

**Modern Foreign Language Level III**

**Course Description**

In Level III foreign language, students continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of the language, understanding oral and written messages in the foreign language, and making oral and written presentations in the foreign language. They communicate using more complex structures in the language on a variety of topics, moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they read and hear and are able to identify significant details when the topics are familiar. The foreign language is used almost exclusively in the class as students develop the ability to discuss topics related to historical and contemporary events and issues.

Teachers are REQUIRED to use the assessment program that accompanies the textbooks as the MINIMUM baseline standard for evaluation of each chapter's objectives. The computer test bank and alternate assessments should not be used as the primary evaluation of student performance. Chapter objective checklists for each unit taught will be required paperwork and kept in each teacher's evaluation notebook. Evidence such as student work, integrate reports, and administrative observations may also be required at the time of post observation interviews and summative evaluations.

|   | <i><b>National Standards for Foreign Language</b></i>   |
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| <b>COMMUNICATION</b><br><i>Communicate in Languages Other Than English</i>                          | <b>Standard 1.1:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.<br><b>Standard 1.2:</b> Students understand and interpret written and spoken language on a variety of topics.<br><b>Standard 1.3:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. |
| <b>CULTURES</b><br><i>Gain Knowledge and Understanding of Other Cultures</i>                        | <b>Standard 2.1:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.<br><b>Standard 2.2:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.   |
| <b>CONNECTIONS</b><br><i>Connect with Other Disciplines and Acquire Information</i>                 | <b>Standard 3.1:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.<br><b>Standard 3.2:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.   |
| <b>COMPARISONS</b><br><i>Develop Insight into the Nature of Language and Culture</i>                | <b>Standard 4.1:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.<br><b>Standard 4.2:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.  |
| <b>COMMUNITIES</b><br><i>Participate in Multilingual Communities at Home &amp; Around the World</i> | <b>Standard 5.1:</b> Students use the language both within and beyond the school setting.<br><b>Standard 5.2:</b> Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.  |

| <b>Daily Life: Just for Starters</b>   |   |   |   |   |
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| <b>5- 55 minute periods M-F/ 3-4 90 minute periods AB Block</b>  |   |   |   |   |
| <u>Communication</u>   |   | <u>Culture</u>  | <u>Connections</u>  | <u>Comparisons</u>  |
| <p><b>1.1 Interpersonal</b></p> <ul style="list-style-type: none"> <li>• Talk about the activities of Spanish young people.</li> <li>• Talk about daily routines, pastimes, and household chores.</li> <li>• Talk about TV programs, entertainment, special days, and vacations.</li> <li>• Talk about Bariloche, Argentina.</li> </ul> <p><b>1.2 Interpretive</b></p> <ul style="list-style-type: none"> <li>• Read about the activities of Spanish young people.</li> <li>• Read and listen to information about daily routines, pastimes, and household chores.</li> <li>• Read and listen to information about TV programs, entertainment, special days, and vacations.</li> <li>• Read about Bariloche, Argentina.</li> <li>• Read about speech and composition preparation.</li> </ul> | <p><b>1.3 Presentational</b></p> <ul style="list-style-type: none"> <li>• Write and present information orally about daily routines, pastimes, and household chores.</li> <li>• Write and present information orally about TV programs, entertainment, special days, and vacations.</li> <li>• Write about activities for visiting foreign students.</li> </ul> | <p><b>2.1 Practices and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Understand lifestyles and values of Spanish and Venezuelan young people.</li> <li>• Understand the vacation practices of Spanish- speaking people.</li> </ul> <p><b>2.2 Products and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Learn about the ski resort of Bariloche, Argentina.</li> </ul> | <p><b>3.1 Cross- Curricular</b></p> <ul style="list-style-type: none"> <li>• Learn key facts about Spanish youth.</li> <li>• Learn key facts about an Argentine town.</li> <li>• Learn Language Arts Strategies: evaluate your lead.</li> </ul> <p><b>3.2 Target Culture</b></p> <ul style="list-style-type: none"> <li>• Read poetry from Spain by Rafael Alberti</li> <li>• Learn how indigenous peoples have affected the language of Mexico.</li> <li>• Learn how pilgrimages have shaped travel practices in Spain today.</li> </ul> | <p><b>4.1 Language</b></p> <ul style="list-style-type: none"> <li>• Compare the use of Spanish verbs <i>encantar, gustar, importar</i>, and <i>interesar</i> to that of their English counterparts.</li> <li>• Compare Spanish words to their English counterparts.</li> </ul> <p><b>4.2 Culture</b></p> <ul style="list-style-type: none"> <li>• Compare the activities of young people in Spain to those in the U.S.</li> </ul> |
|  |   |   |   | <u>Communities</u>  |
|  |   |   |   | <p><b>5.1 Beyond the School</b></p> <ul style="list-style-type: none"> <li>• Link to Web sites from around the Spanish- speaking world.</li> </ul> <p><b>5.2 Lifelong Enrichment</b></p>  |
| <u>Essential Structures</u>  |   | <u>Vocabulary Strands</u>   | <u>Discrete Skills Assessments</u>  | <u>Integrated Skills Assessments</u>  |
| <p>present tense regulars and irregulars, stem changes<br/>                     reflexive verbs<br/>                     verbs like gustar<br/>                     possessive adjectives (short)</p>  |   | <p>daily activities, chores, errands, entertainment, special events and celebrations, television and movies, travel</p>   | <p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p>  | <p>Chapter or nine week projects and performance assessments.</p>   |

| <b>Unforgettable Times</b>  |   |  |   |   |
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| <b>20- 55 minute periods M-F/ 11- 90 minute periods AB Block</b>  |   |  |   |   |
| <u>Communication</u>  |   | <u>Culture</u>   | <u>Connections</u>  | <u>Comparisons</u>  |
| <p><b>1.1 Interpersonal</b></p> <ul style="list-style-type: none"> <li>• Talk about national parks, camping, and outdoor vacations.</li> <li>• Talk about competitive events.</li> <li>• Talk about geographic locations.</li> <li>• Talk about weather events.</li> <li>• Talk about fine art.</li> <li>• Talk about opinions.</li> <li>• Talk about childhood memories.</li> <li>• Talk about ancient pilgrimages.</li> <li>• Talk about Aztec myths.</li> </ul> <p><b>1.2 Interpretive</b></p> <ul style="list-style-type: none"> <li>• Read and listen to information about national parks, camping, and outdoor vacations.</li> <li>• Read and listen to information about competitive events.</li> <li>• Read about geographic locations.</li> <li>• Read about weather events.</li> <li>• Read about fine art.</li> <li>• Read about a professional translator.</li> <li>• Read about childhood memories.</li> <li>• Read about ancient pilgrimages.</li> <li>• Read about Aztec myths.</li> </ul> | <p><b>1.3 Presentational</b></p> <ul style="list-style-type: none"> <li>• Write and present information orally about national parks, camping, and outdoor vacations.</li> <li>• Write and present information orally about competitive events.</li> <li>• Write about geographic locations.</li> <li>• Write about a party.</li> <li>• Write about childhood memories.</li> <li>• Write and present information orally about Aztec myths.</li> <li>• Present information orally about ancient pilgrimages.</li> </ul> | <p><b>2.1 Practices and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Interpret pilgrimages in Spain.</li> <li>• Interpret the effects of Aztec myths in Mexico.</li> </ul> <p><b>2.2 Products and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Discuss Matilde Pérez and her paintings.</li> <li>• Discuss <i>el Camino de Santiago</i>.</li> <li>• Discuss the Aztec myths of <i>Iztacihuatl y Popocatépetl</i>.</li> </ul> | <p><b>3.1 Cross- Curricular</b></p> <ul style="list-style-type: none"> <li>• Talk about an artist and her work: Matilde Pérez.</li> <li>• Explain Language Arts strategies: cause and effect, describing events, using prior knowledge, choosing a topic, adding details, making predictions.</li> <li>• Use the skill of using graphic organizers.</li> <li>• Discuss key facts about Mexico and Spain.</li> </ul> <p><b>3.2 Target Culture</b></p> <ul style="list-style-type: none"> <li>• Read the soccer team anthem, <i>Himno del Barcelona</i>.</li> <li>• Discuss how indigenous peoples have affected the language of Mexico.</li> <li>• Discuss how ancient pilgrimages have shaped travel practices in Spain today.</li> </ul> | <p><b>4.1 Language</b></p> <ul style="list-style-type: none"> <li>• Compare Spanish words to their English counterparts.</li> <li>• Compare Spanish and English commands.</li> </ul> <p><b>4.2 Culture</b></p> <ul style="list-style-type: none"> <li>• Compare ancient Central American ball games to modern ones.</li> <li>• Compare Spanish and Latin American teen magazines and their readership to those in the U.S.</li> </ul> |
|   |   |  |   | <u>Communities</u>  |
|   |   |  |   | <p><b>5.1 Beyond the School</b></p> <ul style="list-style-type: none"> <li>• Link to Web sites from around the Spanish- speaking world.</li> </ul> <p><b>5.2 Lifelong Enrichment</b></p> <ul style="list-style-type: none"> <li>• Talk about important facts about healthy lifestyles,</li> <li>• Talk about important facts scientific studies.</li> <li>• Develop an appreciation for the art of songwriting..</li> </ul>           |
| <u>Essential Structures</u>   |   | <u>Vocabulary Strands</u>  | <u>Discrete Skills Assessments</u>  | <u>Integrated Skills Assessments</u>  |
| <p>Preterite tense (regulars, irregulars, i to y spelling changes, stem change IR verbs)<br/>Imperfect tense regulars and irregulars</p>  |   | <p>Outdoor places, activities, insects and animals.<br/>Camping and Weather<br/>Athletic events and competitions, human body, accidents, reactions, sports and actions.</p>  | <p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p>  | <p>Chapter or nine week projects and performance assessments.</p>   |

| <b>Express Yourself</b>   |   |  |  |   |
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| <b>20- 55 minute periods M-F/ 11- 90 minute periods AB Block</b>  |   |  |  |   |
| <u>Communication</u>  |   | <u>Culture</u>   | <u>Connections</u>   | <u>Comparisons</u>  |
| <p><b>1.1 Interpersonal</b></p> <ul style="list-style-type: none"> <li>• Talk about the style, features, tools, and media used in the creation of works of visual, literary, and performing art.</li> <li>• Talk about important artists.</li> <li>• Talk about art museums.</li> <li>• Talk about events in the past.</li> </ul> <p><b>1.2 Interpretive</b></p> <ul style="list-style-type: none"> <li>• Read and listen to information about the style, features, tools, and media used in the creation of works of visual, literary, and performing art.</li> <li>• Read and listen to information about important artists.</li> <li>• Read about the suffix <b>-ismo</b>.</li> <li>• Read about a family party.</li> <li>• Read about art museums.</li> <li>• Read arts and entertainment reviews.</li> <li>• Read about events in the past.</li> <li>• Read poetry by Juan Luis Guerra.</li> </ul> | <p><b>1.3 Presentational</b></p> <ul style="list-style-type: none"> <li>• Write about the style, features, tools, and media used in the creation of works of visual, literary, and performing art.</li> <li>• Write and present information orally about artists.</li> <li>• Write arts and entertainment reviews and write about their contents.</li> <li>• Present information orally about "the artist of the millennium."</li> <li>• Write a review of a student audition.</li> </ul> | <p><b>2.1 Practices and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Explain the practices and perspectives of important Latin American and Spanish figures in the visual, literary, and performing arts.</li> </ul> <p><b>2.2 Products and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Discuss the work of important Latin American and Spanish figures in the visual, literary and performing arts.</li> <li>• Talk about Museo del Barrio and its cultural roots.</li> <li>• Talk about the popular TV show <b>Sábado Gigante</b>.</li> <li>• Describe <b>salsa</b> music.</li> <li>• Discuss the poetry of Juan Luis Guerra.</li> <li>• Talk about a Spanish version of <b>When Harry Met Sally</b>.</li> </ul> | <p><b>3.1 Cross- Curricular</b></p> <ul style="list-style-type: none"> <li>• Talk about key facts about the fine arts.</li> <li>• Talk about key facts about the Mexican Revolution.</li> <li>• Talk about the key facts about the history of Spain.</li> <li>• Discuss Language Arts strategies: using illustrations, using context clues, using visuals, organizing information, categorizing, monitoring your reading.</li> <li>• Discuss the Language Arts skills of using graphic organizers.</li> </ul> <p><b>3.2 Target Culture</b></p> <ul style="list-style-type: none"> <li>• Read the titles of works of art.</li> <li>• Read a famous slogan from the Mexican revolution.</li> <li>• Read an advertisement for El Museo del Barrio.</li> <li>• Read about the cultural significance of the term <b>salsa</b>.</li> <li>• Read poetry by Juan Luis Guerra.</li> <li>• Read an excerpt from a work by Esmeralda Santiago.</li> </ul> | <p><b>4.1 Language</b></p> <ul style="list-style-type: none"> <li>• Compare Spanish words to their English counterparts.</li> <li>• Compare the use and meanings of Spanish comparatives and superlatives to those in English.</li> <li>• Compare the uses of English and Spanish past tenses.</li> </ul> <p><b>4.2 Culture</b></p> <ul style="list-style-type: none"> <li>• Compare growing up in one culture to growing up in more than one culture.</li> </ul> |
| <u>Essential Structures</u>   |   | <u>Vocabulary Strands</u>  | <u>Discrete Skills Assessments</u>   | <u>Integrated Skills Assessments</u>  |
| adjective/ noun agreement<br>comparative forms<br>superlatives<br>preterite vs. imperfect<br><b>estar</b> + past participle<br><b>ser</b> vs. <b>estar</b><br>Verbs that change meaning in the preterite and the imperfect.   |   | types of art, descriptions of art, color and light, opinions, comparisons, materials.<br>music, drama and dance performances, participants, commentary, reactions.   | Textbook Assessment program as minimum standard evaluation.<br><br>Teacher generated items for review, recycling and remediating.  | Chapter or nine week projects and performance assessments.  |

| <b>Staying in Shape, Practicing Healthy Living</b><br><b>20- 55 minute periods M-F/ 11- 90 minute periods AB Block</b>   |  |  |  |   |
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| <u>Communication</u>   |  | <u>Culture</u>   | <u>Connections</u>   | <u>Comparisons</u>  |
| <p><b>1.1 Interpersonal</b></p> <ul style="list-style-type: none"> <li>• Talk about menus, nutrition, and the preparation and quality of foods.</li> <li>• Talk about physical and mental health, exercise, illness, and remedies.</li> <li>• Talk about ancient Central American ball games.</li> <li>• Talk about Spanish and Latin American teen magazines.</li> </ul> <p><b>1.2 Interpretive</b></p> <ul style="list-style-type: none"> <li>• Read and listen to information about menus, nutrition, and the preparation and quality of foods.</li> <li>• Read and listen to information about physical and mental health, exercise, illness, and remedies.</li> <li>• Read about word families.</li> <li>• Read about the career of a bilingual student advisor.</li> </ul> | <ul style="list-style-type: none"> <li>• Read about ancient Central American ball games.</li> <li>• Read about Spanish and Latin American teen magazines.</li> <li>• Read poetry by José Alfredo Jiménez.</li> </ul> <p><b>1.3 Presentational</b></p> <ul style="list-style-type: none"> <li>• Write about menus, nutrition, and the preparation and quality of foods.</li> <li>• Write about physical and mental health, exercise, illnesses, and remedies.</li> <li>• Write about planning a party.</li> <li>• Write about ancient Central American ball games.</li> </ul> | <p><b>2.1 Practices and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Explain the use of natural remedies in Latin America.</li> <li>• Explain the physical education system in Spanish schools.</li> <li>• Explain the practice of ball games in ancient Central America.</li> <li>• Explain teen reading habits in Spain and Latin America.</li> </ul> <p><b>2.2 Products and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Describe a Spanish nutrition study.</li> <li>• Discuss the poetry of José Alfredo Jiménez.</li> <li>• Talk about Spanish and Latin American teen magazines.</li> </ul> | <p><b>3.1 Cross- Curricular</b></p> <ul style="list-style-type: none"> <li>• Talk about key facts about health, nutrition, remedies, and physical education.</li> <li>• Talk about key facts about the career of a bilingual student advisor.</li> <li>• Talk about key facts about the Mexican songwriter José Alfredo Jiménez.</li> <li>• Talk about key facts about ancient Mexico and modern Spain.</li> <li>• Discuss language Arts strategies: using prior knowledge, speech projection, persuasive writing, cause and effect.</li> </ul> <p><b>3.2 Target Culture</b></p> <ul style="list-style-type: none"> <li>• Read a Spanish nutrition study report.</li> <li>• Read an article excerpt from a Spanish magazine.</li> <li>• Read song lyrics by José Alfredo Jiménez.</li> </ul> | <p><b>4.1 Language</b></p> <ul style="list-style-type: none"> <li>• Compare Spanish words to their English counterparts.</li> <li>• Compare Spanish and English commands.</li> </ul> <p><b>4.2 Culture</b></p> <ul style="list-style-type: none"> <li>• Compare ancient Central American ball games to modern ones.</li> <li>• Compare Spanish and Latin American teen magazines and their relationship to those in the U.S.</li> </ul> |
|  |  |  |  | <u>Communities</u>  |
|  |  |  |  | <p><b>5.1 Beyond the School</b></p> <ul style="list-style-type: none"> <li>• Link to Web sites from around the Spanish- speaking world.</li> </ul> <p><b>5.2 Lifelong Enrichment</b></p> <ul style="list-style-type: none"> <li>• Discuss important facts about healthy lifestyles.</li> <li>• Discuss important facts about scientific studies.</li> <li>• Develop an appreciation for the art of songwriting.</li> </ul>              |
| <u>Essential Structures</u>  |  | <u>Vocabulary Strands</u>  | <u>Discrete Skills Assessments</u>   | <u>Integrated Skills Assessments</u>  |
| Direct object pronouns<br>Indirect object pronouns<br>Affirmative and negative commands (Tú, Ud., Uds.)<br>Present subjunctive (regular, irregular, stem change)   |  | Symptoms, illness, remedy, human body, problems, actions, medications.<br>Health food, nutrition, fitness, fruits and veggies, breakfast, lunch and dinner   | Textbook Assessment program as minimum standard evaluation.<br><br>Teacher generated items for review, recycling and remediating.  | Chapter or nine week projects and performance assessments.  |

| <b>Getting Along With Others</b>   |   |  |   |  |
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| <b>20- 55 minute periods M-F/ 11- 90 minute periods AB Block</b>   |   |  |   |  |
| <u>Communication</u>   |   | <u>Culture</u>   | <u>Connections</u>  | <u>Comparisons</u>   |
| <p><b>1.1 Interpersonal</b></p> <ul style="list-style-type: none"> <li>• Talk about friendship, interpersonal relationships, personality traits, emotions, customary behavior, conflict resolution.</li> <li>• Talk about known artists, musicians, and poets and their work.</li> <li>• Talk about soap operas and poetry readings.</li> </ul> <p><b>1.2 Interpretive</b></p> <ul style="list-style-type: none"> <li>• Read and listen to information about friendship, interpersonal relationships, personality traits, emotions, customary behavior, conflict resolution, family routines.</li> <li>• Read known artists, musicians, and poets and their work.</li> <li>• Read about word families.</li> <li>• Read about soap operas and poetry readings.</li> <li>• Read about bilingual children.</li> </ul> | <p><b>1.3 Presentational</b></p> <ul style="list-style-type: none"> <li>• Write about friendship, interpersonal relationships, personality traits, emotions, customary behavior, conflict resolution, family routines.</li> <li>• Write about a trip and a day out.</li> <li>• Recite song lyrics by Paulina Rubio.</li> <li>• Write about the theme of love in art.</li> <li>• Present information orally about a student council meeting.</li> <li>• Write about known poets and their work.</li> </ul> | <p><b>2.1 Practices and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Explain artistic life in Puerto Rico.</li> <li>• Interpret Spanish personality demographics and Mexican family dynamics.</li> <li>• Explain the impact of love in Spanish- speaking cultures and their art.</li> <li>• Explain the practice of poetry readings in Spanish.</li> </ul> <p><b>2.2 Products and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Talk known artists, musicians, and poets and their work.</li> <li>• Talk about <b>Telenovelas</b>.</li> </ul> | <p><b>3.1 Cross- Curricular</b></p> <ul style="list-style-type: none"> <li>• Talk about psychology, conflict resolution, and interpersonal dynamics.</li> <li>• Talk about known artists, musicians, and poets and their work.</li> <li>• Work with percentages in in surveys.</li> <li>• Describe holidays in Spain and Latin America.</li> <li>• Describe the history of the handshake.</li> <li>• Describe Spanish cities.</li> <li>• Discuss Language Arts strategies: compare and contrast, getting into character, describing relationships, identifying and understanding figurative language.</li> <li>• Discuss conflict in fiction and drama.</li> </ul> <p><b>3.2 Target Culture</b></p> <ul style="list-style-type: none"> <li>• Read a Spanish youth survey.</li> <li>• Read song lyrics by Paulina Rubio.</li> <li>• Read poetry by known poets.</li> </ul> | <p><b>4.1 Language</b></p> <ul style="list-style-type: none"> <li>• Compare Spanish words to their English counterparts.</li> <li>• Compare English and Spanish reflexive verbs.</li> <li>• Compare <b>por</b> and <b>para</b> with English.</li> <li>• Compare <b>nosotros</b> commands with English.</li> </ul> <p><b>4.2 Culture</b></p> <ul style="list-style-type: none"> <li>• Compare Spanish and U.S. teen profiles.</li> <li>• Compare U.S. holidays and TV shows with those in Spanish-speaking countries.</li> <li>• Compare works of art.</li> </ul> |
| <u>Essential Structures</u>  |   | <u>Vocabulary Strands</u>  | <u>Discrete Skills Assessments</u>  | <u>Integrated Skills Assessments</u>   |
| Reflexive verbs and reciprocal actions<br>Present subjunctive with emotional reactions<br><b>por</b> vs. <b>para</b><br><b>Nosotros</b> commands<br>Possessive adjectives(long) and pronouns   |   | personality traits, conflicts, temporal expressions, activities, defects, reactions, expressions and actions.<br>friends, family, relationships  | Textbook Assessment program as minimum standard evaluation.<br><br>Teacher generated items for review, recycling and remediating.   | Chapter or nine week projects and performance assessments.   |

| <b>Work and Community Service</b>  |   |  |  |
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| <b>20- 55 minute periods M-F/ 11- 90 minute periods AB Block</b>   |   |  |  |
| <u>Communication</u>   |   | <u>Culture</u>   | <u>Connections</u>   |
| <p><b>1.1 Interpersonal</b></p> <ul style="list-style-type: none"> <li>• Talk about work, job searches, and employment types, sites and skills.</li> <li>• Talk about personality traits.</li> <li>• Talk about community gardens.</li> <li>• Talk about emergencies, volunteer community organizations, and community activism.</li> <li>• Talk about songs with social content.</li> <li>• Talk about the contributions of the Spanish- speaking community in the U.S.</li> </ul> <p><b>1.2 Interpretive</b></p> <ul style="list-style-type: none"> <li>• Read and listen to information about work, job searches, and employment types, sites and skills.</li> <li>• Read and listen to information types, sites, and skills.</li> <li>• Read about community gardens.</li> <li>• Read and listen to information about personality traits.</li> <li>• Read and listen to information about emergencies, volunteer community organizations, and community activism.</li> <li>• Read about nouns suffixes.</li> <li>• Read about know artists and poets.</li> <li>• Read about the contributions of the Spanish-speaking community in the U.S.</li> <li>• Read about the Peace Boat program.</li> <li>• Read about songs with social content.</li> <li>• Read about campaigning for a public office.</li> <li>• Read fiction by María Luisa Góngora Pacheco.</li> </ul> | <ul style="list-style-type: none"> <li>• Read about the contributions of the Spanish-speaking community in the U.S.</li> <li>• Read about the Peace Boat program.</li> <li>• Read about songs with social content.</li> <li>• Read about campaigning for a public office.</li> <li>• Read fiction by María Luisa Góngora Pacheco.</li> </ul> <p><b>1.3 Presentational</b></p> <ul style="list-style-type: none"> <li>• Write about work, job searches, and employment types, sites and skills.</li> <li>• Write about what is happening right now.</li> <li>• Write about personality traits and personal goals.</li> <li>• Recite a poem by Antonio Machado.</li> <li>• Write about volunteer community organizations.</li> <li>• Write about the contributions of the Spanish- speaking community in the U.S.</li> <li>• Present a campaign speech.</li> <li>• Write a cover letter for a job interviewing..</li> </ul> | <p><b>2.1 Practices and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Explain community gardens in Latin America.</li> <li>• Explain teenage employment in Latin America.</li> <li>• Explain the contributions of the Spanish- speaking community in the U.S.</li> <li>• Explain the Peace Boat Program.</li> <li>• Explain Latin American folk music.</li> <li>• Explain the role of indigenous Latin American writers.</li> </ul> <p><b>2.2 Products and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Discuss the poetry of Antonio Machado and the stories of Maria Luisa Góngora Pacheco.</li> <li>• Talk about the murals of Diego Rivera.</li> <li>• Talk about community organizations for Spanish - speakers in the U.S.</li> </ul> | <p><b>3.1 Cross- Curricular</b></p> <ul style="list-style-type: none"> <li>• Discuss key facts about community activities.</li> <li>• Discuss key facts about Latin American teenagers.</li> <li>• Discuss key facts about Spanish and Latin American poetry, fiction, music, and visual art.</li> <li>• Discuss key facts about Spanish-speaking public figures.</li> <li>• Discuss key facts about the Peace Boat Program.</li> <li>• Discuss language Arts strategies: scanning, reading for comprehension, using visual aids, writing to persuade, using context clues.</li> </ul> <p><b>3.2 Target Culture</b></p> <ul style="list-style-type: none"> <li>• Read a poem excerpt by Antonio Machado.</li> <li>• Read a story by Maria Luisa Góngora Pacheco.</li> </ul> <p><u>Comparisons</u></p> <p><b>4.1 Language</b></p> <ul style="list-style-type: none"> <li>• Compare Spanish words to their English counterparts.</li> <li>• Compare the English perfect tenses to Spanish.</li> <li>• Compare the Spanish subjunctive to English.</li> </ul> |
|  |   |  | <u>Comparisons</u>   |
|  |   |  | <u>Communities</u>   |
|  |   |  | <p><b>4.2 Culture</b></p> <ul style="list-style-type: none"> <li>• Compare Latin American community gardens to those in the U.S.</li> <li>• Compare Latin American teenage employment to that in the U.S.</li> <li>• Compare Latin American songs with social content to American songs.</li> <li>• Compare centers in the U.S. Spanish- speaking community to those of society in general.</li> </ul> <p><b>5.1 Beyond the School</b></p> <ul style="list-style-type: none"> <li>• Discuss how to get involves in community activities and volunteer work.</li> <li>• Discuss job search/ interview skills.</li> <li>• Link to Web sites from around the Spanish- speaking world.</li> </ul> <p><b>5.2 Lifelong Enrichment</b></p> <ul style="list-style-type: none"> <li>• Develop an appreciation for poetry and fiction.</li> <li>• Discuss the value of community activity.</li> <li>• Discuss campaigning for a public office.</li> </ul>  |

| <b>Work and Community Service</b>  |  |   |   |
|--|--|---|---|
| <b>20- 55 minute periods M-F/ 11- 90 minute periods AB Block</b>   |  |   |   |
| <i>Essential Structures</i>  | <i>Vocabulary Strands</i>  | <i>Discrete Skills Assessments</i>  | <i>Integrated Skills Assessments</i>                          |
| present participles<br>placement of object pronouns<br>present perfect<br>pluperfect<br>present perfect subjunctive<br>demonstrative adjective and pronouns. | jobs, job skills, personal qualities,<br>chores, places<br>job interviews, volunteer work,<br>disasters, expressions, people, places | Textbook Assessment program as<br>minimum standard evaluation.<br><br>Teacher generated items for review,<br>recycling and remediating. | Chapter or nine week projects and<br>performance assessments. |

| <b>What Does the Future Hold?</b><br><b>20- 55 minute periods M-F/ 11- 90 minute periods AB Block</b>  |   |  |   |  |
|--|---|--|---|--|
| <u>Communication</u>   |   | <u>Culture</u>   | <u>Connections</u>  | <u>Comparisons</u>   |
| <p><b>1.1 Interpersonal</b></p> <ul style="list-style-type: none"> <li>• Talk about careers and professions and necessary qualities for them.</li> <li>• Talk about virtual and physical communities.</li> <li>• Talk about past, present and future changes.</li> <li>• Talk about lifestyles of Spanish youth.</li> <li>• Talk about educational organizations.</li> </ul> <p><b>1.2 Interpretive</b></p> <ul style="list-style-type: none"> <li>• Read and listen to information about careers and professions and necessary qualities for them.</li> <li>• Read about virtual and physical communities.</li> <li>• Read and listen to information about past, present and future changes.</li> <li>• Read about lifestyles of Spanish youth.</li> <li>• Read about educational organizations.</li> </ul> | <ul style="list-style-type: none"> <li>• Read about word families in the world of professions.</li> <li>• Read poetry by Gustavo Adolfo Bécquer and fiction by Ángel Balzarino.</li> <li>• Read about online Spanish- language newspapers.</li> <li>• Read about speech preparation and compare and contrast essays.</li> </ul> <p><b>1.3 Presentational</b></p> <ul style="list-style-type: none"> <li>• Write and present information orally about careers and professions and necessary qualities for them.</li> <li>• Write and present information orally about past, present and future changes.</li> <li>• Recite poetry by Gustavo Adolfo Bécquer.</li> </ul> | <p><b>2.1 Practices and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Explain the lifestyles of Spanish youth.</li> <li>• Explain the work of educational organizations.</li> <li>• Explain the readership of online Spanish- language newspapers.</li> <li>• Explain the changing role of Mexican TV.</li> <li>• Explain perspectives of Spanish - speaking architects.</li> </ul> <p><b>2.2 Products and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Discuss the poetry of Gustavo Adolfo Bécquer and the fiction of Ángel Balzarino.</li> <li>• Discuss the products of Spanish - speaking architects.</li> </ul> | <p><b>3.1 Cross- Curricular</b></p> <ul style="list-style-type: none"> <li>• Discuss key facts about Spanish youth.</li> <li>• Discuss key facts about educational organizations.</li> <li>• Discuss key facts about the poetry of Gustavo Adolfo Bécquer and the fiction of Ángel Balzarino.</li> <li>• Discuss key facts about employment demographics and futurology.</li> <li>• Discuss key facts about Spanish speakers' use of the Internet and television.</li> <li>• Discuss key facts about architecture.</li> <li>• Use Language Arts strategies: circumlocution, compare and contrast, mapping your speech using main idea and details, coping with unknown words.</li> </ul> <p><b>3.2 Target Culture</b></p> <ul style="list-style-type: none"> <li>• Read a university workshop announcement.</li> <li>• Read poetry by Gustavo Adolfo Bécquer and the fiction of Ángel Balzarino.</li> </ul> | <p><b>4.1 Language</b></p> <ul style="list-style-type: none"> <li>• Compare the Spanish impersonal se to the English passive voice.</li> <li>• Compare Spanish and English future and future perfect tenses.</li> <li>• Compare Spanish words to their English counterparts.</li> </ul> <p><b>4.2 Culture</b></p> <ul style="list-style-type: none"> <li>• Compare the lifestyles of young people from Spain and the U.S.</li> <li>• Compare the roles of TV in Mexico and in the U.S.</li> <li>• Compare distance education in Puerto Rico and in the U.S.</li> </ul> |
|  |   |  |   | <u>Communities</u>   |
|  |   |  |   | <p><b>5.1 Beyond the School</b></p> <ul style="list-style-type: none"> <li>• Link to Web sites from around the Spanish- speaking world.</li> <li>• Describe strategies for obtaining employment and keeping up with employment trends.</li> <li>• Discuss distance education and attending universities abroad.</li> </ul> <p><b>5.2 Lifelong Enrichment</b></p> <ul style="list-style-type: none"> <li>• Discuss important facts about going to college.</li> <li>• Prepare for the future.</li> <li>• Develop an appreciation for poetry and fiction.</li> </ul>     |
| <u>Essential Structures</u>  |   | <u>Vocabulary Strands</u>  | <u>Discrete Skills Assessments</u>  | <u>Integrated Skills Assessments</u>   |

| <p style="text-align: center;"><b>What Does the Future Hold?</b></p> <p style="text-align: center;"><b>20- 55 minute periods M-F/ 11- 90 minute periods AB Block</b></p>   |  |  |  |
|--|--|--|--|
| <p><i>saber</i> vs. <i>conocer</i><br/>                     impersonal <i>se</i><br/>                     future, probability and wonderment<br/>                     future perfect<br/>                     double object pronouns</p> | <p>careers and professions,<br/>                     future plans<br/>                     science and technology, environment</p> | <p>Textbook Assessment program as<br/>                     minimum standard evaluation.</p> <p>Teacher generated items for review,<br/>                     recycling and remediating.</p> | <p>Chapter or nine week projects and<br/>                     performance assessments.</p> |

| <b>Myths and Realities</b>   |   |   |   |
|--|---|---|---|
| <b>20- 55 minute periods M-F/ 11- 90 minute periods AB Block</b>   |   |   |   |
| <u>Communication</u>   |   | <u>Culture</u>  | <u>Connections</u>  |
| <p><b>1.1 Interpersonal</b></p> <ul style="list-style-type: none"> <li>• Talk about tourist sites, animals, and natural phenomena.</li> <li>• Talk about muralist Diego Rivera.</li> <li>• Read about archaeology and mysteries past and present.</li> <li>• Talk about shapes and measurements.</li> <li>• Talk about the 1938 "War of the Worlds" scare.</li> <li>• Talk about family and community.</li> <li>• talk about pre- Columbian indigenous civilizations in America.</li> <li>• Talk about classified ads.</li> <li>• Talk about Miguel Cervantes and <i>Don Qixote de la Mancha</i>.</li> </ul> <p><b>1.2 Interpretive</b></p> <ul style="list-style-type: none"> <li>• Read about tourist sites, animals, and natural phenomena.</li> <li>• Read about Diego Rivera.</li> <li>• Read and listen to information about archaeology and mysteries past and present.</li> <li>• Read about shapes and measurements.</li> <li>• Read about word families.</li> <li>• Read about the 1938 "War of the Worlds" scare.</li> <li>• Read and listen to information about pre- Columbian indigenous civilizations in America.</li> <li>• Read about Feliciano Sánchez Chan and his poetry.</li> <li>• Read about speech preparation and writing a legend.</li> <li>• Read about Miguel Cervantes and <i>Don Qixote de la Mancha</i>.</li> </ul> | <p><b>1.3 Presentational</b></p> <ul style="list-style-type: none"> <li>• Write and present information orally about tourist sites, animals, and natural phenomena.</li> <li>• Write and present information orally about archaeology and mysteries past and present.</li> <li>• Write and present information orally about shapes and measurements.</li> <li>• Write and present information orally about the 1938 "War of the Worlds" scare.</li> <li>• Write about family and community.</li> <li>• Recite poetry by Feliciano Sánchez Chan.</li> <li>• Write about pre- Columbian indigenous civilizations in America.</li> <li>• Write classified ads.</li> <li>• Write legends.</li> <li>• Write and present information orally about Miguel Cervantes and <i>Don Qixote de la Mancha</i>.</li> </ul> | <p><b>2.1 Practices and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Describe the perspectives of muralist Diego Rivera.</li> <li>• Describe some practices and perspectives of pre- Columbian indigenous civilizations in America.</li> <li>• Interpret the work of indigenous Latin American writers.</li> <li>• Interpret the work of the Academia de Español de Guatemala.</li> <li>• Interpret the perspectives of Miguel Cervantes.</li> </ul> <p><b>2.2 Products and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Describe the work of muralist Diego Rivera.</li> <li>• Describe the creations and contributions of ancient civilizations.</li> <li>• Discuss the fiction of Miguel Cervantes.</li> </ul> | <p><b>3.1 Cross- Curricular</b></p> <ul style="list-style-type: none"> <li>• Discuss key facts about muralist Diego Rivera.</li> <li>• Discuss key facts about ancient civilizations.</li> <li>• Discuss key facts about the 1938 "War of the Worlds" scare.</li> <li>• Discuss key facts about Mayan writer Feliciano Sánchez Chan.</li> <li>• Discuss key facts about Antigua, Guatemala.</li> <li>• Discuss key facts about myths and legends.</li> <li>• Discuss key facts about Miguel de Cervantes and his times.</li> <li>• Use language arts strategies: using illustrations, maintaining your focus, combining sentences, characters and actions.</li> </ul> <p><b>3.2 Target Culture</b></p> <ul style="list-style-type: none"> <li>• Read poetry by Feliciano Sánchez Chan.</li> <li>• Read fiction by Miguel de Cervantes.</li> </ul> |
|  |   |   | <u>Comparisons</u>  |
|  |   |   | <p><b>4.1 Language</b></p> <ul style="list-style-type: none"> <li>• Compare <i>pero</i> and <i>sino</i> to English <i>but</i> and <i>but rather</i>.</li> <li>• Compare Spanish words to their English counterparts.</li> </ul> <p><b>4.2 Culture</b></p> <ul style="list-style-type: none"> <li>• Compare ancient myths with modern scientific explanations.</li> </ul>  |
|  |   |   | <u>Communities</u>  |
|  |   |   | <p><b>5.1 Beyond the School</b></p> <ul style="list-style-type: none"> <li>• Link to Web sites from around the Spanish- speaking world.</li> </ul> <p><b>5.2 Lifelong Enrichment</b></p> <ul style="list-style-type: none"> <li>• Develop an appreciation for fine art.</li> <li>• Develop an appreciation for poetry and literature.</li> </ul>  |

| <b>Myths and Realities</b><br>20- 55 minute periods M-F/ 11- 90 minute periods AB Block   |   |   |  |
|---|---|---|--|
| <i>Essential Structures</i>   | <i>Vocabulary Strands</i>   | <i>Discrete Skills Assessments</i>  | <i>Integrated Skills Assessments</i>                       |
| negation and negative expressions<br>adjectives used as nouns (or rather pronouns)<br>Present and Present perfect subjunctive with doubt, uncertainty, or disbelief.<br><i>pero</i> vs. <i>sino</i><br>subjunctive in adjective clauses (indefinite antecedent) | archeology, mysteries and discoveries, animals, events, season, opinions, natural phenomenon, materials, buildings, places, descriptions, myths and legends | Textbook Assessment program as minimum standard evaluation.<br><br>Teacher generated items for review, recycling and remediating. | Chapter or nine week projects and performance assessments. |

| <b>Cultural Encounters</b>  |   |   |   |   |
|---|---|---|---|---|
| <b>20- 55 minute periods M-F/ 11- 90 minute periods AB Block</b>  |   |   |   |   |
| <u>Communication</u>  |   | <u>Culture</u>  | <u>Connections</u>  | <u>Comparisons</u>  |
| <p><b>1.1 Interpersonal</b><br/>Talk about city sights and their relative positions.<br/>Talk about childhood and conflict resolution.<br/>Talk about travel and favorite films.<br/>Talk about Spanish painter Jaoquín Sorolla y Bastida<br/>Talk about cultural and social interaction and fusion.<br/>Talk about Spanish history, including colonial expansion<br/>talk about Quechua music.</p> <p><b>1.2 Interpretive</b><br/>Read about city sights and their relative pronouns.<br/>Read about conflict resolution.<br/>Read about travel and daily activities.<br/>Read about Spanish painter Jaoquín Sorolla y Bastida.<br/>Read and Listen to information about cultural and social interaction and fusion.<br/>Read about word families.<br/>Read and listen to information about Spanish history, including colonial expansion.</p> | <p>Read about Quechua music.<br/>Read poetry by Luis Palés Matos and fiction by Elías Miguel Muñoz.<br/>Read about Huston's Museo de Salud y Ciencia.<br/>Read about speech and composition preparation.</p> <p><b>1.3 Presentational</b><br/>Present information orally about travel and city sights.<br/>Write about conflict resolution.<br/>Write and present information orally about cultural and social interaction and fusion.<br/>Write and present information orally about Spanish history, including colonial expansion.<br/>Present information orally about childhood.<br/>Recite poetry by Luis Palés Matos.</p> | <p><b>2.1 Practices and Perspectives</b><br/>Interpret cultural and social interaction and fusion.<br/>Interpret cultural influences in Spanish history, including colonial expansion.<br/>Interpret cultural perspectives in Quechua music and the poetry of Luis Palés Matos.</p> <p><b>2.2 Products and Perspectives</b><br/>Describe the art of Joaquín Sorolla y Bastida, the poetry of Luis Palés Matos, and the fiction of Elías Miguel Muñoz.<br/>Discuss cultural and social interaction and fusion.<br/>Discuss Quechua music.<br/>Discuss Spanish history, including colonial expansion.</p> | <p><b>3.1 Cross- Curricular</b><br/>Discuss key facts about visual fine arts, poetry, fiction, music, and cuisine.<br/>Discuss key facts about history, social studies, and architecture.<br/>Discuss key facts about Houston's Museo de Salud y Ciencia.<br/>Use language Arts strategies: fact opinion, speaker's opinion, chronological ordering, skipping and guessing.</p> <p><b>3.2 Target Culture</b><br/>Read poetry by Luis Palés Matos and fiction by Elías Miguel Muñoz.</p> | <p><b>4.1 Language</b><br/>Compare the Spanish to the English conditional.<br/>Compare Spanish use of the imperfect subjunctive with English if/then sentences.<br/>Compare Spanish words to their English counterparts.</p> <p><b>4.2 Culture</b><br/>Compare cultural fusion in the Spanish- speaking world with that in the United States.<br/>Compare Tex-Mex and Latin American food with traditional fare in the United States.<br/>Compare indigenous influence in Latin America with that in the United States.</p> |
|   |   |   |   | <u>Communities</u>  |
|   |   |   |   | <p><b>5.1 Beyond the School</b><br/>Link to websites from around the Spanish- speaking world.</p> <p><b>5.2 Lifelong Enrichment</b><br/>Develop an appreciation for poetry, fiction, and music.</p>   |
| <u>Essential Structures</u>   |   | <u>Vocabulary Strands</u>   | <u>Discrete Skills Assessments</u>  | <u>Integrated Skills Assessments</u>  |
| The conditional tense, imperfect subjunctive, si clauses.   |   | Conquest and empires, Ethnic groups, Conquest and occupation, Architecture and culture, Fusion of different cultures  | Textbook Assessment program as minimum standard evaluation.<br><br>Teacher generated items for review, recycling and remediating.   | Chapter or nine week projects and performance assessments.  |