

SOMOS 1 UNIT 1 “DICE” 1-1.5 Weeks

Biblical Worldview Essential Questions	<ul style="list-style-type: none"> Why should we learn another language? How can I use Spanish to learn about other people that God created? How can I use Spanish to tell other people about me? 	Core Vocab	los pollitos the little chickies dicen say este es... / esta es... this is una persona a person	un chico a boy una chica a girl se llama he/she calls him/herself ¿Cómo es? what is she or he like?
Objectives <i>Lessons in this unit are preparing students to meet these Spanish Curriculum objectives derived from ACTFL Proficiency Standards, which are in reference to authentic texts and real-world situations.</i>	Interpretive	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. (Spanish Curriculum 2, 5, 7)		
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. (SC 3, 8)		
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language. (SC 1, 4, 8)		
	Cultural	<ul style="list-style-type: none"> In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. (SC 6, 7) I can interact at a survival level in some familiar everyday contexts. (SC 2, 3, 5, 6) 		
AP Themes	<ul style="list-style-type: none"> Personal and Public Identities » Language and Identity Families and Communities » Age and Class 			
Methods & Resources <i>Proficient learners can communicate about something appropriately and accurately for a purpose.</i>	Four Modalities <i>Which of the four modalities are used by students in this unit?</i>	Listening: Listening to the teacher tell a story, Listening to Los Pollitos Dicen (SC 2) Reading: Reading short biographies (real and fictitious), reading song lyrics, reading stories (SC 5) Writing: Fill in the blanks (Novice Low), translation (SC 4) Speaking: One word responses during “storyasking” (yes/no, either/or), singing Los Pollitos Dicen (SC 3)		
	Language + Culture <i>How is culture addressed in this unit?</i>	<ul style="list-style-type: none"> Los pollitos dicen (traditional children’s song) (SC 6) Culturally appropriate introductions (SC 2, 3) Learning a prayer in Spanish (SC 7) 		
	Real World Purpose <i>How does this unit prepare students to communicate in the real world?</i>	<ul style="list-style-type: none"> Introducing self and others (SC 3) Report what someone else says (SC 2, 3) Expressing disagreement (Wildebeest)(SC 3) Understanding questions (SC 2) 		
	Student Centered <i>How does this unit build on what students need, know, and can do?</i>	<ul style="list-style-type: none"> Sheltered vocabulary - New words are added into conversation only at an processable rate Addresses an early need: to be able to introduce yourself to someone else Output is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner’s role is primarily as an interpreter) 		
Summative Assessments	None. Students have no real functional language ability after about a week in a language class. Please see notes about assessment at the end of the unit plans for more information.			

SOMOS 1 UNIT 2 “CORRE” 2.5 Weeks

Biblical Worldview Essential Questions	<ul style="list-style-type: none"> Do other cultures enjoy God’s world the same way as me? What activities are the same and what are some different ones? 	Core Vocabulary	camina hacia walks toward corre runs ve sees
Objectives <i>Lessons in this unit are preparing students to meet these Spanish Curriculum objectives derived from ACTFL Proficiency Standards, which are in reference to authentic texts and real-world situations.</i>	Interpretive	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. (Spanish Curriculum 2, 5, 7)	
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. (SC 3, 8)	
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language. (SC 1, 4, 8)	
	Cultural	<ul style="list-style-type: none"> In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. (SC 6, 7) I can interact at a survival level in some familiar everyday contexts. (SC 2, 3, 5, 6) 	
AP Themes	<ul style="list-style-type: none"> Contemporary Life » Holidays and Celebrations Contemporary Life » Leisure and Sports 		
Methods & Resources <i>Proficient learners can communicate about something appropriately and accurately for a purpose.</i>	Four Modalities <i>Which of the four modalities are used by students in this unit?</i>	Listening: Listen to teacher during PQA and TPRS®, Listening to story retells and descriptions of events (SC 2) Reading: class story, reading about Cumbia, La carrera de San Silvestre, and El encierro de San Fermín; Shared reading& individual reading (SC 5) Writing: Writing learned facts about events, describing images and familiar stories (SC 4) Speaking: One word responses during storyasking (yes/no, either/or), Describing scenes from the class story, Responding to the teacher’s questions with simple words and phrases (SC 1, 3)	
	Language + Culture <i>How is culture addressed in this unit?</i>	<ul style="list-style-type: none"> Cumbia video and Christian cumbia song (Corro hacia ti/ Deluz)(SC 2, 6, 7) La carrera de San Silvestre PPT and readings (Guatemala, México, Costa Rica, Colombia, Argentina)(SC 5, 6) El encierro de San Fermín PPT and readings (España)(SC 5, 6) 	
	Real World Purpose <i>How does this unit prepare students to communicate in the real world?</i>	<ul style="list-style-type: none"> I can talk about motion: how myself or someone else goes from one place to another (walking or running) (SC 3) I can communicate about the things that I see (SC 1, 3) I can evaluate an activity and express an opinion (it is/isn’t a good idea) (SC 1,3, 6) I can identify similarities and differences between two things (SC 3, 6) I can narrate something that happens (SC 1,3) 	
	Student Centered <i>How does this unit build on what students need, know, and can do?</i>	<ul style="list-style-type: none"> Sheltered vocabulary - New words are added into conversation only at an processable rate Addresses an early need: to be able to introduce yourself to someone else Output is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner’s role is primarily as an interpreter) Builds on the foundation of vocabulary used in previous units Scaffolds knowledge through exploration of connected topics 	
Summative Assessments	Listening assessment, writing assessment, reading assessment		

SOMOS 1 UNIT 2.5 “LA CUMBIA” 2.5 Weeks

Biblical Worldview Essential Questions	<ul style="list-style-type: none"> Does God care about Latin American cultures? How does <i>cumbia</i> reflect the cultures and history of Latin America? 	Core Vocabulary	hay there is / there are va goes no puede can not
Objectives <i>Lessons in this unit are preparing students to meet these Spanish Curriculum objectives derived from ACTFL Proficiency Standards, which are in reference to authentic texts and real-world situations.</i>	Interpretive	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. (Spanish Curriculum 2, 5, 7)	
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. (SC 3, 8)	
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language. (SC 1, 4, 8)	
	Cultural	<ul style="list-style-type: none"> In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. (SC 6, 7) I can interact at a survival level in some familiar everyday contexts. (SC 2, 3, 5, 6) 	
AP Themes	<ul style="list-style-type: none"> Personal and Public Identities » Multiculturalism Beauty and Aesthetics » Music 		
Methods & Resources <i>Proficient learners can communicate about something appropriately and accurately for a purpose.</i>	Four Modalities <i>Which of the four modalities are used by students in this unit?</i>	Listening: Listening to the teacher tell a story, Listening to the teacher read aloud informational texts, Listening to a song (SC 2) Reading: Reading short stories, Reading an illustrated story, Reading informational texts, Reading song lyrics (SC 5) Writing: Shared Writing (Write and Discuss)(SC 4) Speaking: One word responses during storyasking (yes/no, either/or), singing the Caballito chorus (SC 1, 3)	
	Language + Culture <i>How is culture addressed in this unit?</i>	<ul style="list-style-type: none"> La diversidad cultural de América Latina reading (SC 5, 6) Listening to Cumbia (SC 2, 6) Listening and Reading <i>Caballito</i> by Carlos Vives (SC2, 5, 6) 	
	Real World Purpose <i>How does this unit prepare students to communicate in the real world?</i>	<ul style="list-style-type: none"> Describing cultural heritage and identity (SC 6) Narration (SC 1, 3) Describing a problem (SC 1, 3) Understanding questions (SC 2) Beginning to understand that Latin America is diverse (SC 6) 	
	Student Centered <i>How does this unit build on what students need, know, and can do?</i>	<ul style="list-style-type: none"> Sheltered vocabulary - New words are added into conversation only at an processable rate Output is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner’s role is primarily as an interpreter) 	
Summative Assessments	Listening assessment, writing assessment, reading assessment		

SOMOS 1 UNIT 3 “EL CANAL DE PANAMÁ” 2.5 Weeks

Biblical Worldview Essential Questions	<ul style="list-style-type: none"> Do I obey authority figures in a way that honors God? Should I care about places in another country? 	Core Vocabulary	son las (ocho) it's (eight) o'clock abre la puerta opens the door nunca cierra never closes
Objectives <i>Lessons in this unit are preparing students to meet these Spanish Curriculum objectives derived from ACTFL Proficiency Standards, which are in reference to authentic texts and real-world situations.</i>	Interpretive	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. (Spanish Curriculum 2, 5, 7)	
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. (SC 3, 8)	
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language. (SC 1, 4, 8)	
	Cultural	<ul style="list-style-type: none"> In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. (SC 6, 7) I can interact at a survival level in some familiar everyday contexts. (SC 2, 3, 5, 6) 	
AP Themes	<ul style="list-style-type: none"> Personal and Public Identities » Beliefs and values Science and Technology » Innovations 		
Methods & Resources <i>Proficient learners can communicate about something appropriately and accurately for a purpose.</i>	Four Modalities <i>Which of the four modalities are used by students in this unit?</i>	Listening: Listen to teacher during PQA and TPRS®, Listening to story retells, Listening to ClipChat narrations, Listening to song, Listening to the teacher read facts and information (SC 2) Reading: Shared reading, individual reading, and class story, Reading video summaries, Reading about the Panama Canal and Panama (SC 5) Writing: Horizontal conjugation, Describing storyboard, Stating facts (SC 4) Speaking: One word responses during storyasking (yes/no, either/or), Responding to the teacher's questions with simple words and phrases, Asking and answering questions about information, Retelling the class story (SC 1, 3)	
	Language + Culture <i>How is culture addressed in this unit?</i>	<ul style="list-style-type: none"> El canal de Panamá PPT Reading and discussion (SC 2, 3, 5, 6) Facts about Panamá reading (SC 5, 6) 	
	Real World Purpose <i>How does this unit prepare students to communicate in the real world?</i>	<ul style="list-style-type: none"> I can express time & timing (SC 1, 3) I can narrate a story. (SC 1, 3) I can decide how I want to respond to a command. (SC 2, 3) I can give basic information about Panamá. (SC 1,6) 	
	Student Centered <i>How does this unit build on what students need, know, and can do?</i>	<ul style="list-style-type: none"> Sheltered vocabulary - New words are added into conversation only at an processable rate Builds on the foundation of vocabulary used in previous units 	
Summative Assessments	Listening assessment, writing assessment, reading assessment, speaking assessment		

SOMOS 1 UNIT 4 "LA UNIVERSIDAD" 2.5 Weeks

Biblical Worldview Essential Questions	<ul style="list-style-type: none"> What might God have for me after I graduate high school? Has God placed any special passions, abilities, or interests in me? How should I prepare myself for whatever God has for me? 	Core Vocabulary	habla talks (speaks) toma takes quiere ser wants to be
Objectives <i>Lessons in this unit are preparing students to meet these Spanish Curriculum objectives derived from ACTFL Proficiency Standards, which are in reference to authentic texts and real-world situations.</i>	Interpretive	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. (Spanish Curriculum 2, 5, 7)	
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. (SC 3, 8)	
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language. (SC 1, 4, 8)	
	Cultural	<ul style="list-style-type: none"> In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. (SC 6, 7) I can interact at a survival level in some familiar everyday contexts. (SC 2, 3, 5, 6) 	
AP Themes	<ul style="list-style-type: none"> Contemporary Life » Education, Professions 		
Methods & Resources <i>Proficient learners can communicate about something appropriately and accurately for a purpose.</i>	Four Modalities <i>Which of the four modalities are used by students in this unit?</i>	Listening: Listen to teacher during PQA and TPRS®, listening to songs (SC 2) Reading: Reading class story, reading about universities, reading talents quiz (SC 5) Writing: Writing about talents and future plans (SC 4) Speaking: Reporting sentences during Running Dictation, responding to teacher questions in conversation (SC 1, 3)	
	Language + Culture <i>How is culture addressed in this unit?</i>	<ul style="list-style-type: none"> Universities in Spanish speaking countries readings and discussion (SC 2, 3, 5) Colegio San Patricio / High school in Spain reading(SC 5, 6) Listen and read song by Nubeluz / Quiero ser (SC 2, 5, 6) Discuss infographs comparing Spanish speaking countries to others in the world (SC 2, 3, 7) 	
	Real World Purpose <i>How does this unit prepare students to communicate in the real world?</i>	<ul style="list-style-type: none"> Talking about interests and talents (SC 1,3) Making future plans (SC 1, 3) Discussing school subjects/classes (SC 3) Talking about identity (SC 1, 3) 	
	Student Centered <i>How does this unit build on what students need, know, and can do?</i>	<ul style="list-style-type: none"> Sheltered vocabulary - New words are added into conversation only at an processable rate Builds on the foundation of vocabulary targeted in previous units 	
Summative Assessments	Listening assessment, writing assessment, reading assessment, speaking assessment		

SOMOS 1 UNIT 5 "LA CORRIDA DE TOROS" 2.5 Weeks

Biblical Worldview Essential Questions	<ul style="list-style-type: none"> What cultural traditions are acceptable to God? What is or is not permissible in the pursuit of artistic expression? How does God value animals? 	Core Vocabulary	su hermano va a his/her/their brother goes to tiene una novia has a girlfriend está enojado is feeling angry
Objectives <i>Lessons in this unit are preparing students to meet these Spanish Curriculum objectives derived from ACTFL Proficiency Standards, which are in reference to authentic texts and real-world situations.</i>	Interpretive	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. (Spanish Curriculum 2, 5, 7)	
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. (SC 3, 8)	
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language. (SC 1, 4, 8)	
	Cultural	<ul style="list-style-type: none"> In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. (SC 6, 7) I can interact at a survival level in some familiar everyday contexts. (SC 2, 3, 5, 6) 	
AP Themes	<ul style="list-style-type: none"> Contemporary Life » Leisure and Sports Families and Communities » Customs and Celebrations Personal and Public identities » Beliefs and Values Science and Technology » Ethical Questions 		
Methods & Resources <i>Proficient learners can communicate about something appropriately and accurately for a purpose.</i>	Four Modalities <i>Which of the four modalities are used by students in this unit?</i>	Listening: Listen to teacher during PQA and TPRS®, Listening to story retells, Listening to teacher read slideshows, Listening to ClipChats, Listening to songs (SC 2) Reading: Reading class story, reading informational texts, reading song lyrics, reading text on images from protests, reading tweets (SC 5) Writing : Parallel story, opinion about bullfighting (SC 4) Speaking: One word responses during storyasking (yes/no, either/or), Retelling sentences from the class story (SC 1, 3)	
	Language + Culture <i>How is culture addressed in this unit?</i>	<ul style="list-style-type: none"> The debate surrounding La corrida de toros / Tauromaquia (SC 1, 2, 3, 5, 6) Songs: Torero/ Cheyenne (SC 2, 3, 5, 6) 	
	Real World Purpose <i>How does this unit prepare students to communicate in the real world?</i>	<ul style="list-style-type: none"> Narration (SC 1, 3, 5) Description of events (SC 1, 3, 5) Expressing and evaluating opinions (SC) Considering multiple perspectives/view points (SC 6) 	
	Student Centered <i>How does this unit build on what students need, know, and can do?</i>	<ul style="list-style-type: none"> Sheltered vocabulary - New words are added into conversation only at an processable rate Builds on the foundation of vocabulary targeted in previous units Students are given the opportunity to consider their own opinion on a modern debate 	
Summative Assessments	Listening assessment, writing assessment, reading assessment, speaking assessment		

SOMOS 1 UNIT 6 "SIÉNTATE" 2.5 Weeks

Biblical Worldview Essential Questions	<ul style="list-style-type: none"> How do I respond to God-appointed authority? What kinds of instructions do I give and what kind do I follow? 	Core Vocabulary	(se) sienta sits (him/herself) down (se) levanta lifts (him/herself) le grita yells at him/her/it
Objectives <i>Lessons in this unit are preparing students to meet these Spanish Curriculum objectives derived from ACTFL Proficiency Standards, which are in reference to authentic texts and real-world situations.</i>	Interpretive	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. (Spanish Curriculum 2, 5, 7)	
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. (SC 3, 8)	
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language. (SC 1, 4, 8)	
	Cultural	<ul style="list-style-type: none"> In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. (SC 6, 7) I can interact at a survival level in some familiar everyday contexts. (SC 2, 3, 5, 6) 	
AP Themes	<ul style="list-style-type: none"> Families and Community » Family Structure 		
Methods & Resources <i>Proficient learners can communicate about something appropriately and accurately for a purpose.</i>	Four Modalities <i>Which of the four modalities are used by students in this unit?</i>	Listening: Listen to teacher during PQA, TPR, TPRS; Listen to song lyrics (SC 2) Reading: Read song lyrics, read class story, read substitute story (SC 5) Writing : Writing true and untrue facts from the story, writing substitute story from a new perspective (SC 4) Speaking: Responding to PQA, contributing answers and responding to teacher questions during TPRS, sharing 2 truths and a lie (SC 1, 3)	
	Language + Culture <i>How is culture addressed in this unit?</i>	<ul style="list-style-type: none"> Cabeza, hombros, rodilla y pie (authentic version of familiar song) (SC 2, 3, 5, 6) 	
	Real World Purpose <i>How does this unit prepare students to communicate in the real world?</i>	<ul style="list-style-type: none"> I can talk about my body. (SC 1, 3) I can give commands. (SC 3) I can follow commands. (SC 2) 	
	Student Centered <i>How does this unit build on what students need, know, and can do?</i>	<ul style="list-style-type: none"> Sheltered vocabulary - New words are added into conversation only at an processable rate Builds on the foundation of vocabulary targeted in previous units Students generate TPR vocabulary for the activities Horizontal conjugation/perspective re -write allows students to draw on what they already know and think holistically about the language 	
Summative Assessments	Listening assessment, writing assessment, reading assessment, speaking assessment		

SOMOS 1 UNIT 7 "LOS CASTELLS DE TARRAGONA" 2.5 Weeks

Biblical Worldview Essential Questions	<ul style="list-style-type: none"> How am I involved in serving God? How do I help others in my family, my school, my community, and my world? What risks do I take in my day to day life? Which are acceptable risks? 	Core Vocabulary	tienes que you have to lo ayuda helps him no puede (hacer) can't (do/make) simpático(a) nice
Objectives <i>Lessons in this unit are preparing students to meet these Spanish Curriculum objectives derived from ACTFL Proficiency Standards, which are in reference to authentic texts and real-world situations.</i>	Interpretive	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. (Spanish Curriculum 2, 5, 7)	
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. (SC 3, 8)	
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language. (SC 1, 4, 8)	
	Cultural	<ul style="list-style-type: none"> In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. (SC 6, 7) I can interact at a survival level in some familiar everyday contexts. (SC 2, 3, 5, 6) 	
AP Themes	<ul style="list-style-type: none"> Families and Community » Friendship and Love Contemporary Life » Holidays and Celebrations, Travel 		
Methods & Resources <i>Proficient learners can communicate about something appropriately and accurately for a purpose.</i>	Four Modalities <i>Which of the four modalities are used by students in this unit?</i>	Listening: Listen to teacher during PQA, TPR, TPRS; Listen to #authres Castells video and songs, listening to classmates during simultaneous presentations (SC 2) Reading: Reading class story, about famous towers, 3 Castells readings that increase in complexity, transcript from Castells video (SC 5) Writing: Shrinking summary, word-level response in CLOZE scripts, writing responses to personal questions during Campanadas (SC 4) Speaking: Responding to PQA, contributing answers and responding to teacher questions during TPRS (SC 1, 3)	
	Language + Culture <i>How is culture addressed in this unit?</i>	<ul style="list-style-type: none"> Castells de Tarragona PPT Reading, discussion (SC 2, 3, 5, 6) Famous towers from around the world (SC 2, 3, 5, 6) 	
	Real World Purpose <i>How does this unit prepare students to communicate in the real world?</i>	<ul style="list-style-type: none"> Expressing need/asking for help (SC 3) Offering to help (SC 3) Discussing what one can do (SC 1, 3) 	
	Student Centered <i>How does this unit build on what students need, know, and can do?</i>	<ul style="list-style-type: none"> Sheltered vocabulary - New words are added into conversation only at an processable rate Builds on the foundation of vocabulary targeted in previous units Students visualize their participation in the tradition through thoughtful consideration of the points of view of the different roles Talking about family and personal traditions Students want to make an impact in their world at all levels and have an opportunity to reflect on that 	
Summative Assessments	Listening assessment, writing assessment, reading assessment, speaking assessment		

SOMOS 1 UNIT 8 "LA COMIDA LATINA" 2.5 Weeks

Biblical Worldview Essential Questions	<ul style="list-style-type: none"> Does food glorify God? Does cultural variety glorify God? How has Latin cuisine influenced food and food culture where I live? What foods and flavors do I associate with my culture(s)? 	Core Vocabulary	sabes you know busca looks for encuentra finds
Objectives <i>Lessons in this unit are preparing students to meet these Spanish Curriculum objectives derived from ACTFL Proficiency Standards, which are in reference to authentic texts and real-world situations.</i>	Interpretive	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. (Spanish Curriculum 2, 5, 7)	
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. (SC 3, 8)	
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language. (SC 1, 4, 8)	
	Cultural	<ul style="list-style-type: none"> In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. (SC 6, 7) I can interact at a survival level in some familiar everyday contexts. (SC 2, 3, 5, 6) 	
AP Themes	<ul style="list-style-type: none"> Contemporary Life » Travel 		
Methods & Resources <i>Proficient learners can communicate about something appropriately and accurately for a purpose.</i>	Four Modalities <i>Which of the four modalities are used by students in this unit?</i>	Listening: Listen to teacher during PQA, TPR, TPRS; Listen to songs Listen to classmates during communicative activities (SC 2) Reading: Reading class story, reading about Latin influences in US diet, reading about traditional Latin foods (SC 5) Writing: Word-level response in I BLANKED activity (Novice Low standard), descriptions of familiar events for before/after activity (SC 4) Speaking: Responding to PQA, and responding to teacher questions, Asking questions and responding to classmates' questions (SC 1, 3)	
	Language + Culture <i>How is culture addressed in this unit?</i>	<ul style="list-style-type: none"> Song: Cielito Lindo (SC 2, 3, 5, 6) Latin influences in US diet (SC 2, 3, 4, 5, 6) Traditional latin foods from many countries (SC 2, 3, 5, 6) Popular street food (Elote) (SC 5) 	
	Real World Purpose <i>How does this unit prepare students to communicate in the real world?</i>	<ul style="list-style-type: none"> Describing food that they like/don't like (SC 1, 3) Noticing Latin influences in their cuisine (SC 6) Recognizing and describing ingredients, food restrictions, and preferences (SC 3) Stating whether they know/don't know something (SC 3) 	
	Student Centered <i>How does this unit build on what students need, know, and can do?</i>	<ul style="list-style-type: none"> Sheltered vocabulary - New words are added into conversation only at an processable rate Builds on the foundation of vocabulary targeted in previous units Students connect new informational content to personal experience and surroundings (what they see when they go to restaurants and supermarkets) Food is typically a high interest topic for students 	
Summative Assessments	Listening assessment, writing assessment, reading assessment, speaking assessment		

Agentes Secretos BOOK READING UNIT DURING 4th QUARTER 6 WEEKS

Biblical Worldview Essential Questions	<ul style="list-style-type: none"> Did the story of Jesus make a difference in history? What makes a person good? What would I do to help others? 	Core Vocabulary – these units have some new vocabulary, but are mostly designed to reinforce previous vocabulary	Detras de behind El cuadro painting Se quema burns el caballo horse El coche car (in Spain) de repente suddenly
Objectives <i>Lessons in this unit are preparing students to meet these Spanish Curriculum objectives derived from ACTFL Proficiency Standards, which are in reference to authentic texts and real-world situations.</i>	Interpretive	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. (Spanish Curriculum 2, 5, 7)	
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. (SC 3, 8)	
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language. (SC 1, 4, 8)	
	Cultural	<ul style="list-style-type: none"> In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. (SC 6, 7) I can interact at a survival level in some familiar everyday contexts. (SC 2, 3, 5, 6) 	
AP Themes	<ul style="list-style-type: none"> Contemporary Life » Travel 		
Methods & Resources <i>Proficient learners can communicate about something appropriately and accurately for a purpose.</i>	Four Modalities <i>Which of the four modalities are used by students in this unit?</i>	Listening: Listen to teacher and narrator reading story, to classmate's discussion of story (SC 2) Reading: Read story chapters, read questions about the story, read ppts and handouts about history of story (SC 5) Writing: Write responses to questions, alternate story ending, and summary of story (SC 4) Speaking: Responding to PQA, contributing answers and responding to teacher questions during the story reading and activities, memorizing the story of salvation (SC 1, 3)	
	Language + Culture <i>How is culture addressed in this unit?</i>	<ul style="list-style-type: none"> Learn about France and Spain's role in WW2. (SC 5, 6) Learn about Picasso's famous artwork <i>Guernica</i> (SC 6) Identify the unique culture and geography of both France and Spain, and their connection to Picasso's <i>Guernica</i> (SC 6) 	
	Real World Purpose <i>How does this unit prepare students to communicate in the real world?</i>	<ul style="list-style-type: none"> I can read and discuss a real book written entirely in Spanish. (SC 1, 2, 3, 5) I can narrate events. (SC 3) I can share the basic story about Jesus (SC 7) 	
	Student Centered <i>How does this unit build on what students need, know, and can do?</i>	<ul style="list-style-type: none"> Sheltered vocabulary - New words are added into conversation only at an processable rate Builds on the foundation of vocabulary targeted in previous units Horizontal conjugation/perspective re -write allows students to draw on what they already know and think holistically about the language 	
Summative Assessments	Listening assessment, writing assessment, reading assessment, speaking assessment		