



TAMALPAIS UNION HIGH SCHOOL DISTRICT

Spanish 1-2

Overview Information

Title of Course: Spanish 1-2	
Course Author(s): Aaron Wilkerson, Henna Lopez Rahimi, Tristan Bodle, Alberto Aparicio, María Civano	Schools where the course will be taught: Tamalpais, Redwood, Archie Williams, and Tamiscal
Length of Course: 1 year	Subject Area and Discipline: World Languages; Spanish
Grade Levels: 9-12	Is this course an integrated course? No
Is this course being submitted for possible UC honors designation? No	Are you seeking UC approval? If so, in what area (A-G)? Yes, E) Language other than English UC "E"
Prerequisites (required or recommended): none	Co-requisites (required or recommended): none
If there are prerequisites for the course, please include a justification as to why they are in place: N/A	
Graduation requirements this course fulfills: n/a	
Check all that apply: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> UC A-G course, "E" <input type="checkbox"/> Graduation Requirement <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Honors/AP <input type="checkbox"/> CTE 	

Introduction to the Course

Course Overview:

Spanish 1-2 is a novice low to novice high ([ACTFL standards](#)) level course and is taught over two semesters in the World Languages Department. It is open to 9th-12th graders who wish to develop Spanish language proficiency. Competency in languages other than one's own is essential to communication and cross-cultural understanding in today's global community. The course includes methodologies such as TPRS (Teaching Proficiency through Reading and Storytelling) and CI (Comprehensible Input), literature/novels, media, and discussions that highlight the contributions and experiences of historically marginalized groups. Studying another language not only provides individuals with the ability to express thoughts and ideas for their purposes but also provides them with access to multiple perspectives that are only available through the language and culture. Language learning offers academic, social, and cultural benefits that will serve students throughout their lives. The proficiencies acquired through the study of languages endow learners with cognitive, analytical, and communication skills that support the development of collaboration, critical thinking, intercultural competence, creative and independent learning, and individual character. Throughout Spanish 1-2 students will engage in discourse in the target language about their unique identities and the identities of others with an emphasis on inclusivity, affirmation of marginalized experiences, and understanding diverse perspectives. Using student experience as an integrated part of the curriculum makes

the course explicitly relevant to real-world learning and communication. Students with developing linguistic skills are enabled to communicate more effectively and address the challenges of a dynamic and diverse world.

In this course, students will...

- A. Comprehend subject identification from verb ending (who is the actor in the sentence)
- B. Recognize elements of syntax - object pronouns, 2 verbs in a row (quiero ir, estoy escuchando, quiero comer, puedo ir...), order of adjectives and nouns
- C. Be introduced to the proper use of noun/ adjective/ article agreement
- D. Identify subject/verb agreement with emphasis on first and third person
- E. Learn some common verbs in all persons of present tense
- F. Practice communicating immediate plans (ir a - voy a estudiar)
- G. Identify who the actors are in a sentence through subject pronouns
- H. Be exposed to simple possessive adjectives (la casa de mi amigo, instead of mi amigo's casa)
- I. Be introduced to the difference between ser/estar
- J. Learn to use "gustar" simply to talk about likes and dislikes
- K. Learn high-frequency vocabulary and verbs in the present tense. In addition, students will be introduced to numbers and time, family (home unit), basic descriptions, birthdays, age, interests, days of the week, months, colors, descriptive adjectives, simple weather and seasons, clothing, basic food, school, classes, community buildings (biblioteca, cine, clubes), main events (sports, dances, movies), basic professions, basic body parts, and hobbies/activities.
- L. Learn interrogatives (cómo, cuándo, etc.)
- M. Learn the country names and basic geography of the Spanish-speaking world
- N. Be introduced to a variety of cultural Products, Practices, and Perspectives of Spanish-speaking countries of study.

Unit Title: *Learning about the family and Self-description*

Unit Summary:

This unit is focused on family and family-related topics and vocabulary. Students will learn about different kinds of families: family traditions, activities, relationships, and descriptions of the various people that make up a family. This unit will include opportunities to explore LGBTQIA+ and BIPOC identities within the family and themes of inclusivity and belonging. Also, in this unit students focus on self-description and will learn vocabulary about personal characteristics, core values, and physical appearance. They will also practice introducing themselves and others respectfully and inclusively, taking into account diverse family structures and identities.

Essential Questions:

- ❖ What is family? Who makes up a family? How do families vary across cultures?
- ❖ What role does the Spanish language play in expressing family relationships and personal identity?
- ❖ How do we describe ourselves respectfully and inclusively?
- ❖ What are some of the cultural similarities, and differences that exist between the family structures in my community and those of other communities?
- ❖ What do the family structures in both your community and other Spanish-speaking communities tell us about the values of our society?

Unit Outcomes/Standards:

By the end of this unit students will be able to:

ACFTL standards

- ❖ **Communication** - Students will communicate effectively in spoken and written Spanish, discussing family. CAN DO STATEMENT: I can communicate on some very familiar topics using words and phrases that I have practiced and memorized.
- ❖ **Culture Standard 2.1 & 2.2** -
 - Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
 - Students will demonstrate proficiency in listening and reading comprehension by analyzing authentic texts about families and their culture in the Spanish-speaking world

Students address three major themes within culture: **Self, Community, and World**. These themes will be integrated, and aligned with student levels of proficiency. As students progress from beginner to intermediate to advanced, interactions with the theme and language will become increasingly nuanced and sophisticated (cognitively and linguistically).

WL CA standards:

- ❖ **Presentational:** Make simple presentations in culturally appropriate ways on transactional and informal topics related to self and the immediate environment. CAN DO STATEMENT: I can present, orally and in writing, some very familiar topics using words and phrases that I have practiced and memorized.
- ❖ **Interpretive:** Demonstrate understanding of the main idea and some details on topics related to self and the immediate environment. CAN DO STATEMENT: I can write, understand, and read words, phrases, and simple sentences related to everyday life. I can recognize pieces of information on the main topic.
- ❖ **Culturally Appropriate Interaction:** Interact with understanding in a variety of familiar age-appropriate situations and informal settings

Sample Unit Assignments:

- ❖ **Presentational Project:** Students create a visual representation of their [family tree](#), (physical or virtual) labeling each family member in Spanish and provide basic information such as name, age, and relationship. **Interpersonal communication:** self-Introduction [My T-shirt - Soy \(I am\)](#). Using the letters of their name, students describe themselves in Spanish. They draw, color, and cut out their T-shirts reflecting their likes/dislikes, origin, self-identity, accomplishments, and anything they feel proud of. They use appropriate vocabulary and pronunciation and they pair-share in regular conversations. They use linguistic structures such as “yo soy” (I am) “me gusta” (I like / Something is pleasing to me), “tengo” (I have)
- ❖ **Interpersonal Role-Play Dialogues:** In pairs or small groups, students create and perform short dialogues introducing family members using their family tree, or fictional ones (i.e. celebrities). Also, they are presented with several racially diverse families, and will be describing their personalities and relationships, They use linguistic structures such as “es” (s/he is) “son” (they are) “le(s) gusta” (they like / something is pleasing to him-her/them), “tiene(n)” (they have)
- ❖ **Presentational Family Photo** students will produce a family photo album that includes not only pictures, but descriptions of their family, home life, and daily activities. They can use photos and descriptions of their actual family or a fictional one. They use linguistic structures such as “es” (s/he is) “son” (they are) “le(s) gusta” (they like/ something is pleasing to him-her/them), “tiene(n)” (they have). This activity can be done with a fictional family as well, to take into account the many different family structures and lack thereof.
- ❖ **“Bajo la misma luna” (Under the same moon) movie.** By watching this movie students will take a glimpse into Mexican culture, family dynamics, and the experience of illegal immigrants to the US. They will explore the themes of separation, resilience, and the bond between a single mom working in

the US and her son who illegally crossed the border to reunite with her. Students will have much appreciation for diverse experiences and perspectives within the Spanish-speaking world.

Sample Unit Assessment:

- ❖ **Presentational Assignments** [Success criteria](#)
Students will be available to work in pairs or individually,
They will orally describe their families/themselves to the class.
- ❖ **Interpersonal speaking Assignments:** [Success criteria](#)
When presenting/communicating their T-shirts. Family Photo, students will be evaluated not only on how well they know the vocabulary but more importantly on the communicative goal with relevant content

Recommended Texts and Resources:

- ❖ Novellas such as "[Soy yo la mosca](#)" describe the adventures of a fly and its relationship with other pets in the family.
- ❖ Design [your own T-shirt](#)
- ❖ [Writing resource](#) for Bajo la Misma Luna and Activities: [Bajo la Misma Luna](#)
- ❖ Virtual free family tree with [Canva](#)
- ❖ Online [web resources](#) to describe oneself and others.
- ❖ Stories on self description [Look I can Talk](#) (TPRS)
- ❖ [Fluency through TPR](#) Storytelling (stories on friends and family)

Unit Title: *School Life, Exploring My Surroundings*

Unit Summary:

In this unit, students will learn the theme of school from an equitable and inclusive perspective. Students will learn vocabulary related to school subjects, activities, and facilities, as well as practice describing their school routines and experiences. They will be able to properly tell the time in the target language. Emphasis will be placed on respecting diverse educational backgrounds and fostering inclusivity within the classroom.

Essential Questions:

- ❖ How does language help us communicate about school experiences and activities inclusively?
- ❖ What are the similarities and differences in school systems across Spanish-speaking countries?
- ❖ How can we create an inclusive learning environment that respects everyone's educational experiences and backgrounds?

Unit Outcomes/Standards:

By the end of this unit, students will be able to:

- ❖ Describe school subjects, activities, and facilities using appropriate vocabulary (ACTFL Novice Low).
- ❖ Discuss their school routines, preferences, and experiences in Spanish (ACTFL Novice Low-Mid).
- ❖ Compare and contrast school systems and educational experiences in Spanish-speaking countries (ACTFL Novice Mid).
- ❖ Use inclusive language and demonstrate cultural awareness in discussions about education (ACTFL Intercultural Communicative Competence).

Sample Unit Assignments:

- ❖ **Interpersonal Telling time.** Students [practice telling time](#) in Spanish both orally and in written in pairs and groups.
- ❖ **School Schedule Project:** Students create a [visual representation of their school schedule](#) in Spanish, labeling subjects and daily activities. They present their schedules to the class, discussing their [favorite subjects and extracurricular activities](#).
- ❖ **School Map Project** Students create a labeled map of their school, identifying key areas such as classrooms, cafeteria, library, gym, etc., in Spanish. They then present their maps to the class, describing each area and discussing how these spaces contribute to a positive learning environment.
- ❖ **Cultural Exchange short reflection:** Students watch a video on Valentine’s day in Mexico. Not only do they compare school climate in Mexico with their own school experience, but also they highlight similarities, differences, and cultural values. [The reflection](#) encourages students to think critically about how education systems can reflect and support diverse communities.
- ❖ **Role-Play Dialogues:** In pairs or small groups, students create role-play dialogues simulating common school scenarios such as asking for help, discussing schedules, or talking about favorite classes. They incorporate [vocabulary and phrases](#) learned in class, focusing on inclusivity and respect.

Sample Unit Assessment:

- ❖ **Presentational Assignments** [Success criteria](#)
Students will be available to work in pairs or individually,
They will orally describe their campus maps in Spanish to the class
- ❖ **Interpersonal speaking Assignments:** [Success criteria](#)
When presenting/communicating about school schedule, facilities, surroundings, etc. students will be evaluated not only on how well they know the vocabulary but more importantly on the communicative goal with relevant content.
- ❖ **Written Assignments:**
[Quizzes](#) on expressing the time in Spanish

Recommended Texts and Resources:

- ❖ [Vocabulary](#) on school related actions, facilities, subjects, etc.
- ❖ **Online Resources:** [Interactive videos](#) about telling time; [Quizlet](#) for vocabulary practice, environment and routines.
- ❖ Mini Movie: [Amor de lata](#)
- ❖ Stories on school life topics from [Look I can Talk](#) (TPRS)
- ❖ [Fluency through TPR](#) Storytelling (school and hobbies)

Unit Title: *Active pursuits: playing sports, hobbies, leisure activities and equity in sports*

Unit Summary: In this unit of the Spanish 1 course, students will explore the exciting world of sports, hobbies, and leisure activities through the lens of the Spanish language. They will learn essential vocabulary and phrases to describe various sports, hobbies, and leisure activities, as well as discuss their personal interests and those of others. The unit will also introduce students to the cultural significance of sports and leisure in Spanish-speaking countries, encouraging them to compare these practices with those in their own culture.

Students will engage in activities that promote inclusivity and respect for diverse interests and abilities. Through various assignments students will develop their ability to communicate about their favorite pastimes in Spanish, while also fostering an appreciation for the rich cultural diversity that exists within the realm of sports and leisure.

Essential Questions:

- ❖ What are the names of common sports and leisure activities in Spanish-speaking cultures?
- ❖ How can I describe my favorite sports and hobbies in Spanish?
- ❖ How can I discuss and reflect on issues of equity in sports using Spanish?
- ❖ What are some ways in which sports and hobbies contribute to cultural identity and community?

Unit Outcomes/Standards:

By the end of this unit, students will not only be able to talk about their hobbies and interests in Spanish but will also have gained a deeper understanding of the role these activities play in different cultures, helping them to become more inclusive and culturally aware communicators.

ACTFL Standards:

- ❖ **Communication:**
 - Interpretive Communication: Understand and interpret basic written and spoken language about sports, hobbies, and issues of equity in sports.
 - Presentational Communication: Present information on sports, hobbies, and equity issues using appropriate vocabulary and grammar.
 - Interpersonal Communication: Engage in conversations about personal interests and social issues related to sports and leisure.
- ❖ **Cultures:**
 - Cultural Practices: Explore cultural practices and traditions related to sports and leisure activities in Spanish-speaking countries.
 - Cultural Perspectives: Reflect on how sports can reflect social issues such as equity and inclusion.
- ❖ **Connections:**
 - Connections to Other Disciplines: Connect language learning to subjects such as social studies, physical education, and health by discussing equity in sports.
- ❖ **Comparisons:**
 - Language Comparisons: Compare and contrast how sports and hobbies are discussed in Spanish compared to students' native languages.

Sample Unit Assignments:

- ❖ **Introduction to Vocabulary:**
 - **Activity:** Use flashcards and images to introduce [vocabulary](#) related to sports (e.g., fútbol, baloncesto, béisbol), hobbies (e.g., leer, pintar, nadar), and [leisure activities](#).
 - **Interactive Practice:** Conduct a matching game or digital quiz where students match images and words with their definitions.
- ❖ **Describing Activities:**
 - **Activity:** Students use sentence starters to describe their favorite sports and hobbies (e.g., "Me gusta jugar al fútbol porque...").
 - **Pair Work:** Students [interview each other about their favorite activities](#) and preferences, then share with the class.
- ❖ **Cultural Exploration:**
 - **Activity:** Research and present on popular sports person "[My favorite Athlete](#)" of a Spanish-speaking country. Create digital presentation including cultural insights and present to the class.
 - **Discussion:** Compare these activities with those in students' own cultures, focusing on similarities and differences.

❖ **Equity in Sports Discussion:**

- **Activity:** Read [an article](#) or watch a video on gender equity or racial diversity in sports. Discuss key points and vocabulary in class.
- **Group Activity:** Create a list of issues related to equity in sports and brainstorm potential solutions or improvements. Present findings in Spanish.

❖ **Soccer Narration**

- **Activity:** [Students narrate](#) their favorite soccer team video (30 seconds to 1 minute) and address fair play and inclusion.
- **Example Scenario:** “Include videos of more girls soccer clubs or how to promote fairness in a local soccer league.”

Sample Unit Assessments:

❖ **Presentational Assignments** [Success criteria](#)

Students will be available to work in pairs or individually, They will orally narrate a short clip of a soccer team.

❖ **Interpersonal speaking Assignments:** [Success criteria](#)

When describing sports, leisure activities students will be evaluated not only on how well they know the vocabulary but more importantly on the communicative goal with relevant content

❖ **Vocabulary Quiz:** A quiz on vocabulary related to sports, hobbies, and equity issues. Includes matching, fill-in-the-blanks, and multiple-choice questions.

Recommended Texts and Resources:

- ❖ [Soccer terminology](#) and actions
- ❖ [Chatmats](#) for conversations about sports
- ❖ [Vocabulary](#) on leisure, hobbies
- ❖ Stories on sports from [Look I can Talk](#) (TPRS)
- ❖ [Fluency through TPR](#) Storytelling (sports, pastimes, leisure stories)

Unit Title: *Vacations, weather and environment*

Unit Summary: In this unit students will explore the themes of vacations, weather, and the environment. They will learn vocabulary related to different types of vacations, weather conditions, and environmental features. Through various activities and assessments, students will practice discussing their vacation preferences, describing weather patterns, and expressing their opinions on environmental issues in Spanish. The unit also emphasizes cultural awareness, as students compare vacation habits and environmental practices in Spanish-speaking countries with those in their own culture.

Essential Questions:

1. How does weather influence our daily lives and vacation plans?
2. How can I describe my vacation plans and leisure activities in Spanish?
3. How do vacation and free time activities in Spanish-speaking cultures compare to those in my own culture?

4. What are some common cultural practices related to vacations and free time in Spanish-speaking countries?

Unit Outcomes/Standards:

By the end of this unit, students will develop their Spanish language skills while gaining a deeper understanding of how vacations, weather, and environmental practices vary across cultures.

ACTFL Standards:

- ❖ **Communication:**
 - Interpretive Communication: Understand and interpret basic spoken and written language related to vacations and leisure activities.
 - Presentational Communication: Present information about vacation plans and free time activities using appropriate vocabulary and grammar.
 - Interpersonal Communication: Engage in conversations about personal vacation plans and leisure activities.
- ❖ **Cultures:**
 - **Cultural Practices:** Explore vacation and leisure practices in Spanish-speaking countries and compare them with students' own cultural practices.
 - Cultural Perspectives: Reflect on how leisure activities and vacations contribute to cultural identity and community in Spanish-speaking cultures.
- ❖ **Connections:**
 - **Connections to Other Disciplines:** Connect language learning to subjects like geography and social studies by exploring vacation destinations and cultural practices.
- ❖ **Comparisons:**
 - **Language Comparisons:** Compare how vacations and leisure activities are discussed in Spanish versus students' native languages.

Sample Unit Assignments:

- ❖ **Vocabulary Introduction:**
 - **Activity:** Introduce [vocabulary](#) related to vacations and free time (e.g., playa, montaña, viajar, descansar, pasatiempos) using flashcards, images, and a vocabulary list.
 - **Interactive Practice:** Play a matching [game where students match pictures](#) with the corresponding vocabulary words and their definitions.
- ❖ **Describing Vacation Plans:**
 - **Activity:** Students use [sentence structures](#) to describe their ideal vacation (e.g., “Quiero ir a la playa / Prefiero montar a caballo / no quiero jugar a las cartas...”).
 - **Pair Work:** In pairs, students interview each other about their vacation and summarize their partner's responses to the class.
- ❖ **Cultural Exploration:**
 - **Travel Brochure Project:** Students create a [travel brochure](#) in Spanish for a vacation destination of their choice of a Spanish Speaking Country. The brochure includes descriptions of the destination, suggested activities, typical weather conditions, and environmental features. Students present their brochures to the class, using the vocabulary and phrases learned throughout the unit.
 - **Discussion:** Compare different brochures and discuss them in class
- ❖ **Role-Playing:**
 - **Activity:** Role-play booking a vacation or discussing vacation plans with a travel agent. Use phrases and vocabulary related to travel (e.g., “Quiero reservar una habitación...”).
 - **Example Scenario:** Students listen to an [audio of a conversation](#), write down / cross check key vocabulary. One student plays a travel agent while another student describes their ideal vacation and asks questions about travel options.

❖ **Cultural Practice Analysis:**

- **Activity:** Watch [a video traditional holiday](#) or festival in a Spanish-speaking country. Discuss how these practices compare to local holidays and free time activities.

❖ **Comprehension:** Answer a few questions on what they learned about the cultural

❖ **Weather Forecast:**

- **Activity:** Conduct a weather forecast for an entire week of their favorite city. Create a [chart](#) to display the results and describe them in Spanish.
- **Presentation:** Present the results to the class and discuss about [different weather situations in Spanish](#).

Sample Unit Assessment:

❖ **Vocabulary Quiz:**

- **Format:** A quiz on vocabulary related to [vacations and free time](#), including matching, fill-in-the-blanks, and multiple-choice questions.

❖ **Interpersonal speaking Assignments:** [Success criteria](#)

- **Speaking Assessment:** A brief conversation where students describe their ideal vacation or a favorite free time activity. Assess pronunciation, fluency, and correct use of vocabulary.

❖ **Presentational Assignments** [Success criteria](#)

- **Travel brochure:** A group project where students research and present a travel brochure of a Spanish speaking country destination. Evaluate for correct use of Spanish, and presentation skills.

❖ **Interpersonal speaking Assignments:** [Success criteria](#)

- **Role-Play evaluation** Assess students during role-playing activities for their ability to use target vocabulary and structures, their engagement, and their ability to discuss vacation plans effectively.

Recommended Texts and Resources:

- ❖ [Video](#) about weather expressions in Spanish
- ❖ [Vocabulary](#) list on vacations terms and [weather](#)
- ❖ [Chatmats](#) ¿qué tiempo hace? (What's the weather like?)
- ❖ Online resources: [Rockalingua](#) what's the weather like
- ❖ [Video](#) How to make a travel brochure
- ❖ Eco-friendly [tourism in Puerto Rico](#) (prep for the brochure)
- ❖ Draw and [describe](#) your vacation
- ❖ Stories on weather/vacations from [Look I can Talk](#) (TPRS)
- ❖ [Fluency through TPR](#) Storytelling (visiting new places)

Unit Title: *My Community and sense of belonging*

Unit Summary:

This unit plan is designed to help students understand and discuss the concept of community and belonging in Spanish, compare cultural practices, and use language in practical contexts. They will learn vocabulary related to community places, services, and people, as well as practice describing their own community and

discussing the roles and importance of different community members. The unit will emphasize cultural awareness by encouraging students to compare their community with those in Spanish-speaking countries, recognizing the diverse ways communities are organized and function.

Essential Questions:

- ❖ How can we describe our community and the people who live and work there in Spanish?
- ❖ How can I describe my own community and my sense of belonging within it in Spanish?
- ❖ What are the similarities and differences between communities in Spanish-speaking countries and our own?

Unit Outcomes/Standards:

By the end of this unit, students will gain a deeper appreciation for the role of community in daily life. The unit encourages students to think critically about how communities function and the importance of contributing to the well-being of their own community.

ACTFL Standards

- ❖ **Communication:**
 - **Interpretive Communication:** Understand and interpret basic spoken and written language about communities and belonging.
 - **Presentational Communication:** Describe and present information about one's own community and concepts of belonging using appropriate vocabulary and grammar.
 - **Interpersonal Communication:** Engage in conversations about community life and personal experiences of belonging.
- ❖ **Cultures:**
 - **Cultural Practices:** Explore the concept of community and belonging in Spanish-speaking countries and compare them with practices in students' own communities.
 - **Cultural Perspectives:** Reflect on how communities and values contribute to cultural identity in Spanish-speaking cultures.
- ❖ **Connections:**
 - **Connections to Other Disciplines:** Connect language learning to subjects such as social studies and geography by exploring community structures and roles within various cultures.
- ❖ **Comparisons:**
 - **Language Comparisons:** Compare how the concepts of community and belonging are expressed in Spanish versus students' native languages.

Sample Unit Assignments:

- ❖ **Vocabulary Introduction:**
 - **Activity:** Introduce [vocabulary](#) related to the house and its communities and belonging (e.g., comunidad, vecinos, pertenencia, barrio, grupo, identidad).
 - **Interactive Practice:** Use [flashcards](#), matching games, and simple dialogues to practice the new vocabulary.
- ❖ **Describing My home**
 - **Activity:** Students label rooms in Spanish using a [floor map](#) and describe what their dreamhouse would look like (e.g., "Quiero una casa grande. Me gusta la cocina porque" "mi casa tiene 3 cuartos..").
 - **Pair work:** Students share their layouts with a partner and ask questions about each other's ideal house.
 - **Short writing:** They write a [short composition](#) more in depth about specific details of their ideal house to practice their vocabulary.
 - **Presentational project:** Students create a [slideshow](#) only with pictures (no words) of their [ideal house](#). They present it to the class

- ❖ **Describing my Community, at the restaurant:**
 - **Activity:** Students learn, talk and write about their own [community](#), including key information, local businesses, and important aspects of their neighborhood (e.g., “Mi comunidad tiene un parque y una biblioteca. Mis vecinos visitan un monumento...”).
 - **Pair Work:** Students pair share their with a partner and ask questions about each other’s communities.
- ❖ **Cultural Exploration:**
 - **Activity:** Research and present on a specific aspect of community life in a Spanish-speaking country (e.g., neighborhood festivals in Mexico, [Semana Santa en Guatemala](#) or community centers in Spain).
 - **Discussion:** Compare these aspects with those of the students' own communities. Discuss differences and similarities by working on a [comprehension worksheet](#)
- ❖ **Role-Playing Community Scenarios: At the restaurant**
 - **Activity:** Role-play scenarios where students pretend to be [at a restaurant](#) and order food (e.g., ordering beverages, dishes, thanking the servers for their help, etc).
 - **Example Scenario:** One student plays a new resident while another student acts as a waiter
- ❖ **Community Values and Belonging through fashion:**
 - **Activity:** Become a [fashion police](#) person and describe how people dress around you. Create short presentation on what others (Spanish-speaking countries) may look like compared with those in your community
 - **Discussion:** Discuss and talk how people are dressed and similarities and differences with your own experience.

Sample Unit Assessment:

- ❖ **Presentational Assignments** [Success criteria](#)
Students will be available to work in pairs or individually,
- ❖ **Interpersonal speaking Assignments:** [Success criteria](#)
When performing the skit at a restaurant, students will be evaluated not only on how well they know the vocabulary but more importantly on the communicative goal with relevant content
- ❖ **Vocabulary Quiz:**
A quiz on vocabulary related to communities and belonging, including matching, fill-in-the-blanks, and multiple-choice questions.

Recommended Texts and Resources:

- ❖ Dialogue [at a Restaurant](#)
- ❖ Flash cards for [Role play](#) at the restaurant
- ❖ Vocabulary on [clothing](#)
- ❖ [Fashion police](#)
- ❖ Audio descriptions about how people dress ([sample 1](#))
- ❖ Worksheets such as: [“Understanding community and belonging”](#)
- ❖ Stories on my environment from [Look I Can Talk](#) (TPRS)
- ❖ [Fluency through TPR](#) Storytelling

Board Approval Date: Jan. 2016

Updated: 8/2024

UC “E” Approval Date: Revision 2/21/2025