

Module Title: En el consultorio/At the Doctor's Office

Subject: Spanish 3	Grade: 9-12	Timeline: 7 weeks
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Module Overview: Module 1
Using health and medical vocabulary, students will be able to express concern, and discuss injuries, symptoms, and on-going and/or current medical conditions.
Module Objectives: Grammar objectives listed and implemented using health and medical vocabulary as a lens.
-The imperfect tense -The preterite and the imperfect -"Se" constructions (for impersonal and unplanned events) -Adverbs and adverbial phrases
Thematic Focus: En el consultorio/At the doctor's office
Talking about how we physically feel, and health and medical conditions
Essential Questions:
How do we describe or talk about an injury or illness? What are ways we/other cultures seek medical treatment? How do we talk about these things in the immediate past, distant past and the present?

Instructional Focus of Module: Speaking, Reading, Writing, Listening in Target Language

<i>Communication</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
1.1 Students will present personalized information to the class in Spanish. Including but not limited to: Monsters that they created and will describe. 1.2 Students will listen to natives and non-natives discussing illnesses, and different health services. 1.3 Present information: doctor's office skits,	2.1 Students will read about health services in Spanish-speaking countries and learn health related terms. They will also read about healers and Shamans and home remedies and medicinal plants. 2.2 Students will also read about and then discuss how some countries have healers and Shamans. Additionally they will discuss home remedies and medicinal plants.	The imperfect tense (additional past tense) The preterite vs. the imperfect Se constructions Adverbs and adverbial phrases
<i>Connections</i>	<i>Comparisons</i>	<i>Communities</i>
3.1 Students will read an excerpt of an interview with author Carla Baron about her book "How to have a happy and healthy vacation". They will use	4.2 Students will demonstrate understanding of the concept of culture through reading and	

<p>headings, skimming and scanning, predicting and most importantly practice activating their own prior knowledge to determine read and understand the interview.</p> <p>3.2 Students will read the interview to identify cognates, which can reinforce knowledge in the target language, and in others. They will use this information to identify type of publication, intended audience, and purpose.</p>	<p>watching a short video on hospitals in Argentina. Students will discuss and address preconceived notions and current thoughts on health care in Latin America.</p>
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Text Set:

<p>Anchor Text: Descubre 2 Activities: Acts. 1-2 pg. 19 (listening vocabulary)</p>	<p>Reading Assessments: Students will read a CNN España article (or other similar news source) directly related to health and wellbeing. Students will predict content by reading the heading and identifying cognates within the text. scan the document to: identify what type of writing it is, determine the intended audience, and use visual clues and how they can help determine meaning (photos included in article, where article was written etc.).</p> <p>Writing Prompts & Assessments:</p> <p>In-class timed writing: write a story about a personal experience (it can be real or imaginary, funny, creative etc.) with an illness, accident or health problem. Stories should include: description of the patient, symptoms, and treatment</p> <p>Grammar Assessments:</p> <p>Regular formative grammar assessments.</p> <p>Regular summative combined vocabulary and grammar assessments, Teacher Created.</p>
<p>Text: Descubre 2 Activities: Acts. 3-7 pgs. 19-21</p>	
<p>Text: Descubre 2 – Teacher created activity Activities: Monster presentation. Students will use current vocab and prior knowledge to create a monster. Students will present information to the class via a Powerpoint, Prezi, or concrete form (3D Print, Paper/Pencil/Colored Pencil, Trifold, etc).</p>	
<p>Text: Descubre 2 Activities: Vocabulary Quizzes (teacher created)</p>	
<p>Text: Descubre 2 (Adverbs) Activities: Notes, Inténtalo pg. 40, Acts. 1 pg. 141, teacher created materials, authentic reading CNN health article, pinwheel discussion -procedures, sicknesses, and misc. vocab will be tied to skill</p>	
<p>Text: Descubre 2 (Imperfect) Activities: Notes, Inténtalo pg. 29, Acts. 1-3 pg. 30. Act. 4 pg. 31. Teacher created materials and jeopardy review. Teacher created a quiz -adverbs vocab tied to skill</p>	
<p>Text: Descubre 2 (pret. vs. imperfect) Activities: Notes, teacher created scaffolds, teacher created materials and review,</p>	

<p>Inténtalo pg. 33, Acts 1-2 pg. 34. Authentic story activity, teacher created test.</p> <p>-adverbs vocabulary tied to skill</p>	
<p>Text: Descubre 2 (constructions with se)</p> <p>Activities: Notes, inténtalo pg. 37, Acts. 1-3 pg. 38, Act. 4 pg. 39. Teacher created materials and practice, quiz</p> <p>-verbs and places vocab tied to skill</p>	
<p>Writing Instruction: Descriptive Writing</p> <p>FCAs: Correct verb conjugation, gender and number agreement, mastery of two past tenses</p> <p>Activities: Timed writing prompt</p>	
<p>Grammar Instruction: The imperfect tense, the preterite and the imperfect, constructions with se, adverbs</p> <p>FCAs: correct tense usage, and all previous FCAs (adjective use, pronoun use, etc.)</p> <p>Activities: (Listed above)</p>	

Ongoing Standards Addressed in This Unit:

<p><u>Communication</u></p> <p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret spoken and written Spanish on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics</p> <p><u>Cultures</u></p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.</p> <p><u>Connections</u></p> <p>3.1 Students reinforce and further their knowledge of other disciplines through Spanish.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.</p> <p><u>Comparisons</u></p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English.</p> <p>4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.</p> <p><u>Communities</u></p> <p>5.1 Students use Spanish both within and beyond the school setting.</p> <p>5.2 Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.</p>
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Unit 1 – En el consultorio/At the Doctor's Office

Scope and Sequence

Weeks 1 & 2: Vocabulary – Body Parts/Doler

Introduction to Chapter 1 Vocabulary (head shoulders knees and toes, simon says)

In class vocabulary activities and practice

Quiz

Monster Project

Week 3: Adverbs and Adverbial Phrases/Sicknesses, Procedures, and Misc. Vocabulary Sections

Introduce Skill (notes)

Review skill in English

In class work with teacher guidance

Reading authentic CNN español health article

Quiz

Week 4: Imperfect Tense

Introduce skill via story, have students deduce differences between preterite and imperfect

Notes

In class activities and practice

Test

Weeks 5 & 6: Preterite vs. Imperfect

Review Preterite, Review Imperfect, Review student conclusions previously made about differences

Notes

In class activities, project, essay

Activities and Practice

Test

Week 7: Se constructions

Introduce passive voice (notes)

Activities and Practice

Quiz

Module Title: La tecnología/Technology

Subject: Spanish 3	Grade: 9-12	Timeline: 6 weeks
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Module Overview: Module 2
Using technology vocabulary, students will be able to talk about using technology and electronics, use common expressions on the phone, and talk about car trouble.
Module Objectives: Grammar objectives listed and implemented using health and medical vocabulary as a lens.
<ul style="list-style-type: none"> -terms related to technology, electronics, and the internet -terms related to cars and their accessories -cell phone use in Spanish speaking countries/text messaging -Familiar tú commands/giving instructions -uses of por and para -reciprocal reflexive verbs -stressed possessive adjectives -listing key words before writing
Thematic Focus: La tecnología/Technology
Talking about pros and cons of technology, creating different electronic texts/media in target language, talking about/solving car parts and problems.
Essential Questions:
How do we describe or talk about a car problem? What are ways we/other cultures use technology? How do we give advice/orders/instructions to others?

Instructional Focus of Module: Speaking, Reading, Writing, Listening in Target Language

<i>Communication</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
1.4 Students will present personalized information to the class in Spanish. Including but not limited to: Their dream car and its' features.	2.1 Students will read about cell phones and technology in Spanish-speaking countries and learn additional tech terms.	Familiar commands
1.5 Students will listen to natives and non-natives discussing technology and car troubles.	2.2 Students will analyze the use and effect of technology on the Spanish speaking world.	Por and Para
1.6 Present information: mechanic shop skits		Reciprocal Reflexives
		Stressed possessive adjectives
Connections	Comparisons	Communities

<p>3.1 Students will read an authentic comic strip by a famous Argentinean author, Juan Matias Loiseau. They will use headings, skimming and scanning, predicting and borrowed words to determine read and understand the interview.</p> <p>3.2 Students will analyze the text to determine context and viewpoints about technology in the Spanish speaking world.</p>	<p>4.2 Students will demonstrate understanding of the concept of culture through reading and watching a short video on technology in Peru. Students will discuss and address preconceived notions and current thoughts on technology in Latin America.</p>
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Text Set:

<p>Anchor Text: Descubre 2 Activities: Acts. 1-2 pg. 55 (listening vocabulary)</p> <p>Text: Descubre 2 Activities: Acts. 3-6 pgs. 55-56</p> <p>Text: Descubre 2 – Teacher created activity Activities: Dream Car Project. Students will use current vocab and prior knowledge to create their dream car. Students will present information to the class via a drawing that they make.</p> <p>Text: Descubre 2 Activities: Vocabulary Quizzes (teacher created)</p> <p>Text: Descubre 2 (Familiar Commands) Activities: Notes, Inténtalo pg. 65, Acts. 1-3 pg. 66, teacher created materials. Teacher created skits/auto mechanic/customer situation. Guidelines and requirements given in class. -computer words and verbs will be tied to commands skill for quiz</p> <p>Text: Descubre 2 (Por v. Para) Activities: Notes, Inténtalo pg. 69, Acts 1 & 3 pg. 70. Teacher created materials and jeopardy review. Teacher created quiz -technology words and verbs tied to skill</p> <p>Text: Descubre 2 (reciprocal reflexives) Activities: Notes, teacher created materials, teacher created materials and review, Inténtalo pg. 72, Acts 1-2 pg. 73. Act. 3 pg. 74</p>	<p>Reading Assessments: Students will read a comic strip directly related to technology. Students will predict content by reading the heading and identifying cognates within the text. scan the document to: identify what type of writing it is, determine the intended audience, and use visual clues and how they can help determine meaning (photos included in article, where article was written etc.).</p> <p>Writing Prompts & Assessments:</p> <p>In-class timed writing: One of your Spanish speaking friends wants to create a website about U.S. movies. S/he asks for your suggestions about information to include and not include on their site. Write an e-mail about how to organize the site and what information to include.</p> <p>Grammar Assessments:</p> <p>Regular formative grammar assessments.</p> <p>Regular summative combined vocabulary and grammar assessments, Teacher Created.</p>
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Teacher created test. -reflexive verbs tied to skill	
Text: Descubre 2 (stressed possessive adjectives) Activities: Notes, inténtalo pg. 75, Acts. 1-3 pg. 76, Teacher created materials and practice, quiz -all vocab from section eligible	
Writing Instruction: Descriptive Writing FCAs: Correct verb conjugation, gender and number agreement, mastery of familiar commands Activities: Timed writing prompt	
Grammar Instruction: Commands, por versus para, and reciprocal reflexives FCAs: correct tense usage, and all previous FCAs (adjective use, pronoun use, etc.) Activities: (Listed above)	

Ongoing Standards Addressed in This Unit:

<p><u>Communication</u></p> <p>1.4 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.5 Students understand and interpret spoken and written Spanish on a variety of topics.</p> <p>1.6 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics</p> <p><u>Cultures</u></p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.</p> <p><u>Connections</u></p> <p>3.1 Students reinforce and further their knowledge of other disciplines through Spanish.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.</p> <p><u>Comparisons</u></p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English.</p> <p>4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.</p> <p><u>Communities</u></p> <p>5.1 Students use Spanish both within and beyond the school setting.</p> <p>5.2 Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.</p>
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Unit 2 – La tecnología/Technology

Scope and Sequence

Weeks 1 & 2: Vocabulary – Car Nouns and Verbs

Introduction to Chapter 2 Vocabulary (car nouns and car verbs sections assigned)

In class vocabulary activities

Quiz

Dream car activity and presentation

Weeks 3 – 3.5: Informal Commands/Computer Nouns and Verbs

Have students deduce skill to be learned based on prior knowledge of English

Notes

In class work with teacher guidance

Oral Presentation

Quiz

Weeks 3.5 -4: Por vs. Para

Introduce skill (notes)

In class activities and practice

Test

Week 5: Reciprocal Reflexives/Reflexive Verbs

Review reflexive verbs

Notes

Activities and Practice

Test

Week 6: Stressed Possessive Adjectives/Technology Nouns and Verbs

Introduce skill (note)

Activities and Practice

Quiz

Module Title: La vivienda/Housing

Subject: Spanish 3	Grade: 9-12	Timeline: 7 weeks
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Module Overview: Module 3
Using house vocabulary students will be able to welcome people to their home, describe their house or apartment, talk about household chores and give instructions
Module Objectives: Grammar objectives listed and implemented using health and medical vocabulary as a lens.
<ul style="list-style-type: none"> -terms for parts of a house and names for common household items -relative pronouns -formal commands -object pronouns with commands -Present subjunctive -Subjunctive with verbs of will and influence -Subjunctive with verbs of emotion
Thematic Focus: La vivienda/Housing
Talking about chores, housing, and giving orders to others using housing words as a lens.
Essential Questions:
How do we describe or talk about our homes and the chores we do there? What are ways we/other cultures handle household chores? How do we talk about these things that aren't based in reality, or fact – meaning, how do we talk about wishes, hopes, desires, or convince others to do something?

Instructional Focus of Module: Speaking, Reading, Writing, Listening in Target Language
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<i>Communication</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
1.7 Students will present personalized information to the class in Spanish. Including but not limited to: their dream house. 1.8 Students will listen to natives and non-natives discussing household chores. 1.9 Present information: commercials using present subjunctive	2.2 Students will read about homes with central patios in various Spanish speaking cultures. 2.2 Students will watch excerpts from the Chilean film "La nana" and analyze the similarities and differences of household chores and maid culture between the US and Chile.	Relative pronouns Formal commands The present subjunctive Subjunctive with verbs of will and influence
<i>Connections</i>	<i>Comparisons</i>	<i>Communities</i>
3.1 Students will read a small article about central patios and colonial architecture in the target language. They will use headings, skimming and scanning, predicting and most importantly	4.2 Students will demonstrate understanding of the concept of culture through reading and watching a short video	

<p>practice activating their own prior knowledge to determine read and understand the interview.</p> <p>3.2 Students will read the article and provide possible reasons why the architecture is not as common in the USA and/or Canada.</p>	<p>maid culture in Chile. Students will discuss and address class structures and group think on maid culture in Latin America.</p>
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Text Set:

<p>Anchor Text: Descubre 2 Activities: Acts. 1-2 pg. 91 (listening vocabulary)</p>	<p>Reading Assessments: Students will read a small article about central patios and different architecture in the target language. Students will predict content by reading the heading and identifying cognates within the text. scan the document to: identify what type of writing it is, determine the intended audience, and use visual clues and how they can help determine meaning (photos included in article, etc.).</p> <p>Writing Prompts & Assessments:</p> <p>In-class writing: students will create a commercial with a partner or by themselves that will intend to sell some household product, making a chore easier for the customer. Using subjunctive structures students will write a script in class, with time to pre-write, edit, and produce final work.</p> <p>Grammar Assessments:</p> <p>Regular formative grammar assessments.</p> <p>Regular summative combined vocabulary and grammar assessments, Teacher Created.</p>
<p>Text: Descubre 2 Activities: Acts. 3 - 5 pgs. 91-2 Dream house project (teacher created, guidelines provided)</p>	
<p>Text: Descubre 2 Activities: Vocabulary Quizzes (teacher created)</p>	
<p>Text: Descubre 2 (Formal commands) Activities: Notes, Inténtalo pg. 105, Acts. 1-2 pg. 106, teacher created materials -“chores” vocab will be tied to skill</p>	
<p>Text: Descubre 2 – Teacher created activity Activities: Skit presentation. Students will use current vocab and prior knowledge to create a skit. Situation will be between a house owner, and a housekeeper. Guidelines provided in class.</p>	
<p>Text: Descubre 2 (Relative Pronouns) Activities: In class reading, pgs. 100-101 Inténtalo pg. 101, Acts. 2-3 pg. 102. Act. 4 pg. 103. Teacher created materials. Teacher created quiz</p>	
<p>Text: Descubre 2 (present subjunctive) Activities: Notes, teacher created scaffolds, teacher created materials and review, Inténtalo pg.110, Acts 1-2 pg. 111. Act. 3 pg. 111 teacher created activities. Jeopardy review. test. -adverbs vocabulary tied to skill</p>	
<p>Text: Descubre 2 (subjunctive with verbs of will and influence) Activities: Notes, inténtalo pg. 113, Acts. 1-3</p>	

<p>pg. 114, Commercial project. Guidelines given in class. Test based on teacher discretion. -house and chore vocabs tied to project</p>	
<p>Writing Instruction: Persuasive Writing (Commercial) FCAs: Correct verb conjugation, gender and number agreement, mastery of present subjunctive with will and influence Activities: Script production</p>	
<p>Grammar Instruction: Correct use of present subjunctive, relative pronouns, and commands FCAs: correct tense usage, and all previous FCAs (adjective use, pronoun use, etc.) Activities: (Listed above)</p>	

Ongoing Standards Addressed in This Unit:

<p><u>Communication</u></p> <p>1.7 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.8 Students understand and interpret spoken and written Spanish on a variety of topics.</p> <p>1.9 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics</p> <p><u>Cultures</u></p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.</p> <p><u>Connections</u></p> <p>3.1 Students reinforce and further their knowledge of other disciplines through Spanish.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.</p> <p><u>Comparisons</u></p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English.</p> <p>4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.</p> <p><u>Communities</u></p> <p>5.1 Students use Spanish both within and beyond the school setting.</p> <p>5.2 Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.</p>
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Unit 3 – La vivienda/Housing

Scope and Sequence

Weeks 1 & 2: Vocabulary – Housing and Table Vocabulary

Introduction to Chapter 3 Vocabulary (“las viviendas” and “mesa” sections assigned)

In class vocabulary activities and practice

Quiz

Dream House Project (rooms, furniture, and appliances sections assigned)

Dream House Presentations

Week 3: Formal Commands/Chores Vocabulary

Review informal commands/what a command is

Have students deduce difference between informal and formal commands

Introduce skill (notes)

Activities and practice

Quiz

Housekeeper skit and presentation

Week 4: Relative Pronouns/Rooms and Places Vocabulary

Introduce Skill (class reading and deduction)

In class activities and practice

Test

Weeks 5 & 6: Subjunctive/Verbs Vocabulary

Introduce skill (notes)

In class activities

Test

Essay

Week 7: Subjunctive with verbs of will and influence/Verbal Phrases Vocabulary

Introduce skill (notes)

Activities and Practice

Project and Presentation

Module Title: La naturaleza/Nature

Subject: Spanish 3	Grade: 9-12	Timeline: 6 weeks
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Module Overview: Module 4
Using nature vocabulary students will be able to talk about and discuss the environment and express their beliefs and opinions about environmental issues. They will also be able to express preferences for animals.
Module Objectives: Grammar objectives listed and implemented using health and medical vocabulary as a lens.
<ul style="list-style-type: none"> -terms to describe nature and environment as well as environmental issues and solutions. -subjunctive with verbs of emotions -subjunctive with doubt, denial, and disbelief -expressions of certainty -recognizing the purpose of a text -writing a persuasive letter or article
Thematic Focus: La naturaleza/Nature
Talking about the environment, environmental issues, and possible solutions.
Essential Questions:
How do we describe or talk about major environmental issues and their solutions? How do we talk about our hopes, fears, desires as they concern the environment, and how do we convince others that something matters/is important?

Instructional Focus of Module: Speaking, Reading, Writing, Listening in Target Language

<i>Communication</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
1.10 Students will present personalized information to the class in Spanish. Including but not limited to: problems with friends/family/others and possible solutions. 1.11 Present information: solutions to problems in their social and personal lives (real or fake), PSAs on the environment.	2.3 Students will read a current news article that discusses environmental concerns. Students will discuss differences in viewpoints and solutions to problems between the USA and those in the Spanish speaking world. 2.2 Students will watch news clips about climate change and pollution and discuss how concerns are similar and different between our country and those in Latin America.	Subjunctive with verbs of emotion Subjunctive with doubt denial and disbelief
Connections	Comparisons	Communities

<p>3.1 Students will read two poems from two different Spanish authors in the target language. They will use headings, skimming and scanning, predicting and most importantly practice activating their own prior knowledge to determine read and understand the interview.</p>	<p>4.1 Students will apply skills from their English courses in order to analyze a poem for purpose, intended audiences and motifs.</p>
<p>3.2 Students will read the article and draw connections between the texts and our thematic unit.</p>	<p>4.2 Students will demonstrate understanding of the concept of culture through reading and watching a short video maid culture in Chile. Students will discuss and address class structures and group think on maid culture in Latin America.</p>

Text Set:

<p>Anchor Text: Descubre 2 Activities: Acts. 1-2 pg. 129 (listening vocabulary)</p>	<p>Reading Assessments: Students will read a news article about environmental issues as well as two small poems by Spanish authors. Students will predict content by reading the heading and identifying cognates within the text. scan the document to: identify what type of writing it is, determine the intended audience, and use visual clues and how they can help determine meaning (photos included in article, poems etc.).</p>
<p>Text: Descubre 2 Activities: Acts. 3 - 5 pgs. 129-30 Act. 6 pg. 130</p>	
<p>Text: Descubre 2 Activities: Vocabulary Quizzes (teacher created)</p>	
<p>Text: Descubre 2 (Subjunctive with emotions) Activities: Notes, Inténtalo pg. 139, Acts. 1-2 pg. 140, teacher created materials -“environment and verbs” vocab will be tied to skill</p>	
<p>Text: Descubre 2 – Teacher created activity “Dear Abby” Activities: Students will be creating, reading, writing and presenting problems and answers to their peers.</p>	
<p>Text: Descubre 2 (Subjunctive with doubt, denial and disbelief) Activities: In class reading, pgs. 100-101 Inténtalo pg. 101, Acts. 2-3 pg. 102. Act. 4 pg. 103. Teacher created materials. Teacher created quiz</p>	
<p>Writing Prompts & Assessments:</p> <p>In-class writing: students will write a letter to a company that produces pollution. Using subjunctive structures students explain the problem their company creates, offer solutions to the problems, and use phrases of doubt, denial, and disbelief to counteract any pro environmental claims they may make.</p>	
<p>Grammar Assessments:</p>	

<p>"Misc. and doubt denial and disbelief words attached</p>	<p>Regular formative grammar assessments.</p> <p>Regular summative combined vocabulary and grammar assessments, Teacher Created.</p>
<p>Writing Instruction: Persuasive Writing (Letter to a company) FCAs: Correct verb conjugation, gender and number agreement, mastery of present subjunctive with emotions and doubt, denial, and disbelief Activities: Script production</p>	
<p>Grammar Instruction: Correct use of present subjunctive with emotions and doubt, denial, and disbelief. FCAs: correct tense usage, and all previous FCAs (adjective use, pronoun use, etc.) Activities: (Listed above)</p>	

Ongoing Standards Addressed in This Unit:

<p><u>Communication</u></p> <p>1.10 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.11 Students understand and interpret spoken and written Spanish on a variety of topics.</p> <p>1.12 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics</p> <p><u>Cultures</u></p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.</p> <p><u>Connections</u></p> <p>3.1 Students reinforce and further their knowledge of other disciplines through Spanish.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.</p> <p><u>Comparisons</u></p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English.</p> <p>4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.</p> <p><u>Communities</u></p> <p>5.1 Students use Spanish both within and beyond the school setting.</p> <p>5.2 Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.</p>

Unit 4 – La naturaleza/Nature

Scope and Sequence

Week 1 Vocabulary/Nature and Animals Vocabulary

Introduction to Chapter 4 Vocabulary (nature and animal sections assigned)

In class vocabulary activities and practice

Quiz

Weeks 2 -3: Subjunctive with emotions/Emotions vocabulary

Review subjunctive

Introduce subjunctive with emotions (notes)

Dear Abby writing assignment

Activities and practice

Quiz

Week 4: Vocabulary/Environment and Verbs Vocabulary

Chapter 4 Vocabulary (environment and verbs sections assigned)

In class vocabulary activities and practice

Quiz

Weeks 5 & 6: Subjunctive with doubt, denial, and disbelief/Doubts vocabulary

Introduce skill (notes)

Essay

PSA (public service announcement) project