High School Spanish III Curriculum

**Course Description:** Students continue to develop their proficiency in speaking, listening, writing and reading by interacting with other speakers of Spanish. Students will understand oral and written messages in the target language and will make level appropriate oral and written presentations. Students communicate on a variety of topics using complex structures, moving from concrete to more abstract concepts. They will comprehend the main ideas of authentic materials that they read and hear, and are able to identify significant details when topics are familiar.

**Scope and Sequence:**

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<td>Topic 2: Expressions of Doubt</td>
</tr>
</tbody>
</table>
Unit 1: Review

Subject: Spanish III
Grade: 9 - 12
Name of Unit: Review
Length of Unit: 2 Weeks

Overview of Unit: In this unit, students will review grammar and vocabulary from Spanish I and II including regular and irregular present-tense verbs, the verb gustar and similar verbs and negative and affirmative words. Students will review a wide variety of vocabulary focusing on vocabulary to discuss movies in their culture and the Spanish-speaking community.

Priority Standards for unit:
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - Demonstrate competencies previously introduced
- Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
  - Demonstrate competencies previously introduced

Supporting Standards for unit:
- Students understand and interpret written and spoken language on a variety of topics
  - Demonstrate competencies previously introduced
- Students reinforce and further their knowledge of other disciplines through the world language
  - Demonstrate competencies previously introduced
- Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - Demonstrate competencies previously introduced
- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
  - Demonstrate competencies previously introduced
Essential Questions:
1. How does one express likes and dislikes in Spanish?
2. How does one discuss present-tense activities?
3. Why do Spanish speakers use more than one negative word in a sentence?
4. How important are movies in the Hispanic culture and leisure activities of young people?

Enduring Understanding/Big Ideas:
1. The concept of liking things and activities in English and Spanish are expressed completely differently. Students will continue learning to express likes and dislikes correctly in Spanish.
2. Subject pronouns and verbs are used in both English and Spanish. Students will continue to learn the conjugations of present-tense Spanish verbs along with the use (or non-use) of subject pronouns.
3. In English the use of the double negative is grammatically incorrect. In Spanish, the opposite is true: one must use the double negative.
4. Students will explore, compare and contrast movies in the Spanish-speaking world with their own culture.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spanish I and II vocab review</td>
</tr>
</tbody>
</table>

Resources for Vocabulary Development: Avancemos nivel dos
Engaging Experience 1
Title: Translations
Suggested Length of Time: 1 day, overnight homework
Standards Addressed

Priority:

- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - Demonstrate competencies previously introduced
- Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
  - Demonstrate competencies previously introduced

Supporting:

- Students understand and interpret written and spoken language on a variety of topics
  - Demonstrate competencies previously introduced
- Students reinforce and further their knowledge of other disciplines through the world language
  - Demonstrate competencies previously introduced
- Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - Demonstrate competencies previously introduced
- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
  - Demonstrate competencies previously introduced

Detailed Description/Instructions: Teacher will create sentences in English that, when translated to Spanish, reflect the Spanish I and II grammatical concepts reviewed in the Unit.

Bloom’s Levels: Apply
Webb’s DOK: 2
Rubric: To be created
Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

In groups of 3-4 people, create a scene in which you include the grammar topics reviewed in the Unit. The scene should focus on a movie--interview with an actor from a movie, reenactment of a scene from the movie, etc. There must be at least 3 examples of each of the following in the scene (not per person, in the scene): gustar (or similar verb), present tense regular and irregular verbs and negative and affirmative words. The students will perform the scene in front of the class and turn in a written copy of the script.

Rubric for Engaging Scenario: To be created
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Translations</td>
<td>Teacher will create sentences in English that, when translated to Spanish, reflect the Spanish I and II grammatical concepts reviewed in the Unit.</td>
<td>1 Day</td>
</tr>
</tbody>
</table>
Unit 2: Legends

Subject: Spanish III
Grade: 9 - 12
Name of Unit: Legends
Length of Unit: 4 Weeks

Overview of Unit: This unit will review the forms and uses of the preterite tense in Spanish. They will also review the forms and uses of the imperfect tense in Spanish. They will learn when to use each past tense depending upon the circumstances being described. The student will learn vocabulary be able to talk about family holidays and legends. The student will learn about the importance of legends in a culture and will read a legend from the Spanish-speaking world.

Priority Standards for unit:
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - Demonstrate competencies previously introduced
  - Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.
  - Develop and propose solutions to issues and problems.
- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
  - Demonstrate competencies previously introduced
  - Prepare a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language.

Supporting Standards for unit:
- Students understand and interpret written and spoken language on a variety of topics
  - Demonstrate competencies previously introduced
  - Identify principal elements of non-fiction articles such as main idea and supporting details found in a variety of media.
- Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
  - Use a variety of sources intended for same age speakers of the target language and compare these sources to information obtained on the same topics written in English.
  - Obtain information and viewpoints available through target language media and compare with information and viewpoints written in the United States for English-speaking audience.
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
○ Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
○ Process data and report results

● Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  ○ Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
  ○ Communicate information and ideas effectively to multiple audiences using a variety of media and formats
  ○ Develop cultural understanding and global awareness by engaging with learners of other cultures

● Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  ○ Advocate and practice safe, legal, and responsible use of information and technology.
  ○ Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>competencies previously introduced</td>
<td>Demonstrate</td>
<td>apply</td>
<td>2</td>
</tr>
<tr>
<td>expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement</td>
<td>Use</td>
<td>apply</td>
<td>3</td>
</tr>
<tr>
<td>solutions to issues and problems</td>
<td>Develop</td>
<td>create</td>
<td>2</td>
</tr>
<tr>
<td>solutions to issues and problems</td>
<td>Propose</td>
<td>create</td>
<td>2</td>
</tr>
<tr>
<td>a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language</td>
<td>Prepare</td>
<td>understand</td>
<td>3</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. How does one express specific actions in the past?
2. How does one talk about repeated, habitual actions in the past?
3. Why are there two past tenses in Spanish?
4. Why are legends important in the Hispanic culture?

**Enduring Understanding/Big Ideas:**
1. The preterite tense is used in Spanish to talk about specific actions in the past.
2. The imperfect tense is used in Spanish to talk about repeated, habitual actions, weather, age, time, day, date, emotional and physical feelings in the past.
3. Spanish uses the two past tenses, preterite and imperfect, depending upon what is being expressed in the past.
### Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Grammar terms</td>
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<tr>
<td></td>
<td>• Holidays</td>
</tr>
<tr>
<td></td>
<td>• Legends</td>
</tr>
<tr>
<td></td>
<td>• Past expressions</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** Avancemos 3
Engaging Experience 1
Title: Holiday Compare/Contrast
Suggested Length of Time: 30 Minutes in class, 3 days outside of class for preparation

Standards Addressed

Priority:
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.

Supporting:
- Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
  - Obtain information and viewpoints available through target language media and compare with information and viewpoints written in the United States for English-speaking audience.
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
  - Process data and report results
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
  - Communicate information and ideas effectively to multiple audiences using a variety of media and formats
  - Develop cultural understanding and global awareness by engaging with learners of other cultures
- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  - Advocate and practice safe, legal, and responsible use of information and technology.
  - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

Detailed Description/Instructions: Teacher divides class into groups of 3 or 4 people. Each member of the group researches information about the celebration of a particular holiday in a Spanish-speaking country or the Hispanic culture in general. Three days later, the group
reconvenes. Group members discuss the holiday they researched. Group members take notes. After all members have discussed their holiday, the group chooses one holiday and compares and contrasts it with a holiday in their own culture. The discussion is in the target language.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 3  
**Rubric:** To be created

**Engaging Experience 2**  
**Title:** Preterite Verb Board Races  
**Suggested Length of Time:** 40 Minutes  
**Standards Addressed**

**Priority:**  
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions  
  - Demonstrate competencies previously introduced

**Supporting:**  
- Students understand and interpret written and spoken language on a variety of topics  
  - Demonstrate competencies previously introduced

**Detailed Description/Instructions:** Teacher will divide the class into teams, number of teams can vary depending on how many students are in the class. The teams will line up at various stations in front of the board, each student with a marker. The teacher will call out a subject and verb infinitive. One member from each team will try to be the first to correctly write the conjugated verb form in the preterite. Other team members may not help the one writing on the board with his/her answer. Teams will keep score of their correct answers.  

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 2  
**Rubric:** To be developed
Topic 2: Storytelling and Toys

**Engaging Experience 1**

**Title:** My Favorite Things

**Suggested Length of Time:** 20 Minutes

**Standards Addressed**

*Priority:*
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - Develop and propose solutions to issues and problems.

*Supporting:*
- Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
  - Use a variety of sources intended for same age speakers of the target language and compare these sources to information obtained on the same topics written in English.

**Detailed Description/Instructions:** Class will brainstorm favorite toys from their childhood. With partners, students will use the imperfect tense to talk about one of the toys in their own childhood—did they have it, when they played with it, with whom, etc. After each partner has spoken, students will find a new partner and repeat. Repeat this process for a 3rd time.

**Bloom’s Levels:** Create

**Webb’s DOK:** 2

**Rubric:** To be created

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**Engaging Experience 2**

**Title:** Preterite/Imperfect Paragraph

**Suggested Length of Time:** 35 Minutes

**Standards Addressed**

*Priority:*
- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
  - Prepare a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language.

*Supporting:*
- Students understand and interpret written and spoken language on a variety of topics
  - Identify principal elements of nonfiction articles such as main idea and supporting details found in a variety of media.
Detailed Description/Instructions: Teacher will choose a specific date in the past. Students will write a paragraph describing the day and what they did using the preterite and imperfect correctly.

Bloom’s Levels: Understand

Webb’s DOK: 3

Rubric: To be created
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

In groups of 3 or 4, students will find a legend from the Spanish-speaking world. They will retell the legend in their own words using the preterite and imperfect tenses. They will act out the legend and submit the legend in written form as well. They will have the option of presenting the legend to the class live or in video form.

Rubric for Engaging Scenario: To be created
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Holiday Compare/Contrast</td>
<td>Teacher divides class into groups of 3 or 4 people. Each member of the group researches information about the celebration of a particular holiday in a Spanish-speaking country or the Hispanic culture in general. Three days later, the group reconvenes. Group members discuss the holiday they researched. Group members take notes. After all members have discussed their holiday, the group chooses one holiday and compares and contrasts it with a holiday in their own culture. The discussion is in the target language.</td>
<td>30 minutes in class, 3 days outside of class for preparation</td>
</tr>
<tr>
<td>1</td>
<td>Preterite Verb Board Races</td>
<td>Teacher will divide the class into teams, number of teams can vary depending on how many students are in the class. The teams will line up at various stations in front of the board, each student with a marker. The teacher will call out a subject and verb infinitive. One member from each team will try to be the first to correctly write the conjugated verb form in the preterite. Other team members may not help the one writing on the board with his/her answer. Teams will keep score of their correct answers.</td>
<td>40 Minutes</td>
</tr>
<tr>
<td>2</td>
<td>My Favorite Things</td>
<td>Class will brainstorm favorite toys from their childhood. With partners, students will use the imperfect tense to talk about one of the toys in their own childhood--did they have it, when they played with it, with whom, etc. After each partner has spoken, students will find a new partner and repeat. Repeat this process for a 3rd time.</td>
<td>20 Minutes</td>
</tr>
<tr>
<td></td>
<td>Preterite/Imperfect Paragraph</td>
<td>Teacher will choose a specific date in the past. Students will write a paragraph describing the day and what they did using the preterite and imperfect correctly.</td>
<td>35 Minutes</td>
</tr>
</tbody>
</table>
Unit 3: Volunteerism

Subject: Spanish III  
Grade: 9 - 12  
Name of Unit: Volunteerism  
Length of Unit: 4 Weeks  

Overview of Unit: In this unit, students will learn the proper way to express the “understood you” in Spanish and its various forms depending upon the person being addressed. Students will learn vocabulary in order to discuss volunteerism. Students will investigate volunteer opportunities in Spanish-speaking communities and compare/contrast them to opportunities in their own community.

Priority Standards for unit:

- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - Demonstrate competencies previously introduced
  - Extend, accept, and refuse invitations appropriate to varied situations.
  - Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.
  - Develop and propose solutions to issues and problems.

- Students demonstrate an understanding of the practices and perspectives of the cultures studied
  - Demonstrate competencies previously introduced
  - Explain the similarities and differences of the cultural activities and celebrations of the culture studied to their own culture.

Supporting Standards for unit:

- Students understand and interpret written and spoken language on a variety of topics
  - Demonstrate competencies previously introduced

- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
  - Demonstrate competencies previously introduced
  - Analyze the relationship between cultural perspectives and products from the target culture and their own.

- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
  - Process data and report results
● Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  ○ Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
  ○ Communicate information and ideas effectively to multiple audiences using a variety of media and formats
  ○ Develop cultural understanding and global awareness by engaging with learners of other cultures

● Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  ○ Advocate and practice safe, legal, and responsible use of information and technology.
  ○ Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>competencies previously introduced</td>
<td>Demonstrate</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>invitations appropriate to varied situations</td>
<td>Extend</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>invitations appropriate to varied situations</td>
<td>Accept</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>invitations appropriate to varied situations</td>
<td>Refuse</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement</td>
<td>Use</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>solutions to issues and problems</td>
<td>Develop</td>
<td>Create</td>
<td>2</td>
</tr>
<tr>
<td>solutions to issues and problems</td>
<td>Propose</td>
<td>Create</td>
<td>2</td>
</tr>
<tr>
<td>the similarities and differences of the cultural activities and celebrations of the culture studied to their own culture</td>
<td>Explain</td>
<td>Understand</td>
<td>3</td>
</tr>
</tbody>
</table>
**Essential Questions:**
1. How do Spanish-speakers express the “understood you” and “Let’s (do something)”?
2. How do Spanish-speakers include object pronouns with the “understood you” and “let’s”?
3. Why is volunteerism important in both cultures?

**Enduring Understanding/Big Ideas:**
1. Spanish speakers use the imperative voice in the same circumstances as English speakers. The grammatical term for this is “command”. Informally, English calls it the “understood you”. Since Spanish has more than one “you”, there are more than one form of the verb to express the imperative. The use of “let’s” is also the imperative voice in English. Students will learn how to use the nosotros (we) command to express this.
2. Depending upon whether the command is affirmative or negative object pronouns are placed either before or on the end of the command. Students will learn the rules regarding object pronoun placement and the need for written accent marks in these situations.
3. Volunteerism is an essential part of our global culture today. Students will compare volunteer opportunities in the Spanish-speaking areas of the world.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Grammar terms</td>
</tr>
<tr>
<td></td>
<td>• Volunteer activities &amp; supplies</td>
</tr>
<tr>
<td></td>
<td>• Volunteer locations</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** Avancemos 3
Engaging Experience 1
Title: Volunteer Pictures
Suggested Length of Time: 20 Minutes
Standards Addressed

Priority:
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.

Supporting:
- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
  - Analyze the relationship between cultural perspectives and products from the target culture and their own.

Detailed Description/Instructions: The teacher will divide the class into groups of 3 or 4. Each student in the group will have a number. The teacher will show pictures of young people working as volunteers. Teacher will call out a number as a picture is shown and the student with that number will talk about that volunteer activity using vocabulary from the unit. Teacher will call time, show another picture, and say another number and that student will talk about the next picture and so on.

Bloom’s Levels: Apply
Webb’s DOK: 3
Rubric: To be created

Engaging Experience 2
Title: Command Chart
Suggested Length of Time: Overnight for homework, 15 Minutes in class to review/correct
Standards Addressed

Priority:
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - Extend, accept, and refuse invitations appropriate to varied situations.
- Students demonstrate an understanding of the practices and perspectives of the cultures studied
  - Compare the similarities and differences in the social etiquette within the culture studied to their own culture.

Supporting:
● Students understand and interpret written and spoken language on a variety of topics
  ○ Demonstrate competencies previously introduced
● Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
  ○ Report similarities and differences between the sound and writing system of target and native language, including time and tense.

**Detailed Description/Instructions:** Teacher will hand out a table for students to fill out with correct command forms. There will be 5 columns with the headings: tú afirm., tú neg., Ud., Uds., nosotros. The left column will have verb infinitives going down the page. The student will write the correct command forms for each “you” and “let’s” for each infinitive. Teacher will create a list of social etiquette issues to compare and contrast these issues in the target language and in English.

**Bloom’s Levels:** Apply, Analyze

**Webb’s DOK:** 2, 3

**Rubric:** To be created
Topic 2: Media

Engaging Experience 1
Title: Simon Says
Suggested Length of Time: 20 Minutes
Standards Addressed

Priority:
- Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
  - Demonstrate competencies previously introduced

Supporting:
- Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status or gender.

Detailed Description/Instructions: Students will play Simon Says with their partner. They will focus on using commands with reflexive verbs and/or followed by an object. They will give a second, follow-up command using object pronouns with the command.

Bloom’s Levels: Apply
Webb’s DOK: 2
Rubric: To be created

Engaging Experience 2
Title: Volunteerism in the Spanish-Speaking World
Suggested Length of Time: 3-4 Days, mainly outside of class
Standards Addressed

Priority:
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - Develop and propose solutions to issues and problems.
- Students demonstrate an understanding of the practices and perspectives of the cultures studied
  - Explain the similarities and differences of the cultural activities and celebrations of the culture studied to their own culture.

Supporting:
- Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - Demonstrate competencies previously introduced
○ Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status or gender.

● Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  ○ Plan strategies to guide inquiry
  ○ Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
  ○ Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
  ○ Process data and report results

● Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  ○ Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
  ○ Communicate information and ideas effectively to multiple audiences using a variety of media and formats
  ○ Develop cultural understanding and global awareness by engaging with learners of other cultures

● Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  ○ Advocate and practice safe, legal, and responsible use of information and technology.
  ○ Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

**Detailed Description/Instructions:** Students will be given web sites that list volunteer opportunities in a Spanish-speaking city or country. These aren’t opportunities for Americans to provide service as missionaries in a foreign country. They are opportunities in Argentina for Argentines to provide service, for example. Students will provide written answers to questions about the organization they choose: name of organization, whom it serves, services needed, etc. On the due date, the class will have an oral discussion comparing and contrasting volunteerism and opportunities in both cultures.

**Bloom’s Levels:** Create

**Webb’s DOK:** 2

**Rubric:** To be created
**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

In groups of 3 or 4, students will create a publicity campaign for one of the volunteer opportunities that they researched above. The campaign will be developed for more than one media outlet--newspaper, radio, Twitter and the like. The campaign will be a call for help for the organization through volunteers and funds. The campaign will explain what volunteers will do, the use of the funds and other relevant details. The campaign will include commands and unit vocabulary.

**Rubric for Engaging Scenario:** To be created
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Volunteer Pictures</td>
<td>The teacher will divide the class into groups of 3 or 4. Each student in the group will have a number. The teacher will show pictures of young people working as volunteers. Teacher will call out a number as a picture is shown and the student with that number will talk about that volunteer activity using vocabulary from the unit. Teacher will call time, show another picture, and say another number and that student will talk about the next picture and so on.</td>
<td>20 Minutes</td>
</tr>
<tr>
<td>1</td>
<td>Command Chart</td>
<td>Teacher will hand out a table for students to fill out with correct command forms. There will be 5 columns with the headings: tú afirm., tú neg., Ud., Uds., nosotros. The left column will have verb infinitives going down the page. The student will write the correct command forms for each “you” and “let’s” for each infinitive. Teacher will create a list of social etiquette issues to compare and contrast these issues in the target language and in English.</td>
<td>Overnight for homework, 15 Minutes in class to review/correct</td>
</tr>
<tr>
<td>2</td>
<td>Simon Says</td>
<td>Students will play Simon Says with their partner. They will focus on using commands with reflexive verbs and/or followed by an object. They will give a second, follow-up command using object pronouns with the command.</td>
<td>20 Minutes</td>
</tr>
<tr>
<td>2</td>
<td>Volunteerism in the Spanish-Speaking World</td>
<td>Students will be given web sites that list volunteer opportunities in a Spanish-speaking city or country. These aren’t opportunities for Americans to provide service as missionaries in a foreign country. They are opportunities in Argentina for Argentines to provide service, for example.</td>
<td>3-4 Days, mainly outside of class</td>
</tr>
<tr>
<td></td>
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<tr>
<td>--------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will provide written answers to questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>about the organization they choose: name of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>organization, whom it serves, services needed, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On the due date, the class will have an oral</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>discussion comparing and contrasting volunteerism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and opportunities in both cultures.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit 4: Professions

Subject: Spanish III
Grade: 9 - 12
Name of Unit: Professions
Length of Unit: 4 Weeks

Overview of Unit: Students will learn to express future actions in this unit. They will learn vocabulary so that they can discuss their professional goals and apply for a job. They will also begin to express their opinion about others’ actions. They will investigate the world of work in Spanish-speaking communities.

Priority Standards for unit:
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - Demonstrate competencies previously introduced
  - Develop and propose solutions to issues and problems.
- Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
  - Demonstrate competencies previously introduced
  - Explore careers and businesses where skills in another language or cultural understanding are needed.

Supporting Standards for unit:
- Students understand and interpret written and spoken language on a variety of topics
  - Demonstrate competencies previously introduced
- Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - Demonstrate competencies previously introduced
  - Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status or gender.
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes
  - Create original works as a means of personal or group expression
  - Use models and simulations to explore complex systems and issues
  - Identify trends and forecast possibilities
- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
  - Understand and use technology systems.
  - Select and use applications effectively and productively.
  - Troubleshoot systems and applications.
  - Transfer current knowledge to learning of new technologies.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>competencies previously introduced</td>
<td>Demonstrate</td>
<td>apply</td>
<td>2</td>
</tr>
<tr>
<td>solutions to issues and problems</td>
<td>Develop</td>
<td>create</td>
<td>2</td>
</tr>
<tr>
<td>solutions to issues and problems</td>
<td>Propose</td>
<td>create</td>
<td>2</td>
</tr>
<tr>
<td>careers and businesses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>where skills in another language or cultural understanding are needed</td>
<td>Explore</td>
<td>understand</td>
<td>2</td>
</tr>
</tbody>
</table>
Essential Questions:
1. How do Spanish speakers express the future?
2. What are the differences between the two words for “for”--por and para?
3. How do Spanish speakers express their opinions and feelings about others’ actions?
4. How is the world of work similar and different in the two cultures?

Enduring Understanding/Big Ideas:
1. Spanish has a future tense just like English does. Students will learn that it isn’t a two-word tense as it is in English; it’s another tense that requires endings to be used. These endings are attached to the infinitive instead of the stem as with other tenses that they’ve learned.
2. Both “por” and “para” can be translated to the English word “for”. But, there are specific times to use each one. Students will study and learn the differences between the two.
3. The third grammatical mood or voice, the subjunctive, is used in Spanish to express how one feels about someone else’s actions. English rarely uses the subjunctive anymore while Spanish relies heavily on this means of expression. Students will begin to familiarize themselves with the types of ideas that are expressed with the subjunctive in Spanish.
4. Everyone the world over is employed in one fashion or another. Differences in geography, climate, educational opportunities and other factors influence the type and availability of jobs. Students will compare and contrast the world of work in the two cultures.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future time expressions</td>
<td>• Future time expressions</td>
</tr>
<tr>
<td>Grammar terms</td>
<td>• Grammar terms</td>
</tr>
<tr>
<td>Job application</td>
<td>• Job application</td>
</tr>
<tr>
<td>Professions</td>
<td>• Professions</td>
</tr>
<tr>
<td>Verbs of opinion and emotion</td>
<td>• Verbs of opinion and emotion</td>
</tr>
</tbody>
</table>

Resources for Vocabulary Development: Avancemos 3
**Engaging Experience 1**

**Title:** Inventions of the Future  
**Suggested Length of Time:** 2 Days outside of class; 30 Minutes in class  

**Standards Addressed**

*Priority:*
- Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
  - Explore careers and businesses where skills in another language or cultural understanding are needed.

*Supporting:*
- Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status or gender.

**Detailed Description/Instructions:** Students will describe an invention of the future. They will use the future tense to describe what the characteristics and qualities of the invention. They will use por and para to talk about its uses and purpose. Students will have the option to provide an illustration of the invention, also.

**Bloom’s Levels:** Understand  
**Webb’s DOK:** 2  
**Rubric:** To be created

**Engaging Experience 2**

**Title:** Predictions  
**Suggested Length of Time:** 1 day for overnight homework; 20 minutes in class  

**Standards Addressed**

*Priority:*
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - Develop and propose solutions to issues and problems.

*Supporting:*
- Students understand and interpret written and spoken language on a variety of topics
  - Demonstrate competencies previously introduced

**Detailed Description/Instructions:** Students will make predictions about at least 5 classmates in the future after high school. They will read their prediction to the class and the class will guess about whom the prediction was made.
Bloom’s Levels: Create
Webb’s DOK: 2
Rubric: To be created
Engaging Experience 1
Title: Subjunctive White Board Practice
Suggested Length of Time: 20 Minutes
Standards Addressed

Priority:
- Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
  - Demonstrate competencies previously introduced

Supporting:
- Students understand and interpret written and spoken language on a variety of topics
  - Demonstrate competencies previously introduced

Detailed Description/Instructions: Students will have white boards at their desks with markers. Teacher will say a subject and verb infinitive. Students will write the correct form of the verb in the subjunctive and hold up the white board for the teacher to confirm that it’s correct or not.

Bloom’s Levels: Apply
Webb’s DOK: 2
Rubric: To be created

Engaging Experience 2
Title: Help Wanted
Suggested Length of Time: 2 days outside of class
Standards Addressed

Priority:
- Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
  - Explore careers and businesses where skills in another language or cultural understanding are needed.
  - Make connections with local groups and communities where the target language is spoken.

Supporting:
- Students use the target language within and beyond the school setting
  - Demonstrate competencies previously introduced
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
  - Apply existing knowledge to generate new ideas, products, or processes
  - Create original works as a means of personal or group expression
  - Use models and simulations to explore complex systems and issues
- Identify trends and forecast possibilities
  - Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
    - Understand and use technology systems.
    - Select and use applications effectively and productively.
    - Troubleshoot systems and applications.
    - Transfer current knowledge to learning of new technologies.

**Detailed Description/Instructions:** Students will create a Help Wanted ad for a particular profession after signing up with teacher so that there is a variety of professions represented. The ad should include vocabulary of desired worker characteristics as well as the correct use of the subjunctive with ojalá.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 2, 3

**Rubric:** To be created
**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Teacher will distribute the Help Wanted ads created earlier. (Students will not have the ad they created.) Students will write a letter of application applying for the job in the ad and return the ad and letter to the creator of the ad. The ad creator will read through the letter of application and then write a reply to the applicant stating whether s/he got the job and why or why not. Both the letter of application and the reply should have unit vocabulary, the correct use of future tense, por and para and the subjunctive with ojalá.

**Rubric for Engaging Scenario:** To be created
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Inventions of the Future</td>
<td>Students will describe an invention of the future. They will use the future tense to describe what the characteristics and qualities of the invention. They will use por and para to talk about its uses and purpose. Students will have the option to provide an illustration of the invention, also.</td>
<td>2 Days outside of class; 30 Minutes in class</td>
</tr>
<tr>
<td>1</td>
<td>Predictions</td>
<td>Students will make predictions about at least 5 classmates in the future after high school. They will read their prediction to the class and the class with guess about whom the prediction was made.</td>
<td>1 day for overnight homework; 20 minutes in class</td>
</tr>
<tr>
<td>2</td>
<td>Subjunctive White Board Practice</td>
<td>Students will have white boards at their desks with markers. Teacher will say a subject and verb infinitive. Students will write the correct form of the verb in the subjunctive and hold up the white board for the teacher to confirm that it’s correct or not.</td>
<td>20 Minutes</td>
</tr>
<tr>
<td>2</td>
<td>Help Wanted</td>
<td>Students will create a Help Wanted ad for a particular profession after signing up with teacher so that there is a variety of professions represented. The ad should include vocabulary of desired worker characteristics as well as the correct use of the subjunctive with ojalá.</td>
<td>2 days outside of class</td>
</tr>
</tbody>
</table>
Unit 5: Opinions

Subject: Spanish III
Grade: 9 - 12
Name of Unit: Opinions
Length of Unit: 4 Weeks

Overview of Unit: In this unit, students will continue their study of the subjunctive and expressing opinions, doubts and feelings about others’ actions. Students will learn vocabulary to express these feelings. Students will view the impact of editorials in their community and in the Spanish-speaking world.

Priority Standards for unit:
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - Demonstrate competencies previously introduced
  - Extend, accept, and refuse invitations appropriate to varied situations.
  - Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.
  - Develop and propose solutions to issues and problems.

Supporting Standards for unit:
- Students understand and interpret written and spoken language on a variety of topics
  - Demonstrate competencies previously introduced
  - Identify principal elements of non-fiction articles such as main idea and supporting details found in a variety of media.
- Students reinforce and further their knowledge of other disciplines through the world language
  - Demonstrate competencies previously introduced
  - Present information orally or in writing on topics being studied in other classes.
  - Elaborate on their study of other classes by studying similar topics in target language.
- Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - Demonstrate competencies previously introduced
  - Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status or gender.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>competencies previously introduced</td>
<td>Demonstrate</td>
<td>apply</td>
<td>2</td>
</tr>
<tr>
<td>invitations appropriate to varied situations</td>
<td>Extend</td>
<td>apply</td>
<td>2</td>
</tr>
<tr>
<td>invitations appropriate to varied situations</td>
<td>Accept</td>
<td>apply</td>
<td>2</td>
</tr>
<tr>
<td>invitations appropriate to varied situations</td>
<td>Refuse</td>
<td>apply</td>
<td>2</td>
</tr>
<tr>
<td>expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement</td>
<td>Use</td>
<td>apply</td>
<td>3</td>
</tr>
<tr>
<td>solutions to issues and problems</td>
<td>Develop</td>
<td>create</td>
<td>2</td>
</tr>
</tbody>
</table>
**Essential Questions:**
1. How do Spanish speakers express their opinions about others’ actions?
2. How do Spanish speakers express doubt and other feelings/emotions about others’ actions?
3. How are opinions expressed in the media in the Spanish-speaking world?

**Enduring Understanding/Big Ideas:**
1. Spanish speakers use the subjunctive to express their opinion about what others are doing. English rarely uses the subjunctive for this but it is very common in Spanish.
2. Spanish speakers use the subjunctive to express doubt or emotions/feelings about others’ actions. Again, English expresses it totally different.
3. Just as in the English-speaking areas of the world, editorial articles, both in print and digital form, are used to express the author’s opinion about issues facing the contemporary world.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Editorial</td>
</tr>
<tr>
<td></td>
<td>• Grammar terms</td>
</tr>
<tr>
<td></td>
<td>• Newspaper</td>
</tr>
<tr>
<td></td>
<td>• Verbs of doubt</td>
</tr>
<tr>
<td></td>
<td>• Verbs of emotion and feelings</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** Avancemos 3
Topic 1: Expressions of Emotions

Engaging Experience 1
Title: Subjunctive Translations
Suggested Length of Time: 30 minutes in class, overnight to finish as homework
Standards Addressed

Priority:
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - Develop and propose solutions to issues and problems.

Supporting:
- Students reinforce and further their knowledge of other disciplines through the world language
  - Elaborate on their study of other classes by studying similar topics in target language.

Detailed Description/Instructions: Teacher will create English sentences that, when translated to Spanish, would require the use of the subjunctive. These would be sentences that don’t require the subjunctive in English. There should be a gradual progression with the translations: teacher leads students through a couple of translations, students then work with partners to translate and then students work on their own.

Bloom’s Levels: Create
Webb’s DOK: 2
Rubric: To be created

Engaging Experience 2
Title: How Do You Feel?
Suggested Length of Time: 30 Minutes
Standards Addressed

Priority:
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.

Supporting:
- Students understand and interpret written and spoken language on a variety of topics
  - Identify principal elements of nonfiction articles such as main idea and supporting details found in a variety of media.

Detailed Description/Instructions: Students will write present tense, indicative sentences about what’s going on with certain people such as, my mom has a blue car. My friend, Angie, doesn’t
study a lot. Then they decide how they feel about those statements. They rewrite the sentences beginning with a verb of feeling/emotion and changing the action to the subjunctive. Students take turns reading their sentences to the class and then turn them into the teacher.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3

**Rubric:** To be created
Engaging Experience 1
Title: Two Truths and A Lie
Suggested Length of Time: 20 Minutes
Standards Addressed
Priority:
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.
  - Develop and propose solutions to issues and problems.
Supporting:
- Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status or gender.

Detailed Description/Instructions: On white boards at their desks, students write two truths and a lie about themselves. They show the sentences to a partner. Their partner then says which one they don’t believe to be true. They will use an expression of doubt followed by the subjunctive. After both partners have expressed doubt, change partners. Do this 3 times.

Bloom’s Levels: Apply, Create
Webb’s DOK: 2, 3
Rubric: To be created

Engaging Experience 2
Title: Subjunctive Translations
Suggested Length of Time: 30 minutes in class, overnight to finish as homework
Standards Addressed
Priority:
- Students demonstrate an understanding of the practices and perspectives of the cultures studied
  - Extend, accept, and refuse invitations appropriate to varied situations.
Supporting:
- Students reinforce and further their knowledge of other disciplines through the world language
  - Present information orally or in writing on topics being studied in other classes.
Elaborate on their study of other classes by studying similar topics in target

**Detailed Description/Instructions:** Teacher will create English sentences that, when translated to Spanish, would require the use of the subjunctive. These would be sentences that don’t require the subjunctive in English. There should be a gradual progression with the translations: teacher leads students through a couple of translations, students then work with partners to translate and then students work on their own. (This is a repeat of a previous experience but the students have a very difficult time distinguishing when to use the subjunctive in Spanish because those sentences in English don’t have anything close to the subjunctive. Translation is a very effective way to point out the different way of expressing these ideas.)

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2

**Rubric:** To be created
**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will find a major periodical from the Spanish-speaking world. The publication can be online or in print. Students will read an editorial or opinion article from the periodical. They will write a minimum of 3 paragraphs. The first paragraph will be a general information about the periodical, where it’s published, readership and the like. The second paragraph will be a summary in their own words of the ideas expressed in the editorial. The final paragraph will be their own feelings or opinions about the author’s viewpoint. Their paper will have correct usage of the subjunctive with feelings, opinions and doubt.

**Rubric for Engaging Scenario:** To be created
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Subjunctive Translations</td>
<td>Teacher will create English sentences that, when translated to Spanish, would require the use of the subjunctive. These would be sentences that don’t require the subjunctive in English. There should be a gradual progression with the translations: teacher leads students through a couple of translations, students then work with partners to translate and then students work on their own.</td>
<td>30 minutes in class, overnight to finish as homework</td>
</tr>
<tr>
<td>1</td>
<td>How Do You Feel?</td>
<td>Students will write present tense, indicative sentences about what’s going on with certain people such as, My mom has a blue car. My friend, Angie, doesn’t study a lot. Then they decide how they feel about those statements. They rewrite the sentences beginning with a verb of feeling/emotion and changing the action to the subjunctive. Students take turns reading their sentences to the class and then turn them into the teacher.</td>
<td>30 Minutes</td>
</tr>
<tr>
<td>2</td>
<td>Two Truths and A Lie</td>
<td>On white boards at their desks, students write two truths and a lie about themselves. They show the sentences to a partner. Their partner then says which one they don’t believe to be true. They will use an expression of doubt followed by the subjunctive. After both partners have expressed doubt, change partners. Do this 3 times.</td>
<td>20 Minutes</td>
</tr>
<tr>
<td>2</td>
<td>Subjunctive Translations</td>
<td>Teacher will create English sentences that, when translated to Spanish, would require the use of the subjunctive. These would be sentences that don’t require the subjunctive in English. There should be a gradual progression with the translations: teacher leads students through a couple of</td>
<td>30 minutes in class, overnight to finish as homework</td>
</tr>
</tbody>
</table>
translations, students then work with partners to translate and then students work on their own. (This is a repeat of a previous experience but the students have a very difficult time distinguishing when to use the subjunctive in Spanish because those sentences in English don’t have anything close to the subjunctive. Translation is a very effective way to point out the different way of expressing these ideas.)
Unit of Study Terminology

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**
- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.
- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.