

Introduction to Spanish



Curriculum Map



**Whitney Point Central School District
Foreign Language Department**

Communication in a language other than English is an extremely important aspect of our world today. Learning a foreign language will enhance our students' lives! Learning a new language exposes students to cultures around the world. It is critical that students gain a cultural appreciation and understanding of other people.

The main goals of Whitney Point's Foreign Language program are to promote the development of proficiency in the target language and to stimulate cultural awareness and acceptance.

Our program begins in Grade 8 with a full year introductory course in French or Spanish and continues through High School with a level 4 College credit course. New York State requires all students to successfully complete High school Level 1 for graduation. Students wishing to earn a Regents Diploma using the Foreign Language sequence must successfully pass the level 3 course and Regents exam.

Introduction to Language is an exploratory course designed to give 8th- grade students exposure to a language other than English. This introductory course provides students with basic vocabulary and cultural experiences.



8th Grade Introduction to Spanish-First unit of study

Curriculum Map Guide

All Year -some topics and activities are covered all year long

- Bellringers, flashcards, challenge of the Day, Culture (Maps 1A-1D)

September

- Introduction (Culture... Why study a foreign language? (Map 2)
- Hispanic names (Map 2)
- Facts about the Spanish-speaking world. (Map 2)
- World culture quest! (Map 2)

September

- Commands (Map 3)
- Spanish expressions (Map 3)
- Cognates (Map 4)

September

- Spanish alphabet (Map 5)
- Greetings - Nationality, Place of Birth-ESTAR(feelings)(Map 6)

October

- Numbers - phone #, Date of birth (Map 7)
- Colors (Map 8)
- Days, Months, Seasons (Map 9)

October/November

- Question Words (Map 10)

November

- Day of the Dead Culture/Halloween (Map 11)
- Classroom Objects- ESTAR + locations (Map 12)
- Thanksgiving Culture (Map 13)
- Weather (Map 14)

December

- Animals (Map 15)
- Gender, Number, Agreement (Map 16)
- Education system/classes -TENER/NECESITAR (Map 17)
- Christmas holidays & Culture (Map 18)

January

- Mexico & Spain Culture (Map 19)
- Body Parts- TENER + HEALTH EXPRESSIONS/DOLER (Map 20)
- Culture -The Fiesta, La Quinceanera, Shakira & Music (Map 21)
- Time (Map 22)
- Don Quixote-Man of La Mancha- Literature Unit (Map 23)

January/February

- Family Relations (Map 24)

February

- Descriptions - SER (Map 25)
- Culture -Valentine's Day, Mardi Gras (Map 26)
- National Foreign Language Week (Map 27)

March

- Occupations/Professions (Map 28)
- Culture - Bullfighting (Map 29)
- Sports/Leisure Activities - GUSTAR + A + INF /JUGAR (Map 30)

March/April

Easter Traditions (Map 31)

April

- AR Verb Conjugations- TENER QUE/GUSTAR (Map 32)
- Clothing - LLEVAR (Map 33)

May

- Food/Meal taking -Gusta vs Gustan/ER-IR verb intro. (Map 34)
- Cinco de Mayo Culture (Map 35)
- Town & Community- ESTAR (locations)- IR (Map 36)
- Bargaining / Shopping (Map 36)
- House & Home (Map 37)

June

- The Soul of Spain- Culture (Map 38)
- Character Education Unit-Selena-Stand and Deliver (Map 39 & 40)

Most units are 1 week long. Culture is integrated into most units.



Essential Questions:

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources

Essential questions:

Am I thinking in Spanish???

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
All year	1.1.A	Bellringers	Review of vocabulary past and present	Daily review Current vocabulary of the topic	Crosswords puzzles Mini problems of the day Let's get started activities	Check for understanding On task Partner participation	Bell ringer cards

Essential questions:

What is the CHALLENGE question of the day?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
All year	1.1.A	Challenge	Higher level thinking skills	Current vocabulary of the topic with daily review and incorporation of higher level Spanish skills.	Oral review and summary of the question with prizes rewarded each day!	Check for understanding Review of challenge response	Challenge folder cards

Essential questions:

What have I already learned? What do I need to review?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
All year	1.1.A	Index cards Flash cards	Review of past and present vocabulary Repetitive drills Oral practice	Current vocabulary of the topic.	Flashcard partner practice	Check for understanding Review of vocabulary of the unit	Flashcards for the unit

Essential questions:

What is CULTURE? Cultura ...cultura...cultura....

Time	Standards/ Performance Indicators	Topic	Knowledge / Skills	Vocabulary	Suggested Activities	Assessments	Resources
All year	1.1.A 2.1.A	Culture	Exposure to culture Empathy to other cultures Develop an appreciation to the world around us	Vocabulary of the cultural aspect we are discussing.	Cultural exposure activities (see individual units) Units may include: Hispanic Heritage month, Valentine's day, Easter, Mardi Gras, Cinco de Mayo, Thanksgiving, Christmas, Quinceanera, Bullfighting And many more	Check for understanding	Videos Articles Internet Guest speakers

Essential Questions:

Why study a Second Language? Why is Spanish important in Today's World? Who speaks Spanish?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
September	2.1.A	<p>Welcome to the Spanish World!</p> <p>What does Spanish look and sound like?</p> <p>Importance of Language in the World!</p>	<p>Understand how Language Study can be important socially, globally and economically</p> <p>Understand the Influence of Hispanic culture in the United States</p> <p>Gain cultural appreciation of Languages and Cultural stereotypes.</p> <p>Understand rules and expectations of the classroom/ Identify reasons for taking the course.</p> <p>Understand formation of Hispanic names and origins</p>	<p>Simple greetings</p> <p>cognates</p> <p>Hispanic names</p>	<p>globe activity</p> <p>personal data sheet</p> <p>21 reasons why?</p> <p>Why study a second language?</p> <p>Goal stars</p> <p>World culture quest</p> <p>Hispanic Heritage Month</p> <p>Map activities</p> <p>Hispanic names</p>	<p>Bellringers</p> <p>Sponge activities</p> <p>Listening Participation</p> <p>Challenge questions</p> <p>Compare/contrast Hispanic world to our World</p> <p>Class discussions</p>	<p>Teacher derived textbook</p> <p>Language Articles</p> <p>Maps</p>

Essential Questions:

Why is it important to understand and respond to oral commands and expressions in the target language?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
September	1.1.A	Commands Spanish Expressions	Recognize and carry out classroom instructions Use common phrases to function in the Spanish classroom Respond to commands and questions both orally and written	Classroom command vocabulary Sientense Levantense Por favor Bienvenidos	Simon says TPR with commands Roleplays Expression bingo Oral/written practice	Check for understanding Participation Written identification of commands “Response to action” game Teacher generated tests and quizzes	Teacher derived textbook Flashcards Simon says game Roleplay cards

Essential Questions:

If it looks and sounds the same, IS IT?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
September	1.1.A	cognates	Recognition and understanding of the importance of cognates in Spanish acquisition	Defintion of Cognates Samples of cognates .	Oral and repetitive practice Spanish signs Translate newspaper headings	Check for understanding Teacher generated test Oral pronunciation Oral alphabet quiz Warm up index cards Role play Class participation	Teacher derived textbook Spanish signs Mexican or Spanish newspapers bellringers

Essential Questions:

Why is the Spanish alphabet important for communication? What does the Spanish alfabeto look and sound like?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
September	1.1.A	Alphabet	<p>Recitation of the Spanish alphabet</p> <p>Understand and apply the Spanish alphabet to assist in spelling and pronunciation</p> <p>Name and pronounce the letters of the alphabet</p> <p>Realize that the Spanish alphabet has 4 additional letters</p>	<p>Spanish alphabet</p> <p>ch ll n rr .</p>	<p>Oral and repetitive practice</p> <p>Spelling of names</p> <p>Hangman or Trapeze boy</p> <p>Sing the “army” chant</p> <p>Dice el alfabeto game</p>	<p>Check for understanding</p> <p>Teacher generated test</p> <p>Oral pronunciation</p> <p>Oral alphabet quiz</p> <p>Warm up index cards</p> <p>Role play</p> <p>Class participation</p>	<p>Teacher derived textbook</p> <p>Alphabet cards</p> <p>Hangman game boards</p> <p>bellringers</p>

Essential Questions:

How do I count to one million in Spanish? How old are you in Spanish?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
October	1.1.A	Numbers and age	Identify numbers 1-100+ Mastery of numbers Usage of formula structure to expand on number formation Create number game boards for class Organize, compute and analyze number patterns	Spanish numbers 1-100+ math vocabulary terms menos por dividido por mas son cuantos anos tienes yo tengo -- anos	Number game chart Dice games Flash card practice Flyswatter activity War "Guerra" Dot-to-dot listening Bingo OLE Oral practice and repetition	Individual one-on-one assessments Written assessment Listening test Game rubric assessment Teacher generated test	Teacher derived text Dice Flashcards Flyswatters Math resources Worksheets/puzzles Bellringer activities

Essential Questions:

What are the colors in the Spanish language? Can you say the colors of the rainbow(in Spanish)?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
October	1.1.A	Colors	<p>Identify colors in Spanish</p> <p>Mastery of colors by performance on oral color activity</p> <p>Apply grammatical skills to formation of words .</p> <p>Understand the concept of “gender, number, agreement”</p> <p>Describe “secret” objects using Spanish colors (flags, clothing)</p>	<p>Spanish color vocabulary</p> <p>Claro</p> <p>Oscuro</p> <p>Brillante</p> <p>Florecente</p> <p>LLEVAR (to wear)</p> <p>Que color es esto?</p> <p>De que color es?</p>	<p>Coloring book activity</p> <p>Flash card practice</p> <p>Bellringers</p> <p>Color collage</p> <p>Word search</p> <p>Listening activities</p> <p>Oral practice and repetition</p> <p>Play “I spy”</p>	<p>Oral pronunciation</p> <p>Spelling test</p> <p>Oral participation</p> <p>Graded collage</p> <p>Written assessment</p> <p>Listening test</p> <p>Teacher generated test</p>	<p>Teacher derived text</p> <p>puzzles</p> <p>Flashcards</p> <p>Coloring books</p> <p>Magazines to cut up (pictures)</p> <p>Worksheets/puzzles</p> <p>Bellringer activities</p>

Essential Questions:

How do I express the Days and Months in Spanish? How is the date set up? When is my birthday?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
October	1.1.A 2.1.A	Days Months Seasons	<p>Master, understand and apply target vocabulary to daily practice</p> <p>Understand and express the date in the target language.</p> <p>Mastery of days of the week, months of the year, and seasons.</p> <p>Identify appropriate day, month or season given photo prompts.</p> <p>Exposure to Hispanic Holidays and Saint's days</p>	<p>Days Months Seasons</p> <p>Fecha Dia Mez Ano Estacion Semana</p> <p>Cual es la fecha de hoy?</p> <p>Que mes es?</p> <p>Cuando es tu cumpleaños</p>	<p>Create a Spanish calendar</p> <p>Create a weekly schedule</p> <p>Line up according to birthdates.</p> <p>calendar project</p> <p>rainbow words</p> <p>partner pictionary</p> <p>oral practice</p>	<p>Listening activity</p> <p>Graded rubric projects</p> <p>Classwork</p> <p>Class participation</p>	<p>Teacher derived text</p> <p>Spanish calendar</p> <p>Flashcards</p> <p>schedules</p>

Essential Questions:

Who? What? Where? When? Why? How? What is an interrogative?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
October November	1.1.A	Question words	<p>Mastery of the 10 question words</p> <p>Understand and express the meaning of interrogatives</p> <p>Interact with classmates to practice vocabulary using game strategies</p> <p>Esposure to the guidelines of language translations</p> <p>Differentiate between a statement/negative statement – affirmative/negative response</p> <p>Form a question</p>	<p>Definition of an interrogative</p> <p>Donde Quien Que Como Por que Cuando Cual Cuanto(s) Adonde De donde</p> <p>affirmative/negative reponses</p>	<p>oral practice and repetition</p> <p>20 question game</p> <p>pair/share activity</p> <p>The dating game</p> <p>Guess who I am?</p> <p>Peer interviews</p> <p>Student created study cards</p> <p>Memory game</p> <p>Concentration centers</p>	<p>Listening activity</p> <p>Teacher created test and quizzes</p> <p>Class participation</p>	<p>Teacher derived text</p> <p>Spanish 20 question game</p> <p>Flashcards</p>

Essential Questions:

Why do Hispanics celebrate the Day of the Dead? Why is this Holiday so culturally important to Hispanic people?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
November	2.1.A 1.1.A	Day of the Dead (Dia de los Muertos) Halloween	Compare and contrast the Hispanic Day of the Dead to our Halloween Identify and appreciate the cultural importance of this traditional Holiday Understand the concept of “death” in the Spanish world Self evaluate your feelings on the issue of death and customs	Dia de los muertos Pan de muerto Calaveras(skulls) Ofrenda Vocabulary for Day of the Dead Vocabulary for Halloween	Make sugar skulls View Day of Dead video Make Day of the Dead bread Make mini skull souvenirs Compare/contrast Halloween or Memorial day to Day of the Dead	Compare/contrast essay Food sampling Culture graded assignment Teacher generated test and quizzes	Culture rubric Teacher derived text Day of Dead article Dia de los Muertos video Bread recipes

Essential Questions:

What items can be found in the Spanish classroom?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
November	1.1.A	Classroom objects	Identify items in the classroom Mastery of vocabulary for classroom objects Recognition of places in the school The verb ESTAR – to be (location)	Classroom object vocabulary Mi clase ideal... Que vs Quien Clase Papel Libros Estudiantes Locations: Enfrente Cerca Debajo etc.	Partner pictionary Oral repetition and practice Listening activities Create your “ideal classroom” Tell where classroom objects/secret item is located.	Graded ideal classroom Oral pronunciation and participation Teacher generated tests and quizzes Class quiz on directions - what the item is and where it is located in the classroom	Teacher derived text Flashcards Bellringers Project materials

Essential Questions:

What vocabulary do I need to know to describe my Thanksgiving dinner? What am I thankful for?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
November	1.1.A	Thanksgiving	Identify food items on a menu Mastery of vocabulary for Thanksgiving vocabulary Review of colors Community service	Thanksgiving vocabulary dia de gracias noviembre traditional thanksgiving food vocabulary (in Spanish)	Partner pictionary Oral repetition and practice Listening activities Create your own placemat for Thanksgiving donate placemats to the local senior center turkey color by number	Graded ideal classroom Oral pronunciation and participation Teacher generated tests and quizzes	Teacher derived text Flashcards Bellringers placemats

Essential Questions:

How's the Weather? You are the weather forecaster for the day!

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
November	1.1.A	Weather	<p>Mastery of vocabulary for weather</p> <p>Review of days, months and seasons</p> <p>Ask and respond to questions regarding weather and seasons in Spanish</p> <p>Ability to participate in oral conversations and presentations about weather</p>	<p>Spanish weather vocabulary</p> <p>Que tiempo hace?</p> <p>Hace frio</p> <p>Hace calor</p> <p>Hace sol</p> <p>Seasons</p> <p>“en”</p>	<p>Partner pictionary</p> <p>Oral repetition and practice</p> <p>Listening activities</p> <p>Weather forecasts</p> <p>Weather taboo</p> <p>Label weather photos</p> <p>Weather interviews</p> <p>Concentration centers</p> <p>Puzzles/games</p>	<p>Oral pronunciation and participation in weather forecast</p> <p>Teacher generated tests and quizzes with listening component</p> <p>Self evaluations</p>	<p>Teacher derived text</p> <p>Flashcards</p> <p>Internet</p> <p>Weather stations</p>

Essential Questions:

How do I talk about animals in Spanish? Do animals in Hispanic countries make the same sounds as our animals?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
December	1.1.A ELA	Animals	<p>Mastery of Spanish vocabulary for animals</p> <p>Identify animals in the target language</p> <p>Distinguish where animals live or can be found</p> <p>Ability to create and use own graphic organizers to “breakdown” vocabulary</p>	<p>Spanish animal vocabulary</p> <p>Que animal es?</p> <p>Granja</p> <p>Agua</p> <p>Casa</p> <p>Zoo</p>	<p>Partner pictionary</p> <p>Oral repetition and practice</p> <p>Animal organizers</p> <p>Listening activities</p> <p>Animal charades</p> <p>animal taboo</p> <p>Label animal photos</p> <p>Animal Concentration centers</p> <p>Puzzles/games</p>	<p>Oral pronunciation and written assessments</p> <p>participation in charades activity</p> <p>Teacher generated tests and quizzes</p> <p>Graphic organizers</p>	<p>Teacher derived text</p> <p>Flashcards</p> <p>bellringers</p> <p>animal activity stations</p>

Essential Questions:

Why do words have gender in Foreign Languages? Why must words agree?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
December	1.1.A ELA	Gender Number Agreement	<p>Mastery of grammatical rules for gender, number, agreement</p> <p>Ability to formulate plurals and apply rules to this concept</p> <p>Usage of definite and indefinite articles with adjectives</p> <p>Understand grammar and structure of sentence building</p>	<p>Rules/notes on making words plural</p> <p>Definite articles el,la,los,las</p> <p>Indefinite articles un,una,unos,unas</p> <p>es vs. son</p>	<p>Oral repetition and practice</p> <p>listening activities</p> <p>plural lista</p> <p>oral and written translations</p> <p>workbook activities</p> <p>sentence formation “strips” (game)</p>	<p>Oral assessments</p> <p>puzzles</p> <p>Teacher generated tests and quizzes</p> <p>Grammatical test</p> <p>Graded translations</p>	<p>Teacher derived text</p> <p>Flashcards</p> <p>Sentence strips</p> <p>Notes</p> <p>Notes</p> <p>Notes</p>

Essential Questions:

What subjects do I take in Middle school? What does my schedule look like?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
December	1.1.A 2.1.A	Education	<p>Mastery of vocabulary for subject areas</p> <p>Ability to talk about subjects and classes and express what classes one takes Introduction of the verb TENER</p> <p>Compare schools in Spain to schools in the United States</p> <p>Ability to express likes and dislikes- The verb GUSTAR</p> <p>Demonstrate awareness of cultural differences within the education system</p>	<p>Los sujetos</p> <p>Matematicas Espanol Ingles Ciencia Estudios socials</p> <p>The verb GUSTAR</p> <p>Class periods</p> <p>I take Spanish class during 3rd period. I need a book and pen for class. I like Spanish class!!</p> <p>Review of classroom objects</p> <p>Tener verb conjugations</p>	<p>Oral repetition and practice</p> <p>listening activities</p> <p>create daily logs and schedules</p> <p>labeling of vocabulary for class subjects</p> <p>role play interviews with partners</p> <p>oral presentations on your schedule for today</p> <p>Descibe classes you have, when you have them and likes and dislikes</p>	<p>Oral assessments</p> <p>Class participation</p> <p>Oral pronunciation</p> <p>Teacher generated tests and quizzes</p> <p>Interview and role play oral assessments</p> <p>Graded rubrics for reports</p>	<p>Teacher derived text</p> <p>Flashcards</p> <p>Class schedules</p> <p>authentic report cards</p> <p>Tener test</p> <p>Gustar test</p>

Essential Questions:

How is Christmas in Spain similar/different to Christmas in our country? Why is the "nacimiento" so important to Hispanic people? How do you say Merry Christmas in different languages?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
December	1.1.A 2.1.A	Christmas Holidays Culture	<p>Exposure to the Christmas Holiday in Spain</p> <p>Understand the importance of the "nacimiento" and religious beliefs</p> <p>Exposure to languages around the World</p> <p>Exposure to customs and traditions and insight to students' own family traditions and customs</p> <p>Compare/contrast traditional Holiday events</p> <p>Demonstrate an awareness and appreciation for other cultures</p>	<p>Spanish vocabulary associated with Christmas and Holidays</p> <p>Feliz navidad</p> <p>Hace frio</p> <p>Cascabel</p> <p>Regalo</p> <p>Piñata</p> <p>Posada</p> <p>Puesto</p> <p>Nacimiento</p>	<p>Letter and list to Santa</p> <p>Sing and learn Feliz navidad song</p> <p>View cultural videos on Christmas in Spain/Mexico</p> <p>Discuss importance of the piñata, puesto, posada</p> <p>View nacimiento photos</p> <p>Christmas carols</p> <p>Create cards</p> <p>Use of authentic materials</p>	<p>Observation</p> <p>Oral participation</p> <p>Class participation</p> <p>Cultural discussions</p> <p>Puzzle practice</p>	<p>Video: Christmas around the World</p> <p>Authentic photos</p> <p>Holiday music and lyrics</p> <p>Nacimiento scene</p> <p>Book: World Holidays</p>

Essential Questions:

What is culture? What is Mexico like? What is Spain like? Why is Spanish EVERYWHERE?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
January	1.1.A 2.1.A ELA	Mexico Spain Culture	<p>Understand that we are surrounded by the Spanish language here in the United States</p> <p>Work cooperatively to understand Spanish culture</p> <p>Demonstrate an awareness to and appreciate Spanish culture</p> <p>Name countries that are Spanish speaking and outline them on a map</p> <p>Improve reading comprehension skills/literacy skills</p>	<p>Culture</p> <p>Traditions</p> <p>Customs</p> <p>Madrid</p> <p>Mexico city</p> <p>Food</p> <p>Education</p> <p>Religion</p> <p>Economy</p> <p>Meal taking</p> <p>History</p>	<p>Read culturegrams</p> <p>Bring in realia “Spanish garbage activity</p> <p>View cultural videos on Spain/Mexico</p> <p>Discuss importance of customs</p> <p>Student cooperative teaching day</p> <p>Spain stations with realia</p>	<p>Observation</p> <p>Class participation</p> <p>Cultural discussions</p> <p>Check for understanding</p> <p>Graded culture packet</p> <p>Co-op class test</p> <p>Reading comprehension literacy skills</p>	<p>Videos: Spain Mexico</p> <p>Teacher derived text</p> <p>Culturegrams</p> <p>Facts on Spain article</p> <p>Spain packet</p> <p>Mexico packet</p> <p>Maps</p>

Essential Questions:

Head, shoulders, knees and toes anyone? What are the parts of the body in Spanish?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
January	1.1.A	Body parts	<p>Mastery of body parts vocabulary</p> <p>Identify parts of the body in target language through cooperative activities</p> <p>Create and construct skeletons given oral prompts</p> <p>Introduction of the verb TENER-to have (doler)</p>	<p>El cuerpo humano</p> <p>Brazo Mano Pierna</p> <p>“Simon dice”</p> <p>Tener verb conjugations</p> <p>Tengo dolor de_____.</p> <p>Tener + health expressions</p> <p>Me duele ____ Me duelen_____</p>	<p>TPR activities</p> <p>Guided listening activity</p> <p>Partner pictionary</p> <p>Labeling of body parts vocab</p> <p>Simon says</p> <p>Hangman “skeletal review”</p> <p>Create a creature</p> <p>Tell what is hurting/ailing you or a friend using TENER</p>	<p>Classroom participation</p> <p>Check for understanding</p> <p>Teacher generated tests and quizzes</p> <p>Oral/written assessments</p> <p>TPR- total physical response</p> <p>Tener quiz</p>	<p>Teacher derived text</p> <p>Flashcards</p> <p>Skeletons</p> <p>Creature project materials</p> <p>Hangman game boards</p> <p>music</p>

Essential Questions: Cultural Awareness

Why are fiestas so feisty? Why is the quinceanera a traditional importance to a Hispanic teenager? Who is Shakira?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
January	2.1.A	Fiestas	Understand the cultural meaning and importance of the traditional fiestas	Fiesta Siesta rituals	Create and plan out our own class ‘fiesta’	Class discussions Participation in class fiesta planning	Video on fiesta Fiesta articles
January	2.1.A	Quinceanera	Exposure to the cultural tradition of the 15 th birthday celebration	Quince Quinceanera compadre	View video Class discussion on similarity and difference to the “Sweet sixteen” celebration	Written quiz Reading comprehension	Quinceanera video Quinceanera article with reading comprehension question sheet
January	2.1.A	Shakira/Music	Exposure to modern Spanish music and lyrics	Estoy aqui	Given song lyrics-students fill in missing words while listening	Active participation to listening activity Check for understanding	Authentic music and lyrics

Essential Questions:

What time is it? How is time expressed in the target culture vs. in the U.S. culture?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
January	1.1.A 2.1.A	Time	<p>Understand how to tell time in the target language.</p> <p>Mastery of Spanish vocabulary associated with time</p> <p>Understand 24 hour clock to determine AM and PM hours</p> <p>Ability to respond to oral questions regarding time</p>	<p>Que hora es?</p> <p>En punto Menos cuarto Y cuarto</p> <p>En la mañana En la tarde</p> <p>Temprano Tarde</p>	<p>Time challenge</p> <p>Oral practice and partner participation</p> <p>Labeling times on play clocks</p> <p>Paper plate clocks</p> <p>Listening acts</p> <p>Set your clock given prompts</p> <p>Write the time given a clue</p>	<p>Check for understanding</p> <p>Oral and written performance</p> <p>Group participation</p> <p>Teacher generated tests and quizzes</p>	<p>Teacher derived textbook</p> <p>Flashcards</p> <p>Clocks with moveable hands</p> <p>Index cards</p> <p>Wipe off boards</p>

Essential Questions:

To dream the impossible dream...

Who is Don Quixote? What crazy adventures did he experience in this famous novel?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
January	1.2.A 2.1.A ELA MUSIC LITERACY	Don Quixote Man of la Mancha	Exposure to Spanish Literature and authors Exposure to literature through music	Miguel de Cervantes La mancha Don Quixote Sancho Panza Dulcinea Novel	Play reenactment Sing songs with lyrics from the musical “Man of la Mancha” Oral Participation Create your own adventures and dreams...	Check for understanding Oral participation & performance Group participation Teacher generated tests and quizzes Teacher generated test	Teacher derived textbook Play scripts Other works of literature by Miguel de Cervantes Music and lyrics from Man of la Mancha musical

Essential Questions: A family like no other...

What makes a family a family? How are families in Hispanic cultures similar/different from American families?

How do I talk about my family?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
January February	1.1.A 2.1.A 1.2.A	Family Relations	<p>Understand and appreciate the family structure and family traditions and customs in Hispanic countries</p> <p>Relate who is part of one's family and master vocab.</p> <p>Understand and apply how the family name is set up(2 last names)</p> <p>Apply description words to describe yourself and your family members</p> <p>Review of gender/number/ Agreement/articles</p> <p>Reflect on your family traditions and customs</p>	<p>Familia</p> <p>Gender/number Agreement rules</p> <p>Madre Padre Hijo</p> <p>Ages of family members</p> <p>Definite articles el,la,los,las</p> <p>Indefinite articles un,una,unos,unas</p> <p>Possessive adjectives mi,tu,su</p>	<p>Oral/written practice</p> <p>Cultural readings</p> <p>Mock marriage</p> <p>Family project</p> <p>Partner pictionary</p> <p>Create a family tree</p> <p>Family reflections</p>	<p>Check for understanding</p> <p>Graded family tree(rubric)</p> <p>Graded family project(rubric)</p> <p>Partner pictionary assessment</p> <p>Teacher generated tests</p> <p>Oral participation</p>	<p>Teacher derived textbook</p> <p>Flashcards</p> <p>Authentic family trees</p> <p>Family interviews</p> <p>Magazines and photos</p> <p>Project materials</p>

Essential Questions:

What am I like? What are you like? How can I describe myself and others?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
February	1.1.A	Descriptions	<p>Mastery of Spanish vocabulary associated with descriptions</p> <p>Understand and reinforce gender and relationships to adjectives</p> <p>Ability to describe people and characteristics in the target language</p> <p>The verb SER</p> <p>Create and describe a “mixed up” person using target vocabulary</p> <p>Difference between SER/ESTAR</p>	<p>Personality traits</p> <p>Physical characteristics</p> <p>SER verb Como eres?</p> <p>Alto Feo Inteligente Divertido</p>	<p>oral practice and repetition</p> <p>Labeling photos with adjectives</p> <p>Gender number review</p> <p>Listening acts</p> <p>Mixed up person project</p> <p>Describe a friend activity using SER</p> <p>Create a creature and label using SER</p>	<p>Check for understanding</p> <p>Oral and written performance</p> <p>Worksheet completion</p> <p>Teacher generated tests and quizzes</p> <p>Project assessment (rubric)</p> <p>Gender test and application to description words</p>	<p>Teacher derived textbook</p> <p>Flashcards</p> <p>photos</p> <p>Index cards</p> <p>Magazines</p> <p>SER test</p>

Essential Questions:

Why is it important to be culturally aware of the world around us?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
February	1.1.A 2.1.A	National Foreign Language week	<p>Exposure the vocabulary for labeling the school</p> <p>Exposure and appreciation for cultures around the World</p> <p>Gain empathy for people of other cultures</p> <p>Ability to compare/contrast American culture, customs and traditions with other countries and people.</p> <p>Demonstrate an awareness and understanding of cultural differences</p>	<p>Label the school vocabulary</p> <p>Culture</p> <p>Empathy</p> <p>multicultural</p>	<p>Visit a country: Asia Brazil Venice Australia Jamaica Morocco Mexico Spain France</p> <p>Label the school in French and Spain activity</p> <p>t-shirt painting with Spanish expressions</p> <p>Foreign language video graphic organizer game</p> <p>Sampling of food around the World</p> <p>“World Culture Quest”</p>	<p>Check for understanding</p> <p>Oral and written performance</p> <p>Worksheet completion</p> <p>Teacher generated tests and quizzes</p> <p>Graded graphic organizer</p> <p>Written reflections</p>	<p>Video sources</p> <p>Internet activities</p> <p>Ethnic foods of regions we visit</p> <p>World culture quest worksheets</p> <p>Graphic organizers</p>

Essential Questions:

To BE or not to BE? What do I want to be when I grow up? What are the typical occupations in Hispanic Countries?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
March	1.1.A 2.1.A guidance/goals	Occupations Professions	<p>Mastery of vocabulary for occupations and professions</p> <p>Ability and exposure to reading an authentic newspaper to choose a job</p> <p>Identify and list professional goals</p>	<p>Spanish vocabulary associated with occupations</p> <p>Profesiones</p> <p>Trabajar</p> <p>The verb SER</p> <p>Policia Medico Secretaria</p>	<p>Charades</p> <p>Partner pictionary</p> <p>Labeling of target vocabulary</p> <p>Read newspaper for information</p> <p>What is my “ideal” job? (reflection)</p> <p>listening activity</p> <p>preview into “Career Day”</p>	<p>DBQ written Assessment</p> <p>Written and oral pronunciation and performance</p> <p>Teacher generated tests and quizzes</p>	<p>Teacher derived text</p> <p>Flashcards</p> <p>Possible visitations</p> <p>DBQ’s</p> <p>Mexican yellow pages</p>

Essential Questions:

Why is Bullfighting such a cultural tradition in Hispanic Countries? Why do it?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
March	2.1.A 1.2.A 1.1.A ELA	Bullfighting Portuguese Vs. Spanish	Exposure to culturally importance and tradition of the National Hispanic pastime View a Portuguese bullfight and a Spanish bullfight and be able to list similarities and differences between the two forms Appreciate the cultural art of a traditional pastime Debate the bullfight!!!	Madador Torero La capa Los picadores La muleta Suit of lights	Debate bullfighting (animal activist groups vs. tradition) View 2 types of bullfight through videos Compare and contrast essay with graphic organizers Class discussions	Observations Class participation in debates Written essay assessment Teacher generated test	Teacher derived text Bullfighting videos Essay formats and organizers

Essential Questions:

What sports do I play? Are sports the same in Hispanic countries as they are in the U.S.? What do Hispanic teens do in their free time?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
March	1.1.A 2.1.A	Sports and Pastimes	<p>Mastery of sports and pastimes vocabulary</p> <p>Understand the various pastimes of Hispanic teens</p> <p>Tell and ask what sports one plays/does not play with an understanding and application of the verb JUGAR</p> <p>Tell and ask what sports one likes/dislikes with an understanding and application of the verb GUSTAR</p> <p>Apply the verb TOCAR with playing instruments</p> <p>Discuss what you and your friend do in your free time and discuss how these pastime may be similar to those of others globally</p>	<p>Los deportes</p> <p>Tenis</p> <p>Futbol</p> <p>Baloncesto</p> <p>JUGAR –to play a sport</p> <p>TOCAR –to play an instrument</p> <p>GUSTAR –to like</p> <p>AR verb conjugation review game with sports</p> <p>Gustar + A + verb</p>	<p>Sports charades</p> <p>Partner pictionary</p> <p>Role play</p> <p>Graphic organizers</p> <p>Oral repetition and pronunciation</p> <p>Labeling of sports vocabulary activities</p> <p>Sports dictionary project</p>	<p>Oral/written assessments</p> <p>Class participation</p> <p>Verb tests</p> <p>Graded sports dictionary project</p> <p>Teacher generated tests and quizzes</p> <p>Test on verb GUSTAR</p>	<p>Bellringer cards</p> <p>Teacher generated text</p> <p>Flashcards</p> <p>Sports Illustrated magazines</p>

Essential Questions:

How is Easter in Spanish-speaking countries similar or different to Easter celebrations in our country?

Why are religious celebrations and traditions so important in the Hispanic culture?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
March/April	2.1.A 1.1.A ELA	Easter Traditions	<p>Development of cross-cultural understandings</p> <p>Exposure to Spanish vocabulary associated with Eastertime</p> <p>Demonstrate an awareness and understanding of cultural importance of religious celebrations of other lands</p>	<p>Spanish Easter vocabulary</p> <p>Pascua</p> <p>Felices Pascuas</p> <p>Conejo</p> <p>Dulces</p> <p>Huevos</p>	<p>A Spanish Easter egg hunt!</p> <p>Easter picture creation with labels</p> <p>Cultural readings</p> <p>Puzzles</p> <p>Wordsearches</p> <p>Easter maze</p>	<p>Check for understanding</p> <p>Performance on Easter packet observations</p>	<p>Teacher derived text</p> <p>Easter packets</p>

Essential Questions:

What is a verb? What is an AR verb? How do we conjugate verbs? Do we conjugate verbs in English? What is a subject pronoun?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
April	1.2.A 1.1.A ELA	AR verbs and conjugations	Understanding and mastery of verb conjugations for regular AR verbs Mastery of subject pronoun usage and application Ability to connect with and see similarities to verb conjugations in the English language Apply verb conjugation rules to interpret sentence structures Mini introduction into ER/IR verbs	Verb Conjugation Infinitive Subject pronoun Definition of an AR verb AR verb endings ER/IR verb endings Intro to verb TENER QUE- to need to do an action	TIC TAC TOE Dice conjugation games AR puzzles Listening acts Bart Simpson game Personal pronoun games Verb battleship Sentence building strips Boggle Group presentations I am going on a trip... Flower graphic organizers Oral practice and participation-tell what you are doing using tener que	Pronoun scrambles Check for understanding Note check Sentence structure written evaluations Teacher generated tests and quizzes Project evaluations(rubric) Performance on oral tasks	Teacher derived textbook Flashcards Flower graphic organizers TIC TAC TOE boards Teacher generated puzzles Rubrics Teacher created Battleship boards

Essential Questions:

What am I wearing? What are you wearing?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
April	1.1.A ELA Technology	Clothing	<p>Understanding and mastery of vocabulary associated with clothing</p> <p>Identify what one is wearing and its color</p> <p>Discuss and list items “dress up” person is wearing through oral practice</p> <p>Review colors and adjective placement</p> <p>Give oral command in target language</p> <p>Apply gender/number agreement to grammatics</p> <p>Practice and master sentence structure rules</p> <p>Use technology to create an authentic Spanish advertisement With exposure to authentic materials</p>	<p>La ropa</p> <p>La blusa</p> <p>Los pantalones</p> <p>La camisa</p> <p>Review of Spanish colors</p> <p>Review of rules with gender, number agreement</p> <p>Llevar- to wear</p> <p>Prices- Cuanto cuesta? or Cuanto cuestan?</p>	<p>Clothing project – advertisement “create an ad”</p> <p>oral repetition</p> <p>clothing dictionaries</p> <p>play dress up!</p> <p>Partner pictionary</p> <p>Pricing game Cuanto cuesta?</p> <p>Labeling of clothing vocab</p> <p>Graphic organizers by seasons</p> <p>Suitcase activity I am going on a trip... What do I pack?</p> <p>Puzzles</p> <p>Commercials video</p> <p>Listening comprehension acts</p> <p>Sentence building activites</p> <p>Oral practice and participation</p>	<p>Challenge questions</p> <p>Check for understanding</p> <p>Graded diccionarios</p> <p>Sentence structure</p> <p>Advertisement graded by rubric</p> <p>Teacher generated tests and quizzes</p> <p>Performance on oral tasks</p> <p>Class participation on dressup and suitcase projects</p>	<p>Teacher derived textbook</p> <p>Flashcards</p> <p>graphic organizers</p> <p>Teacher generated puzzles</p> <p>Rubrics</p> <p>Dress up crazy clothes</p> <p>Commercial video in Spanish</p>

Essential Questions:

Why is Latin American food so spicy? How do I order food when in a Spanish-speaking country? What are the traditional dishes of Spain and Mexico?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
May	1.1.A 2.1.A 1.2.A 1.2.B 1.1.B ELA Health	Food Meal taking AR- Tomar-to take/drink Ordenar-to order Lavar- to wash Cocinar-to cook	Understanding and mastery of vocabulary associated with food Recognize and identify basic foods and food groups in the target language Contrast typical American cuisine with traditional Latin American cuisine Identify simple tableware Create an authentic Spanish menu Communicate orally for ordering in a restaurant Develop a Cultural appreciation Exposure to ER/IR verbs GUSTAR/TOMAR	Cuisine Basic food vocabulary in the target language Caliente Paella Flan Tortilla Gazpacho Churros Tamales COMER –to eat BEBER-to drink VENDER-to sell COMPATIR-to share ABRIR-to open ESCRIBIR-to write grocery list GUSTAR- Me gusta vs Me gustan	Create an authentic menu Order from a friend's menu oral repetition food dictionaries food samplings play restaurant Partner pictionary Labeling of food vocab Graphic organizers by food pyramid Spanish food pyramids Puzzles Latin American food video Listening comprehension Acts Food tray activities Nacho festival! Oral practice and participation- I like...I don't like...	Challenge questions Check for understanding Graded food diccionarios food menu graded by rubric Teacher generated tests and quizzes Performance on oral tasks/order act. Class participation	Teacher derived textbook Flashcards graphic organizers Teacher generated puzzles Rubrics Food network video Latin American food video Plastic foods

Essential Questions:

What is "Cinco de Mayo"? Why is "Cinco de Mayo" so important in the Spanish-speaking World?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
May	2.1.A ELA	Cinco de Mayo	<p>Understand and appreciate importance of this holiday</p> <p>Exposure to history and the War at Puebla in 1862.</p> <p>Demonstrate an awareness and appreciation of cultural symbols and traditions</p>	<p>Cinco de Mayo</p> <p>Puebla</p> <p>Independencia (Sept. 16)</p>	<p>Reading comprehension article</p> <p>Cinco de Mayo celebrations</p> <p>Web quest</p> <p>Internet activites</p>	<p>Written reading assessment</p> <p>Teacher generated test</p> <p>Performance on webquest</p>	<p>Teacher generated text and packets</p> <p>Internet sources</p> <p>Cinco de Mayo videos and articles</p>

Essential Questions:

Where am I going? How do I get there? What is a market? How do I find my way when in Mexico?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
May	2.1.A 1.1.A	Town and Community	<p>Identify places in town and in the community</p> <p>Understand and appreciate the importance of the local marketplace in a Hispanic community</p> <p>Say where places are located and be able to give directions in Spanish</p> <p>Read and interpret a local map</p> <p>Compare the local market to shopping in the U.S. –make cultural connections</p> <p>Demonstrate an awareness of how shopping in other countries may differ from ours and be able relate to the business aspects of town</p> <p>Intro to verb ESTAR</p>	<p>Review of food vocabulary</p> <p>Lugares de la ciudad</p> <p>Market-mercado</p> <p>Simple directions vocabulary- ESTAR+locations</p> <p>Places in town vocabulary</p> <p>Panaderia Iglesia Escuela Banco Supermercado Tienda</p> <p>The verb IR – to go (brief intro)</p>	<p>Discussions on Bargaining techniques</p> <p>Partner picture dictionary</p> <p>Labeling of town vocab using maps</p> <p>Listening around the town game-tell where you are going</p> <p>Compare Hispanic neighborhoods to traditional American ones</p> <p>Perform mini bargaining skits in target language</p>	<p>Around the town participation</p> <p>Oral pronunciation and repetition</p> <p>Label a map graded project</p> <p>Teacher generated test</p>	<p>Teacher derived text</p> <p>Flashcards of market places</p> <p>Maps</p> <p>Articles</p> <p>Video- el Mercado</p> <p>I love Lucy – video In Mexico</p>

Essential Questions:

Mi casa es su casa... What makes a house a home? Are homes different around the World?

What would your "DREAM" house look like?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
May	2.1.A 1.1.A Math	House and Home	<p>Mastery of vocabulary for rooms in a home</p> <p>Identify difference between home in Mexico and the U.S</p> <p>Understand and appreciate cultural differences</p> <p>Understand the importance of the "patio" in a Hispanic home.</p> <p>Read and interpret a blue print-floor plan</p> <p>Compare homes in different locations</p> <p>Design and create an ideal house plan using proportions and math skills (drawn to scale) This can be an integrated unit with the math department.</p>	<p>Casa</p> <p>Patio</p> <p>Bano</p> <p>Cuarto</p> <p>Cocina</p> <p>Balcon</p> <p>Types of lodging</p> <p>VIVIR- to live</p> <p>Roman arch</p> <p>Fences</p> <p>Terra cotta</p> <p>Balconies</p> <p>Patio</p>	<p>Label you home game</p> <p>Design, create and draw to scale your "ideal" home</p> <p>Partner pictionary</p> <p>Compare homes in Hispanic countries to traditional American ones</p> <p>Describe you ideal home to the class</p> <p>Cultural discussions</p>	<p>Integrated unit with math teacher</p> <p>Oral pronunciation and repetition</p> <p>House graded project</p> <p>Teacher generated test</p>	<p>Teacher derived text</p> <p>Flashcards</p> <p>Photos of homes and Articles</p> <p>Floor plans</p> <p>Blue prints</p> <p>Math resources on scaling</p>

Essential Questions:

What is the Soul of Spain?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
June	2.1.A Social Studies Art	The Soul of Spain	Gain an appreciation and understanding of Spanish culture and History Identify Spanish customs and traditions Demonstrate an understanding of what makes Spain so unique!	History of Spain Dali Gaudi Madrid Flamenco Sherry Monarchy Tapas Bullfighting Religion	Compare and contrast Spain to America Review fly swatter game to practice for matching culture test Hammer activity game	Class culture discussions Check for understanding Note completion Graphic organizers How to study for a test? Teacher generated tests	Teacher derived textbook Soul of Spain video notes

Essential Questions:

Why did Tejano singer Selena rise to fame? What obstacles did she face and how did she persevere?

What does it mean to be Mexican-American?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
June	2.1.A Character Education	Selena - Character education	<p>Exposure to movie on the true story about the Mexican-American singing star who met a tragic end to her life.</p> <p>Exposure and understanding of our Character Education words</p> <p>Appreciation and empathy toward other cultures and peoples</p> <p>Make connections with the world around us.</p>	<p>Mexican-American</p> <p>Culture</p> <p>Perseverance</p> <p>Determination</p> <p>Discrimination</p> <p>Acceptance</p> <p>Courage</p> <p>Respect</p> <p>Empathy</p>	<p>View video on Selena</p> <p>Listen to Selena CD and practice lyrics to her Spanish songs</p> <p>Cultural reflection or essay</p>	<p>Class discussions/feelings</p> <p>Cultural or personal reflections with use of character education words</p>	<p>Video Selena</p> <p>Selena CD</p> <p>Lyrics</p> <p>Cultural reflection sheets</p> <p>Character education curriculum</p>

Essential Questions:

How can you overcome discrimination and persevere to succeed?

Time	Standards/ Performance Indicators	Topic	Knowledge/ Skills	Vocabulary	Suggested Activities	Assessments	Resources
June	2.1.A Character Education ELA	Stand and Deliver - Character education	<p>Exposure to movie on how a unique teacher motivated his students to persevere and succeed when obstacles stood in their way</p> <p>Understand how hard work and determination pays off in the end</p> <p>Exposure and understanding of our Character Education words</p> <p><u>Empathize with others when they are discriminated against and apply this empathy to yourself and your actions</u></p> <p>Make connections with people around us.</p>	<p>Respect</p> <p>Culture</p> <p>Perseverance</p> <p>Determination</p> <p>Discrimination</p> <p>Acceptance</p> <p>Courage</p> <p>Respect</p> <p>Empathy</p> <p>Hard work</p> <p>Famous Hispanic actors: Edward James Olmos Lou Diamond Phillips</p>	<p>View video on Stand and deliver</p> <p>Cultural reflection or essay</p> <p>What is your plan of action? How will you interact with others after viewing this video??</p>	<p>Class discussions/feelings</p> <p>Cultural or personal reflections with use of character education words</p> <p>Written plan of action for the future</p>	<p>Video Stand and Deliver</p> <p>Cultural reflection sheets</p> <p>Character education curriculum</p>