

Module Title: Crash Course: Español 1-3

Subject: Spanish 4	Grade: 12	Timeline: 3 weeks
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Module Overview:
Students will review various verb tenses and important vocabulary from Spanish 1-3. Students will cover present tense, weather, tener idioms, numbers, etc. Students will become experts on their topics and teach their classmates about their specific topics.
Module Objectives:
Student will feel comfortable with previous topics from Spanish 1-3 to so that they are comfortable with new information in Spanish 4. Students will review their prior knowledge and create a student-made guide to reference throughout the course of the year.
Thematic Focus:
Students will use prior knowledge to educate their peers on past themes and topics from Spanish 1-3.
Essential Questions:
What do I remember from Spanish 1-3? What do I need practice on? How do I conjugate verbs in the present tense? How do I express time, weather, and various tener idioms? How do I use possessive adjectives and descriptive adjectives in Spanish?

Instructional Focus of Module: Review of important information from levels 1-3

<i>Communication</i>		<i>Cultures</i>	<i>Grammar Eligible Content</i>		
1.1	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions by assessing themselves on various grammar skills from Spanish 1-3.	2.1	Students continue to demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.	Weather Tener idioms Adjectives Possessive adjectives Preterite review Imperfect review Subjunctive review	
1.3	Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics when teaching peers about various review topics.				
<i>Connections</i>		<i>Comparisons</i>	<i>Communities</i>		
3.1	Students reinforce and further their knowledge of other disciplines through Spanish especially English.	4.1	Students continually demonstrate understanding of the nature of language through comparisons between Spanish and English.	5.1	Students use Spanish both within and beyond the school setting.
3.2	Students acquire information and			5.2	Students show evidence of becoming life-long learners by using Spanish for personal enjoyment

recognize the distinctive viewpoints that are only available through the Spanish language and its cultures by connecting prior knowledge of Spanish and English.		and enrichment by seeking out websites and other cultural information.
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Text Set: Descubre 1 & 2

Anchor Text: Descubre 1 & 2 Activities: Various activities depending on student's topic Text: Spanish 1 – 3 Crash Course Project & Rubric Text: Student made materials: text, notes, activities	Reading Assessments:	
	Writing Prompts & Assessments: Spanish 1 – 3 Crash Course Project	
	Grammar Assessments: Student made materials	

Ongoing Standards Addressed in This Unit:

<p><u>Communication</u></p> <p>1.2 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.3 Students understand and interpret spoken and written Spanish on a variety of topics.</p> <p>1.4 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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Crash Course: Español 1-3

Week 1: Self Assessment

¿Qué puedo hacer?

Temas

Weeks 1 & 2: Research

Groups, research, develop notes, activities, materials

Week 3: Presentations

Student led review

Module Title: Imperfect vs. Preterite Review

Subject: Spanish 4	Grade: 12	Timeline: 5 weeks
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Module Overview: Review of 2 past tenses in Spanish and their uses
Students will review the preterite tense and its irregulars. Students will review imperfect conjugations and its uses. Students will use authentic text to distinguish the differences and give explanations why each past tense was used. Students will create original stories using the preterite and imperfect.
Module Objectives:
Students will apply prior knowledge of preterite and imperfect tenses to read through authentic text and distinguish differences between preterite and imperfect tenses. Students will discuss their childhood when using the imperfect tense. Students will also write original stories using the preterite and imperfect tenses.
Thematic Focus:
Students will have knowledge of Spanish past tenses and use them to create original projects and stories. Students will be able to explain the difference of the two tenses.
Essential Questions:
How are the preterite and imperfect tenses different? When do I use each tense? How are each tense conjugated? What verbs are irregular in the preterite tense and how do I conjugate them?

Instructional Focus of Module: Preterite vs. Imperfect

<i>Communication</i>		<i>Cultures</i>		<i>Grammar Eligible Content</i>	
1.5	Students understand and interpret spoken and written Spanish on a variety of topics.	2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures by reading authentic texts,	Review of irregular preterite	
1.6	Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics by creating original work.			Differences between preterite and imperfect	
<i>Connections</i>		<i>Comparisons</i>		<i>Communities</i>	
3.1	Students continually reinforce and further their knowledge of other disciplines through Spanish.	4.1	Students continually demonstrate understanding of the nature of language through comparisons between Spanish and English.	5.1	Students use Spanish both within and beyond the school setting by using websites and apps to speak to natives.
				5.2	Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment by using apps and websites to practice.

Text Set: Descubre 2

Anchor Text: Irregular Preterite Practice Activities: Song	Reading Assessments: Un Cuentito Simpatico, La Leyenda de La Llorona Writing Prompts & Assessments: Un Cuento Asustado Grammar Assessments: Preterite vs. Imperfect Practice
Text: Irregular Preterite Listening Activity Activities: Listening Activity	
Text: Imperfect Review Activities: Practice	
Text: Imperfect vs. Preterite Packet	
Text: Imperfect vs. Preterite Activities: Goldilocks and the 3 Bears	
Writing Instruction: Scary Story Activities: Write scary story based off the Legend of La Llorona using preterite and imperfect tenses	

Ongoing Standards Addressed in This Unit:

Communication

- 1.7 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.8 Students understand and interpret spoken and written Spanish on a variety of topics.
- 1.9 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics

Cultures

- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.

Connections

- 3.1 Students reinforce and further their knowledge of other disciplines through Spanish.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.

Comparisons

- 4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.

Communities

- 5.1 Students use Spanish both within and beyond the school setting.
- 5.2 Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

Imperfect vs. Preterite Review

Week 1:: Preterite & Irregular Preterite Review

Review Regulars

Review Irregulars

Song

Practice

Listening Activity

Week 2: Imperfect

Imperfect conjugation & uses review

Imperfect "Cuando era niño/a" Project & presentations

Week 3 – 3.5 Imperfect vs. Preterite

Review of uses

Practice

Goldilocks

Weeks 3.5 -5 Scary Stories

Read 2 authentic texts

Write scary stories

Module Title: El Bienestar

Subject: Spanish 4	Grade: 12	Timeline: 6 weeks
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Module Overview:
Students will learn perfect tenses to expand their grammar skills. This unit will also include well-being vocabulary. Students will create an advertisement for their own gym using the grammar skills and vocabulary being addressed in this unit. Students will base their advertisements based off of authentic advertisements shown and analyzed in class.
Module Objectives:
Students will be able to expand their grammar skills by learning new tenses and applying new grammar skills to their prior knowledge. Students will use their vocabulary skills to look for cognates and root words of new vocabulary. Students will master new vocabulary and grammar skills by creating their own advertisements for a gym.
Thematic Focus:
Students will be focused on the perfect tenses to expand their grammar skills and work to expand their vocabulary by using various words to promote their new gyms.
Essential Questions:
How do I talk about health and wellness in Spanish? What is a perfect tense and how is it formed in Spanish? How are the perfect tenses different from the simple present and past tenses that I have learned in the past?

Instructional Focus of Module: Grammar and Vocabulary skills used hands-on in project-based learning

<i>Communication</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
1.10 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions during weekly Spanish-only discussion days.	2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures by viewing authentic materials.	Perfect tenses Comparison to simple present and past tenses
1.11 Students understand and interpret spoken and written Spanish on a variety of topics through analyzing authentic commercials and advertisements.	2.2 Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures when viewing authentic materials.	
1.12 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics when creating and presenting their gym advertisements.		

Connections		Comparisons		Communities	
3.1	Students reinforce and further their knowledge of other disciplines through Spanish by incorporating health and science.	4.1	Students demonstrate understanding of the nature of language through comparisons between Spanish and English when learning new vocabulary.	5.1	Students use Spanish both within and beyond the school setting.
				5.2	Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

Text Set: Descubre 2: Chapter 6

Anchor Text: Descubre 2: Chapter 6 Activities: vocabulary	Reading Assessments: Un Anuncio del Gimnasio Writing Prompts & Assessments: Tarea Escrita de la Navidad Grammar Assessments: Perfect Tenses Quiz
Text: Present perfect notes with participles Activities: Practice	
Text: Present perfect practice 1 Activities: Practice	
Text: Present Perfect Quiz	
Text: El bienestar Cuaderno de Vocabulario Activities: Repaso	
Text: Communication Activity Activities: Comparing Gyms	
Text: Un Anuncio del Gimnasio Activities: Present	
Writing Instruction: Christmas Writing Prompt	

Ongoing Standards Addressed in This Unit:

<p><u>Communication</u></p> <p>1.13 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.14 Students understand and interpret spoken and written Spanish on a variety of topics.</p> <p>1.15 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>
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5.2 Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

El Bienestar

Week 1: Present perfect

Present Perfect notes

Participles

Quiz

Weeks 2 - 4 El Bienestar & Project

Vocabulary

'Un Anuncio del Gimnasio' Project and Presentations

Week 4.5 -5: Christmas Writing Prompt

Writing prompt

Weeks 5 & 6: Past perfect

Review participles

Past perfect practice

Quiz

Module Title: El Futuro

Subject: Spanish 4	Grade: 12	Timeline: 13 weeks
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Module Overview:
Students will be able to discuss the future and conditional situations. Professions and job seeking vocabulary are covered in this module. Students will reflect on the future and will be able to discuss their goals using the future, conditional, past subjunctive, past perfect subjunctive, and new vocabulary in this module.
Module Objectives:
Students will be able to continue learning new tenses based off prior knowledge. They will be asked to compare new tenses with the old. They will be asked to expand their vocabulary as well. Students will present skits using new tenses and new vocabulary. Students will also complete a writing assignment where they will be required use vocabulary and all tenses of verbs they have learned.
Thematic Focus:
Students will be using future, conditional, and past perfect tenses to talk about the future and things that have yet to happen using professions and work vocabulary words. Students will using speaking, listening, reading, and writing skills to be successful with activities.
Essential Questions:
How do I talk about things that have yet to happen? How do I talk about professions and the work place? How do we discuss things that will happen and things that would happen?

Instructional Focus of Module:

<i>Communication</i>	<i>Cultures</i>	<i>Grammar Eligible Content</i>
1.16 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions every day during daily warm-ups.	2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures as they learn about the workplace in Spanish speaking countries.	Future tense
1.17 Students understand and interpret spoken and written Spanish on a variety of topics every day during daily warm-ups.	2.2 Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.	Conditional tense
1.18 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics in their writing assignment and various activities.		Past perfect tense
		Writing assignment

Connections		Comparisons		Communities	
3.1	Students reinforce and further their knowledge of other disciplines through Spanish as they explore and discuss professions.	4.1	Students demonstrate understanding of the nature of language through comparisons between Spanish and English daily through warm-ups and through their writing assignment.	5.1	Students use Spanish both within and beyond the school setting.

Text Set: Descubre 2: Chapter 7

<p>Anchor Text: Descubre 2: Chapter 7 Activities: Cuaderno de Vocabulary</p>	<p>Reading Assessments: "Si yo tuviera un dragon"</p> <p>Writing Prompts & Assessments: Tarea Escrita, Diarios, Vocabulario</p> <p>Grammar Assessments: Future tense, conditional tense, past subjunctive tense practice</p>
<p>Activities: Spanish words related to each profession</p>	
<p>Text: Future tense notes, future perfect notes Activities: Practice</p>	
<p>Text: Conditional tense notes, conditional perfect notes Activities: Practice</p>	
<p>Activities: Crystal Ball project</p>	
<p>Activities: Conditional Tense project</p>	
<p>Text: Past subjunctive tense notes Activities: Practice</p>	

Ongoing Standards Addressed in This Unit:

<u>Communication</u>	
1.1	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
1.2	Students understand and interpret spoken and written Spanish on a variety of topics.
1.3	Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics
<u>Cultures</u>	
2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.
2.2	Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.
<u>Connections</u>	
3.1	Students reinforce and further their knowledge of other disciplines through Spanish.
3.2	Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.
<u>Comparisons</u>	
4.1	Students demonstrate understanding of the nature of language through comparisons between Spanish and English.
4.2	Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.
<u>Communities</u>	

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| 5.1 | Students use Spanish both within and beyond the school setting. |
| 5.2 | Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment. |

El Futuro (13 weeks)

Weeks 1 – 3: Vocabulario

Vocabulary

Use Spanish words to describe

Book Activities

Professions Headbands

Resume of a Famous Person

Skits

Weeks 4 & 5: Future Tense

Notes

Practice

Crystal Balls

Weeks 6 & 7: Conditional Tense

Notes

Practice

Projects

Weeks 8 & 9: Past Subjunctive

Review participles

Past subjunctive practice

Quiz

Weeks 10 & 11: Past Perfect Subjunctive

Review participles

Past perfect subjunctive practice

Weeks 12 & 13: Writing Assignment

Pre-Writing, Peer Editing: Writing assignment

Module Title: Los Verbos de la Semana

Subject: Spanish 4	Grade: 12	Timeline: 9 weeks
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Module Overview:
To review and apply prior knowledge to various verbs of the week. Students will finish learning new vocabulary from Chapter 9.
Module Objectives:
Students will be able to use irregular verbs in all tenses and distinguish the differences between each tense. Students will be able to use vocabulary from Chapter 9 to write a persuasive essay about current world issues.
Thematic Focus:
Focus on distinguishing uses of verb tenses and applying information to irregular verbs. Using world issue vocabulary to write a Spanish persuasive essay using current world events as a frame for writing.
Essential Questions:
How do I determine which tense to use? How do I discuss and share my opinions of current world issues in Spanish?

Instructional Focus of Module: Review and Application

<i>Communication</i>		<i>Cultures</i>		<i>Grammar Eligible Content</i>	
1.19	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions everyday through daily warm-ups.	2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures when discussing current world events.	All tense review	
1.20	Students understand and interpret spoken and written Spanish on a variety of topics.	2.2	Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures through learning about current world events.	Irregular verbs	
1.21	Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics everyday through daily warm-ups			Persuasive essay	
<i>Connections</i>		<i>Comparisons</i>		<i>Communities</i>	
3.1	Students reinforce and further their knowledge of other disciplines through Spanish by applying knowledge of our world and using Spanish to discuss it.	4.1	Students demonstrate understanding of the nature of language through comparisons between Spanish and English daily.	5.1	Students use Spanish both within and beyond the school setting.
				5.2	Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

Text Set: Descubre 2: Chapter 9

<p>Anchor Text: Descubre 2: Chapter 9 Activities: Vocabulary</p>	<p>Reading Assessments: El Cuentito: Nada</p> <p>Writing Prompts & Assessments: Persuasive Essay</p> <p>Grammar Assessments: Journals, Vocabulary Sentences</p>
<p>Text: Verb of the Week Hacer Activities: Practice and Review</p>	
<p>Text: Verb of the Week Tener Activities: Practice and Review</p>	
<p>Text: Verb of the Week Ser Activities: Practice and Review</p>	
<p>Text: Chapter 9 Vocabulary Activities: Practice, Discussion, Journals, Vocabulary Sentences, Vocabulary Quizzes</p>	
<p>Text: Persuasive Essay Activities: Peer Editing</p>	

Ongoing Standards Addressed in This Unit:

<p><u>Communication</u></p> <p>1.22 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.23 Students understand and interpret spoken and written Spanish on a variety of topics.</p> <p>1.24 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>

Los Verbos de la Semana

Weeks 1 – 1.5 Hacer Verb of the Week

Practice

Quiz

Weeks 1.5 -3 Tener Verb of the Week

Practice

Quiz

Weeks 3.5-5 Ser Verb of the Week

Practice

Quiz

Weeks 6 - 9 : Vocabulary and Persuasive Essay

Vocabulary Practice, Review, Weekly Sentences, Quizzes

Persuasive Essay