

SEMESTER I

Language and Level / Grade	Spanish 4 (Intermediate Low)	Approximate Length of Unit	10 days
		Approximate Number of Minutes Weekly	420 minutes
Theme/Topic	Personal and Public Identities (Las relaciones personales/Personal relationships) (Lección 1)		
Essential Question	How can I describe personal relationships?		
Goals <i>What should learners know and be able to do by the end of the unit?</i>	Learners will be able to: (THESE ARE CAN-DO STATEMENTS from the ACTFL modes -- interpretive, presentational, interpersonal) I can talk about people, activities, events and experiences (PS) I can describe another's personality (PS) I can prepare materials for a presentation (PW) I can describe the physical appearance and personality of a friend or family member (PW) I can understand messages related to my basic needs. (IL) I can understand questions and simple statements on everyday topics when I am part of the conversation (IL) I can start, maintain and end a conversation on a variety of familiar topics (IC) I can exchange information about subjects of special interest to me (IC)		
Summative Performance Assessment Learners will be able to: Name <i>personality traits, emotions, feelings</i> Discuss <i>things you do on a regular basis, your friends' personalities, your personality.</i> Explain <i>things that are happening at this moment</i> Describe <i>what you are like, what your friends and family are like</i>	Interpretive Mode		
	Reading (Examples) I can understand text in a poem about love and feelings. Poema 20	(Examples) Visual: Short: "Momentos de estación"	Listening (Examples) I can understand a short about a commuter buying a ticket at a train station and professing his feelings for her. (Momentos de estación).

	<p align="center">Presentational Mode</p> <p>Speaking - I can present a short dialogue with a classmate representing a patient and a psychologist, remembering moments from my childhood (<u>Enfoques</u>, p. 25)</p> <p align="center">Or</p> <p>Family wedding-explain who you would bring and why</p> <p>Written -I can write a response letter expressing my opinion (<u>Enfoques</u>, p. 39)</p> <p><u>Possible project:</u> Create a dating profile.</p>	<p align="center">Interpersonal Mode</p> <p>I can participate in a “speed dating” session to get to know classmates (<u>Enfoques</u>, p.39)</p> <p>In the park: you meet a handsome person-How would you approach him/her?</p>
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Toolbox		
Language Functions	Related Structures / Patterns	Vocabulary
	Progressive forms (present progressive, other verbs with present participle)	personality emotions feelings personal relationships
Resources		Technology Integration
Enfoques, 2nd edition/SAM		

Language and Level / Grade	Spanish 4 (Intermediate Low)	Approximate Length of Unit	10 days
		Approximate Number of Minutes Weekly	420 minutes
Theme/Topic	Contemporary Life (Las diversiones/Entertainment) (Lección 2)		
Essential Question	How can I express my likes and dislikes and describe my daily routine and activities?		
Goals <i>What should learners know and be able to do by the end of the unit?</i>	Learners will be able to: I can talk about my daily activities and personal preferences (IC) I can use my language to handle tasks related to my personal needs (IC) I can present information on plans, instructions and directions (PS) I can present songs, short skits, or dramatic readings (PS) I can write basic instructions on how to make or do something (PW) I can write about topics of interest (PW) I can understand messages related to everyday life (IL) I can understand the main idea of what I listen to for personal enjoyment (IL)		
Summative Performance Assessment Learners will be able to: Name sports, games, places related to recreation Discuss things you enjoy doing as pastimes. Explain daily routine Describe daily routine, what you enjoy doing during free time	Interpretive Mode		
	Reading I can understand text in a poem Idilio (<u>Enfoques</u> , p. 73) I can understand text about bullfighting (<u>Enfoques</u> , p. 77)	Visual: Video on Corridas de toros https://www.youtube.com/watch?v=9oSj5QSc9Zk (corrida con sangre:Gran Corrida de Toros Profesionales ESPINAR 2016-Virgen de la Candelaria- 9 min) https://www.youtube.com/watch?v=VYpOlwxn4Bo (corrida sin sangre:Corrida de toros en Las Vegas sin sangre-5 min) Short: Espíritu deportivo Video: FLash Cultura “El nuevo cine	Listening I can understand a short about the funeral of a soccer player. (Espíritu deportivo) SAM : Lab Manual Listening

		mexicano”	
	<p align="center">Presentational Mode</p> <p>Speaking – I can prepare a presentation about a famous latino singer or athlete (¡A conversar! <u>Enfoques</u>, p. 79)</p> <p>Written – I can write a write an email making plans for the weekend (¡A escribir! <u>Enfoques</u>, p. 79)</p> <p>Compare and contrast weekend Activities with other countries.</p> <p>Possible project: Organize a weekend plan for exchange students coming from a Spanish-speaking country.</p>	<p align="center">Interpersonal Mode</p> <p>I can talk about my favorite pastimes and games.</p>	

Toolbox		
Language Functions	Related Structures / Patterns	Vocabulary
	object pronouns “gustar” and similar verbs reflexive verbs	games sports pastimes music and theater recreational places
Resources		Technology Integration

Enfoques, 2nd edition/SAM, 3rd ed.	Supersite
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Language and Level / Grade	Spanish 4 (Intermediate Low)	Approximate Length of Unit	10 days
		Approximate Number of Minutes Weekly	420 minutes
Theme/Topic	Contemporary Life (La vida diaria/Daily life) (Lección 3)		
Essential Question	How can I narrate in the past?		
Goals <i>What should learners know and be able to do by the end of the unit?</i>	Learners will be able to: I can have a simple conversation on a number of everyday topics (IC) I can talk about my daily activities and personal preferences (IC) I can express my needs and wants (PS) I can make a presentation about my personal and social experiences (PS) I can write about people, activities, events and experiences (PW) I can prepare materials for a presentation (PW)		
Summative Performance Assessment Learners will be able to: Name <i>things in the house</i>	Interpretive Mode		
	Reading I can understand text about the art of Diego Velázquez and how it relates to daily life discussed in this chapter	Visual: short: “Adíos mamá” Videos: Diego Velázquez https://www.youtube.com/watch?v=6USQYRZRT3U&index=2&list=PL61ASV1UPqpeUbx7v9N9_AmE1fwgDhxpO	Listening I can understand a short about a man and his encounter in line with an elderly woman at a grocery store. (“Adiós Mamá”)

Discuss <i>daily life, routines</i> Explain <i>weekly schedules</i> Describe <i>household chores</i>	(Obra comentada: Las Hiladeras, de Diego Velázquez-7 min) https://www.youtube.com/watch?v=uqRvjyOvawU&list=PL61ASV1UPqpeUbx7v9N9_AmE1fwgDhxpO&index=12 (Exposición de Velázquez en el Museo del Prado-2 min) https://www.youtube.com/watch?v=BGzdmBmDzaU&list=PL61ASV1UPqpeUbx7v9N9_AmE1fwgDhxpO&index=13 (Otros ojos para ver el Prado: Las Meninas, de Velázquez-9 min)		SAM: Lab Manual Museo del Prado descriptions of paintings
	Presentational Mode Speaking - I can retell favorite childhood memories (vacations/toy/family gatherings). (I.L.) Written - I can write a paragraph in which I compare and contrast my weekly schedule with a friend's. (<u>Enfoques</u> , p. 85) Paragraph: describe a work of art by D. Velázquez Possible project: (<u>Enfoques</u> , p. 119) Historical hispanic figure	Interpersonal Mode I can talk about my daily and weekly schedule with a classmate, comparing the similarities and differences. (<u>Enfoques</u> , p. 85 C)	

Language Functions	Related Structures / Patterns	Vocabulary
	preterite tense imperfect tense preterite vs. imperfect	chores in the home shopping daily life adverbs of frequency
Resources		Technology Integration
Enfoques, 2nd ed./SAM, 3rd ed.		Supersite

Language and Level / Grade	Spanish 4 (Intermediate Low)	Approximate Length of Unit	10 days
		Approximate Number of Minutes Weekly	420 minutes
Theme/Topic	Beauty and Aesthetics (La salud y el bienestar/Health and Well-being) (Lección 4)		
Essential Question	How can I keep healthy?		
Goals <i>What should learners know and be able to do by the end of the unit?</i>	Learners will be able to: I can use the language to meet my basic needs in familiar situations (IC) I can use language to handle tasks related to my personal needs (IC) I can express my needs and wants (PS) I can make a presentation about common interests and issues and state my viewpoint (PS) I can write basic instructions on how to make or do something (PW) I can compose communications for public distribution (PW) I can understand the basic purpose of a message (IL) I can understand messages related to my everyday life (IL)		
	Interpretive Mode		

Summative Performance Assessment <i>• These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> <i>• They are integrated throughout the unit.</i> <i>• The template encourages multiple interpretive tasks.</i> <i>• The interpretive tasks inform the content of the presentational and interpersonal tasks.</i> <i>• The tasks should incorporate 21st Century Skills.</i>	Reading (Examples) I can understand the main idea of what I have read and answer questions/summarize based upon what I have read (Story: <i>Mujeres de Ojos Grandes</i> /Article- <i>La Ciencia: La nueva arma en una guerra antigua</i>).	Visual: short: <i>éramos pocos</i> Videos: Chamanes https://www.youtube.com/watch?v=sL02TSMjQTo (Congreso de Brujos en Catemaco-16 min) https://www.youtube.com/watch?v=PEYo9UerMt0 (qué es el Chamanismo?-8 min) https://www.youtube.com/watch?v=wKe69lgrH28 (Chamanes, Curanderos y demás en el negocio de la Brujería-8 min)	Listening (Examples) I can understand a recorded description or video about health and well-being (Supersite listening activities for readings/Short : <i>éramos pocos</i> .
	Presentational Mode (Examples) Speaking - I can report or defend a position about a health debate (traditional vs. modern medicine) Written - I can write about 10 ways to take care of oneself (<u>Enfoques</u> , page 160) Possible project: Find solutions for dietary concerns (weight, etc)	Interpersonal Mode (Examples) I can react to the film short or consult on the main goals/objectives for a new cafeteria in the school (<u>Enfoques</u> , page 161). (Possible project) I can talk about what someone should do when they are sick. I can compare home remedies with modern remedies.	

Toolbox		
Language Functions	Related Structures / Patterns	Vocabulary
Learners will be able to:	Subjunctive in noun clauses	Illnesses and symptoms

Name <i>illnesses, doctors, medicines and treatments</i> Discuss <i>health and well-being</i> Explain <i>health and nutrition in general</i> Describe <i>health situations</i>	Commands	Health and well-being Doctors and the hospital Medicines and treatments
Resources		Technology Integration
<u>Enfoques</u> , 2nd ed./SAM, 3rd, ed.		Supersite

Language and Level / Grade	Spanish 4 (Intermediate Low)	Approximate Length of Unit	10 days
		Approximate Number of Minutes Weekly	420 minutes
Theme/Topic	Global Challenges (Los viajes/ Trips/Travel) (Lección 5)		
Essential Question	How can I describe experiences related to travel?		
Goals <i>What should learners know and be able to do by the end of the unit?</i>	Learners will be able to: I can use the language to meet my basic needs in familiar situations (IC) I can use my language to handle tasks related to my personal needs (IC) I can present information on plans, instructions, and directions (PS) I can make a presentation about common interests and issues and state my viewpoint (PS) I can write basic instructions on how to make or do something (PW) I can compose communications for public distribution (PW) I can understand basic information in ads, announcements, and other simple recordings (IL) I can understand a few details in ads, announcements and other simple recordings (IL)		
	Interpretive Mode		

Summative Performance Assessment <i>• These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> <i>• They are integrated throughout the unit.</i> <i>• The template encourages multiple interpretive tasks.</i> <i>• The interpretive tasks inform the content of the presentational and interpersonal tasks.</i> <i>• The tasks should incorporate 21st Century Skills.</i>	Reading I can understand text about geographical locations such as the Panama Canal and coffee production in Central America . I can understand text about the Mayan civilization (<i>La ruta maya</i>) Article on traveling: http://www.aarp.org/espanol/turismo/consejos-para-viajar/info-12-2012/aeropuertos-vuelos-seguridad-usa.html	Visual: Flash cultura Security in airports: https://www.youtube.com/watch?v=Ux1DvFIlpog (Los objetos que no puede llevar en un viaje-7min) https://www.youtube.com/watch?v=aPSoUYJq-HA (Los trámites que hay que realizar en un aeropuerto-2 min) https://www.youtube.com/watch?v=3YkNp1KEZ0 (Los pasos a seguir antes de abordar tu avión-2 min)	Listening I can understand a recorded description or video about La ruta del café (Flash cultura)/or travel/historical destinations.
	Presentational Mode Speaking - I can talk about itineraries for trips and make recommendations (PS) Written - I can write a report about taking a trip, where to go, what to do (making recommendations) (PW) (Examples)	Interpersonal Mode I can talk about taking trips/vacations/honeymoons with others and compare/contrast.. I can talk about trips and suggest locations, recommend, etc.. Possible Project: Security Agent and traveler talk about recommendations, rules for travel, etc. (Examples)	

Toolbox		
Language Functions	Related Structures / Patterns	Vocabulary
Learners will be able to:	Comparatives and Superlatives Subjunctive in adjective clauses	Travelling Lodging

Name <i>terms related to travel</i> Discuss <i>travel locations and experiences</i> Explain <i>differences and similarities of different locations.</i> Describe <i>experiences in travel-compare/contrast/types of travel wanted</i>		Security and Accidents Excursions/Tours
Resources	Technology Integration	
<u>Enfoques</u> , 2nd ed./SAM, 3rd, ed	Supersite/blog/Google presentation (examples)	

Semester II:

Language and Level / Grade	Spanish 4 (Intermediate Low to Intermediate Mid)	Approximate Length of Unit	10 days
		Approximate Number of Minutes Weekly	420 minutes
Theme/Topic	Science and Technology (La Naturaleza/Nature) (Lección 6)		
Essential Question	How can I describe situations related to nature and the environment?		

<p>Goals</p> <p><i>What should learners know and be able to do by the end of the unit?</i></p>	<p>Learners will be able to:</p> <p>(THESE ARE CAN-DO STATEMENTS from the ACTFL modes -- interpretive, presentational, interpersonal)</p> <p>I can ask and answer questions on factual information that is familiar to me (IC) I can exchange information about subjects of special interest to me (IC) I can express my preferences on topics of interest (PS) I can make a presentation about common interests and issues and state my viewpoint (PS) I can write questions to obtain information (PW) I can compose communications for public distribution (PW) I can understand the purpose of a basic message (IL) I can understand basic information in ads, announcements, and other simple recordings (IL)</p>		
<p>Summative Performance Assessment</p> <ul style="list-style-type: none"> • These tasks allow learners to demonstrate how well they have met the goals of the unit. • They are integrated throughout the unit. • The template encourages multiple interpretive tasks. • The interpretive tasks inform the content of the presentational and interpersonal tasks. • The tasks should incorporate 21st Century Skills. 	<p>Interpretive Mode</p>		
	<p>Reading</p> <p>I can understand text about “microcuentos” and cultural interpretations of natural phenomena (<i>El Eclipse</i>) .</p> <p>I can understand text about nature and conservancy (<i>La Conservación de Vieques/ Los Bosques del Mar</i>)</p> <p>(Examples)</p>	<p>Visual: MUSA http://musamexico.org/</p>	<p>Listening</p> <p>I can understand a recorded description or video about some solutions to preserve nature/protect it (Video: EL Museo Subacuático de Arte - MUSA, Cancún, México) http://www.cbsnews.com/video/s/cancuns-underwater-museum/?lumiereId=50137956&videoId=678e7b5a-8bdf-11e2-9400-029118418759&cbsId=50137956&site=cbsnews</p> <p>SAM Lab manual Activities (Examples)</p>

	Presentational Mode	Interpersonal Mode
	<p>Speaking - I can report on places of nature that need protection-how it is being protected and how it can be done.</p> <p>Written - I can write a report about a World Heritage site and why it is important to preserve it, the impact for the future.</p> <p>Possible project: Environmental preservation (Examples)</p>	<p>I can talk about having an exotic pet/asking a neighbor to take care of it while on vacation..</p> <p>I can talk about how one will solve pollution/contamination problems in Vieques, P.R. and promote tourism there .</p> <p>(Examples)</p>

Toolbox		
Language Functions	Related Structures / Patterns	Vocabulary
<p>Learners will be able to:</p> <p>Name <i>Nature, Animals, Natural phenomenons, terms related to the environment.</i></p> <p>Discuss <i>Nature and the environment.</i></p> <p>Explain <i>geographical and physical areas in the context of the environment and nature.</i></p> <p>Describe <i>the impact on nature and the environment in the future.</i></p>	<p>Future tense</p> <p>Subjunctive in adverbial clauses</p>	<p>Nature</p> <p>Animals</p> <p>Natural Phenomenons</p> <p>The Environment</p>
Resources		Technology Integration
Enfoques, 2nd ed./SAM, 3rd. ed		Supersite/blog

Toolbox		
Language Functions	Related Structures / Patterns	Vocabulary

Language and Level / Grade	Spanish 4 (Intermediate Low to Intermediate)	Approximate Length of Unit	4 weeks
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	Mid)	Approximate Number of Minutes Weekly	420
Theme/Topic	Science and Technology (La ciencia y la tecnología) (Lección 7)		
Essential Question	How do developments in science and technology affect our lives?		
Goals <i>What should learners know and be able to do by the end of the unit?</i>	Learners will be able to : I can compare and contrast life in different locations and in different times. IC I can explain issues of public and community interest, including different viewpoints. PS I can meet basic social and civil writing needs. PW I can understand the main idea and many details of descriptions or interviews. IL I can read texts that compare and contrast information. IR		
Summative Performance Assessment <i>· These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> <i>· They are integrated throughout the unit.</i> <i>· The template encourages multiple interpretive tasks.</i> <i>· The interpretive tasks inform the content of the presentational and interpersonal tasks.</i> <i>· The tasks should incorporate 21st Century Skills.</i>	Interpretive Mode		
	Reading Read an article detailing how changes in technology affect today's society..	Visual: Short: "Viaje a marte" Video: Flash cultura	Listening/Media View and listen to a short film about the state of technology and how it will affect our future. (Happy Cool) Viaje al Marte SAM Laboratory Manual Activities
	Presentational Mode Write a letter of advice or letter to the editor of a publication on a social, civil, or political issue in science. (presentational writing) Present your reasons for or against a position on a political or social issue (PS) Possible project: Enfoques, p. 254		Interpersonal Mode Explain how technology has changed our lives while discussing this topic with another. (IS) Enfoques, p. 254 "opiniones" (Inventores)
Toolbox			
Language Functions		Related Structures / Patterns	Vocabulary Expansion
			Tier 1
- Describe how technology has made life easier and		Present perfect	La tecnología

more difficult.		La astronomía y el universo La ciencia y los inventos Profesiones de la ciencia
		Tier 2
- Compare the science and technology of today with that of 20 years ago.	<i>Past perfect</i>	Cinemateca Literatura Cultura
- Express opinions on investing in science and technology	<i>Diminutives and augmentatives</i>	
Resources		Technology Integration
<u>Enfoques</u> , 2nd ed. /SAM, 3rd ed.		Supersite/blog

Language and Level / Grade	Spanish 4 (Intermediate Low to Intermediate Mid)	Approximate Length of Unit	4 weeks
		Approximate Number of Minutes Weekly	420
Theme/Topic	Global Challenges (Los temas económicos / Economic Issues) (Lección 8)		
Essential Question	What economic issues pose challenges to societies throughout the world?		
Goals	Learners will be able to :		
<i>What should learners know and be able to do by the end of the</i>	I can conduct or participate in interviews. (IC) I can deliver short presentations on a number of academic and workplace topics. (PS)		

unit?	I can meet basic work and career writing needs. (PW) I can understand descriptions and stories of events that have happened or will happen. (IL) I can find and use information for practical purposes. (IR)		
Summative Performance Assessment <i>· These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> <i>· They are integrated throughout the unit.</i> <i>· The template encourages multiple interpretive tasks.</i> <i>· The interpretive tasks inform the content of the presentational and interpersonal tasks.</i> <i>· The tasks should incorporate 21st Century Skills.</i>	Interpretive Mode		
	Reading Read about different perspectives on careers and working. (Carolina Herrera - una señora en su punto) El oro negro	Visual: “Casas de moda/diseñadores/arquitectos/cineros/fotógrafos, etc.	Listening/Media (Clown) ADD: Fashion (student project) SAM Laboratory manual activities Interview with Carolina Herrera https://www.youtube.com/watch?v=b7QzlEgZ1WI (Vida de Carolina Herrera-4 min) https://www.youtube.com/watch?v=uVnIYDqROzo (Siempre mujer moda:Carolina Herrera-4 min)
	Presentational Mode Write a multi-step work budget plan for a project about financial planning for yourself. (presentational writing) Possible project: Diseñadores de habla hispana	Interpersonal Mode Interview someone about his/her professional interests and activities. (interpersonal speaking)	
Toolbox			
Language Functions	Related Structures / Patterns	Vocabulary Expansion	
		Tier 1	
- Express opinions on what you would do in certain financial situations.	The conditional	El trabajo La gente en el trabajo La economía Las finanzas	
- Describe what you wanted your future to look like when you were a kid.		Tier 2	
		Cinemateca Literatura Cultura	
- Compare how different career and financial choices may impact one’s life.			
Resources		Technology Integration	

Enfoques, 2nd ed. /SAM	Supersite/blog
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Language and Level / Grade	Spanish 4 Intermediate Low to Intermediate Mid	Approximate Length of Unit	4 weeks
		Approximate Number of Minutes Weekly	420
Theme/Topic	Contemporary Life (La cultura popular y los medios de comunicación /Popular culture and means of communication) (Lección 9)		
Essential Question	How do the arts both challenge and reflect cultural perspectives?		
Goals <i>What should learners know and be able to do by the end of the unit?</i>	Learners will be able to : I can exchange information related to areas of mutual interest. (IC) I can make a presentation on events, activities, and topics of particular interest. (PS) I can meet basic social and civil writing needs. (PW)		

IC= Interpersonal Communication PS= Presentational Speaking PW=Presentational Writing IL= Interpretive Listening IR= Interpretive Reading	I can understand descriptions and stories of events that have happened or will happen. (IL) I can find and use information for practical purposes. (IR)		
Summative Performance Assessment <i>⌚ These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> <i>⌚ They are integrated throughout the unit.</i> <i>⌚ The template encourages multiple interpretive tasks.</i> <i>⌚ The interpretive tasks inform the content of the presentational and interpersonal tasks.</i> <i>⌚ The tasks should incorporate 21st Century Skills.</i>	Interpretive Mode		
	Reading Read about current events in different written formats including newspaper, blogs, and magazines to understand the main idea and some supporting details. http://www.omniglot.com/language/phrases/guarani.htm (La lengua vencedora) El Guaraní: http://www.bbc.com/mundo/cultura_sociedad/2010/08/100819_paraguay_lenguas_guarani_lav.shtml	Visual: Short: <i>Sintonía</i> Telenovelas (soap operas)	Listening Understand the main idea and some supporting details in television, radio, and film clips. (Sintonía) (Guaraní) https://www.youtube.com/watch?v=kRgBbBdWqdY http://www.staff.uni-mainz.de/lustig/guarani/meeting_and_greeting.htm
	Presentational Mode Write an article on a current event that you have learned from the media. (presentational writing)		Interpersonal Mode Ask for and provide information about specific events that are being talked about in the press. (IS) Debate: <u>Enfoques</u> , pág. 359
	Toolbox		
Language Functions	Related Structures / Patterns	Vocabulary Expansion	
		Tier 1	
- Express opinions, doubts, or uncertainties about current media issues.	present perfect subjunctive	La televisión, la radio y el cine La cultura popular Los medios de comunicación La prensa	
- Ask and answer questions about current events in the media.	Relative pronouns	Tier 2	
		Cinemateca Literatura	

		Cultura
- Summarize the main idea of an article or A.V. story.	The neuter /o (lo más importante, lo mejor, lo peor, lo que)	
Resources		Technology Integration
Enfoques, 2nd ed. /SAM		Supersite/blog

Language and Level / Grade	Spanish 4 (Intermediate Mid to Advanced Low)	Approximate Length of Unit	10 days
		Approximate Number of Minutes Weekly	420 minutes
Theme/Topic	Contemporary Life (La literatura y el arte/Literature and Art) (Lección 10)		
Essential Question	How can I describe works of art and my reactions to them?		
Goals <i>What should learners know and be able to do by the end of the unit?</i> IC= Interpersonal Communication PS= Presentational Speaking PW=Presentational Writing	Learners will be able to do the following:: I can exchange information in areas of mutual interest (IC) I can ask for and provide descriptions of a favorite book or work of art (IC) I can summarize the plot of a story (PS) I can deliver a presentation about an artist (PS) I can write about an entertainment or social event (PW) I can understand information presented in a variety of genres on familiar topics, even when something		

IL= Interpretive Listening IR= Interpretive Reading	unexpected is expressed (IL) I can understand accounts of personal events or experiences (IR) I can read book reviews to choose what to read (IR)		
Summative Performance Assessment <i>• These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> <i>• They are integrated throughout the unit.</i> <i>• The template encourages multiple interpretive tasks.</i> <i>• The interpretive tasks inform the content of the presentational and interpersonal tasks.</i> <i>• The tasks should incorporate 21st Century Skills.</i>	Interpretive Mode		
	Reading I can understand a text about the homes of Pablo Neruda. (<i>Las casas de Neruda</i> , p. 370)		Listening I can understand a movie short about a chef who sees himself as an amazing artist. (<i>Las Viandas</i> , p. 380)
	Presentational Mode Speaking - I can summarize the plot of a book I read recently. Written - I can write a review of an art exhibit.		Interpersonal Mode I can tell someone about a painting I like, and listen and react as they tell me about a favorite painting of theirs.

Toolbox		
Language Functions	Related Structures / Patterns	Vocabulary Expansion
		Tier 1
Learners will be able to: Describe <i>works of art</i> Explain <i>various genres of literature and also artistic movements</i> Discuss <i>the plot of a story</i> Express <i>their opinion about a work of art</i>		La literatura
		Los géneros literarios
		Los artistas
		El arte
		Las corrientes artísticas
		Tier 2
		Cinemateca
		Literatura
		Cultura
Resources		Technology Integration

<u>Enfoques</u> , 2nd ed. /SAM	Supersite/blog
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End of SEMESTER II

Language and Level / Grade	Spanish 4 (Intermediate Mid to Advanced Low)	Approximate Length of Unit	10 days
		Approximate Number of Minutes Weekly	420 minutes
Theme/Topic	La política y la religión/Politics and Religion (Lección 11) SUSAN		
Essential Question	How can I understand and discuss issues of politics and religion?		
Goals	Learners will be able to:		
<i>What should learners know and</i>	I can ask for and provide information about current events. (IC)		

<p><i>be able to do by the end of the unit?</i></p> <p>IC= Interpersonal Communication PS= Presentational Speaking PW=Presentational Writing IL= Interpretive Listening IR= Interpretive Reading</p>	<p>I can discuss what is currently going on in another community or country. (IC) I can give a short presentation on a current event. (PS) I can present my point of view and provide reasons to support it. (PS) I can write a short article on a current event. (PW) I can write a letter of advice or letter to the editor on a social, civic or political issue. (PW) I can sometimes follow what I hear about events and experiences in various time frames. (IL) I can understand the main idea and some supporting details in organized speech</p>		
<p>Summative Performance Assessment</p> <p><i>• These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> <i>• They are integrated throughout the unit.</i> <i>• The template encourages multiple interpretive tasks.</i> <i>• The interpretive tasks inform the content of the presentational and interpersonal tasks.</i> <i>• The tasks should incorporate 21st Century Skills.</i></p>	Interpretive Mode		
	<p>Reading</p> <p>I can understand text about important festivals in other countries (<i>El carnaval de Oruro</i>, p. 404).</p> <p>I can understand text about a conflict in another part of the world. (<i>Cómo Bolivia perdió su mar</i>, p. 432)</p>		<p>Listening</p> <p>I can understand a video about the current political situation in Puerto Rico. (<i>Puerto Rico: ¿nación o estado?</i>, Flash cultura)</p> <p>I can understand a movie short about the economic hardship and political differences faced by a family of Venezuelan immigrants. (<i>El rincón de Venezuela</i>, p. 418)</p>
	Presentational Mode		Interpersonal Mode
	<p>Speaking - I can give a presentation in which I am a candidate seeking office.</p> <p>Written - I can write a letter to the editor about a topic that interests me.</p>		<p>I can discuss political stereotypes that some people might hold.</p> <p>I can discuss current events with a classmate.</p>

Language Functions	Related Structures / Patterns	Vocabulary
		Tier 1
Learners will be able to: Describe <i>the responsibilities of several political offices</i> Discuss <i>current events and political issues</i> Explain <i>the differences between various religions</i> Express <i>their political views and religious beliefs</i>	The passive voice Uses of <i>se</i> Prepositions: <i>de, desde, en, entre, hasta, sin</i>	La religión Las creencias religiosas Los cargos políticos La política Tier 2 Cinemateca Literatura Cultura
Resources		Technology Integration
<u>Enfoques</u> , 2nd ed. /SAM <u>Enfoques</u> , 3rd ed. /SAM/Album		Supersite/blog <u>Supersite/blog</u>

Language and Level / Grade	Spanish 4 (Intermediate Mid to Advanced Low)	Approximate Length of Unit	10 days
		Approximate Number of Minutes Weekly	420 minutes
Theme/Topic	La historia y la civilización/History and Civilization (Lección 12) SUSAN		
Essential Question	What can we learn from ancient civilizations?		
Goals <i>What should learners know and be able to do by the end of the unit?</i>	Learners will be able to: talk about events happening in the present (IM/PM) write about events happening in the present (PW) describe another person's personality (PS) understand accounts of personal events or experiences (IR) express my feelings and the feelings of others (IM/PM) express personal relationships		
	Interpretive Mode		

Summative Performance Assessment <i>· These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> <i>· They are integrated throughout the unit.</i> <i>· The template encourages multiple interpretive tasks.</i> <i>· The interpretive tasks inform the content of the presentational and interpersonal tasks.</i> <i>· The tasks should incorporate 21st Century Skills.</i>	Reading I can understand text about Machu Picchu and the Incas. (<i>La herencia de los incas</i> , p. 446) I can understand text about el Inca Garcilaso de la Vega (p. 478)		Listening I can understand a video about Machu Picchu (Flash cultura)
	Presentational Mode Speaking - I can retell a children's story. (I.L.) Written - I can write a simple story that took place in the past.	Interpersonal Mode I can role play with a classmate about the first encounter between indigenous peoples and the Spaniards.	

Toolbox		
Language Functions	Related Structures / Patterns	Vocabulary
Learners will be able to: Name toys, animals and places Discuss things you did when you were young. Explain actions from your childhood Describe what someone was like as a child	Imperfect tense Indirect object pronouns	Toys, animals, and places Childhoods activities Childhood behaviors Personality traits
Resources		Technology Integration

<u>Enfoques</u> , 2nd ed. /SAM	Supersite/blog
<u>Enfoques</u> , 3rd ed. /SAM/Album	Supersite/blog