SPANISH FOR SPANISH SPEAKERS 1

Course Number: 0709300
UNIT 1: FIESTAS LATINAS

OBJECTIVES:
• Learn about Hispanic Celebrations such as Day of the Death, Columbus Day, Quinceañeras, etc.
• Compare and Contrast Hispanic Celebrations with U. S. Festive Days.
• To formulate questions about the celebrations and traditions.
• Understand and talk about some cultural aspects of Hispanic Celebrations.

GRAMMAR OBJECTIVES:
• Regular Verbs—Present Tense
• Irregular Verbs—Ir, dar, estar—Present Tense

ESSENTIAL QUESTION(S): (These will become presentational speaking and writing assessments for the unit)
✓ ¿Cómo es _____________?
✓ ¿Cómo son _______________?
✓ ¿Cómo es diferente?
✓ ¿Cómo es igual _____?
✓ ¿Quién lo celebra _____________?
✓ ¿Dónde se celebra ____________?
✓ ¿Porque es importante?
✓ ¿A quien representa?
✓ ¿Qué significa?

Structure: subject pronouns, ser, adjective agreement, tener
Vocabulary: physical characteristics, family, feelings, numbers,
Culture: Sport, Frida Kahlo, Voladores de Papantla
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</table>
| Speaking            | 1. Introduce Hispanic Celebrations  
2. Describe in detail things about the celebration.  
3. Interview a classmate.  
4. Ask and answer about the relationships between the cultural traditions.  
1) Understand simple text that describes Fiestas Latinas.  
2) Obtain information from a text.  
3) Understand and interpret written information from different cultural sources.  
4) Obtain literal information from a narrative or informational text.  
5) Use the context in order to complete a text.  
6) Infer meanings based on a text.  
7) Understand cultural texts using cognates as reading strategy.  
• Write and present descriptions about Fiestas Latinas  
• Evaluate the effects of the target culture’s contributions on other societies.  
• Prepare a poster or power point about Fiestas Latinas. | • WL.K12.AM.2.1  
• WL.K12.AM.2.2  
• WL.K12.AM.2.3  
• WL.K12.AM.2.4  
• WL.K12.AM.3.1  
• WL.K12.AM.3.2  
• WL.K12.AM.3.3  
• WL.K12.AM.3.4  
• WL.K12.AM.4.1  
• WL.K12.AM.4.2  
• WL.K12.AM.4.3  
• WL.K12.AM.4.4  
• WL.K12.AM.5.1  
• WL.K12.AM.6.1  
• WL.K12.AM.6.3  
• WL.K12.AM.7.1  
• WL.K12.AM.8.1 | Textbook Activities:  
1. Vocabulary 4-86  
2. Read 4-87 to 91  
3. Comprensión 4-91 A-C  
4. Video  
https://vimeo.com/71853142  
5. Proyecto—Research another celebration that we didn’t cover  
6. Oral presentation and Project Presentation |
<p>| Reading and Writing |                                                                                   |                                                                                |                                                                                          |</p>
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<tr>
<td>Listening</td>
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|                | 1) Understand questions and respond appropriately. | WL.K12.A M.1.1   | 1) Video-Castillos Humanos  
|                | 2) Understand simple descriptions of Fiestas Latinas | WL.K12.AM.1.2    | [https://www.youtube.com/watch?v=HB1D7JoH7_8&safe=active](https://www.youtube.com/watch?v=HB1D7JoH7_8&safe=active) |
|                | 3) Understand other people’s personal points of view on Fiestas Latinas | WL.K12.AM.1.3    |                      |
|                | 4) Obtain information from a conversation and Listening Activities. | WL.K12.AM.1.4    | 2) Video-16 de Septiembre- Independencia de Mexico—Desfile Militar  
<p>|                | 5) Understand expressions related to Fiestas Latinas | WL.K12.AM.1.5    | [<a href="https://www.youtube.com/watch?v=v7fV8FU">https://www.youtube.com/watch?v=v7fV8FU</a> R_cU&amp;safe=active](<a href="https://www.youtube.com/watch?v=v7fV8FU">https://www.youtube.com/watch?v=v7fV8FU</a> R_cU&amp;safe=active) |
|                | 6) Interpret audio and video about culture. | WL.K12.AM.1.6    |                      |
|                |                  |                  |                      |
|                |                  |                  |                      |
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| **Culture**    | • Recognize and distinguish the different forms of celebrations in Hispanic culture.  
• Understand the importance of a *Quinceañera in México and other Hispanic Celebrations*.  
• Obtain more knowledge about the historical and cultural aspects of Fiestas Latinas.  
• Expand knowledge on the culture and traditions such as Sweet Sixteen and Quinceañeras  
**3.1 Interdisciplinary connections:**  
• Learn about Fiestas Latinas and their history.  
• Learn about two renowned Celebrations such as 5 de Mayo and Día de la Raza  
• Lean about cultural traditions in Mexico and other Hispanic countries  
**Viewpoints through language/culture:**  
**4.2 Compare cultures:**  
• Compare culture and traditions—Day of the Death and Halloween  
• Compare a Fiesta Latina with an American celebration  
• Compare the composition and relationships of Mexican families and American families. | • WL.K12.AM.6.1  
• WL.K12.AM.6.3  
• WL.K12.AM.7.1  
• WL.K12.AM.7.2  
<p>| <strong>Proyecto</strong>   |</p>
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</table>
| Communities:   | 5.1 Spanish within and beyond the school setting:  
  • Create a poster of people in the community celebrating any Fiesta Latina in Spanish.  
  • Describe how people in the community celebrate any Fiesta Latina.  
  5.2 Spanish for lifelong learning:  
  • Watch a video about any Hispanic celebration.  
  • Listen to a song about a Quinceañera.  
  • Use language skills and cultural understanding beyond immediate environment for personal growth. | WL.K12.AM.9.1  
WL.K12.AM.9.2 | • Project-Poster  
• Descriptive Narrative  
• Explain the meaning of a song related to a quinceañera, analyze the words and write a poem that can be related to the song |
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<td>UNIT 2: ETHNIC GROUPS OF LATIN AMERICA</td>
<td>El Español para Nosotros Textbook</td>
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**OBJECTIVES:**
- Learn about Ethnic Groups such as Aztecs, Mayas, Incas and other ethnic groups.
- Learn and understand the heritage, understand the Mixture of Races, and understand the culture and traditions.
- To formulate questions about the ethnic groups.
- Understand and talk about some cultural aspects of the ethnic groups the diversity and importance of their contributions.

**GRAMMAR OBJECTIVES:**
- How to use adjectives with plural nouns
- How to use synonyms and antonyms
- How to spell with the letters e and i correctly
- How to use the verb ser in plural

**ESSENTIAL QUESTION(S):** (These will become presentational speaking and writing assessments for the unit)
- ¿Quiénes son ____________?
- ¿Cómo son ____________?
- ¿Cómo son diferentes?
- ¿Cómo son iguales _____?
- ¿Qué es la mezcla de razas ____________?
- ¿De dónde vinieron _____?
- ¿Por qué son importantes?
- ¿Qué contribución tenemos de estos grupos?

Structure: subject pronouns, ser, adjective agreement, tener
Vocabulary: physical characteristics, family, feelings, numbers,
Culture: Sport, Frida Kahlo, Voladores de Papantla
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| Speaking       | 1. Adapt speech and self-correct when speaking about Ethnic Groups.  
2. Exchange general information on the different Ethnic groups.  
3. Ask and answer about the relationships between the Ethnic Groups.  
4. Narrate a story or a legend from an ethnic group and describe reactions with clarity and detail.  
5. Synthesize and summarize information gather from various authentic sources when speaking to diverse groups.  
6. Maintain a conversation and answer questions related to ethnic groups. | • WL.K12.AM.3.6  
• WL.K12.AM.3.7  
• WL.K12.AM.4.5  
• WL.K12.AM.4.6  
• WL.K12.AL.3.5 | Textbook Activities:  
1. Vocabulary 2-32  
2. Reading 2-33-36  
3. Research and writing activities  
4. Video-Listening-writing activities  
5. Oral presentation and Project Presentation  
6. Ethnic Groups Essay and Research |
|                | 1. Write a well-organized essay and research on ethnic groups, what contributions do we have? Why are they important? Why is it important to learn about them?  
2. Write and present descriptions about the Ethnic Groups  
3. Use idioms and idiomatic expressions in writing.  
4. Write and describe events in chronological order  
5. Write using style, language, and tone appropriate to the audience and purpose of the presentation.  
6. Write in a variety of forms including narratives with clarity and detail. | • WL.K12.AM.5.1  
• WL.K12.AL.5.3  
• WL.K12.AL.5.5  
• WL.K12.AM.5.6  
• WL.K12.AL.5.7  
• WL.K12.AL.5.5 |
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</table>
| Culture and Connections | • Explain why the target language has value in culture and in global society, and how the ethnic groups influenced the target language.  
• Research diverse cultural products among the ethnic groups and in another societies, such as celebrations, architecture, political systems, beliefs, ect…  
• Analyze, within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge. | • WL.K12.AM.6.2  
• WL.K12.AM.6.4  
• WL.K12.AM.7.2 | • Video—Listening-writing activities  
• Video—Listening/write a summary in Spanish with Que, Donde, Quien, Porque, Como, create your own questions and answer.  
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</table>
| Comparisons   | • Analyze the words and sounds from the ethnic groups that now form a part of the target language vocabulary.  
• Research diverse cultural products among the ethnic groups and in another societies, such as celebrations, architecture, political systems, beliefs, etc…  
• Analyze, within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.  
• Develop an appreciation for the cultural differences by comparing and contrasting the different ethnic groups. | • WL.K12.AM.6.2  
• WL.K12.AM.6.4  
• WL.K12.AM.8.2  
• WL.K12.AL.8.3 | • Vocabulary Research  
Native words that are a part of our language now such as: aguacate, molcajete, Coyote, elote, and so on. |
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<td>UNIT 3:</td>
<td>Conexión con la Geografía de Latinoamérica Ch-1 and 11</td>
<td>El Español para Nosotros Textbook</td>
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**OBJECTIVES:**
- Learn about the Geography of Latin America
- Create a map; name the countries and the capitals.
- To formulate questions about the mountains, rivers, jungles, and other geographic features of Latin America.
- Understand and talk about the Geography of Latin America.

**GRAMMAR OBJECTIVES:**
- How to name a person place or thing
- How to describe a person, place, or thing
- How to use adjectives
- How to spell vowel sounds correctly
- How to write a description of a person
- How to use gender agreement of articles and nouns

**ESSENTIAL QUESTION(S):** (These will become presentational speaking and writing assessments for the unit)
- ¿Cómo es la región de Latinoamérica ____________?
- ¿Cómo son las planicies_______________?
- ¿Cuál es la diferencia entre montañas y sierras?
- ¿Porque es importante la selva del Amazonas?
- ¿Qué es la geografía?
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<th>RESOURCE MATERIAL: TemS</th>
</tr>
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</table>
| Speaking             | 1. Introduce Geography  
2. Describe in detail things about the Latin-American countries.  
3. Interview a classmate.  
4. Ask and answer about the geography.  
5. Understand simple text that describes the geography of the countries  
6. Obtain information from different informational texts.  
7. Understand and interpret written information from different cultural sources.  
8. Obtain literal information from a narrative or informational text.  
9. Use the context in order to complete a text.  
10. Infer meanings based on a text.  
11. Understand cultural texts using cognates as reading strategy.  
   - Write and present descriptions about the Geography of Latin-America  
   - Create a map of Mexico, Central America, and South America | • WL.K12.AM.2.1  
• WL.K12.AM.2.2  
• WL.K12.AM.2.3  
• WL.K12.AM.2.4  
• WL.K12.AM.3.1  
• WL.K12.AM.3.2  
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• WL.K12.AM.4.2  
• WL.K12.AM.4.3  
• WL.K12.AM.4.4  
• WL.K12.AM.5.1  
• WL.K12.AM.6.1  
• WL.K12.AM.6.3  
• WL.K12.AM.7.1  
• WL.K12.AM.8.1 | Textbook Activities:  
1. Vocabulary 11-304  
2. 2.Read 16-8 and 305 to 307  
3. Comprensión 1-9 A-D  
4. 11-308 to 309 A-I  
5. Proyecto—Research and create map  
6. Oral presentation and Project (Map) Presentation |
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</thead>
</table>
| Listening      | 1. Understand questions and respond appropriately.  
2. Understand simple descriptions of the Geography | • WL.K12.AM.1.1  
• WL.K12.AM.1.2  
• WL.K12.AM.1.3  
• WL.K12.AM.1.4  
• WL.K12.AM.1.5  
• WL.K12.AM.1.6 | Video-Writing and listening activity  
http://www.ver-taal.com/cultura_20071108_bolivia.htm |
**OBJECTIVES:**
- Learn about Hispanic Heroes such as Simon Bolivar and Roberto Clemente
- Create a biography of Hispanic Heroes
- To formulate questions about Hispanic Heroes
- Understand and talk about some Hispanic Heroes in general and in the community

**GRAMMAR OBJECTIVES:**
- How to use verbs in the infinitive form
- How to spell with the letters c-s-z
- Learn about stem changing verbs such as: empezar-comenzar-perder-sentir-preferir

**ESSENTIAL QUESTION(S):** (These will become presentational speaking and writing assessments for the unit)
- ¿Cuáles son unas características de un héroe o heroína ____________?
- ¿Quiénes son los héroes invisibles ____________?
- ¿Porque se admiran a los héroes?
- ¿Quiénes son nuestros héroes?
- ¿Qué tienen en común?
- ¿En qué difieren?
- ¿Qué poderes tienen nuestros héroes?

Structure: subject pronouns, ser, adjective agreement, tener
Vocabulary: physical characteristics, family, feelings, numbers,
Culture: Sport, Frida Kahlo, Voladores de Papantla
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</table>
| Speaking       | 1. Introduce Hispanic Heroes  
2. Describe in detail things about a hero  
3. Interview a classmate.  
4. Interview your parents or a family member about heroes  
5. Ask and answer about the relationships between military heroes, civil heroes, fictional heroes, everyday heroes.  
6. Understand simple text that describes Hispanic Heroes.  
7. Obtain information from a text.  
8. Understand and interpret written information from different cultural sources.  
9. Obtain literal information from a narrative or informational text.  
10. Use the context in order to complete a text.  
11. Infer meanings based on a text.  
12. Understand cultural texts using cognates as reading strategy. | • WL.K12.AM.2.1  
• WL.K12.AM.2.2  
• WL.K12.AM.2.3  
• WL.K12.AM.2.4  
• WL.K12.AM.3.1  
• WL.K12.AM.3.2  
• WL.K12.AM.3.3  
• WL.K12.AM.3.4  
• WL.K12.AM.4.1  
• WL.K12.AM.4.2  
• WL.K12.AM.4.3  
• WL.K12AM.4.4  
• WL.K12.AL.5.1  
• WL.K12.AL.6.1  
• WL.K12.AL.6.3  
• WL.K12.AM.7.1  
• W.L.K12.AM.8.1 | Textbook Activities: Vocabulary 1-2  
Read 1-2-3 and 7-172-174  
Comprensión 1-5 A-E  
and 7-175 A-C |
| Reading and Writing | 13. Write and present descriptions about Hispanic Heroes  
14. Prepare a biography of a Hispanic Hero |
### UNIT 5:
**EL HOGAR Y LA FAMILIA**

**El Español para Nosotros Textbook,**

**PACING:** weeks 1-3

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**OBJECTIVES:**
- Learn about Hispanic families
- Compare and Contrast Hispanic Families with other Families from other countries
- To formulate questions about Hispanic Families
- Understand and talk about some Hispanic Families

**GRAMMAR OBJECTIVES:**
- How to use verbs in present tense-Verbo tener
- How to use the verb to have
- How to spell with the letters b and v
- How to use nouns that change meaning when changing gender
- How to write a description of a home and Hispanic families
- How to spell homophones in Spanish and English

**ESSENTIAL QUESTION(S): (These will become presentational speaking and writing assessments for the unit)**

- ¿Cuáles son unas características de una familia hispana _____________?
- ¿Cuáles son unos cambios que están pasando en las familias hispanas _______________?
- ¿Porque se están pasando estos cambios en la familia?
- ¿Cómo es la familia en la cultura latina?
- ¿Qué tienen en común con otras familias?
- ¿En qué difieren?
- ¿Cómo afectan las relaciones en las familias a la comunidad?
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</table>
| Speaking       | 1. Introduce *El hogar y las Familias*  
2. Describe in detail things about the Latin-American families.  
3. Interview a classmate. Interview your grandparents about changes in the family.  
4. Ask and answer about the Hispanic Families.  
5. Understand simple text that describes the Hispanic Families  
6. Obtain information from different informational texts.  
7. Understand and interpret written information from different cultural sources.  
8. Obtain literal information from a narrative or informational text.  
9. Use the context in order to complete a text.  
10. Infer meanings based on a text.  
11. Understand cultural texts using cognates as reading strategy.  
   - Write and present descriptions about the Families of Latin-America  
   - Compare and Contrast Families of Latin-America with Families of other countries. | • WL.K12.AM.2.1  
• WL.K12.AM.2.2  
• WL.K12.AM.2.3  
• WL.K12.AM.2.4  
• WL.K12.AM.3.1  
• WL.K12.AM.3.2  
• WL.K12.AM.3.3  
• WL.K12.AM.3.4  
• WL.K12.AM.4.1  
• WL.K12.AM.4.2  
• WL.K12.AM.4.3  
• WL.K12.AM.4.4  
• WL.K12.AM.5.1  
• WL.K12.AM.6.1  
• WL.K12.AM.6.3  
• WL.K12.AM.7.1  
• W.L.K12.AM.8.1 | Textbook Activities:  
1. Vocabulary 6-142  
2. Read 6-143 and 144 A-D 6-145  
3. Proyecto—Research Compare and Contrast  
4. Oral presentation and Project Presentation |
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| Listening      | 1. Understand questions and respond appropriately. | • WL.K12.A M.1.1  
• WL.K12.AM.1.2  
• WL.K12.AM.1.3  
• WL.K12.AM.1.4  
• WL.K12.AM.1.5  
• WL.K12.AM.1.6 | Video-Writing and listening activity  
http://www.ver-taal.com/pub_20120530_platanodecanarias.htm  
Preguntas:  
• ¿Conoces a tus abuelitos?  
• ¿Cómo es tu relación con ellos? |
### Course Number: 0709300
**Spanish Speakers I**

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**OBJECTIVES:**
- Learn about Mexico and Conquest.
- Create a poster (Cause and Effect) about the positive and negative things that were brought by the Spaniards.
- To formulate questions about the history of Mexico’s Conquest.
- Understand and talk about some Mexican Heroes during the conquest.

**GRAMMAR OBJECTIVES:**
- How to use verbs **ser y estar**
- How to pronounce and spell the hard sound with the letter **c**
- How to use object pronouns
- How to divide words into syllables
- How to write a personal essay

**ESSENTIAL QUESTION(S):** (These will become presentational speaking and writing assessments for the unit)
- ¿Cuáles son unas características de Hernán Cortes ____________?
- ¿Quién era el líder de los Aztecas ______________?
- ¿Explica las creencias de los Aztecas?
- ¿Explica algo de la Arquitectura de los Aztecas?
- ¿Por qué la conquista fue con tantas intrigas?
- ¿Qué contribuciones tenemos de los españoles?
- ¿Qué contribuciones se llevaron?
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</table>
| Speaking       | 1. Introduce the history of Mexico's Conquest  
2. Describe in detail things about the conquest.  
3. Interview a classmate and member of the community about the history of Mexico.  
4. Ask and answer about the relationships between Mexico and Spain.  
5. Understand simple text that describes the history of Mexico  
6. Obtain information from a text.  
7. Understand and interpret written information from different cultural sources.  
8. Obtain literal information from a narrative or informational text.  
9. Use the context in order to complete a text.  
10. Infer meanings based on a text.  
11. Understand cultural texts using cognates as reading strategy. | • WL.K12.AM.2.1  
• WL.K12.AM.2.2  
• WL.K12.AM.2.3  
• WL.K12.AM.2.4  
• WL.K12.AM.3.1  
• WL.K12.AM.3.2  
• WL.K12.AM.3.3  
• WL.K12.AM.3.4  
• WL.K12.AM.4.1  
• WL.K12.AM.4.2  
• WL.K12.AM.4.3  
• WL.K12.AM.4.4  
• WL.K12.AL.5.1  
• WL.K12.AL.6.1  
• WL.K12.AM.6.3  
• WL.K12.AM.7.1  
• W.L.K12.AM.8.1 | Textbook Activities:  
1. Vocabulary 8-206  
2. Read 8-207 to 8-210  
3. Comprensión 8-211 to 213 A-E  
4. Video-Writing and listening activities [link](http://www.ver-taal.com/cultura_2011127_tenochtitlan3.htm)  
5. **Proyecto**—**Research Cause and Effect**  
6. **Oral presentation and Project Presentation** |

**Reading and Writing**

- Write and present descriptions about the history of Mexico
- Evaluate the effects of the conquest and its contributions on other societies.
- Prepare a poster or power point about the cause and effects of the conquest of Mexico and Latin America.
## UNIT 7: Conexión con la Medicina

**El Español para Nosotros Textbook,**

### OBJECTIVES:
- Learn about Medical vocabulary and Terminology
- Learn and understand Medical Specializations in Spanish
- To formulate questions about the Medical Field.
- Understand and talk about some careers in the Medical Field
- Create a poster or power point on any career related to the Medical Field

### GRAMMAR OBJECTIVES:
- How to identify and analyze a sentence
- How to write an interrogative sentence in Spanish
- How to write a short story
- How to use formal and informal conversation in Spanish (Tú y Usted)

### ESSENTIAL QUESTION(S): (These will become presentational speaking and writing assessments for the unit)
- ¿Quiénes son los especialistas en Medicina ____________?
- ¿Cómo son sus carreras______________?
- ¿Porque es importante aprender la terminología medica?
- ¿Qué carreras se pueden estudiar?
- ¿Cuáles son los beneficios de estudiar una carrera en la rama de la Medicina?
- ¿Cuál es la historia de la Medicina?
- ¿Quiénes contribuyeron en la historia de la Medicina?
<table>
<thead>
<tr>
<th>LANGUAGE SKILLS</th>
<th>LEARNING TARGETS</th>
<th>NGSSS BENCHMARKS</th>
<th>RESOURCE MATERIAL: TemS</th>
</tr>
</thead>
</table>
| Speaking       | 1. Introduce Medical Terminology  
2. Describe in detail things about the careers in the Medical Field  
3. Interview a person who works in the medical field.  
4. Ask and answer about the Medical specializations.  
5. Understand simple text that describes the Medical Terms  
6. Obtain information from different informational texts.  
7. Understand and interpret written information from different cultural sources.  
8. Obtain literal information from a narrative or informational text.  
9. Use the context in order to complete a text.  
10. Infer meanings based on a text.  
11. Understand cultural texts using cognates as reading strategy.  
|                  |                  | • WL.K12.AM.2.1  
• WL.K12.AM.2.2  
• WL.K12.AM.2.3  
• WL.K12.AM.2.4  
• WL.K12.AM.3.1  
• WL.K12.AM.3.2  
• WL.K12.AM.3.3  
• WL.K12.AM.3.4  
• WL.K12.AM.4.1  
• WL.K12.AM.4.2  
• WL.K12.AM.4.3  
• WL.K12.AM.4.4  
• WL.K12.AL.5.1  
• WL.K12.AL.6.1  
• WL.K12.AM.6.3  
• WL.K12.AM.7.1  
• W.L.K12.AM.8.1 | Textbook Activities:  
1. Vocabulary 8-214 to 216  
2. Comprensión 8-217 A-D  
3. Proyecto—Research Careers in the Medical Field  
4. Oral presentation and Project Presentation |
| Reading and Writing | 9. Use the context in order to complete a text.  
10. Infer meanings based on a text.  
11. Understand cultural texts using cognates as reading strategy.  
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<table>
<thead>
<tr>
<th>Course Number: 0709300</th>
<th><strong>Spanish Speakers I</strong></th>
<th>Advanced Low-Mid</th>
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<tbody>
<tr>
<td><strong>UNIT 8:</strong> Artistas Hispanos—Arte y Cultura</td>
<td><em>El Español para Nosotros Textbook,</em></td>
<td>PACING: weeks 1-3</td>
</tr>
</tbody>
</table>

**OBJECTIVES:**
- Learn about Hispanic Painters and their work
- Learn and understand Hispanic Fine Art
- To formulate questions about the Hispanic Art
- Understand and talk about some Hispanic Painters and their art
- Create a poster or power point on any other Hispanic Artists and their work
- Create a poster for an artistic event in the community
- How to analyze art
- How to discuss paintings, sculptures, and music in Spanish

**GRAMMAR OBJECTIVES:**
- How to conjugate regular verbs in the preterit tense (*ar-er-ir*)
- How to use indirect object pronouns
- How to spell words with the letters *g and j*

**ESSENTIAL QUESTION(S):** (These will become presentational speaking and writing assessments for the unit)
- ¿Quiénes son los artistas de arte más famosos en el mundo hispano ______________?
- ¿Porque son importantes?
- ¿Qué beneficios se pueden tener al estudiar el arte?
- ¿Cuáles son unos de los retos que tuvieron estos artistas?
- ¿Cuál es la historia de Frida Kahlo, Picasso, Diego Rivera?
- ¿Qué contribuciones tenemos en la historia a través del arte?
<table>
<thead>
<tr>
<th>LANGUAGE SKILLS</th>
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<th>NGSSS BENCHMARKS</th>
<th>RESOURCE MATERIAL: TemS</th>
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</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>1. Introduce Artistas Hispanos</td>
<td>WL.K12.AM.2.1</td>
<td>Textbook Activities:</td>
</tr>
<tr>
<td></td>
<td>2. Describe in detail things Hispanic Artists</td>
<td>WL.K12.AM.2.2</td>
<td>1. Vocabulary 10-266</td>
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<td></td>
<td>3. Interview a classmate</td>
<td>WL.K12.AM.2.3</td>
<td>to 216</td>
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<td>4. Ask and answer about the Hispanic Artist</td>
<td>WL.K12.AM.2.4</td>
<td>2. Read 10-267 to 273</td>
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<td>5. Understand simple text that describes Hispanic Artist</td>
<td>WL.K12.AM.3.1</td>
<td>3. Comprensión</td>
</tr>
<tr>
<td></td>
<td>6. Obtain information from different informational texts.</td>
<td>WL.K12.AM.3.2</td>
<td>10-274 to 275 A-H</td>
</tr>
<tr>
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<td>7. Understand and interpret written information from different cultural sources.</td>
<td>WL.K12.AM.3.3</td>
<td>4. Proyecto—Research</td>
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<td>8. Obtain literal information from a narrative or informational text.</td>
<td>WL.K12.AM.3.4</td>
<td>Hispanic Artist</td>
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<td>9. Use the context in order to complete a text.</td>
<td>WL.K12.AM.4.1</td>
<td>5. Oral presentation</td>
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<tr>
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<td>10. Infer meanings based on a text.</td>
<td>WL.K12.AM.4.2</td>
<td>and Project Presentation</td>
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<tr>
<td>Reading and Writing</td>
<td>11. Understand cultural texts using cognates as reading strategy.</td>
<td>WL.K12.AM.4.3</td>
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<td></td>
<td>• Write and present descriptions about Hispanic Artist</td>
<td>WL.K12.AM.4.4</td>
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<td>• Create a poster or power point about 2 other artist that we did not cover</td>
<td>WL.K12.AL.5.1</td>
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<td>WL.K12.AL.6.1</td>
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