

COURSE: Spanish

LEVEL: Intermediate Low

UNIT/FOCUS: Arts / Literature

Desired Results

<p><i>Related standard(s):</i></p> <p>7.1.IL.A.1 7.1.IL.A.4 7.1.IL.A.5 7.1.IL.A.6 7.1.IL.A.7 7.1.IL.A.8 7.1.IL.B.1 7.1.IL.B.2 7.1.IL.B.4 7.1.IL.B.5 7.1.IL.C.1 7.1.IL.C.2 7.1.IL.C.3 7.1.IL.C.4 7.1.IL.C.5 7.1.IL.C.6</p>	Transfer	
	<i>Students will be able to independently use their learning to...</i>	
	Engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, and participate in home and global communities.	
	Meaning	
	Enduring Understandings (EUs)	Essential Questions (EQs)
	<i>Students will understand that...</i>	<i>Students will keep considering...</i>
	<ul style="list-style-type: none"> The study of another language and culture deepens understanding of where and how people live and why events occur. Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. Current trends and issues influence popular culture. 	<ul style="list-style-type: none"> What do I do to help me understand the details of what I read and hear? How does what I know about the target culture help me understand what I hear and read from native speakers and writers? How do I avoid miscommunication? How can I use culturally appropriate vocabulary and idiomatic expressions to sound more authentic? How do I decide what needs further editing and revision? How does the use of self-correction enhance my presentation and help to clarify my message?
	Grade Level Benchmarks	
	Knowledge	Skills
	<i>Students will know...</i>	<i>Students will be able to...</i>
<ul style="list-style-type: none"> Bailar, actuar, realizar, dibujar, cantar, leer, escribir Traditional dances Musical instruments Artists Musicians Performers Movies Verbos: pintar, dibujar, ser, tocar, recitar, Preterite Tense - regular and irregular verbs - ir, ver Indirect and Direct Object Pronouns, le, les, lo, la, los, las 	<ul style="list-style-type: none"> Identify the main idea and most supporting details from an online review of a book, artwork, play, musical, movie, or museum exhibit Describe a book, artwork, play, musical, movie, or museum exhibit through oral or written means, and use context clues to infer the meaning of names of unfamiliar words and phrases Identify the main idea, theme, and supporting details from a literature, while inferring meaning of unfamiliar words through the use of context clues Compare and contrast the language used to describe the arts and literature Write and/or present a play, skit, poem, song, or story, and/or share it using digital tools Ask and / or respond to questions about favorite books, movies, music, poems, or art Engage in a conversation describing a personal experience such as going to the movies, a play, or a concert Create a multimedia-rich presentation which compares and contrasts art, music, movies, poems, or books from different cultures Write and present a play, skit, poem, song, or story, with and without using prompts from others Review a book, play, song, or movie, orally and in writing, using common cultural expressions Summarize the ways in which a career in the arts or literature would require proficiency in a second language 	

COURSE: Spanish

LEVEL: Intermediate Low

UNIT/FOCUS: Calendar and time

Desired Results

<p><i>Related standard(s):</i></p> <p>7.1.IL.A.1 7.1.IL.A.2 7.1.IL.A.4 7.1.IL.A.5 7.1.IL.A.6 7.1.IL.A.7 7.1.IL.A.8 7.1.IL.B.1 7.1.IL.B.2 7.1.IL.B.3 7.1.IL.B.4 7.1.IL.B.5 7.1.IL.C.1 7.1.IL.C.2 7.1.IL.C.3 7.1.IL.C.5 7.1.IL.C.6</p>	Transfer	
	<i>Students will be able to independently use their learning to...</i>	
	Engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, and participate in home and global communities.	
	Meaning	
	Enduring Understandings (EUs)	Essential Questions (EQs)
	<i>Students will understand that...</i>	<i>Students will keep considering...</i>
	<ul style="list-style-type: none"> The study of another language and culture deepens understanding of where and how people live and why events occur. The amount of leisure time available and how it is spent varies among cultures. Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. 	<ul style="list-style-type: none"> What do I do to help me understand the details of what I read and hear? How does what I know about the target culture help me understand what I hear and read from native speakers and writers? How do I avoid miscommunication? How can I use culturally appropriate vocabulary and idiomatic expressions to sound more authentic? How do I decide what needs further editing and revision? How does the use of self-correction enhance my presentation and help to clarify my message?
	Grade Level Benchmarks	
	Knowledge	Skills
	<i>Students will know...</i>	<i>Students will be able to...</i>
<ul style="list-style-type: none"> Hacer, llegar, comprar, viajar, aprender, ir Names of days, months, seasons Numbers Weather terms Time of day Modes of transportation Money School vocabulary identify places in city to visit/go to Salir para/ salir de (leave for/from) Verbs and phrases: tener que, ir a, empezar, acabar de, terminar Related interrogatives vocabulary – Examples: ¿Quién? ¿Cuándo?, ¿Dónde? 	<ul style="list-style-type: none"> Read and interpret an online schedule (bus, school, train, airport) Give and/or follow a series of oral and written directions to a destination Describe a class or school, subject area, place to visit or shop, the weather or climate, or the duration of time for something, using appropriate gestures, intonation, and common idiomatic expressions Identify the main idea and most supporting details in a travel brochure, inferring the meaning of a few unfamiliar words in new contexts Compare and contrast phrases used in both languages Use email, or other digital tools to communicate with others about a schedule, the weather, or a tourist destination Ask and respond to questions about a schedule, the weather, or a tourist destination Engage in a conversation regarding personal travel experiences Create a multi-media rich presentation which shares personal travel experiences Create a play, skit, poem, song, story, or report, sharing personal travel experiences Compare and contrast the ways in which both cultures approach travel Summarize the ways in which a career in travel would require proficiency in a second language 	

COURSE: Spanish

LEVEL: Intermediate Low

UNIT/FOCUS: Clothing

Desired Results

Related standard(s):

Transfer

Students will be able to independently use their learning to...

7.1.IL.A.1
7.1.IL.A.2
7.1.IL.A.4
7.1.IL.A.5

Engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, and participate in home and global communities.

7.1.IL.A.7

Meaning

Enduring Understandings (EUs)

Essential Questions (EQs)

7.1.IL.B.1
7.1.IL.B.2
7.1.IL.B.3
7.1.IL.B.4
7.1.IL.B.5
7.1.IL.C.1
7.1.IL.C.4
7.1.IL.C.5
7.1.IL.C.6

Students will understand that...

- The study of another language and culture deepens understanding of where and how people live and why events occur.
- Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives.
- Human and animal migration are often related to the availability of resources and the ability to adapt to the environment.
- The amount of leisure time available and how it is spent varies among cultures.
- Current trends and issues influence popular culture.

Students will keep considering...

- What do I do to help me understand the details of what I read and hear?
- How does what I know about the target culture help me understand what I hear and read from native speakers and writers?
- How do I avoid miscommunication?
- How can I use culturally appropriate vocabulary and idiomatic expressions to sound more authentic?
- How do I decide what needs further editing and revision?
- How does the use of self-correction enhance my presentation and help to clarify my message?

Grade Level Benchmarks

Knowledge

Skills

Students will know...

- Gustar, quedar, llevar, elegir
- Clothes, colors, fabrics, prints
- Definite and indefinite articles
- Descriptions of clothes
- Related ar, er, ir verbs - comprar, mirar, usar, calzar (for shoes)
- Adjectives/adjective agreement: i.e. gender/number agreement in descriptions
- Related Reflexives: vestirse, ponerse, quitarse
- Sizes: talla, tamaño
- Related interrogative vocab and phrases: ¿Cuánto cuesta? ¿De qué color es...?"
- Currency/exchange rates

Students will be able to...

- Read and interpret an online advertisement for clothing
- Follow oral and written instructions to choose clothing appropriate for the weather and/or climate
- Describe clothing through oral and/or written descriptions
- Draw an outfit after hearing or reading a written description about it
- Use context clues to infer the meaning of names of unfamiliar clothing
- Use email, a blog, or other digital tools to exchange information about styles
- Give and/or follow directions, using common cultural expressions, describing types of clothing to wear or buy
- Ask and respond to questions regarding how clothing fits and/or looks
- Engage in conversations about clothing
- Create multi-media presentation on style and culture
- Compare and contrast, orally and in writing, clothing and clothing advertisements across cultures
- Summarize the ways in which a career in fashion would require proficiency in a second language

COURSE: Spanish

LEVEL: Intermediate Low

UNIT/FOCUS: Daily Routines

Desired Results

<i>Related standard(s):</i> 7.1.IL.A.1 7.1.IL.A.2 7.1.IL.A.3 7.1.IL.A.4 7.1.IL.A.5 7.1.IL.A.6 7.1.IL.A.7 7.1.IL.A.8 7.1.IL.B.1 7.1.IL.B.2 7.1.IL.B.3 7.1.IL.B.4 7.1.IL.B.5 7.1.IL.C.1 7.1.IL.C.2 7.1.IL.C.3 7.1.IL.C.4 7.1.IL.C.5 7.1.IL.C.6	Transfer	
	<i>Students will be able to independently use their learning to...</i>	
	Engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, and participate in home and global communities.	
	Meaning	
	Enduring Understandings (EUs)	Essential Questions (EQs)
	<i>Students will understand that...</i>	<i>Students will keep considering...</i>
	<ul style="list-style-type: none"> Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. The amount of leisure time available and how it is spent varies among cultures. Wellness practices may vary across cultures. The study of another language and culture deepens understanding of where and how people live and why events occur. Due to the globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. 	<ul style="list-style-type: none"> What do I do to help me understand the details of what I read and hear? How does what I know about the target culture help me understand what I hear and read from native speakers and writers? How do I avoid miscommunication? How can I use culturally appropriate vocabulary and idiomatic expressions to sound more authentic? How do I decide what needs further editing and revision? How does the use of self-correction enhance my presentation and help to clarify my message?
	Grade Level Benchmarks	
	Knowledge	Skills
	<i>Students will know...</i>	<i>Students will be able to...</i>
<ul style="list-style-type: none"> Limpiar, cepillar, lavar, dormer, ejercer Time, days, months, seasons Commands Simple future tense Reflexive verbs Personal care Body parts Talking about your daily routines - using reflexives to explain a day's routine Examples: despertarse, levantarse, acostarse, dormirse, bañarse, lavarse, cepillarse, peinarse, mirarse, ponerse Expressing at what time different activities are carried out such as meals/customs for meal times. Present Progressive Reflexive Pronouns - "me, te, se, nos" and using them in reflexive sentences about routines 	<ul style="list-style-type: none"> Read and interpret an online ad for a personal care item Give and/or follow a series of oral and written directions regarding chores to complete Describe a daily schedule, using appropriate gestures, intonation, and common idiomatic expressions Identify the main idea and most supporting details in a written ad for a personal care item, inferring the meaning of unfamiliar words in context Compare and contrast phrases used in both languages Use email, or other digital tools to communicate with others about a school schedule Ask and respond to questions about a schedule or daily routines Engage in a conversation regarding personal school schedule Create a multi-media rich presentation which shares personal daily routines Create a play, skit, poem, song, story, or report, sharing personal daily routines Compare and contrast the ways in which both cultures approach daily routines Summarize the ways in which a career in teaching would require proficiency in a second language 	

COURSE: Spanish

LEVEL: Intermediate Low

UNIT/FOCUS: Family

Desired Results

<i>Related standard(s):</i> 7.1.IL.A.3 7.1.IL.A.4 7.1.IL.A.5 7.1.IL.A.6 7.1.IL.A.7 7.1.IL.A.8 7.1.IL.B.1 7.1.IL.B.2 7.1.IL.B.3 7.1.IL.B.4 7.1.IL.B.5 7.1.IL.C.1 7.1.IL.C.2 7.1.IL.C.3 7.1.IL.C.4 7.1.IL.C.5 7.1.IL.C.6	Transfer	
	<i>Students will be able to independently use their learning to...</i>	
	Engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, and participate in home and global communities.	
	Meaning	
	Enduring Understandings (EUs)	Essential Questions (EQs)
	<i>Students will understand that...</i>	<i>Students will keep considering...</i>
	<ul style="list-style-type: none">The study of another language and culture deepens understanding of where and how people live and why events occur.Immigration changes both the community of origin and the new community.	<ul style="list-style-type: none">What do I do to help me understand the details of what I read and hear?How does what I know about the target culture help me understand what I hear and read from native speakers and writers?How do I avoid miscommunication?How can I use culturally appropriate vocabulary and idiomatic expressions to sound more authentic?How do I decide what needs further editing and revision?How does the use of self-correction enhance my presentation and help to clarify my message?
	Grade Level Benchmarks	
	Knowledge	Skills
	<i>Students will know...</i> <ul style="list-style-type: none">Ser, tener, celebrar, vivirNames of family membersDetails of cultural celebrationsTypical family activitiesNames of rooms in a houseNames of professionsAges, birthdatesPossessionEstar--emotionsConocer--say who you know/are familiar withPossessive adjectives - mi, mis, tu, tus, su, susTener - related expressions, telling ageComparatives/superlatives talking about family members	<i>Students will be able to...</i> <ul style="list-style-type: none">Compare and contrast greetings across cultures, specifically the use of verbal and non-verbal etiquetteDescribe the people in their family through oral and/or written descriptionsDescribe the rooms in their home through oral and/or written descriptionsCompare and contrast phrases used in both languagesUse email to write to a pen pal and share information about their familyFollow written and oral directions to create a family treeCompare and contrast family members using common expressionsAsk and respond to questions about family and/or homeCreate a multi-media rich presentation about family and/or homeCreate a play, skit, poem, song, story, or report, sharing a family event or gatheringCompare and contrast the ways in which both cultures approach family life

COURSE: Spanish

LEVEL: Intermediate Low

UNIT/FOCUS: Food

Desired Results

<p><i>Related standard(s):</i></p> <p>7.1.IL.A.1 7.1.IL.A.2 7.1.IL.A.4 7.1.IL.A.5 7.1.IL.A.7 7.1.IL.A.8 7.1.IL.B.1 7.1.IL.B.2 7.1.IL.B.3 7.1.IL.B.4 7.1.IL.B.5 7.1.IL.C.1 7.1.IL.C.5</p>	Transfer	
	<i>Students will be able to independently use their learning to...</i>	
	Engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, and participate in home and global communities.	
	Meaning	
	Enduring Understandings (EUs)	Essential Questions (EQs)
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Immigration changes both the community of origin and the new community. • The amount of leisure time available and how it is spent varies among cultures. • Wellness practices may vary across cultures. 	<p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What do I do to help me understand the details of what I read and hear? • How does what I know about the target culture help me understand what I hear and read from native speakers and writers? • How do I avoid miscommunication? • How can I use culturally appropriate vocabulary and idiomatic expressions to sound more authentic? • How do I decide what needs further editing and revision? • How does the use of self-correction enhance my presentation and help to clarify my message?
Grade Level Benchmarks		
Knowledge	Skills	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Gustar, comer, beber, tomar, necesitar • Foods, colors, numbers, • Weights, measures • Cooking verbs • Stem changing verbs • Past tense • ER and IR regular verbs • Expressions: me gusta • Verbs to be able to order food and table items: pedir, repetir, querer, necesitar • Being able to set a table: los cubiertos - el cuchillo, el tenedor, el vaso, etc. • Stem-changing verbs and their structures: Present and Preterite: pedir, repetir, querer, • Times of meals/customs • Typical cuisine / various regions / traditional dishes / specific holiday dishes • Related adjectives to describe cuisine: rico, delicioso • Condiments and other related food vocabulary: sal, pimienta, ajo 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Read and interpret an online advertisement for food • Follow oral and written instructions to generate a shopping list • Describe food and/or a favorite place to eat, through oral and/or written descriptions • Draw food after hearing or reading a written description about it • Read a menu and use context clues to infer the meaning of names of unfamiliar foods • Compare and contrast names for foods • Use email, a blog, or other digital tools to exchange information about foods and/or restaurants • Order a meal or take a meal order, using common cultural expressions • Ask and respond to questions regarding favorite foods or meals • Engage in conversations about food and meals • Create multi-media presentation on foods and culture • Compare and contrast, orally and in writing, food products and typical meals across cultures • Summarize the ways in which a career in agriculture would require proficiency in a second language 	

COURSE: Spanish

LEVEL: Intermediate Low

UNIT/FOCUS: Friends

Desired Results

<p><i>Related standard(s):</i></p> <p>7.1.IL.A.2 7.1.IL.A.3 7.1.IL.A.4 7.1.IL.A.5 7.1.IL.A.7 7.1.IL.A.8 7.1.IL.B.1 7.1.IL.B.2 7.1.IL.B.3 7.1.IL.B.4 7.1.IL.B.5 7.1.IL.C.1 7.1.IL.C.2 7.1.IL.C.3</p>	Transfer	
	<i>Students will be able to independently use their learning to...</i>	
	Engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, and participate in home and global communities.	
	Meaning	
	Enduring Understandings (EUs)	Essential Questions (EQs)
	<i>Students will understand that...</i>	<i>Students will keep considering...</i>
	<ul style="list-style-type: none"> • Current trends and issues influence popular culture. • Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. • The amount of leisure time available and how it is spent varies among cultures. 	<ul style="list-style-type: none"> • What do I do to help me understand the details of what I read and hear? • How does what I know about the target culture help me understand what I hear and read from native speakers and writers? • How do I avoid miscommunication? • How can I use culturally appropriate vocabulary and idiomatic expressions to sound more authentic? • How do I decide what needs further editing and revision? • How does the use of self-correction enhance my presentation and help to clarify my message?
	Grade Level Benchmarks	
	Knowledge	Skills
	<i>Students will know...</i>	<i>Students will be able to...</i>
<ul style="list-style-type: none"> • Jugar, gustar • Pass-times • Sports • Colors • Emotions • Body parts • Personal adjectives • Likes / Dislikes • Ser/estar - talk about who is your friend, describe them (differentiation of both verbs needed) • Lugares - Discuss going to certain places with friends: en el parque, ir al cine, ir a la playa 	<ul style="list-style-type: none"> • Draw a picture of a friend based on written and/or oral description • Compare and contrast greetings across cultures, specifically the use of verbal and non-verbal etiquette • Describe friends through oral and/or written descriptions • Engage in a conversation with another student about friends, which includes factual and interpretive questions • Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language while greeting another person, inferring meaning of unfamiliar words in new contexts • Compare and contrast phrases used in both languages • Send / receive email(s) to converse with a friend and/or pen pal • Create a multi-media rich presentation about friends • Create a play, skit, poem, song, story, or report, sharing a friendly gathering • Compare and contrast the ways in which both cultures engage in friendship 	

COURSE: Spanish

LEVEL: Intermediate Low

UNIT/FOCUS: Geography

Desired Results

<p><i>Related standard(s):</i></p> <p>7.1.IL.A.1 7.1.IL.A.2 7.1.IL.A.3 7.1.IL.A.4 7.1.IL.A.5 7.1.IL.A.7 7.1.IL.A.8 7.1.IL.B.1 7.1.IL.B.2 7.1.IL.B.3 7.1.IL.B.4 7.1.IL.B.5 7.1.IL.C.1 7.1.IL.C.2 7.1.IL.C.3 7.1.IL.C.4 7.1.IL.C.5 7.1.IL.C.6</p>	Transfer	
	<i>Students will be able to independently use their learning to...</i>	
	Engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, and participate in home and global communities.	
	Meaning	
	Enduring Understandings (EUs)	Essential Questions (EQs)
	<i>Students will understand that...</i>	<i>Students will keep considering...</i>
	<ul style="list-style-type: none"> Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local national, and global problems/issues. 	<ul style="list-style-type: none"> What do I do to help me understand the details of what I read and hear? How does what I know about the target culture help me understand what I hear and read from native speakers and writers? How do I avoid miscommunication? How can I use culturally appropriate vocabulary and idiomatic expressions to sound more authentic? How do I decide what needs further editing and revision? How does the use of self-correction enhance my presentation and help to clarify my message?
	Grade Level Benchmarks	
	Knowledge	Skills
	<i>Students will know...</i>	<i>Students will be able to...</i>
<ul style="list-style-type: none"> Viajar Places on a map Countries Regions Continents Tourist attractions International currency Ser/estar - differentiate these verbs in order to talk about where places are/discuss nationalities Prepositions and phrases Countries and capitals Related interrogative vocabulary and phrases: ¿Dónde? ¿De dónde es? ¿Dónde está? 	<ul style="list-style-type: none"> Read a travel brochure and identify characteristics of destination, inferring the meaning of unfamiliar words in new contexts Follow a map when given oral and/or written directions to a destination Compare and contrast greetings of places to visit, specifically the use of verbal and non-verbal etiquette Describe a travel destination Compare and contrast phrases used in both languages Gather information about a travel destination through the use of email or other digital tools Engage in a conversation with another student about a travel destination, which includes factual and interpretive questions Compare and contrast products from different countries/cultures Compare and contrast weather and climate from different countries Read and interpret a map printed in target language Create a multi-media rich presentation about a travel destination Create a play, skit, poem, song, story, or report, about a travel destination Summarize requirements for working in the travel/vacation industry 	

COURSE: Spanish

LEVEL: Intermediate Low

UNIT/FOCUS: Health

Desired Results

<p><i>Related standard(s):</i></p> <p>7.1.IL.A.1 7.1.IL.A.2 7.1.IL.A.4 7.1.IL.A.7 7.1.IL.A.8 7.1.IL.B.1 7.1.IL.B.2 7.1.IL.B.4 7.1.IL.B.5 7.1.IL.C.1 7.1.IL.C.2 7.1.IL.C.5 7.1.IL.C.6</p>	Transfer	
	<i>Students will be able to independently use their learning to...</i>	
	Engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, and participate in home and global communities.	
	Meaning	
	Enduring Understandings (EUs)	Essential Questions (EQs)
	<i>Students will understand that...</i>	<i>Students will keep considering...</i>
	<ul style="list-style-type: none"> The amount of leisure time available and how it is spent varies among cultures. Wellness practices may vary across cultures. 	<ul style="list-style-type: none"> What do I do to help me understand the details of what I read and hear? How does what I know about the target culture help me understand what I hear and read from native speakers and writers? How do I avoid miscommunication? How can I use culturally appropriate vocabulary and idiomatic expressions to sound more authentic? How do I decide what needs further editing and revision? How does the use of self-correction enhance my presentation and help to clarify my message?
	Grade Level Benchmarks	
	Knowledge	Skills
	<i>Students will know...</i>	<i>Students will be able to...</i>
<ul style="list-style-type: none"> Comer, beber, ejercer, Nutritional terms Foods Medical terms Body parts Estar Tener expressions. Indirect object pronoun phrases to explain ailments and illness - me duele, te duele indirect object pronouns - me, te, le, les, nos, la rutina, ir al doctor Regional health care - differences in the pharmaceutical industries US/Latin America/Spain 	<ul style="list-style-type: none"> Identify the main idea and most supporting details in an online story about health across countries and cultures Follow/give oral and written instructions regarding health practices, by using common cultural expressions Describe healthy choices through oral and/or written descriptions Read about a nutrition label and use context clues to infer the meaning of names of unfamiliar terms Compare and contrast words for nutrition related phrases Use email, a blog, or other digital tools to exchange information about nutritional needs Ask and respond to questions regarding eating habits Engage in conversations about staying healthy Create multi-media presentation on nutritional guidelines Create and present a play, skit, poem, song, story, or report, about a trip to the doctors office Compare and contrast, orally and in writing, various fad diets Summarize ways in which a career in the health sciences would require proficiency in a second language 	

COURSE: Spanish

LEVEL: Intermediate Low

UNIT/FOCUS: Home

Desired Results

<i>Related standard(s):</i> 7.1.IL.A.2 7.1.IL.A.4 7.1.IL.A.5 7.1.IL.A.7 7.1.IL.B.1 7.1.IL.B.4 7.1.IL.B.5 7.1.IL.C.1 7.1.IL.C.5 7.1.IL.C.6	Transfer	
	<i>Students will be able to independently use their learning to...</i>	
	Engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, and participate in home and global communities.	
	Meaning	
	Enduring Understandings (EUs)	Essential Questions (EQs)
	<i>Students will understand that...</i> <ul style="list-style-type: none">• Immigration changes both the community of origin and the new community.• The study of another language and culture deepens understanding of where and how people live and why events occur.	<i>Students will keep considering...</i> <ul style="list-style-type: none">• What do I do to help me understand the details of what I read and hear?• How does what I know about the target culture help me understand what I hear and read from native speakers and writers?• How do I avoid miscommunication?• How can I use culturally appropriate vocabulary and idiomatic expressions to sound more authentic?• How do I decide what needs further editing and revision?• How does the use of self-correction enhance my presentation and help to clarify my message?
Grade Level Benchmarks		
Knowledge	Skills	
<i>Students will know...</i> <ul style="list-style-type: none">• Tocar, paracer, limpiar• Rooms, furniture, areas around house• Chores• Neighborhood vocabulary• Prepositions• Tener - talking about how many rooms your house has...• Commands/imperatives in Spanish	<i>Students will be able to...</i> <ul style="list-style-type: none">• Follow oral and written instructions to generate a chores list• Describe their neighborhood, areas around their home, and rooms in their home through oral and/or written descriptions• Draw a house after hearing or reading a written description about it• Read an ad on a real estate website and use context clues to infer the meaning of names of unfamiliar parts of a home or amenities• Compare and contrast types of homes and dwellings across cultures• Use email, a blog, or other digital tools to exchange information about types of homes• Ask and respond to questions regarding home and furniture• Engage in conversations about home and furniture• Create multi-media presentation on their home• Summarize the ways in which a career in architecture would require proficiency in a second language	

COURSE: Spanish

LEVEL: Intermediate Low

UNIT/FOCUS: Leisure / Activities

Desired Results

Related standard(s):

Transfer

Students will be able to independently use their learning to...

- 7.1.II.A.1
- 7.1.II.A.2
- 7.1.II.A.3
- 7.1.II.A.4
- 7.1.II.A.5
- 7.1.II.A.6
- 7.1.II.A.7
- 7.1.II.A.8

Engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, and participate in home and global communities.

Meaning

Enduring Understandings (EUs)

Essential Questions (EQs)

Students will understand that...

Students will keep considering...

- The amount of leisure time available and how it is spent varies among cultures.
- Wellness practices may vary across cultures.
- Current trends and issues influence popular culture.

- What do I do to help me understand the details of what I read and hear?
- How does what I know about the target culture help me understand what I hear and read from native speakers and writers?
- How do I avoid miscommunication?
- How can I use culturally appropriate vocabulary and idiomatic expressions to sound more authentic?
- How do I decide what needs further editing and revision?
- How does the use of self-correction enhance my presentation and help to clarify my message?

Grade Level Benchmarks

Knowledge

Skills

Students will know...

Students will be able to...

- Gustar, jugar, querer
- National pastimes across cultures
- Hobbies, sports, activities
- Days of week, months, seasons, weather
- Saber-(know how to do something)
- Phrases to describe a book or a piece of literatureExamples: se trata de... me gusta, me interesa, me aburre
- Preterite of ir, ver
- Imperfect

- Identify the main idea and most supporting details in an online story about a sport
- Follow/give oral and written instructions regarding a game or hobby using common cultural expressions
- Describe sports or hobbies through oral and/or written descriptions
- Compare and contrast the use of verbal and non-verbal etiquette when participating in a sport while in another country
- Draw a picture of an activity after hearing or reading a written description about it
- Read about a pastime and use context clues to infer the meaning of names of unfamiliar tasks
- Compare and contrast names for sports and hobbies
- Use email, a blog, or other digital tools to exchange information about pastimes
- Ask and respond to questions regarding pastimes
- Engage in conversations about pastimes
- Create multi-media presentation on a favorite pastime
- Create and present a play, skit, poem, song, story, or report, about a favorite pastime
- Compare and contrast, orally and in writing, various pastimes
- Summarize ways in which a career in sports would require proficiency in a second language

COURSE: Spanish

LEVEL: Intermediate Low

UNIT/FOCUS: Pets Animals

Desired Results

<i>Related standard(s):</i> 7.1.IL.A.2 7.1.IL.A.4 7.1.IL.A.5 7.1.IL.A.6 7.1.IL.A.7 7.1.IL.B.1 7.1.IL.B.2 7.1.IL.B.3 7.1.IL.B.4 7.1.IL.B.5 7.1.IL.C.1 7.1.IL.C.2	Transfer	
	<i>Students will be able to independently use their learning to...</i>	
	Engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, and participate in home and global communities.	
	Meaning	
	Enduring Understandings (EUs)	Essential Questions (EQs)
	<i>Students will understand that...</i>	<i>Students will keep considering...</i>
	<ul style="list-style-type: none">• Immigration changes both the community of origin and the new community.• Human and animal migration are often related to the availability of resources and the ability to adapt to the environment.• The amount of leisure time available and how it is spent varies among cultures.• Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues.	<ul style="list-style-type: none">• What do I do to help me understand the details of what I read and hear?• How does what I know about the target culture help me understand what I hear and read from native speakers and writers?• How do I avoid miscommunication?• How can I use culturally appropriate vocabulary and idiomatic expressions to sound more authentic?• How do I decide what needs further editing and revision?• How does the use of self-correction enhance my presentation and help to clarify my message?
Grade Level Benchmarks		
Knowledge	Skills	
<i>Students will know...</i> <ul style="list-style-type: none">• Animals• Park, zoo, national park, animal preserve, habitats• Sample related adjectives - grande, pequeño, largo, peligroso, (los colores)• Comer - (to discuss what they eat)• Simple classifications: omnívoro, carnívoro, herbívoro• Habitats: el campo, las montañas, el bosque, el agua• Terms for Pet: mascota, animal de compañía, animal doméstico	<i>Students will be able to...</i> <ul style="list-style-type: none">• Follow/give oral and written instructions to take care of a pet or animal, using common cultural expressions• Describe animals through oral and/or written descriptions• Draw an animal after hearing or reading a written description about it• Read about the typical care of an animal and use context clues to infer the meaning of names of unfamiliar tasks• Compare and contrast names for animals and/or pets• Use email, a blog, or other digital tools to exchange information about animals and/or pets• Ask and respond to questions regarding pets and/or favorite animals• Engage in conversations about pets and/or animals• Create multi-media presentation on pets and/or animals• Create and present a play, skit, poem, song, story, or report, about a favorite animal• Compare and contrast, orally and in writing, practices for owning and raising animals across cultures• Summarize the ways in which a career in animal breeding would require proficiency in a second language	