

## SOMOS 1 UNIT 9 “EL CUCUY” 2.5 WEEKS

<b>Biblical Worldview Essential Questions</b>	<ul style="list-style-type: none"> <li>Does truth affect who we decide to obey?</li> <li>Should fear be used as a motivator for obedience?</li> <li>How do your fears influence your actions?</li> </ul>	<b>Core Vocabulary</b>	<b>mira</b> s/he looks at <b>tiene miedo de</b> s/he has fear of <b>hacia</b> toward
<b>Objectives</b> <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>	<b>Interpretive</b>	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)	
	<b>Interpersonal</b>	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)	
	<b>Presentational</b>	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)	
	<b>Cultural</b>	<ul style="list-style-type: none"> <li>In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. (SC 6, 7)</li> <li>I can interact at a survival level in some familiar everyday contexts. (SC 2, 3, 5, 6)</li> </ul>	
<b>AP Themes</b>	<ul style="list-style-type: none"> <li>Families and Communities » Childhood and Adolescence, Beauty and Aesthetics » Literature</li> <li>Personal and Public Identities » Beliefs and Values</li> </ul>		
<b>Methods &amp; Resources</b> <i>Proficient learners can communicate about something appropriately and accurately for a purpose.</i>	<b>Four Modalities</b> <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 Joe Hayes narrate Cucuy, Listen to teacher during MovieTalk, listen to classmates in communicative activity (SC 2) Reading: Nicolas & Maria + rat stories (SC 5) Writing: Word-level response in fear charting activity (Novice Low standard), writing a shrinking summary, writing truths and a lie (SC 4) Speaking: Responding to PQA, contributing answers and responding to teacher questions during TPRS, Asking questions and responding to classmates' questions in communicative activities (SC 1, 3)	
	<b>Language + Culture</b> <i>How is culture addressed in this unit?</i>	<ul style="list-style-type: none"> <li>Authentic song: Mira para arriba (SC 2, 3, 5, 6)</li> <li>Learning the legend of the Cucuy (SC 2, 3, 4, 5, 6)</li> </ul>	
	<b>Real World Purpose</b> <i>How does this unit prepare students to communicate in the real world?</i>	<ul style="list-style-type: none"> <li>Discussing fears (SC 3)</li> <li>Telling stories (SC 1)</li> <li>Making comparisons (comparing fears, comparing legends, etc.) (SC 1, 3)</li> </ul>	
	<b>Student Centered</b> <i>How does this unit build on what students need, know, and can do?</i>	<ul style="list-style-type: none"> <li>Sheltered vocabulary - New words are added into conversation only at a processable rate</li> <li>Builds on the foundation of vocabulary targeted in previous units</li> <li>Connects a new legend to familiar ones from students' lives</li> <li>Spirals through several layers of the Cucuy legend, each one expanding on the knowledge of the language and the story built through the previous ones</li> </ul>	
<b>Summative Assessments</b>	Listening assessment, writing assessment, reading assessment, speaking assessment		

# SOMOS 1 UNIT 10 “COMO AGUA PARA CHOCOLATE” 2.5 WEEKS

<b>Biblical Worldview Essential Questions</b>	<ul style="list-style-type: none"> <li>Does God care about our emotions?</li> <li>How are emotions connected to what we eat?</li> <li>In what ways are food and dining connected to my sense of family and community?</li> </ul>	<b>Core Vocabulary</b>	<b>está triste y llora</b> s/he is feeling sad and cries <b>come</b> s/he eats <b>el lobo tiene hambre</b> the wolf has hunger (is hungry)
<b>Objectives</b>  <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>	<b>Interpretive</b>	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)	
	<b>Interpersonal</b>	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)	
	<b>Presentational</b>	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)	
	<b>Cultural</b>	<ul style="list-style-type: none"> <li>In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. (SC 6, 7)</li> <li>I can interact at a survival level in some familiar everyday contexts. (SC 2, 3, 5, 6)</li> </ul>	
<b>AP Themes</b>	<ul style="list-style-type: none"> <li>Families and Communities » Friendship and Love, Customs and Ceremonies</li> <li>Personal and Public Identities » Beliefs and Values</li> <li>Contemporary Life » Holidays and Celebrations</li> </ul>		
<b>Methods &amp; Resources</b>  <i>Proficient learners can communicate about something appropriately and accurately for a purpose.</i>	<b>Four Modalities</b> <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, (SC 2) Reading: Reading class story (SC 5) Writing: write reactions to event (SC 4) Speaking: Responding to PQA, contributing answers and responding to teacher questions during TPRS, Asking questions and responding to classmates' questions in communicative activities (SC 1, 3)	
	<b>Language + Culture</b> <i>How is culture addressed in this unit?</i>	<ul style="list-style-type: none"> <li>Celia Cruz, Ríe y llora (SC 2, 3, 5, 6)</li> <li>Short overview of <i>Como agua para el chocolate</i> / Laura Esquivel (SC 5)</li> </ul>	
	<b>Real World Purpose</b> <i>How does this unit prepare students to communicate in the real world?</i>	<ul style="list-style-type: none"> <li>Discussing food and eating (SC 3, 6)</li> <li>Expressing emotion (SC 3)</li> </ul>	
	<b>Student Centered</b> <i>How does this unit build on what students need, know, and can do?</i>	<ul style="list-style-type: none"> <li>Sheltered vocabulary - New words are added into conversation only at an processable rate</li> <li>Builds on the foundation of vocabulary targeted in previous units</li> <li>Output is not forced; learners are allowed a silent period, respecting what we know about Second Language</li> <li>Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter)</li> <li>Builds on food-related vocabulary from Unit 8 and emotions-related vocabulary from Unit 5</li> </ul>	
<b>Summative Assessments</b>	Listening assessment, writing assessment, reading assessment, speaking assessment		

# SOMOS 1 UNIT 11 “DEPORTES EN LOS PAÍSES QUE HABLAN ESPAÑOL” 2.5 WEEKS

<b>Biblical Worldview Essential Questions</b>	<ul style="list-style-type: none"> <li>Does God care about our sports and hobbies?</li> <li>How do sports and sport fandom influence my culture and other cultures?</li> <li>How are my interests shaped by my place in the world?</li> </ul>	<b>Core Vocabulary</b>	<b>juega a (un deporte)</b> plays (a sport) <b>quiere jugar a</b> wants to play (otro deporte) (another sport) <b>eres</b> you are
<b>Objectives</b>  <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>	<b>Interpretive</b>	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)	
	<b>Interpersonal</b>	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)	
	<b>Presentational</b>	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)	
	<b>Cultural</b>	<ul style="list-style-type: none"> <li>In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. (SC 6, 7)</li> <li>I can interact at a survival level in some familiar everyday contexts. (SC 2, 3, 5, 6)</li> </ul>	
<b>AP Themes</b>	<ul style="list-style-type: none"> <li>Contemporary Life » Leisure and Sports</li> </ul>		
<b>Methods &amp; Resources</b>  <i>Proficient learners can communicate about something appropriately and accurately for a purpose.</i>	<b>Four Modalities</b> <i>Which of the four modalities are used by students in this unit?</i>	Listening: Listen to teacher during PQA, TPRS; Listening to songs, Listening to classmates during communicative activities, Listen to teacher reading texts aloud, Listening to directions, Listening to authentic videos (SC 2)  Reading: Reading class story, reading song lyrics, Reading informational texts, Reading infographics, Reading online resources about athletes (SC 5)  Writing: Writing events from the story, Writing responses to Campanadas, Shared Writing (Write and Discuss), Writing questions and answers for communicative activities, writing simple descriptions for ¿Quién eres?, Writing comparisons of sports and athletes (SC 4)  Speaking: Responding to PQA, contributing answers and responding to teacher questions during TPRS, Asking questions and responding to classmates' questions in communicative activities. (SC 1, 3)	
	<b>Language + Culture</b> <i>How is culture addressed in this unit?</i>	<ul style="list-style-type: none"> <li>Wavin' Flag, Sube la mano y grita gol (SC 2, 3, 5, 6)</li> <li>Interpreting authentic resources (SC 2, 5, 6)</li> <li>Learning about sports and athletes in Spanish speaking countries (SC 2, 3, 4, 5, 6)</li> </ul>	
	<b>Real World Purpose</b> <i>How does this unit prepare students to communicate in the real world?</i>	<ul style="list-style-type: none"> <li>Focus on useful vocabulary used in context (SC 2, 5)</li> <li>Asking and answering questions (SC 2, 3)</li> <li>Discussing similarities and differences (SC 1, 3, 6)</li> <li>Retelling stories (SC 1)</li> <li>Discussing sports and athletes (SC 2, 3)</li> </ul>	
	<b>Student Centered</b> <i>How does this unit build on what students need, know, and can do?</i>	<ul style="list-style-type: none"> <li>Sheltered vocabulary - New words are added into conversation only at an processable rate</li> <li>Builds on the foundation of vocabulary targeted in previous units</li> <li>Students contribute content for class activities (class stories, guessing game, etc.)</li> </ul>	
<b>Summative Assessments</b>	Listening assessment, writing assessment, reading assessment, speaking assessment		

## SOMOS 1 UNIT 12 "EL CORTEJO" 2.5 WEEKS

<b>Biblical Worldview Essential Questions</b>	<ul style="list-style-type: none"> <li>What does God say about our value? Is it based on our appearance?</li> <li>What does God say romantic relationships should look like?</li> <li>What are some cultural traditions surrounding relationships and interactions in Latin -American countries?</li> <li>What cultural traditions do or don't honor God in our culture? What cultural traditions do or don't honor God in</li> </ul>	<b>Core Vocabulary</b>	<p><b>no conoce a nadie</b> s/he doesn't know anyone</p> <p><b>agarra la mano</b> s/he grabs the hand</p> <p><b>sale de</b> s/he goes out of/from</p>
<b>Objectives</b> <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>	<b>Interpretive</b> 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)		
	<b>Interpersonal</b> 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)		
	<b>Presentational</b> 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)		
	<b>Cultural</b> <ul style="list-style-type: none"> <li>In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. (SC 6, 7)</li> <li>I can interact at a survival level in some familiar everyday contexts. (SC 2, 3, 5, 6)</li> </ul>		
<b>AP Themes</b>	<ul style="list-style-type: none"> <li>Families and Communities » Friendship and Love, Childhood and Adolescence</li> </ul>		
<b>Methods &amp; Resources</b> <i>Proficient learners can communicate about something appropriately and accurately for a purpose.</i>	<b>Four Modalities</b> <i>Which of the four modalities are used by students in this unit?</i>	Listening: Listen to teacher during PQA, TPRS; Listening to songs, Listening to instructions, Listening to authentic video (SC 2) Reading: class story, song lyrics, Reading biographies (SC 5) Writing : Writing events from the story, Writing responses to Campanadas (SC 4) Speaking: Responding to PQA, contributing answers and responding to teacher questions during TPRS, Asking questions and responding to classmates' questions in communicative activities (SC 1, 3)	
	<b>Language + Culture</b> <i>How is culture addressed in this unit?</i>	<ul style="list-style-type: none"> <li>Discussion about cultural boundaries in friendships/families (SC 2, 3, 5, 6)</li> <li>Reading about dating customs in Latin American countries (SC 5, 6)</li> </ul>	
	<b>Real World Purpose</b> <i>How does this unit prepare students to communicate in the real world?</i>	<ul style="list-style-type: none"> <li>Focus on useful vocabulary used in context (SC 2, 5)</li> <li>Asking and answering questions (SC 3)</li> <li>Discussing social life (meeting people, going out, etc.) (SC 2, 3, 6)</li> <li>Interpreting authentic resources and understanding authentic speech (SC 2, 5)</li> </ul>	
	<b>Student Centered</b> <i>How does this unit build on what students need, know, and can do?</i>	<ul style="list-style-type: none"> <li>Sheltered vocabulary - New words are added into conversation only at an processable rate</li> <li>Builds on the foundation of vocabulary targeted in previous units</li> <li>Connecting with Spanish language YouTubers</li> </ul>	
<b>Summative Assessments</b>	Listening assessment, writing assessment, reading assessment, speaking assessment		

## SOMOS 1 UNIT 13 “LA IDENTIDAD” 2.5 WEEKS

<b>Biblical Worldview Essential Questions</b>	<ul style="list-style-type: none"> <li>Who does God say I am and how did he create me?</li> <li>What determines appropriate and inappropriate compliments?</li> <li>How can I use my words to uplift other people?</li> </ul>	<b>Core Vocabulary</b>	<b>la mujer comienza a</b> the woman begins to <b>el hombre piensa que</b> the man thinks that <b>su verdadera pasión</b> his/her/their true passion
<b>Objectives</b>  <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>	<b>Interpretive</b>	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)	
	<b>Interpersonal</b>	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)	
	<b>Presentational</b>	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)	
	<b>Cultural</b>	<ul style="list-style-type: none"> <li>In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. (SC 6, 7)</li> <li>I can interact at a survival level in some familiar everyday contexts. (SC 2, 3, 5, 6)</li> </ul>	
<b>AP Themes</b>	<ul style="list-style-type: none"> <li>Families and Communities » Friendship and Love</li> <li>Personal and Public Identities » Language and Identity, Beliefs and Values</li> </ul>		
<b>Methods &amp; Resources</b>  <i>Proficient learners can communicate about something appropriately and accurately for a purpose.</i>	<b>Four Modalities</b> <i>Which of the four modalities are used by students in this unit?</i>	Listening: Listen to teacher during PQA, TPRS, ClipChat; Listening to song, Listening to instructions, Listening to MovieTalk , Listening to classmates' responses to prompts, Listening to compliments, Listening to authentic video (SC 2) Reading: Reading class story, video summary, reading song lyrics, Reading biographies and statements, Reading informational texts (SC 5) Writing: Writing events from the story, Writing responses to Campanadas, responses to sentence frames/prompts, Writing compliments (SC 4) Speaking: Responding to PQA, contributing answers and responding to teacher questions during TPRS, Asking questions and responding to classmates' questions in communicative activities (SC 1, 3)	
	<b>Language + Culture</b> <i>How is culture addressed in this unit?</i>	<ul style="list-style-type: none"> <li>Selena biography (SC 5, 6)</li> <li>Piropos reading and discussion (SC 2, 3, 5, 6)</li> </ul>	
	<b>Real World Purpose</b> <i>How does this unit prepare students to communicate in the real world?</i>	<ul style="list-style-type: none"> <li>Focus on useful vocabulary used in context (SC 2, 5)</li> <li>Asking and answering questions (SC 3)</li> <li>Giving compliments (SC 3, 6)</li> <li>Interpreting authentic resources and understanding authentic speech (SC 2, 5, 6)</li> <li>Considering multiple perspectives on controversial practices (SC 6)</li> </ul>	
	<b>Student Centered</b> <i>How does this unit build on what students need, know, and can do?</i>	<ul style="list-style-type: none"> <li>Sheltered vocabulary - New words are added into conversation only at an processable rate</li> <li>Builds on the foundation of vocabulary targeted in previous units</li> <li>Discussion of identity, especially outward appearance vs. true self</li> <li>Giving and receiving simple compliments</li> </ul>	
<b>Summative Assessments</b>	Listening assessment, writing assessment, reading assessment, speaking assessment		

## SOMOS 1 UNIT 14 “LOS NIÑOS PRISIONEROS DE BOLIVIA” 2.5 WEEKS

<b>Biblical Worldview Essential Questions</b>	<ul style="list-style-type: none"> <li>• What God-given rights should every child have?</li> <li>• In what situations might it be best for a child to be separated from their parents?</li> </ul>	<b>Core Vocabulary</b>	<b>lo que hace</b> what s/he does <b>debe (hacer)</b> s/he should (do) <b>el niño no escucha</b> the child doesn't listen to
<b>Objectives</b>  <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>	<b>Interpretive</b>	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)	
	<b>Interpersonal</b>	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)	
	<b>Presentational</b>	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)	
	<b>Cultural</b>	<ul style="list-style-type: none"> <li>• In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. (SC 6, 7)</li> <li>• I can interact at a survival level in some familiar everyday contexts. (SC 2, 3, 5, 6)</li> </ul>	
<b>AP Themes</b>	<ul style="list-style-type: none"> <li>• Global Challenges » Human Rights</li> <li>• Personal and Public Identities » Childhood and Adolescence</li> </ul>		
<b>Methods &amp; Resources</b>  <i>Proficient learners can communicate about something appropriately and accurately for a purpose.</i>	<b>Four Modalities</b> <i>Which of the four modalities are used by students in this unit?</i>	Listening: Listen to teacher during PQA, TPRS; Listening to song, Listening to instructions, Listening to authentic video (SC 2) Reading: Reading class story, reading song lyrics, Reading song lyric summaries, Reading informational text, Reading news articles (SC 5) Writing: Writing events from the story, Writing responses to Campanadas (SC 4) Speaking: Responding to PQA, contributing answers and responding to teacher questions during TPRS, Asking questions and responding to classmates' questions in communicative activities, Sharing opinions about children's rights (SC 1, 3)	
	<b>Language + Culture</b> <i>How is culture addressed in this unit?</i>	<ul style="list-style-type: none"> <li>• No debes jugar song (SC 2, 3, 5, 6)</li> <li>• Children's rights (SC 2, 3, 5, 6)</li> <li>• Differences in policies between countries (SC 2, 3, 5, 6)</li> </ul>	
	<b>Real World Purpose</b> <i>How does this unit prepare students to communicate in the real world?</i>	<ul style="list-style-type: none"> <li>• Focus on useful vocabulary used in context</li> <li>• Asking and answering questions</li> <li>• Interpreting authentic resources and understanding authentic speech (SC )</li> <li>• Considering the rights of children and prisoners (SC )</li> <li>• Expressing what should or should not be done in any given situation (SC )</li> </ul>	
	<b>Student Centered</b> <i>How does this unit build on what students need, know, and can do?</i>	<ul style="list-style-type: none"> <li>• Sheltered vocabulary - New words are added into conversation only at an processable rate</li> <li>• Builds on the foundation of vocabulary targeted in previous units</li> <li>• Discusses relationships with authority</li> <li>• Approaches the rights of children and adolescents</li> </ul>	
<b>Summative Assessments</b>	Listening assessment, writing assessment, reading assessment, speaking assessment		

# SOMOS 1 UNIT 15 "EL GAUCHO ARGENTINO" 2.5 WEEKS

<b>Biblical Worldview Essential Questions</b>	<ul style="list-style-type: none"> <li>Does God love people of all cultures?</li> <li>What are some cultural similarities and differences between American "cowboys" and Argentinian "gauchos"?</li> </ul>	<b>Core Vocabulary</b>	<b>vive solo</b> s/he lives alone <b>necesitan</b> they need <b>trabajan con</b> they work with
<b>Objectives</b>  <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>	<b>Interpretive</b>	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)	
	<b>Interpersonal</b>	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)	
	<b>Presentational</b>	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)	
	<b>Cultural</b>	<ul style="list-style-type: none"> <li>In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. (SC 6, 7)</li> <li>I can interact at a survival level in some familiar everyday contexts. (SC 2, 3, 5, 6)</li> </ul>	
<b>AP Themes</b>	<ul style="list-style-type: none"> <li>Science and Technology » Social Impact of Technology</li> <li>Contemporary Life » Professions</li> </ul>		
<b>Methods &amp; Resources</b>  <i>Proficient learners can communicate about something appropriately and accurately for a purpose.</i>	<b>Four Modalities</b> <i>Which of the four modalities are used by students in this unit?</i>	Listening: Listen to teacher during PQA, TPRS; Listening to authentic songs and videos, MovieTalk, partners and teacher during story activities (SC 2) Reading: Reading class story, Reading singer biographies, Reading about the Tango, Reading song lyrics, Reading about Gauchos (SC 5) Writing: Writing events from the story, Writing responses to Campanadas, Writing collaboratively during Write & Discuss (SC 4) Speaking: Responding to PQA, contributing answers and responding to teacher questions during TPRS, Asking questions and responding to classmates' questions in communicative activities (SC 1, 3)	
	<b>Language + Culture</b> <i>How is culture addressed in this unit?</i>	<ul style="list-style-type: none"> <li>Tango (SC 2, 6)</li> <li>Argentina (SC 2, 6)</li> <li>Pa' bailar (SC 2, 6)</li> <li>Chamamé de los esteros (SC 2, 6)</li> <li>Gauchos (SC 2, 6)</li> </ul>	
	<b>Real World Purpose</b> <i>How does this unit prepare students to communicate in the real world?</i>	<ul style="list-style-type: none"> <li>Focus on useful vocabulary used in context (SC 2, 5)</li> <li>Asking and answering questions (SC 3)</li> <li>Interpreting authentic resources and understanding authentic speech (SC 2, 5)</li> <li>Learning about geography and basic information about Argentina (SC 6)</li> <li>Preparing to participate in conversations about where we live and what/where we work (SC 2, 3)</li> <li>Interpreting and expressing needs (SC 2, 3)</li> </ul>	
	<b>Student Centered</b> <i>How does this unit build on what students need, know, and can do?</i>	<ul style="list-style-type: none"> <li>Sheltered vocabulary - New words are added into conversation only at an processable rate</li> <li>Builds on the foundation of vocabulary targeted in previous units</li> <li>Customized questions draw on student background knowledge re: Argentina</li> <li>Students discuss their families</li> </ul>	
<b>Summative Assessments</b>	Listening assessment, writing assessment, reading assessment, speaking assessment		

# SOMOS 1 UNIT 16 “LAS ABUELAS DE PLAZA DE MAYO” 2.5 WEEKS

<b>Biblical Worldview Essential Questions</b>	<ul style="list-style-type: none"> <li>Should we fight for truth and justice?</li> <li>What does it mean to be an activist?</li> <li>In what situations do we show courage?</li> <li>In what situations did Argentinians show courage?</li> </ul>	<b>Core Vocabulary</b>	<b>miente</b> - lies <b>dice la verdad</b> - tells the truth <b>creo</b> - believes <b>fue/fui/fuiste</b> - was/were	<b>yo no fui</b> - it wasn't me <b>miente</b> - lies <b>dice la verdad</b> - tells the truth <b>creo</b> - believes
<b>Objectives</b> <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>	<b>Interpretive</b>	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)		
	<b>Interpersonal</b>	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)		
	<b>Presentational</b>	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)		
	<b>Cultural</b>	<ul style="list-style-type: none"> <li>In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. (SC 6, 7)</li> <li>I can interact at a survival level in some familiar everyday contexts. (SC 2, 3, 5, 6)</li> </ul>		
<b>AP Themes</b>	<ul style="list-style-type: none"> <li>Global Challenges » Human Rights, Peace and War</li> <li>Personal and Public Identities, Families and Communities</li> </ul>			
<b>Methods &amp; Resources</b> <i>Proficient learners can communicate about something appropriately and accurately for a purpose.</i>	<b>Four Modalities</b> <i>Which of the four modalities are used by students in this unit?</i>	Listening: Listen to teacher during PQA, TPRS, Listen & Draw; Listen to classmates during games and communicative activities; Listen to authentic audio in songs and interview (SC 2) Reading: Biographical information, personal interview questions, class story, Gurjot story, story -based activities, informational texts (simple and detailed), content-based questions (SC 5) Writing: personalized questions, story elements, missing words from a story, prior & new knowledge, wonderings, key words and summarizing (SC 4) Speaking: Responding to PQA and Detector de mentiras questions, contributing answers and responding to teacher questions during TPRS, Asking questions and responding to classmates' questions in communicative activities (SC 1, 3)		
	<b>Language + Culture</b> <i>How is culture addressed in this unit?</i>	<ul style="list-style-type: none"> <li>Songs: <i>Yo no fui, Desapariciones</i> (SC 2, 3, 5, 6)</li> <li>Pedro Infante &amp; Pedro Fernández (SC 5, 6)</li> <li>Abuelas de Plaza de Mayo (SC 1, 2, 3, 4, 5, 6)</li> <li>History of Dirty War in Argentina (SC 1, 2, 3, 4, 5, 6)</li> </ul>		
	<b>Real World Purpose</b> <i>How does this unit prepare students to communicate in the real world?</i>	<ul style="list-style-type: none"> <li>Asking, asserting, and denying culpability (SC 3, 4)</li> <li>Expressing belief or disbelief (SC 3, 4)</li> <li>Using present and past tense time frames together (SC 1, 3, 4)</li> </ul>		
	<b>Student Centered</b> <i>How does this unit build on what students need, know, and can do?</i>	<ul style="list-style-type: none"> <li>Sheltered vocabulary - New words are added into conversation only at an processable rate</li> <li>Builds on the foundation of vocabulary targeted in previous units</li> </ul>		
<b>Summative Assessments</b>	Listening assessment, writing assessment, reading assessment, speaking assessment			



## SOMOS 1 UNIT 17 “LA INMIGRACIÓN” 2.5 WEEKS

<b>Biblical Worldview Essential Questions</b>	<ul style="list-style-type: none"> <li>Should we show God’s love to immigrants, whether legal or illegal?</li> <li>What is the history and current situation of immigration in my country?</li> <li>For what reasons might Latin-Americans immigrate to another country?</li> <li>Can I both stand for what I believe and show love?</li> </ul>	<b>Core Vocabulary</b>	<b>llega a un país</b> - arrives to a country <b>regresa allí/ahí</b> - returns there <b>lleva</b> - takes (carries)
<b>Objectives</b>  <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>	<b>Interpretive</b>	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)	
	<b>Interpersonal</b>	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)	
	<b>Presentational</b>	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)	
	<b>Cultural</b>	<ul style="list-style-type: none"> <li>In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. (SC 6, 7)</li> <li>I can interact at a survival level in some familiar everyday contexts. (SC 2, 3, 5, 6)</li> </ul>	
<b>AP Themes</b>	<ul style="list-style-type: none"> <li>Global Challenges</li> <li>Personal and Public Identities</li> </ul>		
<b>Methods &amp; Resources</b>  <i>Proficient learners can communicate about something appropriately and accurately for a purpose.</i>	<b>Four Modalities</b> <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 MovieTalks, Listening to songs (SC 2) Reading: Reading class story (SC 5) Writing: Horizontal conjugation, describing storyboard (SC 4) Speaking: Response to Campanada questions, talking about family immigration history (SC 1, 3)	
	<b>Language + Culture</b> <i>How is culture addressed in this unit?</i>	<ul style="list-style-type: none"> <li>History of immigration in America PPT (SC 5, 6)</li> <li>Undocumented immigration (common reasons for immigrating and challenges faced) (SC 5, 6)</li> </ul>	
	<b>Real World Purpose</b> <i>How does this unit prepare students to communicate in the real world?</i>	<ul style="list-style-type: none"> <li>Equipping students with useful vocabulary for narrating travel experiences (SC 1, 3)</li> <li>Building the ability to see an issue from multiple sides; thoughtfully considering facts and multiple perspectives about immigration (SC 6)</li> <li>Developing empathy toward the experiences of immigrants in order to better express God’s love and understand current political situation in USA (SC 6)</li> </ul>	
	<b>Student Centered</b> <i>How does this unit build on what students need, know, and can do?</i>	<ul style="list-style-type: none"> <li>Sheltered vocabulary - New words are added into conversation only at an processable rate</li> <li>Builds on the foundation of vocabulary targeted in previous units</li> </ul>	
<b>Summative Assessments</b>	Listening assessment, writing assessment, reading assessment, speaking assessment		

## 4TH QUARTER BOOK UNIT *ESPERANZA* BY CAROL GABB 6 WEEKS

<b>Biblical Worldview Essential Questions</b>	<ul style="list-style-type: none"> <li>• What does God say about loving others, and how does this apply to me?</li> <li>• Is it important to understand other people’s perspectives even when we don’t agree?</li> <li>• What would I do in a crisis situation?</li> </ul>	<b>Core Vocabulary</b>	<b>esto le parece extraño</b> this seems strange to him/her <b>le da</b> s/he gives to him/her <b>devuelve</b> s/he gives back (returns an object)
<b>Objectives</b>  <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>	<b>Interpretive</b>	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)	
	<b>Interpersonal</b>	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)	
	<b>Presentational</b>	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)	
	<b>Cultural</b>	<ul style="list-style-type: none"> <li>• In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.</li> <li>• I can interact at a survival level in some familiar everyday contexts.</li> </ul>	
<b>AP Themes</b>	<ul style="list-style-type: none"> <li>• Personal and Public Identities » Beliefs and values</li> <li>• Global Challenges</li> </ul>		
<b>Methods &amp; Resources</b>  <i>Proficient learners can communicate about something appropriately and accurately for a purpose.</i>	<b>Four Modalities</b> <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, opinions about and summaries 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 by means of the Roman’s Road (SC 1, 3)	
	<b>Language + Culture</b> <i>How is culture addressed in this unit?</i>	<ul style="list-style-type: none"> <li>• Learn about Guatemalan and Mexican culture, history, and geography. (SC 5, 6)</li> <li>• Learn about the process of arriving in America and applying for asylum. (SC 6)</li> <li>• Compare a true immigration story with stories that students have previously read. (SC 6)</li> </ul>	
	<b>Real World Purpose</b> <i>How does this unit prepare students to communicate in the real world?</i>	<ul style="list-style-type: none"> <li>• I can read and discuss a real book written entirely in Spanish. (SC 1, 2, 3, 5)</li> <li>• I can narrate events. (SC 3)</li> <li>• I can tell the basic story about salvation by sharing the Roman’s Road (SC 7)</li> </ul>	
	<b>Student Centered</b> <i>How does this unit build on what students need, know, and can do?</i>	<ul style="list-style-type: none"> <li>• Sheltered vocabulary - New words are added into conversation only at an processable rate</li> <li>• Builds on the foundation of vocabulary targeted in previous units</li> <li>• Discussing students’ personal beliefs</li> </ul>	
<b>Summative Assessments</b>	Listening assessment, writing assessment, reading assessment, speaking assessment		