources	Assessments
12.1.1.S4.B Speak and write enhanced vocabulary and	Research, select, and use authentic materials to	- District purchased textbook Eligible films:	

<p>idiomatic expressions for complex oral and written communication.</p> <ul style="list-style-type: none"> • Social customs in the target language • Personal relationships • Current and past events • Poems, dramas and stories <p>12.1.1.S4.C Comprehend complex spoken and written sentences and paragraphs using enhanced vocabulary terms from selected textbooks, student readers and short stories.</p> <ul style="list-style-type: none"> • Politics • Problem solving 	<p>explore career opportunities, enrichment activities and sources of personal enjoyment</p> <p>Technology</p>	<ul style="list-style-type: none"> - Bajo la misma luna - Ralph rompe el internet - Como agua para chocolate - El laberinto del Fauno (with parent approval) - Diarios de motocicleta - Te presento a Laura - Amor de lata <p>Books:</p> <ul style="list-style-type: none"> - Como agua para chocolate - Los ojos del Carmen <p>Additional resources:</p> <ul style="list-style-type: none"> - Podcast: Technology - Spanishpodcast.net/adicion-tecnologia/ 	
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<ul style="list-style-type: none"> • Environment • Art and literature • History <p>12.5.1.S4.A Research, select and use local authentic materials to determine career opportunities, enrichment activities and personal enjoyment.</p> <ul style="list-style-type: none"> • Exploration of personal employment opportunities • Personal involvement in local ethnic celebrations and traditions <p>12.5.1.S4.B Research, select and use national authentic materials for career planning,</p>			
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<p>personal enrichment and enjoyment.</p> <ul style="list-style-type: none"> • Exploration of personal employment opportunities • National ethnic celebrations, traditions and cultural events <p>12.5.1.S4.C</p> <p>Research, select and use global authentic materials for career planning, personal enrichment and enjoyment.</p> <ul style="list-style-type: none"> • Exploration of personal employment opportunities • Global ethnic celebrations, traditions 			
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and cultural events			
Vocabulary			