

Grade level: 12

Course Title: Spanish Five

Topic/Concept: La Vida o Muerte en Cuzco

Time Allotment: 1 month

Unit Sequence: 1

Major Concepts to be learned:

1. New vocabulary
2. Advanced grammar concepts and transitions

Expected Skills to be demonstrated:

1. Read and translate a book in Spanish
2. Glean travel advice and information
3. Write a personal travel experience in the target language

PA Standards/Anchors:

Eligible Content:

12.1.3.B 12.1.3.E
12.1.3.C 12.3.3.B
12.1.3.D 12.3.3.C

N/A

Instructional Strategies:

Assessments:

Read in Spanish for pronunciation and clarification
Translate to English for comprehension
Write in Spanish to apply grammar concepts used in book
Discuss cultural similarities and differences (Peru/United States)

written translation of story for correctness
original written composition for grammar and content

Grade level: 12

Course Title: Spanish Five

Topic/Concept: Twiches

Time Allotment: 2 weeks

Unit Sequence: 2

Major Concepts to be learned:

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|-----------------------------------|-------------------|
| 1. Advanced grammar | 3. New vocabulary |
| 2. Nuances of the spoken language | |

Expected Skills to be demonstrated:

- | |
|--|
| 1. Interpret the spoken words to English |
| 2. Use new vocabulary to form sentences with extended vocabulary |
| 3. Compare and contrast slang as it is used in both languages |

PA Standards/Anchors:

Eligible Content:

12.3.3.C 12.1.3.C 12.1.3.A 12.1.3.D 12.1.3.B	N/A
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Instructional Strategies:

Assessments:

Watch a movie that is not slowed down or geared to native English speakers and interpret the spoken word using context clues and previous vocabulary and grammar concepts. Generate a list of new vocabulary words from the movie.	A vocabulary test on all the new words from the list Sentence formations using new vocabulary as well as slang and new grammar concepts
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Grade level: 12

Course Title: Spanish Five

Topic/Concept: Hocus Pocus

Time Allotment: 2 weeks

Unit Sequence: 3

Major Concepts to be learned:

- | | |
|-----------------------------------|-------------------|
| 1. Nuances of the spoken language | 3. New vocabulary |
| 2. Advanced grammar concepts | |

Expected Skills to be demonstrated:

- | |
|--|
| 1. Use the new vocabulary to form sentences |
| 2. Interpret the spoken word to English |
| 3. Compare and contrast slang as it relates to English and Spanish |

PA Standards/Anchors:

Eligible Content:

12.1.3.A	12.1.3.D
12.1.3.B	12.3.3.C
12.1.3.C	

N/A

Instructional Strategies:

Assessments:

Watch a movie that is not slowed down or geared to students at all. Based on context clues and former knowledge interpret the meaning. Generate a list of new vocabulary words used in the movie.	Write a paragraph using the new vocabulary and the new grammar concepts to summarize the movie. English to Spanish vocabulary test on the new words.
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Grade level: 12

Course Title: Spanish Five

Topic/Concept: Plump and Perky Turkey

Time Allotment: 3 weeks

Unit Sequence: 4

Major Concepts to be learned:

1. Create sentences in Spanish with a seamless flow
2. New vocabulary

Expected Skills to be demonstrated:

1. Translate a children's story from English to Spanish with smooth transitions and circumlocution without losing the meaning or the humor of the text.
2. Learn new vocabulary

PA Standards/Anchors:

Eligible Content:

12.1.4.A 12.1.4.D
12.1.4.B
12.1.4.C

N/A

Instructional Strategies:

Assessments:

Use known words and phrases to convey the same meaning while incorporating the new vocabulary and the more advanced grammar structures.
Translate from English to Spanish.

*The fluency and correct usage of grammar in the translation.
Vocabulary test English to Spanish*

Grade level: 12

Course Title: Spanish Five

Topic/Concept: Viva La Causa

Time Allotment: 1 week

Unit Sequence: 5

Major Concepts to be learned:

1. Who is Cesar Chavez
2. Why he is relevant

Expected Skills to be demonstrated:

1. List the peaceful ways Chavez made change in the migrant farming community
2. List why Chavez needed to enact change
3. Compare and contrast how he made a difference compared to current social issues and how people deal with them

PA Standards/Anchors:

Eligible Content:

12.3.4.A 12.3.4.D
12.3.4.B
12.3.4.C

N/A

Instructional Strategies:

Assessments:

Watch actual news clips and sound bites from Cesar Chavez and his mission for social change.
Discuss peaceful demonstrations as opposed to violent ones
Debate on what works more efficiently and why
Discuss the political role Kennedy had in the movement.

Write a comparative essay based on the class discussions and content discussed on this topic.

Grade level: 12

Course Title: Spanish Five

Topic/Concept: What Santa Can't Do

Time Allotment: 2 weeks

Unit Sequence: 6

Major Concepts to be learned:

1. Vocabulary
2. Forming complex sentences that flow

Expected Skills to be demonstrated:

1. Translate the children's story to Spanish
2. Use new vocabulary to form sentences appropriately
3. Use idiomatic expressions to convey meanings fluently

PA Standards/Anchors:

Eligible Content:

12.1.3.A 12.1.3.D
12.1.3.B 12.1.3.E
12.1.3.C

N/A

Instructional Strategies:

Assessments:

Utilize new vocabulary words to create a meaningful text.
Use advanced grammar to make the sentence structure flow.

*Story graded on readability and correct usage of grammar.
Test on new vocabulary English to Spanish*

Grade level: 12

Course Title: Spanish Five

Topic/Concept: El Grinch

Time Allotment: 2 weeks

Unit Sequence: 7

Major Concepts to be learned:

1. Comprehension of the spoken language
2. New vocabulary related to the season

Expected Skills to be demonstrated:

1. Interpret the spoken language
2. Create a list of new words
3. Recite the new words

PA Standards/Anchors:

Eligible Content:

12.1.3.A 12.1.3.D
12.1.3.B
12.1.3.C

N/A

Instructional Strategies:

Assessments:

1. Repeat the difficult dialogue slower
2. Give synonyms to the new words
3. Use context clues to interpret
4. Recite the new vocabulary

Verbal quiz on the new vocabulary
Answer questions using the new vocab

Grade level: 12

Course Title: Spanish Five

Topic/Concept: Culture Videos/Virtual Tours

Time Allotment: 2 weeks

Unit Sequence: 8

Major Concepts to be learned:

1. Culture awareness through art
2. Cultural awareness through city “tours”

Expected Skills to be demonstrated:

1. Identify major points of interests in Mexico and Spain
2. Label famous works of art and identify their artists
3. Discuss hidden meanings behind famous art work
4. Classify art based on the period and the style

PA Standards/Anchors:

Eligible Content:

12.3.3.C
12.3.3.D
12.3.2.A

N/A

Instructional Strategies:

Assessments:

Watch the following videos: Las Meninas: Captivating Painting
Facts about the Sagrada Familia, Barcelona
Barcelona’s Unfinished Masterpiece
Diego Rivera: Brief Biography and Artwork
Diego Rivera: Man, Controller of the Universe
Diego Riviera: Brutal History for a Modern City
Who Was Frida Kahlo/Woman Behind the Legend/Life of an Artist
El Greco: Obsessed with Spirituality 12 Things, Sevilla Spain

*Fill in closed study guides that accompany the videos.
Compare and contrast works of art based on opinion and preference for a discussion grade.
Compare and contrast cities in the United States compared to those in the Spanish speaking world viewed in the videos in written composition.*

Grade level: 12

Course Title: Spanish Five

Topic/Concept: Slide Show A-Z

Time Allotment: 2 weeks

Unit Sequence: 9

Major Concepts to be learned:

1. Preterit tense review
2. Vocabulary culmination review

Expected Skills to be demonstrated:

1. Utilize correct forms of all regular and irregular preterit tenses
2. Create a story of the past using a verb starting from every letter of the alphabet A-Z

PA Standards/Anchors:

Eligible Content:

12.1.4.A 12.14.D
12.1.4.B 12.1.4.F
12.1.4.C

N/A

Instructional Strategies:

Assessments:

Use the creative process to form a meaningful display of preterit as well as a vast knowledge of vocabulary used in the last 4.5 years.

Express thoughts in written form while creating an informative piece of work about one's own life.

Cumulative as well as formative assessment based on grammatical correctness and creativity. Presented to the class

Grade level: 12

Course Title: Spanish Five

Topic/Concept: Dig Encargado

Time Allotment: 2 weeks

Unit Sequence: 10

Major Concepts to be learned:

1. Idiomatic expressions
2. Pluscuamperfecto review

Expected Skills to be demonstrated:

1. Translate the story to English
2. Create a list of idiomatic expressions and nuances
3. Recite expressions and their uses

PA Standards/Anchors:

Eligible Content:

12.1.3.A 12.1.3.D
12.1.3.B 12.1.3.E
12.1.3.C

N/A

Instructional Strategies:

Assessments:

Read the short story in Spanish
Translate the story to English
Formulate lists of new vocabulary and idiomatic expressions
List the uses of each expression

Vocabulary test on new words
Sentence formation test using the expressions correctly

Grade level: 12

Course Title: Spanish Five

Topic/Concept: San Valentin

Time Allotment: 2 weeks

Unit Sequence: 11

Major Concepts to be learned:

1. Culture and history of San Valentin
2. Vocabulary list accompanying the fiesta

Expected Skills to be demonstrated:

4. Recite new vocabulary
5. Use new vocabulary in sentences
6. Compare and contrast the two fiestas

PA Standards/Anchors:

Eligible Content:

12.1.3.A	12.1.3.D
12.1.3.B	12.3.3.A
12.1.3.C	12.3.3.C

N/A

Instructional Strategies:

Assessments:

Read about the history in English of both cultures
Create a list of unknown words that define the fiesta
Use the news words constructively to form informative sentences
Discussion of the two celebrations and how they relate and differ

Vocabulary test English to Spanish
Sentences graded on correctness and proper grammar

Grade level: 12

Course Title: Spanish Five

Topic/Concept: La Leyenda de Popo y Itzi

Time Allotment: 6 weeks

Unit Sequence: 12

Major Concepts to be learned:

1. Learn the history and legend of Popo Y Itzi

Expected Skills to be demonstrated:

4. Recant the legend of Popo y Itzi
5. Relate the legend to historical Mejico
6. Contrast the similarities and differences to current day myths and legends

PA Standards/Anchors:

Eligible Content:

12.3.3.A 12.3.3.D
12.3.3.B
12.3.3.C

N/A

Instructional Strategies:

Assessments:

Read the novel in Spanish
Translate the story to English
Discuss the conflict
Compare to modern day struggles and issues
Create a list of new vocabulary and unknown words and terms

Pronunciation assessment
Participation assessment on discussions
Vocabulary test

Grade level: 12

Course Title: Spanish Five

Topic/Concept: La Primavera

Time Allotment: 2 weeks

Unit Sequence: 13

Major Concepts to be learned:

La Primavera as it relates to the United States	Primavera vocabulary
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Expected Skills to be demonstrated:

<ol style="list-style-type: none">Recite the vocabularyUse the vocab in a paragraph to describe one's own experiences and memories growing up in the target language

PA Standards/Anchors:

Eligible Content:

12.3.3.B 12.3.3.C	N/A
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Instructional Strategies:

Assessments:

<ol style="list-style-type: none">Provide a list of new words to describe La PrimaveraFlashcard the words to become acquaintedWrite a paragraph to describe a favorite event from childhood	<i>Vocabulary test English to Spanish</i> <i>Cumulative assessment on content/grammar usage/new vocab</i>
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Grade level: 12

Course Title: Spanish Five

Topic/Concept: Charlar

Time Allotment: 2 weeks

Unit Sequence: 14

Major Concepts to be learned:

3. Conversational Spanish

Expected Skills to be demonstrated:

3. Speak with fluency in a question/answer setting with open-ended responses

PA Standards/Anchors:

Eligible Content:

12.1.3.A 12.1.3.D
12.1.3.B
12.1.3.C

N/A

Instructional Strategies:

Assessments:

Given a series of questions pertaining to 3 distinct topics (1. El futuro
2. animal domestico 3. Viajar) prepare open-ended answers to a
verbal conversation using advanced grammar concept and
vocabulary

Quickness is reply
Comprehension
Fluency and pronunciation

Grade level: 12

Course Title: Spanish Five

Topic/Concept: En Aquel Prado

Time Allotment: 2 weeks

Unit Sequence: 15

Major Concepts to be learned:

3.	New vocabulary
4.	Review of imperfecto and nosotros and ustedes mandatos
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Expected Skills to be demonstrated:

4.	Translate the short story to English
5.	Generate a list of unknown or new words
6.	Utilize proper tenses in the translation

PA Standards/Anchors:

Eligible Content:

12.1.3.A 12.1.3.B 12.1.3.C	12.1.3.D	N/A
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Instructional Strategies:

Assessments:

Read the story Translate the story Quizlet the new vocabulary words	<i>Translations turned in for grammatical correctness</i> <i>Vocabulary test Spanish to English</i>
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Grade level: 12

Course Title: Spanish Five

Topic/Concept: Writing Prompts

Time Allotment: 2 weeks

Unit Sequence: 16

Major Concepts to be learned:

3. Synthesizing all information learned in last 5 years and creating a meaningful essay in the target language

Expected Skills to be demonstrated:

4. Use proper grammar
5. Use advanced expressions and prepositional phrases
6. Use advanced vocabulary
7. Create meaningful content

PA Standards/Anchors:

Eligible Content:

12.1.4.A 12.1.4.D
12.1.4.B
12.1.4.C

N/A

Instructional Strategies:

Assessments:

The strategies have been compiling for the past 5 years. This is almost a final test. Several prompts will be provided and the students will choose two of them.

Essay will be graded on content, grammar, creativity and vocabulary.

Grade level: 12

Course Title: Spanish Five

Topic/Concept: Country Presentation

Time Allotment: 2 weeks

Unit Sequence: 17

Major Concepts to be learned:

3.	Major tourist attractions of the chosen Spanish speaking country	3. Antecdotal information on the city
4.	Main dishes of that country/city	

Expected Skills to be demonstrated:

4.	Show the expertise of a particular Spanish speaking city from a list I have provided
5.	Report on the fun fact, historical meaning, foods and customs of said city
6.	Declare why the student wants to travel to that city as opposed to all the others

PA Standards/Anchors:

Eligible Content:

12.3.4.A	12.3.4.D	N/A
12.3.4.B		
12.3.4.C		

Instructional Strategies:

Assessments:

Research based instruction Self-motivated	<i>Based on the details provided in the set minimum number of slides contained in presentation. Also graded on correct pronunciation of products and foods of that city. Rubric provided.</i>
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