

**Waterford Public Schools  
World Language Curriculum  
Spanish Course Additions**



**Created 2021**

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## **Introduction to Hispanic Culture: The Arts Course**

### DESCRIPTION OF COURSE

The Introduction to Hispanic Culture courses are classes for students interested in the culture and language but are not yet ready for the Spanish 1-5 sequence.

Culture shapes our view of the world. In this semester course, students will get an inside look at the culture of the people of the Spanishspeaking world. Students will explore culture through geography, art, music, television and film. This course is designed to build real-world skills for non-Spanish speaking students to familiarize themselves with cultural aspects of interest. Students will study cultural customs and necessary vocabulary in order to discuss the arts. Students may listen to radio programs, watch television programs and movies and view art. Students will also be able to exchange pleasantries with Spanish speakers. Helping students to acquire functional language to recognize and use will be part of what this course offers. No previous study of Spanish is needed.

## Unit 1: ¿Cómo describimos el arte?

Course Name: Hispanic Studies: The Arts      Unit Title: ¿Cómo describimos el arte?      Est. # of Classes: 5	
<p><b>Unit Overview:</b></p> <p>In this unit, students will prepare to play the role of art critic. They will begin to learn how to discuss cultural arts, where cultural arts take place and how one experiences cultural arts in Spanish. They will prepare to experience various types of art in the Spanish-speaking world with the understanding that while certain cultures may appreciate art differently than others, there are many common ways to understand art across cultures.</p>	
STAGE 1: DESIRED RESULTS	
Established Goals	Transfer Goals
<p><u>Presentational Communication</u>: I can name very familiar people, places and objects using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</li> </ul> <p><b>Communication; Critical Thinking; Self-Direction</b></p> <ul style="list-style-type: none"> <li>Initiate and respond effectively on a given topic based on interactions/exchanges</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>Language requires you to solve problems.</li> <li>Body language can help convey the message.</li> </ul>	<ul style="list-style-type: none"> <li>What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>How do I describe how I feel?</li> <li>How do I describe what I am seeing/hearing?</li> <li>How do I describe this experience?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>Describing what it means to experience cultural art.</li> <li>Identifying what cultural art "is".</li> <li>Describing how one feels about cultural art.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify names of types of cultural arts in the target language.</li> <li>I can identify names of places one would see cultural art.</li> <li>I can identify terms to express one's thoughts or feelings about cultural art.</li> </ul>
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Summative Assessment (Cumulative Assessment)	Formative Assessment
<ul style="list-style-type: none"> <li>Personalizing cultural arts critique website/blog</li> <li>Discussion to show understanding of how</li> </ul>	<ul style="list-style-type: none"> <li>Script and practice conversations</li> <li>Replying to basic questions</li> <li>Situational activities - What to say when?</li> </ul>

## Unit 1: ¿Cómo describimos el arte?

and where cultural arts function within a culture	
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: What types of cultural arts are there?	Estimated # of Classes: 1
Relevant Learning Targets (from Stage 1): <ul style="list-style-type: none"> <li>I can identify names of types of cultural art in the target language.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>How do I describe this experience?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Discuss what you feel art is and create a list to match with the terms in the target language.</li> <li>Practice scripted conversations about art (I believe that art is...) using templates or sentence starters.</li> </ul>	
Second Topic: Where can we experience cultural arts?	Estimated # of Classes: 1
Learning Targets: <ul style="list-style-type: none"> <li>I can identify names of places one would see art.</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>How do I describe this experience?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Brainstorm/think about places one could experience the different types of art discussed in Unit 1</li> <li>Create a visual(s) that portrays where one may experience art.</li> <li>Practice scripted conversations putting together the type of art and where one may see it (I see paintings in the museum, etc.)</li> </ul>	
Third Topic: Recording my experiences	Estimated # of Classes: 2-3
Learning Targets: <ul style="list-style-type: none"> <li>I can identify terms to express one's thoughts or feelings about art.</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>How do I describe how I feel?</li> <li>How do I describe what I am seeing/hearing?</li> <li>How do I describe this experience?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>Class discussion what makes something "good" art and how we will rate the cultural arts we experience.</li> <li>Brainstorm different ways one can express their thoughts or feelings about art (I like, I don't like, It makes me..., etc.)</li> </ul>	

## Unit 1: ¿Cómo describimos el arte?

- Practice scripted conversations using templates/sentence starters to describe how you feel about a certain piece of art
- Decide how you will organize your cultural arts critic website/blog: souvenirs/takeaways, i.e., pictures, recordings, ticket stubs, etc., and brainstorm what people most want to know about different experiences with art in another culture

## Unit 2: La música

Course Name: Hispanic Studies: The Arts      Unit Title: La música      Est. # of Classes: 7-8	
<p><b>Unit Overview:</b></p> <p>¡Viva la música! In this unit, students will experience the music of Latin America and Spain. They will describe what they see, hear and feel about the different types of music of the Spanish-speaking world in Spanish. Students will have the chance to delve into artists or music that interest them and share their favorites with classmates.</p>	
STAGE 1: DESIRED RESULTS	
Established Goals	Transfer Goals
<p><b>Interpersonal Communication:</b> I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</li> </ul> <p><b>Research and Understanding</b></p> <ul style="list-style-type: none"> <li>Gain knowledge about global cultures and foster respect for other cultures realizing there are multiple ways of viewing the world</li> </ul> <p><b>Communication; Critical Thinking; Self-Direction</b></p> <ul style="list-style-type: none"> <li>Initiate and respond effectively on a given topic based on interactions/exchanges</li> </ul>
Understandings	Essential Questions
<p>Language requires you to solve problems.</p> <p>Body language can help convey the message.</p> <p>Each culture has unique characteristics and values.</p>	<ul style="list-style-type: none"> <li>What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>How do I describe how I feel?</li> <li>How do I describe what I am seeing/hearing?</li> <li>How do I describe this experience?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>Describing common terms related to music (singer, song, artist, etc.) in the target language.</li> <li>Describing the different experiences one has with music.</li> <li>Describing how one feels about music.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify words related to music in the target language.</li> <li>I can identify names of places one may experience music in the target language.</li> <li>I can identify terms to express one's thoughts or feelings about music in the target language.</li> </ul>
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Summative Assessment	Formative Assessment

## Unit 2: La música

<p>Critique the music you have experienced in this unit by adding to your cultural arts critic website/blog deciding what to include (pictures, video clips, ticket stubs, journal entry, instagram posts, etc.).</p>	<ul style="list-style-type: none"> <li>● Script and practice conversations</li> <li>● Replying to basic questions</li> <li>● Situational activities - What to say when?</li> <li>● Describing an artist/song to a classmate</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>	
<p>First Topic: How do I talk about music?</p>	<p>Estimated # of Classes: 1</p>
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>● I can identify words related to music in the target language.</li> <li>● I can identify names of places one may experience music in the target language.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>● How do I describe what I am seeing/hearing?</li> <li>● How do I describe this experience?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● Brainstorm words/expressions needed to talk about music in the target language</li> <li>● Practice scripted interactions with people describing music, artists, venues, etc.</li> </ul>	
<p>Second Topic: La música de América Latina</p>	<p>Estimated # of Classes: 1-2</p>
<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>● I can identify words related to music in the target language.</li> <li>● I can identify names of places one may experience music in the target language.</li> <li>● I can identify terms to express one's thoughts or feelings about music in the target language.</li> <li>● I can identify vocabulary to describe how I feel about an experience.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>● How do I describe how I feel?</li> <li>● How do I describe what I am seeing/hearing?</li> <li>● How do I describe this experience?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● Listen to a variety of artists with Latin American roots from various genres (for example, Shakira, Romeo Santos, Fonsi, etc.).</li> <li>● Practice scripted conversations describing the music with terms from topic 1.</li> <li>● Practice scripted conversations describing how the music makes you feel with terms from topic 1.</li> </ul>	
<p>Third Topic: La música de España</p>	<p>Estimated # of Classes: 1-2</p>
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>● I can identify words related to music in the target language.</li> <li>● I can identify names of places one may</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>● How do I describe how I feel?</li> </ul>



## Unit 2: La música

<ul style="list-style-type: none"> <li>experience music in the target language.</li> <li>I can identify terms to express one's thoughts or feelings about music in the target language.</li> <li>I can identify vocabulary to describe how I feel about an experience.</li> </ul>	<ul style="list-style-type: none"> <li>How do I describe what I am seeing/hearing?</li> <li>How do I describe this experience?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>Listen to a variety of artists with Spanish roots from various genres (for example, Enrique Iglesias, La Oreja de Van Gogh, etc.).</li> <li>Practice scripted conversations describing the music with terms from topic 1.</li> <li>Practice scripted conversations describing how the music makes you feel with terms from topic 1.</li> </ul>	
<p>Fourth Topic: Challenge!</p>	<p>Estimated # of Classes: 2-3</p>
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>I can identify words related to music in the target language.</li> <li>I can identify names of places one may experience music in the target language.</li> <li>I can identify terms to express one's thoughts or feelings about music in the target language.</li> <li>I can identify vocabulary to describe how I feel about an experience</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>How do I describe how I feel?</li> <li>How do I describe what I am seeing/hearing?</li> <li>How do I describe this experience?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>Choose an artist or song from a list that we have not studied and go through the process of evaluating (describe the song, artist, where you can hear them, how their music makes you feel, etc.). We will create a class playlist of the new songs.</li> <li>Practice a scripted conversation with a classmate to tell them about this artist/song.</li> </ul>	

### Unit 3: La tele

Course Name: Hispanic Studies: The Arts      Unit Title: La tele      Est. # of Classes: 11-12	
<b>Unit Overview:</b>  What's on TV tonight? In this unit, students will experience television programs of the Spanish-speaking world. They will describe what they see, hear and feel about television in another country and be able to draw some comparisons to television in their own country in Spanish. Students will view authentic television programs as adolescents or children would view them in Spanish-speaking countries.	
STAGE 1: DESIRED RESULTS	
Established Goals	Transfer Goals
<p><b>Presentational Communication:</b> I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</li> </ul> <p><b>Research and Understanding</b></p> <ul style="list-style-type: none"> <li>Gain knowledge about global cultures and foster respect for other cultures realizing there are multiple ways of viewing the world</li> </ul> <p><b>Communication; Critical Thinking; Self-Direction</b></p> <ul style="list-style-type: none"> <li>Initiate and respond effectively on a given topic based on interactions/exchanges</li> </ul>
Understandings	Essential Questions
<p>Language requires you to solve problems.</p> <p>Body language can help convey the message.</p> <p>Each culture has unique characteristics and values.</p>	<ul style="list-style-type: none"> <li>What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>How do I describe how I feel?</li> <li>How do I describe what I am seeing/hearing?</li> <li>How do I describe this experience?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>Describing common terms related to television in the target language.</li> <li>Describing where and how one watches television.</li> <li>Describing how one feels about television shows.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify words related to television in the target language.</li> <li>I can identify names of places one may watch television in the target language.</li> <li>I can identify terms to express one's thoughts or feelings about a television show in the target language.</li> </ul>
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	

### Unit 3: La tele

Summative Assessment	Formative Assessment
Critique the television shows you have experienced in this unit by adding to your cultural arts critic website/blog, deciding what to include (synopsis, character bios, cliffhangers, predictions, recorded reviews, etc.).	<ul style="list-style-type: none"> <li>• Script and practice conversations</li> <li>• Replying to basic questions</li> <li>• Situational activities - What to say when?</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: How do I talk about television?	Estimated # of Classes: 1
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"> <li>• I can identify words related to television in the target language.</li> <li>• I can identify names of places and how one may experience television in the target language.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>• What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>• How do I describe what I am seeing/hearing?</li> <li>• How do I describe this experience?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>• Brainstorm words/expressions needed to talk about television in the target language</li> <li>• Practice scripted interactions with people describing television shows already familiar to the student, etc.</li> </ul>	
Second Topic: Los programas para niños	Estimated # of Classes: 2-3
Learning Targets: <ul style="list-style-type: none"> <li>• I can identify words related to television in the target language.</li> <li>• I can identify terms to express one's thoughts or feelings about a television show in the target language.</li> <li>• I can identify vocabulary to describe how I feel about an experience.</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>• What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>• How do I describe how I feel?</li> <li>• How do I describe what I am seeing/hearing?</li> <li>• How do I describe this experience?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>• Watch programs designed for children in the target language (Pocoyo, Maya &amp; Miguel, The Magic School Bus).</li> <li>• Practice scripted conversations describing likes and dislikes.</li> <li>• Practice scripted conversations describing the shows to classmates.</li> </ul>	
Third Topic: Los programas para adolescentes	Estimated # of Classes: 2-3
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"> <li>• I can identify words related to television in</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>• What am I trying to say and how do I say it? Is</li> </ul>

### Unit 3: La tele

<p>the target language.</p> <ul style="list-style-type: none"> <li>● I can identify terms to express one's thoughts or feelings about television in the target language.</li> <li>● I can identify vocabulary to describe how I feel about an experience.</li> </ul>	<p>what I'm saying understood?</p> <ul style="list-style-type: none"> <li>● How do I describe how I feel?</li> <li>● How do I describe what I am seeing/hearing?</li> <li>● How do I describe this experience?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● Watch portions of a television program written for adolescents (e.g., Go! Vive a tu manera).</li> <li>● Practice scripted conversations describing the television show with terms from topic 1.</li> <li>● Practice scripted conversations describing whether or not you like or dislike a television show or aspects of the television show.</li> </ul>	
<p>Fourth Topic: La telerrealidad</p>	<p>Estimated # of Classes: 3-5</p>
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>● I can identify words related to television in the target language.</li> <li>● I can identify terms to express one's thoughts or feelings about television in the target language.</li> <li>● I can identify vocabulary to describe how I feel about an experience</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>● How do I describe how I feel?</li> <li>● How do I describe what I am seeing/hearing?</li> <li>● How do I describe this experience?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● Watch portions of a reality television program (e.g. Nailed It! Mexico, Nailed It! Spain, Exatlon) and describe how you feel about them.</li> <li>● Practice scripted conversations describing the reality television program with terms from topic 1.</li> <li>● Practice scripted conversations describing whether or not you like or dislike a television show or aspects of the television show.</li> </ul>	

## Unit 4: El cine

Course Name: Hispanic Studies: The Arts      Unit Title: El cine      Est. # of Classes: 12	
<p><b>Unit Overview:</b></p> <p>Movie Night? In this unit, students will experience films of the Spanish-speaking world. They will describe what they see, hear and feel about films in another country in Spanish and be an observer of issues, challenges and triumphs in a different culture. Students will explore their own interests by choosing a short film to watch independently at the end of the unit.</p>	
STAGE 1: DESIRED RESULTS	
Established Goals	Transfer Goals
<p><b>Interpersonal Communication:</b> I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</li> </ul> <p><b>Research and Understanding</b></p> <ul style="list-style-type: none"> <li>Gain knowledge about global cultures and foster respect for other cultures realizing there are multiple ways of viewing the world</li> </ul> <p><b>Communication; Critical Thinking; Self-Direction</b></p> <ul style="list-style-type: none"> <li>Initiate and respond effectively on a given topic based on interactions/exchanges</li> </ul>
Understandings	Essential Questions
<p>Language requires you to solve problems.</p> <p>Body language can help convey the message.</p> <p>Each culture has unique characteristics and values.</p>	<ul style="list-style-type: none"> <li>What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>How do I describe how I feel?</li> <li>How do I describe what I am seeing/hearing?</li> <li>How do I describe this experience?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>Describing common terms related to movies and cinema in the target language.</li> <li>Describing where one watches movies.</li> <li>Describing how one feels about movies.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify words related to movies and cinema in the target language.</li> <li>I can identify names of places one may watch movies in the target language.</li> <li>I can identify terms to express one's thoughts or feelings about movies and cinema in the target language.</li> </ul>
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	

## Unit 4: El cine

Summative Assessment	Formative Assessment
Critique the movies you have experienced in this unit by adding to your cultural arts critic website/blog, deciding what to include (ratings (stars), character analysis, favorites (scene, characters, etc.)).	<ul style="list-style-type: none"> <li>● Script and practice conversations</li> <li>● Replying to basic questions</li> <li>● Situational activities - What to say when?</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: How do I talk about movies?	Estimated # of Classes: 1
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"> <li>● I can identify words related to movies and cinema in the target language.</li> <li>● I can identify names of places and how one may watch movies in the target language.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>● What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>● How do I describe what I am seeing/hearing?</li> <li>● How do I describe this experience?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>● Brainstorm words/expressions needed to talk about movies and cinema in the target language</li> <li>● Practice scripted interactions with people describing familiar movies, etc.</li> </ul>	
Second Topic: Películas de justicia social	Estimated # of Classes: 3-4
Learning Targets: <ul style="list-style-type: none"> <li>● I can identify words related to movies and cinema in the target language.</li> <li>● I can identify terms to express one's thoughts or feelings about movies and cinema in the target language.</li> <li>● I can identify vocabulary to describe how I feel about an experience.</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>● What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>● How do I describe how I feel?</li> <li>● How do I describe what I am seeing/hearing?</li> <li>● How do I describe this experience?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>● Watch a film that portrays social justice issues in the Spanish-speaking world (<i>La Misma Luna, Landfill Harmonic</i>, etc.)</li> <li>● Practice scripted conversations describing how the movie makes you feel.</li> <li>● Practice scripted conversations describing preferences related to movies.</li> </ul>	
Third Topic: Películas basadas en la historia	Estimated # of Classes: 3-4
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"> <li>● I can identify words related to movies and cinema in the target language.</li> <li>● I can identify terms to express one's</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>● What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>● How do I describe how I feel?</li> </ul>

## Unit 4: El cine

<p>thoughts or feelings about movies and cinema in the target language.</p> <ul style="list-style-type: none"> <li>● I can identify vocabulary to describe how I feel about an experience.</li> </ul>	<ul style="list-style-type: none"> <li>● How do I describe what I am seeing/hearing?</li> <li>● How do I describe this experience?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● Watch a film based on historical events/people/situations in the target language (<i>Selena, Los diarios de motocicleta</i>, etc.)</li> <li>● Practice scripted conversations describing how the movie makes you feel.</li> <li>● Practice scripted conversations describing preferences related to movies.</li> </ul>	
<p>Fourth Topic: Challenge! Los cortometrajes</p>	<p>Estimated # of Classes: 3-4</p>
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>● I can identify words related to movies and cinema in the target language.</li> <li>● I can identify terms to express one's thoughts or feelings about movies and cinema in the target language.</li> <li>● I can identify vocabulary to describe how I feel about an experience</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>● How do I describe how I feel?</li> <li>● How do I describe what I am seeing/hearing?</li> <li>● How do I describe this experience?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● Choose a short film from a list to watch.</li> <li>● Practice scripted conversations describing the short film with terms from topic 1.</li> <li>● Practice scripted conversations describing how the short film makes you feel and what it means to you.</li> <li>● Practice scripted conversations describing your choice of short film to a classmate.</li> <li>● Create a visual (timeline, comic strip) to narrate the events of the short film with basic descriptions of the events using sentence starters and given structures.</li> </ul>	

## Unit 5: Otras Artes Visuales

Course Name: Hispanic Studies: The Arts      Unit Title: Otras artes visuales      Est. # of Classes: 8-9	
<p><b>Unit Overview:</b></p> <p>So much more to see! Students have already studied two of the most popular visual arts: television and cinema. In this unit, students will encounter more types of visual arts and their representations in the Spanish-speaking world. They will describe in Spanish what they see, hear and feel about art that can be seen in different facets of society. Students will explore art found in museums, on city streets and in the rural countryside.</p>	
STAGE 1: DESIRED RESULTS	
Established Goals	Transfer Goals
<p><u><a href="#">Interpretive Communication</a></u>: I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</li> </ul> <p><b>Research and Understanding</b></p> <ul style="list-style-type: none"> <li>Gain knowledge about global cultures and foster respect for other cultures realizing there are multiple ways of viewing the world</li> </ul> <p><b>Communication; Critical Thinking; Self-Direction</b></p> <ul style="list-style-type: none"> <li>Initiate and respond effectively on a given topic based on interactions/exchanges</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>Language requires you to solve problems.</li> <li>Body language can help convey the message.</li> <li>Each culture has unique characteristics and values.</li> </ul>	<ul style="list-style-type: none"> <li>What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>How do I describe how I feel?</li> <li>How do I describe what I am seeing/hearing?</li> <li>How do I describe this experience?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>Describing common terms related to visual arts in the target language.</li> <li>Describing how one experiences different types of visual arts.</li> <li>Describing how one feels about different types of visual arts.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify words related to visual arts in the target language.</li> <li>I can identify names of places one may experience visual arts in the target language.</li> <li>I can identify terms to express one's thoughts or feelings about examples of visual arts in the target language.</li> </ul>
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	



## Unit 5: Otras Artes Visuales

Summative Assessment	Formative Assessment
Critique the other visual arts you have experienced in this unit by adding to your cultural arts critic website/blog, deciding what to include (photos, drawings, etc.).	<ul style="list-style-type: none"> <li>• Script and practice conversations</li> <li>• Replying to basic questions</li> <li>• Situational activities - What to say when?</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: How do I talk about visual arts?	Estimated # of Classes: 1
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"> <li>• I can identify words related to visual arts in the target language.</li> <li>• I can identify names of places one may experience visual arts in the target language.</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>• What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>• How do I describe what I am seeing/hearing?</li> <li>• How do I describe this experience?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>• Brainstorm words/expressions needed to talk about the visual arts (muralism, painting, textiles, weaving, sculpture, etc.) in the target language</li> <li>• Practice scripted interactions with people describing various pieces of visual art</li> </ul>	
Second Topic: Vamos al museo	Estimated # of Classes: 1-2
Learning Targets: <ul style="list-style-type: none"> <li>• I can identify words related to visual arts in the target language.</li> <li>• I can identify terms to express one's thoughts or feelings about visual arts in the target language.</li> <li>• I can identify vocabulary to describe how I feel about an experience.</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>• What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>• How do I describe how I feel?</li> <li>• How do I describe what I am seeing/hearing?</li> <li>• How do I describe this experience?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>• View pieces of art that one may find in a museum in a Spanish-speaking country (paintings, drawings, sculptures, etc.).</li> <li>• Practice scripted conversations describing the museum and its art.</li> <li>• Practice scripted conversations describing how the art makes you feel.</li> <li>• Create a room of a museum and label the different parts with terms from topic 1 and different words to describe the experience (colors, emotions, etc.)</li> </ul>	
Third Topic: Vamos a la calle	Estimated # of Classes: 2-3
Relevant Learning Targets (from Stage 1) :	Relevant Essential Questions (from Stage 1):

## Unit 5: Otras Artes Visuales

<ul style="list-style-type: none"> <li>● I can identify words related to visual arts in the target language.</li> <li>● I can identify terms to express one's thoughts or feelings about visual arts in the target language.</li> <li>● I can identify vocabulary to describe how I feel about an experience.</li> </ul>	<ul style="list-style-type: none"> <li>● What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>● How do I describe how I feel?</li> <li>● How do I describe what I am seeing/hearing?</li> <li>● How do I describe this experience?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● View art that one may see on the streets of a Spanish-speaking city (murals/graffiti/street art).</li> <li>● Practice scripted conversations describing how this type of visual art makes you feel.</li> <li>● Practice scripted conversations describing preferences related to visual arts.</li> <li>● Create your own mural or street art, label it with familiar terms from topic 1 and describe it to a classmate.</li> </ul>	
<p>Fourth Topic: Vamos al campo</p>	<p>Estimated # of Classes: 2-3</p>
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>● I can identify words related to visual arts in the target language.</li> <li>● I can identify terms to express one's thoughts or feelings about visual arts in the target language.</li> <li>● I can identify vocabulary to describe how I feel about an experience</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>● How do I describe how I feel?</li> <li>● How do I describe what I am seeing/hearing?</li> <li>● How do I describe this experience?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● View the art that comes to life in the countryside/rural areas of Spanish-speaking countries (textiles, weaving, etc.)</li> <li>● Practice scripted conversations describing this type of art from topic 1.</li> <li>● Practice scripted conversations describing how the experience of observing the creation of textiles/weaving makes you feel.</li> </ul>	

## Unit 6: Somos críticos(as) del arte

Course Name: Hispanic Studies: The Arts    Unit Title: Somos críticos(as) del arte    Est. # of Classes: 8-9	
<p><b>Unit Overview:</b> As the course wraps up, so will the job of cultural arts critic. Students will put the finishing touches on their websites/blogs. Students will then have the opportunity to share in Spanish with classmates their experiences with art, give recommendations in Spanish and experience the art through the eyes of their classmates.</p>	
STAGE 1: DESIRED RESULTS	
Established Goals	Transfer Goals
<p><u>Intercultural Communication</u>: I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.</p> <p><u>Intercultural Communication</u>: I can identify some typical products related to familiar everyday life.</p> <p><u>Presentational Communication</u>: I can name very familiar people, places and objects using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</li> </ul> <p><b>Communication; Critical Thinking; Self-Direction</b></p> <ul style="list-style-type: none"> <li>Initiate and respond effectively on a given topic based on interactions/exchanges</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>Language requires you to solve problems.</li> <li>Body language can help convey the message.</li> </ul>	<ul style="list-style-type: none"> <li>What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>How do I describe how I feel?</li> <li>How do I describe what I am seeing/hearing?</li> <li>How do I describe this experience?</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>Describing and synthesizing experiences with various forms of cultural arts.</li> <li>Identifying where one can experience various forms of cultural arts.</li> <li>Describing how one feels about various forms of cultural arts.</li> <li>Recommending cultural arts to others.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify words related to various forms of cultural arts in the target language.</li> <li>I can identify names of places one would experience various forms of cultural arts.</li> <li>I can identify terms to express one's thoughts or feelings about various forms of cultural arts.</li> <li>I can identify expressions of recommendation.</li> </ul>
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Summative Assessment (Cumulative Assessment)	Formative Assessment

## Unit 6: Somos críticos(as) del arte

<ul style="list-style-type: none"> <li>● Finalize cultural arts critic website/blog.</li> <li>● Share recommendations with classmates.</li> <li>● Use classmates' recommendations to choose a piece of art and write a brief review.</li> </ul>	<ul style="list-style-type: none"> <li>● Script and practice conversations</li> <li>● Replying to basic questions</li> <li>● Situational activities - What to say when?</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Finalizing the website/blog	Estimated # of Classes: 1-2
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>● I can identify words related to various forms of cultural arts in the target language.</li> <li>● I can identify names of places one would experience various forms of cultural arts.</li> <li>● I can identify terms to express one's thoughts or feelings about various forms of cultural arts.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>● How do I describe how I feel?</li> <li>● How do I describe what I am seeing/hearing?</li> <li>● How do I describe this experience?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● Put the final touches on the cultural arts critic website/blog.</li> </ul>	
Second Topic: Sharing my experiences	Estimated # of Classes: 2-3
<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>● I can identify words related to various forms of cultural arts in the target language.</li> <li>● I can identify names of places one would experience various forms of cultural arts.</li> <li>● I can identify terms to express one's thoughts or feelings about various forms of cultural arts.</li> <li>● I can identify expressions of recommendation.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>● How do I describe how I feel?</li> <li>● How do I describe what I am seeing/hearing?</li> <li>● How do I describe this experience?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● Share your website/blog with classmates.</li> <li>● Recommend art to others in scripted conversations.</li> <li>● Use scripted conversations to respond to a classmate's website/blog.</li> </ul>	
Third Topic: Responding to another's recommendation	Estimated # of Classes: 3-4
<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>● I can identify words related to various</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● What am I trying to say and how do I say it? Is</li> </ul>

## Unit 6: Somos críticos(as) del arte

<p>forms of cultural arts in the target language.</p> <ul style="list-style-type: none"><li>• I can identify names of places one would experience various forms of cultural arts.</li><li>• I can identify terms to express one's thoughts or feelings about various forms of cultural arts.</li></ul>	<p>what I'm saying understood?</p> <ul style="list-style-type: none"><li>• How do I describe how I feel?</li><li>• How do I describe what I am seeing/hearing?</li><li>• How do I describe this experience?</li></ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"><li>• Choose an example of a cultural art that another student recommends.</li><li>• Watch/listen/observe/experience that example and write a brief review with sentence starters.</li><li>• Use scripted conversations to discuss your feelings related to the cultural art recommended by a classmate.</li></ul>	

## **Introduction to Hispanic Culture: Daily Life and Travel**

### DESCRIPTION OF COURSE

The Introduction to Hispanic Culture courses are classes for students interested in the culture and language but are not yet ready for the Spanish 1-5 sequence.

Culture shapes our view of the world. In this semester course, students will get an inside look at the culture of the people of the Spanish speaking world. Students will explore culture through geography, daily activities, food, transportation and travel. This course is designed to build real-world skills for non-Spanish speaking students to be able to make their way around a Spanish-speaking country. Students will study cultural customs and necessary vocabulary in order to order food, shop, utilize different modes of transportation and plan a trip. Students will also be able to exchange pleasantries with Spanish speakers. Helping students to acquire functional language to recognize and use will be part of what this course offers. No previous study of Spanish is needed.

## Unit 1: Adiós Waterford

Course Name: Hispanic Studies: Life and Travel		Unit Title: Adiós Waterford		Est. # of Classes: 3	
<p><b>Unit Overview:</b> Pack your bags! In this unit, students will prepare to take their trip throughout the Spanish-speaking world. They will begin to learn and use the Spanish language to interact with others, discuss the necessities of taking a trip and what they need to bring (including packing for the weather). Students will practice communicating with others in the airport setting in the target language.</p>					
STAGE 1: DESIRED RESULTS					
Established Goals			Transfer Goals		
<p><b>Interpretive Communication:</b> I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.</p>			<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</li> </ul> <p><b>Critical Thinking; Self-Direction</b></p> <ul style="list-style-type: none"> <li>Initiate and respond effectively on a given topic based on interactions/exchanges</li> </ul>		
Understandings			Essential Questions		
<ul style="list-style-type: none"> <li>Language requires you to solve problems.</li> <li>Body language can help convey the message.</li> </ul>			<ul style="list-style-type: none"> <li>What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>Where am I trying to go (next)? How do I get there?</li> <li>How do I describe what I need?</li> </ul>		
Knowledge			Skills (Framed as Learning Targets)		
<ul style="list-style-type: none"> <li>Packing for the trip (e.g., clothing to pack, travel documents, medicine, money)</li> <li>Getting to the airport (transportation - bus, car, cost)</li> <li>Basic weather expressions</li> </ul>			<ul style="list-style-type: none"> <li>I can identify names of items (what I am bringing on the trip) in the target language</li> <li>I can identify travel-related words (bus, car, airport) in the target language</li> <li>I can identify vocabulary related to manners (please, thank you, how are you, my name is, hello, goodbye)</li> </ul>		
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE					
Summative Assessment (Cumulative Assessment)			Formative Assessment		
<ul style="list-style-type: none"> <li>Packing your suitcase</li> <li>Plan to get to airport and on the plane</li> <li>Personalizing what is in your travel folder: passport, journal, mementos</li> </ul>			<ul style="list-style-type: none"> <li>Script and practice conversations</li> <li>Replying to basic questions</li> <li>Situational activities - What to say when?</li> <li>Planning different aspects of a trip</li> </ul>		

## Unit 1: Adiós Waterford

STAGE 3: LEARNING PLAN	
First Topic: What I need to bring	Estimated # of Classes: 1
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"> <li>• I can identify words to describe the experiences or activities I will do on the trip.</li> <li>• I can identify names of items (what I am bringing on the trip) in the target language</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>• How do I describe what I need?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>• Create a suitcase (Google Slides or paper) and create items necessary for the trip (clothing, medicine, travel documents).</li> <li>• Decide which items you will need to bring depending on weather using weather expressions.</li> </ul>	
Second Topic: Getting to the airport	Estimated # of Classes: 1
Learning Targets: <ul style="list-style-type: none"> <li>• I can identify travel-related words (bus, car, airport) in the target language</li> <li>• I can identify greetings appropriate for interacting with people on my trip.</li> <li>• I can identify vocabulary related to manners (please, thank you, how are you, my name is, hello, goodbye)</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>• What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>• Where am I trying to go (next)? How do I get there?</li> <li>• How do I describe what I need?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>• Using information about flight times, procedures decide how early you need to leave your house.</li> <li>• Analyze the different modes of transportation to get to the airport and decide what is best for you, most cost effective, etc.</li> <li>• Brainstorm/think ahead to the experiences you will have and what you may need to know/research.</li> <li>• Practice reading an itinerary to know what your plan is, what time you have to be somewhere and where you are going.</li> </ul>	
Third Topic: Recording my experiences	Estimated # of Classes: 1
Learning Targets: <ul style="list-style-type: none"> <li>• I can identify words to describe the experiences or activities I will do on the trip.</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>• Where am I trying to go (next)? How do I get there?</li> <li>• How do I want to remember my trip? Where will I put these memories?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>• Create/complete travel documents that you will need in each stop and that you will keep in your travel folder.</li> </ul>	



## Unit 2: San Juan, Puerto Rico

Course Name: Hispanic Studies: Life and Travel      Unit Title: San Juan, Puerto Rico      Est. # of Classes: 5	
<p><b>Unit Overview:</b></p> <p>First stop: San Juan, Puerto Rico! In this unit, students will use Spanish to learn how to get themselves settled into a hotel and begin to take in the sights and sounds during their stay, using local currency, landmarks and excursions to plan activities based on their own preferences. Students will practice communicating with others and describing their experiences on their individual adventures in Spanish.</p>	
STAGE 1: DESIRED RESULTS	
Established Goals	Transfer Goals
<p><b>Interpersonal Communication:</b> I can express basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.</p> <p><b>Presentational Communication:</b> I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</li> </ul> <p><b>Research and Understanding; Responsible Citizenship</b></p> <ul style="list-style-type: none"> <li>Gain knowledge about global cultures and foster respect for other cultures realizing there are multiple ways of viewing the world</li> </ul> <p><b>Communication; Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Initiate and respond effectively on a given topic based on interactions/exchanges</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>Language requires you to solve problems.</li> <li>Body language can help convey the message.</li> <li>Each culture has unique characteristics and values.</li> </ul>	<ul style="list-style-type: none"> <li>What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>Where am I trying to go (next)? How do I get there?</li> <li>How do I describe what I need?</li> <li>How do I describe what I am seeing?</li> <li>How do I describe this experience? (food, tradition, activity)</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>Getting to the hotel from the airport (transportation - bus, car, taxi, currency needed)</li> <li>Navigating lodging (room, key, bed, bathroom, check in, greetings)</li> <li>Describing food related to authentic dishes</li> </ul>	<ul style="list-style-type: none"> <li>I can identify transportation that I may use in the target language.</li> <li>I can identify lodging vocabulary to help during a stay in the target language.</li> <li>I can identify ways to describe the authentic foods of the city/country.</li> </ul>

## Unit 2: San Juan, Puerto Rico

<p>(mofongo, tostones, arroz con gandules, colors)</p> <ul style="list-style-type: none"> <li>Using vocabulary related to activities/experiences in San Juan (forts, domino, painted houses, churches, dance, surf, colors, numbers, there is/are, etc.)</li> <li>Planning an activity within a timeframe and budget</li> <li>Leaving the hotel for the airport (transportation - bus, car, taxi, cost, documents needed)</li> <li>Identify vocabulary related to manners (please, thank you, how are you, my name is, hello, goodbye)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify words to describe the experiences or activities I will do on the trip.</li> <li>I can identify greetings appropriate for interacting with people on my trip.</li> <li>I can identify vocabulary to describe how I feel about an experience.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<p>Reflect on the San Juan portion of the trip writing in your travel journal and adding artifacts and mementos.</p>	<ul style="list-style-type: none"> <li>Script and practice conversations</li> <li>Replying to basic questions</li> <li>Situational activities - What to say when?</li> <li>Planning different aspects of a trip</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>	
<p>First Topic: Getting to the hotel</p>	<p>Estimated # of Classes: 1</p>
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>I can identify transportation that I may use in the target language.</li> <li>I can identify lodging vocabulary to help during a stay in the target language.</li> <li>I can identify greetings appropriate for interacting with people on my trip.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>Where am I trying to go (next)? How do I get there?</li> <li>How do I describe what I need?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>Practice scripted interactions with people in the airport and people in the hotel</li> <li>Practice basic greetings in scripted conversations</li> <li>Look at the map to review where you are in the world</li> </ul>	
<p>Second Topic: Food in San Juan</p>	<p>Estimated # of Classes: 1-2</p>
<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>I can identify ways to describe the</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>What am I trying to say and how do I say it? Is</li> </ul>

## Unit 2: San Juan, Puerto Rico

<p>authentic foods of the city/country.</p> <ul style="list-style-type: none"> <li>● I can identify greetings appropriate for interacting with people on my trip.</li> <li>● I can identify vocabulary to describe how I feel about an experience.</li> </ul>	<p>what I'm saying understood?</p> <ul style="list-style-type: none"> <li>● How do I describe this experience? (food, tradition, activity)</li> <li>● How do I describe what I am seeing?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● View photos/videos showing the authentic foods in San Juan</li> <li>● Describe the food using specific vocabulary</li> <li>● Describe likes and dislikes in regard to the food</li> <li>● Observe different settings and/or experiences you would have with this food</li> </ul>	
<p>Third Topic: Living the Culture of San Juan</p>	<p>Estimated # of Classes: 1-2</p>
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>● I can identify words to describe the experiences or activities I will do on the trip.</li> <li>● I can identify greetings appropriate for interacting with people on my trip.</li> <li>● I can identify vocabulary to describe how I feel about an experience.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>● How do I describe this experience? (food, tradition, activity)</li> <li>● How do I describe what I am seeing?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● Observe architectural aspects of San Juan (painted houses, forts/citadels, churches) and describe them</li> <li>● Describe some common traditional activities (domino, surf, local dance)</li> <li>● Recreate one of the aspects of the culture (practice the dance, create a painted house, draw a fort)</li> </ul>	
<p>Fourth Topic: Challenge!</p>	<p>Estimated # of Classes: 1-2</p>
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>● I can identify transportation that I may use in the target language.</li> <li>● I can identify words to describe the experiences or activities I will do on the trip.</li> <li>● I can identify greetings appropriate for interacting with people on my trip.</li> <li>● I can identify vocabulary to describe how I feel about an experience.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>● How do I describe this experience? (food, tradition, activity)</li> <li>● How do I describe what I am seeing?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● Plan some activities for a free day in San Juan with a budget using viator.com.</li> <li>● Describe what components you will need to plan for the day.</li> </ul>	

## Unit 2: San Juan, Puerto Rico

- Practice using expressions to describe what you would or would not like to do.

Fifth Topic: Leaving San Juan

Estimated # of Classes: 1

Relevant Learning Targets (from Stage 1):

- I can identify transportation that I may use in the target language.
- I can identify greetings appropriate for interacting with people on my trip.

Relevant Essential Questions (from Stage 1):

- What am I trying to say and how do I say it? Is what I'm saying understood?
- Where am I trying to go (next)? How do I get there?
- How do I describe what I need?

Learning Activities:

- Practice scripted interactions with people in the airport and people in the hotel
- Practice basic greetings in scripted conversations

### Unit 3: Mexico City, Mexico

Course Name: Hispanic Studies: Life and Travel      Unit Title: Mexico City, Mexico      Est. # of Lessons: 5	
<p><b>Unit Overview:</b></p> <p>Second stop: Mexico City, Mexico! In this unit, students will go to their next hotel and continue to interact with others in Spanish as they navigate in the new city. They will begin to observe and appreciate local customs and art and create something similar of their own. Students will practice communicating with others and describing their experiences on their individual adventures in Spanish.</p>	
STAGE 1: DESIRED RESULTS	
Established Goals	Transfer Goals
<p><u>Interpersonal Communication</u>: I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</li> </ul> <p><b>Research and Understanding; Responsible Citizenship</b></p> <ul style="list-style-type: none"> <li>Gain knowledge about global cultures and foster respect for other cultures realizing there are multiple ways of viewing the world</li> </ul> <p><b>Communication; Critical Thinking; Self Direction</b></p> <ul style="list-style-type: none"> <li>Initiate and respond effectively on a given topic based on interactions/exchanges</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>Language requires you to solve problems.</li> <li>Body language can help convey the message.</li> <li>Each culture has unique characteristics and values.</li> </ul>	<ul style="list-style-type: none"> <li>What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>Where am I trying to go (next)? How do I get there?</li> <li>How do I describe what I need?</li> <li>How do I describe what I am seeing?</li> <li>How do I describe this experience? (food, tradition, activity)</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>Getting to the hotel from the airport (transportation - bus, car, taxi, metro, currency needed)</li> <li>Navigating lodging (room, key, bed, bathroom, check in, greetings)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify transportation that I may use in the target language.</li> <li>I can identify lodging vocabulary to help during a stay in the target language.</li> <li>I can identify ways to describe the authentic</li> </ul>

### Unit 3: Mexico City, Mexico

<ul style="list-style-type: none"> <li>• Describing food related to authentic dishes (torta, tamales, mole)</li> <li>• Using vocabulary related to activities/experiences in Mexico City (important landmarks, tours, murals, market, authentic dance, etc.)</li> <li>• Recreating an authentic piece of artwork and describing it to others</li> <li>• Leaving the hotel for the airport (transportation - bus, car, taxi, cost, documents needed)</li> <li>• Identify vocabulary related to manners (please, thank you, how are you, my name is, hello, goodbye)</li> </ul>	<p>foods of the city/country.</p> <ul style="list-style-type: none"> <li>• I can identify words to describe the experiences or activities I will do on the trip.</li> <li>• I can identify greetings appropriate for interacting with people on my trip.</li> <li>• I can identify vocabulary to describe my own interpretation of cultural artwork.</li> <li>• I can identify vocabulary to describe how I feel about an experience.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<p>Reflect on the Mexico City portion of the trip writing in your travel journal and adding artifacts and mementos.</p>	<ul style="list-style-type: none"> <li>• Script and practice conversations</li> <li>• Replying to basic questions</li> <li>• Situational activities - What to say when?</li> <li>• Planning different aspects of a trip</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Getting to the hotel	Estimated # of Classes: 1
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>• I can identify transportation that I may use in the target language.</li> <li>• I can identify lodging vocabulary to help during a stay in the target language.</li> <li>• I can identify greetings appropriate for interacting with people on my trip.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>• What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>• Where am I trying to go (next)? How do I get there?</li> <li>• How do I describe what I need?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>• Practice scripted interactions with people in the airport and people in the hotel</li> <li>• Practice basic greetings in scripted conversations</li> <li>• Look at the map to review where you are in the world</li> </ul>	
Second Topic: Food in Mexico City	Estimated # of Classes: 1-2
<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>• I can identify ways to describe the</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• What am I trying to say and how do I say it? Is</li> </ul>

### Unit 3: Mexico City, Mexico

<p>authentic foods of the city/country.</p> <ul style="list-style-type: none"> <li>• I can identify greetings appropriate for interacting with people on my trip.</li> <li>• I can identify vocabulary to describe how I feel about an experience.</li> </ul>	<p>what I'm saying understood?</p> <ul style="list-style-type: none"> <li>• How do I describe this experience? (food, tradition, activity)</li> <li>• How do I describe what I am seeing?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>• View photos/videos showing the authentic foods in Mexico City</li> <li>• Describe the food using specific vocabulary</li> <li>• Describe likes and dislikes in regard to the food</li> <li>• Observe different settings and/or experiences you would have with this food</li> </ul>	
<p>Third Topic: Living the Culture of Mexico City</p>	<p>Estimated # of Classes: 1-2</p>
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>• I can identify words to describe the experiences or activities I will do on the trip.</li> <li>• I can identify greetings appropriate for interacting with people on my trip.</li> <li>• I can identify vocabulary to describe how I feel about an experience.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>• What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>• How do I describe this experience? (food, tradition, activity)</li> <li>• How do I describe what I am seeing?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>• Observe and describe important landmarks in Mexico City</li> <li>• Describe some common traditional activities (walking tours, market, traditional dance)</li> <li>• Observe and describe authentic artwork of Mexico City, including how you feel about it</li> <li>• Practice scripted interactions with people in the market</li> <li>• Practice basic greetings in scripted conversations</li> </ul>	
<p>Fourth Topic: Challenge!</p>	<p>Estimated # of Classes: 1-2</p>
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>• I can identify words to describe the experiences or activities I will do on the trip.</li> <li>• I can identify vocabulary to describe how I feel about an experience.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>• What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>• How do I describe this experience? (food, tradition, activity)</li> <li>• How do I describe what I am seeing?</li> </ul>
<p>Learning Activities:</p> <p>Student choice:</p> <ul style="list-style-type: none"> <li>• Recreate/create your own mural in the style of Diego Rivera</li> <li>• Recreate in a visual presentation the style of dress seen in the traditional dance</li> </ul>	

## Unit 4: Guanacaste, Costa Rica

Course Name: Hispanic Studies: Life and Travel    Unit Title: Guanacaste, Costa Rica    Est. # of Classes: 5

### Unit Overview:

Third stop: Guanacaste, Costa Rica! In this unit, students will move on to the beach and continue to interact with others in Spanish as they navigate in the new location. Students will admire the local flora and fauna and learn how Costa Rica appreciates and helps maintain their environment and native species. They will have a chance to participate in planning a future environmental sustainability project. Students will practice communicating with others and describing their experiences on their individual adventures in Spanish.

### STAGE 1: DESIRED RESULTS

Established Goals	Transfer Goals
<p><u>Presentational Communication</u>: I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</li> </ul> <p><b>Research and Understanding</b></p> <ul style="list-style-type: none"> <li>Gain knowledge about global cultures and foster respect for other cultures realizing there are multiple ways of viewing the world</li> </ul> <p><b>Communication/Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Initiate and respond effectively on a given topic based on interactions/exchanges</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>Language requires you to solve problems.</li> <li>Body language can help convey the message.</li> <li>Each culture has unique characteristics and values.</li> </ul>	<ul style="list-style-type: none"> <li>What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>Where am I trying to go (next)? How do I get there?</li> <li>How do I describe what I need?</li> <li>How do I describe what I am seeing?</li> <li>How do I describe this experience? (food tradition, activity)</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>Getting to the hotel from the airport (transportation - bus, car, taxi, currency needed)</li> <li>Navigating lodging (room, key, bed, bathroom, check in)</li> <li>Describing food related to authentic dishes</li> </ul>	<ul style="list-style-type: none"> <li>I can identify transportation that I may use in the target language.</li> <li>I can identify lodging vocabulary to help during a stay in the target language.</li> <li>I can identify ways to describe the authentic foods of the city/country.</li> </ul>



## Unit 4: Guanacaste, Costa Rica

<p>(gallo pinto, ceviche, tres leches)</p> <ul style="list-style-type: none"> <li>Using vocabulary related to activities/experiences in Guanacaste (nature, beach, animals, surf, physical activities)</li> <li>Looking at a website about environmental sustainability projects, choosing one that interests them and describing why</li> <li>Leaving the hotel for the airport (transportation - bus, car, taxi, cost, documents needed)</li> <li>Identify vocabulary related to manners (please, thank you, how are you, my name is, hello, goodbye)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify words to describe the experiences or activities I will do on the trip.</li> <li>I can identify greetings appropriate for interacting with people on my trip.</li> <li>I can identify vocabulary to describe how I feel about an experience.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<p>Reflect on the Guanacaste portion of the trip writing in your travel journal and adding artifacts and mementos.</p>	<ul style="list-style-type: none"> <li>Script and practice conversations</li> <li>Replying to basic questions</li> <li>Situational activities - What to say when?</li> <li>Planning different aspects of a trip</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>	
<p>First Topic: Getting to the hotel</p>	<p>Estimated # of Classes: 1</p>
<p>Relevant Learning Targets (from Stage 1):</p> <ul style="list-style-type: none"> <li>I can identify transportation that I may use in the target language.</li> <li>I can identify lodging vocabulary to help during a stay in the target language.</li> <li>I can identify greetings appropriate for interacting with people on my trip.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>Where am I trying to go (next)? How do I get there?</li> <li>How do I describe what I need?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>Practice scripted interactions with people in the airport and people in the hotel</li> <li>Practice basic greetings in scripted conversations</li> <li>Look at the map to review where you are in the world</li> </ul>	
<p>Second Topic: Food in Guanacaste</p>	<p>Estimated # of Classes: 1-2</p>
<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>I can identify ways to describe the authentic foods of the city/country.</li> <li>I can identify greetings appropriate for</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>How do I describe this experience? (food,</li> </ul>

## Unit 4: Guanacaste, Costa Rica

<p>interacting with people on my trip.</p> <ul style="list-style-type: none"> <li>I can identify vocabulary to describe how I feel about an experience.</li> </ul>	<p>tradition, activity)</p> <ul style="list-style-type: none"> <li>How do I describe what I am seeing?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>View photos/videos showing the authentic foods in Guanacaste</li> <li>Describe the food using specific vocabulary</li> <li>Describe likes and dislikes in regard to the food</li> <li>Observe different settings and/or experiences you would have with this food</li> </ul>	
<p>Third Topic: Living the Culture of Guanacaste</p>	<p>Estimated # of Classes: 1-2</p>
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>I can identify words to describe the experiences or activities I will do on the trip.</li> <li>I can identify greetings appropriate for interacting with people on my trip.</li> <li>I can identify vocabulary to describe how I feel about an experience.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>How do I describe this experience? (food, tradition, activity)</li> <li>How do I describe what I am seeing?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>Observe and describe the natural beauty of Costa Rica</li> <li>Describe some places you may visit in Costa Rica (sanctuaries, national parks, etc.)</li> </ul>	
<p>Fourth Topic: Challenge!</p>	<p>Estimated # of Classes: 1-2</p>
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>I can identify words to describe the experiences or activities I will do on the trip.</li> <li>I can identify vocabulary to describe how I feel about an experience.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>How do I describe this experience? (food, tradition, activity)</li> <li>How do I describe what I am seeing?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>Using information you have learned about Costa Rica, look at the options for an environmental sustainability trip and decide which you would like to do as a future trip.</li> <li>Using vocabulary related to nature, describe why you would want to go on this future trip. What do you like about Costa Rica? What do you prefer?</li> <li>Practice using expressions to describe what you would or would not like to do.</li> </ul>	

## Unit 4: Guanacaste, Costa Rica

Fifth Topic: Leaving Guanacaste	Estimated # of Classes: 1
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"><li>• I can identify transportation that I may use in the target language.</li><li>• I can identify greetings appropriate for interacting with people on my trip.</li></ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"><li>• What am I trying to say and how do I say it? Is what I'm saying understood?</li><li>• Where am I trying to go (next)? How do I get there?</li><li>• How do I describe what I need?</li></ul>
Learning Activities: <ul style="list-style-type: none"><li>• Practice scripted interactions with people in the airport and people in the hotel</li><li>• Practice basic greetings in scripted conversations</li></ul>	

## Unit 5: Cusco, Peru

Course Name: Hispanic Studies: Life and Travel      Unit Title: Cusco, Peru      Est. # of Classes: 5	
<p><b>Unit Overview:</b></p> <p>Fourth stop: Cusco, Peru! In this unit, students will head to South America and continue to interact with others in Spanish as they navigate in the new location. Students will visit Machu Picchu, one of the natural wonders of the world. Students will practice communicating with others and describing their experiences on their individual adventures in Spanish.</p>	
STAGE 1: DESIRED RESULTS	
Established Goals	Transfer Goals
<p><b>Interpersonal Communication:</b> I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</li> </ul> <p><b>Research and Understanding; Responsible Citizenship</b></p> <ul style="list-style-type: none"> <li>Gain knowledge about global cultures and foster respect for other cultures realizing there are multiple ways of viewing the world</li> </ul> <p><b>Communication; Critical Thinking; Self Direction</b></p> <ul style="list-style-type: none"> <li>Initiate and respond effectively on a given topic based on interactions/exchanges</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>Language requires you to solve problems.</li> <li>Body language can help convey the message.</li> <li>Each culture has unique characteristics and values.</li> </ul>	<ul style="list-style-type: none"> <li>What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>What am I trying to go (next)? How do I get there?</li> <li>How do I describe what I need?</li> <li>How do I describe what I am seeing?</li> <li>How do I describe this experience? (food, tradition, activity)</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>Getting to the hotel from the airport (transportation - bus, car, taxi, currency needed)</li> <li>Navigating lodging (room, key, bed, bathroom, check in)</li> <li>Describing food related to authentic dishes</li> </ul>	<ul style="list-style-type: none"> <li>I can identify transportation that I may use in the target language.</li> <li>I can identify lodging vocabulary to help during a stay in the target language.</li> <li>I can identify ways to describe the authentic foods of the city/country.</li> </ul>

## Unit 5: Cusco, Peru

<p>(cuy, pollos a la brasa, ceviche)</p> <ul style="list-style-type: none"> <li>Using vocabulary related to activities/experiences in Cusco (market, animals, landmarks, mountains)</li> <li>Describing items from the market</li> <li>Leaving the hotel for the airport (transportation - bus, car, taxi, cost, documents needed)</li> <li>Identify vocabulary related to manners (please, thank you, how are you, my name is, hello, goodbye)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify words to describe the experiences or activities I will do on the trip.</li> <li>I can identify greetings appropriate for interacting with people on my trip.</li> <li>I can ask and answer basic questions from a market vendor.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<p>Reflect on the Cusco portion of the trip writing in your travel journal and adding artifacts and mementos.</p>	<ul style="list-style-type: none"> <li>Script and practice conversations</li> <li>Replying to basic questions</li> <li>Situational activities - What to say when?</li> <li>Planning different aspects of a trip</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Getting to the hotel	Estimated # of Classes: 1
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>I can identify transportation that I may use in the target language.</li> <li>I can identify lodging vocabulary to help during a stay in the target language.</li> <li>I can identify greetings appropriate for interacting with people on my trip.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>Where am I trying to go (next)? How do I get there?</li> <li>How do I describe what I need?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>Practice scripted interactions with people in the airport and people in the hotel</li> <li>Practice basic greetings in scripted conversations</li> <li>Look at the map to review where you are in the world</li> </ul>	
Second Topic: Food in Cusco	Estimated # of Classes: 1-2
<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>I can identify ways to describe the authentic foods of the city/country.</li> <li>I can identify greetings appropriate for interacting with people on my trip.</li> <li>I can identify vocabulary to describe how I</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>How do I describe this experience? (food, tradition, activity)</li> <li>How do I describe what I am seeing?</li> </ul>

## Unit 5: Cusco, Peru

feel about an experience.	
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>• View photos/videos showing the authentic foods in Cusco</li> <li>• Describe the food using specific vocabulary</li> <li>• Describe likes and dislikes in regard to the food</li> <li>• Observe different settings and/or experiences you would have with this food</li> <li>• Have a conversation in order to order food or describe what you want in the target language</li> </ul>	
Third Topic: Living the Culture of Cusco	Estimated # of Classes: 1-2
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>• I can identify words to describe the experiences or activities I will do on the trip.</li> <li>• I can identify greetings appropriate for interacting with people on my trip.</li> <li>• I can identify vocabulary to describe how I feel about an experience.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>• What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>• How do I describe this experience? (food, tradition, activity)</li> <li>• How do I describe what I am seeing?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>• Observe and describe the natural beauty of Cusco</li> <li>• Describe some places you may visit in Cusco (mountains, farms, animals)</li> <li>• Answer scripted questions from peers regarding your experiences</li> </ul>	
Fourth Topic: Challenge!	Estimated # of Classes: 1-2
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>• I can identify words to describe the experiences or activities I will do on the trip.</li> <li>• I can identify vocabulary to describe how I feel about an experience.</li> <li>• I can identify ways to describe the authentic foods of the city/country.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>• What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>• How do I describe this experience? (food, tradition, activity)</li> <li>• How do I describe what I am seeing?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>• Visit the San Pedro Market through photos on trip advisor. Make a list of the foods you observe in the target language.</li> <li>• Choose 3-5 items that you would like to buy. Add a photo or drawing into your travel folder. If you do not know the words for the items, look them up and label the photo or drawing.</li> </ul>	
Fifth Topic: Leaving Cusco	Estimated # of Classes: 1
Relevant Learning Targets (from Stage 1) :	Relevant Essential Questions (from Stage 1):

## Unit 5: Cusco, Peru

- I can identify transportation that I may use in the target language.
- I can identify greetings appropriate for interacting with people on my trip.

- What am I trying to say and how do I say it? Is what I'm saying understood?
- Where am I trying to go (next)? How do I get there?
- How do I describe what I need?

### Learning Activities:

- Practice scripted interactions with people in the airport and people in the hotel
- Practice basic greetings in scripted conversations
- Answer questions someone may have for you

## Unit 6: Santiago, Chile

Course Name: Hispanic Studies: Life and Travel		Unit Title: Santiago, Chile		Est. # of Classes: 5	
<p><b>Unit Overview:</b> Fifth stop: Santiago, Chile! In this unit, students will head south and continue to interact with others in Spanish as they navigate in the new location, stay in a new hotel and discuss authentic food. Students see another side of South America as they explore the Andes Mountains and their many cold weather activities. Students will practice communicating with others and describing their experiences on their individual adventures in Spanish.</p>					
STAGE 1: DESIRED RESULTS					
Established Goals			Transfer Goals		
<p><u><a href="#">Intercultural Communication</a></u>: I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.</p>			<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</li> </ul> <p><b>Research and Understanding</b></p> <ul style="list-style-type: none"> <li>Gain knowledge about global cultures and foster respect for other cultures realizing there are multiple ways of viewing the world</li> </ul> <p><b>Communication/Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Initiate and respond effectively on a given topic based on interactions/exchanges</li> </ul>		
Understandings			Essential Questions		
<ul style="list-style-type: none"> <li>Language requires you to solve problems.</li> <li>Body language can help convey the message</li> <li>Each culture has unique characteristics and values.</li> </ul>			<ul style="list-style-type: none"> <li>What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>Where am I trying to go (next)? How do I get there?</li> <li>How do I describe what I need?</li> <li>How do I describe what I am seeing?</li> <li>How do I describe this experience? (food, tradition, activity)</li> </ul>		
Knowledge			Skills (Framed as Learning Targets)		
<ul style="list-style-type: none"> <li>Getting to the hotel from the airport (transportation - bus, car, taxi, on foot, metro, currency needed)</li> <li>Navigating lodging (room, key, bed, bathroom, check in)</li> <li>Describing food related to authentic dishes</li> </ul>			<ul style="list-style-type: none"> <li>I can identify transportation that I may use in the target language.</li> <li>I can identify lodging vocabulary to help during a stay in the target language.</li> <li>I can identify ways to describe the authentic foods of the city/country.</li> </ul>		



## Unit 6: Santiago, Chile

<p>(asado, empanadas, curanto)</p> <ul style="list-style-type: none"> <li>Using vocabulary related to activities/experiences in Santiago (mountains, skiing, museum, outdoor activities)</li> <li>Describing other activities to do in Santiago</li> <li>Leaving the hotel for the airport (transportation - bus, car, taxi, cost, documents needed)</li> <li>Identify vocabulary related to manners (please, thank you, how are you, my name is, hello, goodbye)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify words to describe the experiences or activities I will do on the trip.</li> <li>I can identify greetings appropriate for interacting with people on my trip.</li> <li>I can interact with people in different scenarios using appropriate expressions in the target language.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<p>Reflect on the Santiago portion of the trip writing in your travel journal and adding artifacts and mementos.</p>	<ul style="list-style-type: none"> <li>Script and practice conversations</li> <li>Replying to basic questions</li> <li>Situational activities - What to say when?</li> <li>Planning different aspects of a trip</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Getting to the hotel	Estimated # of Classes: 1
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>I can identify transportation that I may use in the target language.</li> <li>I can identify lodging vocabulary to help during a stay in the target language.</li> <li>I can identify greetings appropriate for interacting with people on my trip.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>Where am I trying to go (next)? How do I get there?</li> <li>How do I describe what I need?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>Practice scripted interactions with people in the airport and people in the hotel</li> <li>Practice basic greetings in scripted conversations</li> <li>Look at the map to review where you are in the world</li> </ul>	
Second Topic: Food in Santiago	Estimated # of Classes: 1-2
<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>I can identify ways to describe the authentic foods of the city/country.</li> <li>I can identify greetings appropriate for interacting with people on my trip.</li> <li>I can identify vocabulary to describe how I</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>How do I describe this experience? (food, tradition, activity)</li> <li>How do I describe what I am seeing?</li> </ul>

## Unit 6: Santiago, Chile

feel about an experience.	
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● View photos/videos showing the authentic foods in Santiago</li> <li>● Describe the food using specific vocabulary</li> <li>● Describe likes and dislikes in regards to the food</li> <li>● Observe different settings and/or experiences you would have with this food</li> <li>● Have a conversation in order to order food or describe what you want in the target language, using appropriate expressions</li> </ul>	
Third Topic: Living the Culture of Santiago	Estimated # of Classes: 1-2
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>● I can identify words to describe the experiences or activities I will do on the trip.</li> <li>● I can identify greetings appropriate for interacting with people on my trip.</li> <li>● I can identify vocabulary to describe how I feel about an experience.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>● How do I describe this experience? (food, tradition, activity)</li> <li>● How do I describe what I am seeing?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● Discuss why you can ski in Chile in June</li> <li>● Identify all the different winter activities you can do in Santiago</li> </ul>	
Fourth Topic: Challenge!	Estimated # of Classes: 1-2
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>● I can identify words to describe the experiences or activities I will do on the trip.</li> <li>● I can identify greetings appropriate for interacting with people on my trip.</li> <li>● I can identify vocabulary to describe how I feel about an experience.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>● How do I describe this experience? (food, tradition, activity)</li> <li>● How do I describe what I am seeing?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● Use viator.com to find two activities in or near Santiago to recommend to someone.</li> <li>● Describe them in an informal conversation with someone</li> </ul>	
Fifth Topic: Leaving Santiago	Estimated # of Classes: 1
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>● I can identify transportation that I may use in the target language.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● What am I trying to say and how do I say it? Is what I'm saying understood?</li> </ul>

## Unit 6: Santiago, Chile

- I can identify greetings appropriate for interacting with people on my trip.

- Where am I trying to go (next)? How do I get there?
- How do I describe what I need?

### Learning Activities:

- Practice scripted interactions with people in the airport and people in the hotel
- Practice basic greetings in scripted conversations
- Answer questions someone may have for you

## Unit 7: Barcelona, Spain

Course Name: Hispanic Studies: Life and Travel      Unit Title: Barcelona, Spain      Est. # of Classes: 5	
<p><b>Unit Overview:</b></p> <p>Sixth stop: Barcelona, Spain! In this unit, students will fly to Europe, stay in Barcelona, Spain and continue to interact with others in Spanish as they navigate in the new location. Students will take virtual field trips to watch a soccer match, listen to authentic music and see the works of famous Barcelonians. Students will practice communicating with others and describing their experiences on their individual adventures in Spanish.</p>	
STAGE 1: DESIRED RESULTS	
Established Goals	Transfer Goals
<p><u>Presentational Communication</u>: I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</li> </ul> <p><b>Research and Understanding; Responsible Citizenship</b></p> <ul style="list-style-type: none"> <li>Gain knowledge about global cultures and foster respect for other cultures realizing there are multiple ways of viewing the world</li> </ul> <p><b>Communication; Critical Thinking; Self Direction</b></p> <ul style="list-style-type: none"> <li>Initiate and respond effectively on a given topic based on interactions/exchanges</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>Language requires you to solve problems.</li> <li>Body language can help convey the message.</li> <li>Each culture has unique characteristics and values.</li> </ul>	<ul style="list-style-type: none"> <li>What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>Where am I trying to go (next)? How do I get there?</li> <li>How do I describe what I need?</li> <li>How do I describe what I am seeing?</li> <li>How do I describe this experience? (food, tradition, activity)</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>Getting to the hotel from the airport (transportation - bus, car, taxi, on foot, metro, currency needed)</li> <li>Navigating lodging (room, key, bed,</li> </ul>	<ul style="list-style-type: none"> <li>I can identify transportation that I may use in the target language.</li> <li>I can identify lodging vocabulary to help during a stay in the target language.</li> </ul>

## Unit 7: Barcelona, Spain

<p>bathroom, check in)</p> <ul style="list-style-type: none"> <li>• Describing food related to authentic dishes (jamon iberico, pa amb tomaquet, paella)</li> <li>• Using vocabulary related to activities/experiences in Barcelona (museum, park, palace, music, soccer game, church)</li> <li>• Recreating and describing a mosaic like those in Parque Guell</li> <li>• Leaving the hotel for the train station (transportation - bus, car, taxi, cost, documents needed)</li> <li>• Identify vocabulary related to manners (please, thank you, how are you, my name is, hello, goodbye)</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify ways to describe the authentic foods of the city/country.</li> <li>• I can identify words to describe the experiences or activities I will do on the trip.</li> <li>• I can identify greetings appropriate for interacting with people on my trip.</li> <li>• I can interact with people in different scenarios using appropriate expressions in the target language.</li> <li>• I can name and describe landmarks and places of interest in the target language.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<p>Reflect on the Barcelona portion of the trip writing in your travel journal and adding artifacts and mementos.</p>	<ul style="list-style-type: none"> <li>• Script and practice conversations</li> <li>• Replying to basic questions</li> <li>• Situational activities - What to say when?</li> <li>• Planning different aspects of a trip</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>	
<p>First Topic: Getting to the hotel</p>	<p>Estimated # of Classes: 1</p>
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>• I can identify transportation that I may use in the target language.</li> <li>• I can identify lodging vocabulary to help during a stay in the target language.</li> <li>• I can identify greetings appropriate for interacting with people on my trip.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>• What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>• Where am I trying to go (next)? How do I get there?</li> <li>• How do I describe what I need?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>• Practice scripted interactions with people in the airport and people in the hotel</li> <li>• Practice basic greetings in scripted conversations</li> <li>• Look at the map to review where you are in the world</li> </ul>	
<p>Second Topic: Food in Barcelona</p>	<p>Estimated # of Classes: 1-2</p>
<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>• I can identify ways to describe the authentic foods of the city/country.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• What am I trying to say and how do I say it? Is what I'm saying understood?</li> </ul>

## Unit 7: Barcelona, Spain

<ul style="list-style-type: none"> <li>● I can identify greetings appropriate for interacting with people on my trip.</li> <li>● I can identify vocabulary to describe how I feel about an experience.</li> </ul>	<ul style="list-style-type: none"> <li>● How do I describe this experience? (food, tradition, activity)</li> <li>● How do I describe what I am seeing?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● View photos/videos showing the authentic foods in Barcelona</li> <li>● Describe the food using specific vocabulary</li> <li>● Describe likes and dislikes in regards to the food</li> <li>● Observe different settings and/or experiences you would have with this food</li> <li>● Practice naming foods, ingredients and describe them in the target language.</li> </ul>	
<p>Third Topic: Living the Culture of Barcelona</p>	<p>Estimated # of Classes: 1-2</p>
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>● I can identify words to describe the experiences or activities I will do on the trip.</li> <li>● I can identify greetings appropriate for interacting with people on my trip.</li> <li>● I can identify vocabulary to describe how I feel about an experience.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>● How do I describe this experience? (food, tradition, activity)</li> <li>● How do I describe what I am seeing?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● Listen to authentic music</li> <li>● Watch and describe part of an FC Barcelona soccer game</li> <li>● Participate in a virtual visit to important places</li> </ul>	
<p>Fourth Topic: Challenge!</p>	<p>Estimated # of Classes: 1-2</p>
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>● I can identify words to describe the experiences or activities I will do on the trip.</li> <li>● I can identify vocabulary to describe how I feel about an experience.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>● What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>● How do I describe this experience? (food, tradition, activity)</li> <li>● How do I describe what I am seeing?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● View photos of Parque Guell and its broken tile mosaics. Create your own mosaic that you would add to the park.</li> <li>● Describe the colors, shapes, idea, image</li> </ul>	
<p>Fifth Topic: Leaving Barcelona</p>	<p>Estimated # of Classes: 1</p>

## Unit 7: Barcelona, Spain

### Relevant Learning Targets (from Stage 1) :

- I can identify transportation that I may use in the target language.
- I can identify greetings appropriate for interacting with people on my trip.

### Relevant Essential Questions (from Stage 1):

- What am I trying to say and how do I say it? Is what I'm saying understood?
- Where am I trying to go (next)? How do I get there?
- How do I describe what I need?

### Learning Activities:

- Practice scripted interactions with people in the train station and people in the hotel
- Discuss the AVE train
- Practice basic greetings in scripted conversations
- Answer questions someone may have for you

## Unit 8: Madrid, Spain

Course Name: Hispanic Studies: Life and Travel      Unit Title: Madrid, Spain      Est. # of Classes: 5	
<p><b>Unit Overview:</b>            Seventh stop: Madrid, Spain! In this unit, students will hop on a new form of transportation, the AVE train, and head to Madrid to continue to interact with others in Spanish as they navigate in the new location. Students will view the works of the greats in the Prado and maybe try some flamenco dancing! Students will practice communicating with others and describing their experiences on their individual adventures in Spanish.</p>	
STAGE 1: DESIRED RESULTS	
Established Goals	Transfer Goals
<p><u>Intercultural Communication</u>: I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</li> </ul> <p><b>Research and Understanding; Responsible Citizenship</b></p> <ul style="list-style-type: none"> <li>Gain knowledge about global cultures and foster respect for other cultures realizing there are multiple ways of viewing the world</li> </ul> <p><b>Communication; Critical Thinking; Self Direction</b></p> <ul style="list-style-type: none"> <li>Initiate and respond effectively on a given topic based on interactions/exchanges</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>Language requires you to solve problems.</li> <li>Body language can help convey the message.</li> <li>Each culture has unique characteristics and values.</li> </ul>	<ul style="list-style-type: none"> <li>What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>Where am I trying to go (next)? How do I get there?</li> <li>How do I describe what I need?</li> <li>How do I describe what I am seeing?</li> <li>How do I describe this experience? (food, tradition, activity)</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>Getting to the hotel from the train station (transportation - bus, car, taxi, on foot, metro, currency needed)</li> <li>Navigating lodging (room, key, bed, bathroom, check in)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify transportation that I may use in the target language.</li> <li>I can identify lodging vocabulary to help during a stay in the target language.</li> <li>I can identify ways to describe the authentic</li> </ul>



## Unit 8: Madrid, Spain

<ul style="list-style-type: none"> <li>• Describing food related to authentic dishes (tortilla de patatas, churros con chocolate, other tapas)</li> <li>• Using vocabulary related to activities/experiences in Madrid (museum, shopping, flamenco, cooking class)</li> <li>• Exploring the different tapas</li> <li>• Leaving the hotel for the airport (transportation - bus, car, taxi, cost, documents needed)</li> <li>• Identify vocabulary related to manners (please, thank you, how are you, my name is, hello, goodbye)</li> </ul>	<p>foods of the city/country.</p> <ul style="list-style-type: none"> <li>• I can identify words to describe the experiences or activities I will do on the trip.</li> <li>• I can identify greetings appropriate for interacting with people on my trip.</li> <li>• I can interact with people in different scenarios using appropriate expressions in the target language.</li> <li>• I can recognize appropriate behaviors in another country.</li> </ul>
<b>STAGE 2: DETERMINE ACCEPTABLE EVIDENCE</b>	
Summative Assessment	Formative Assessment
<p>Reflect on the Madrid portion of the trip writing in your travel journal and adding artifacts and mementos.</p>	<ul style="list-style-type: none"> <li>• Script and practice conversations</li> <li>• Replying to basic questions</li> <li>• Situational activities - What to say when?</li> <li>• Planning different aspects of a trip</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: Getting to the hotel	Estimated # of Classes: 1
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>• I can identify transportation that I may use in the target language.</li> <li>• I can identify lodging vocabulary to help during a stay in the target language.</li> <li>• I can identify greetings appropriate for interacting with people on my trip.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>• What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>• Where am I trying to go (next)? How do I get there?</li> <li>• How do I describe what I need?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>• Practice scripted interactions with people in the train station and people in the hotel</li> <li>• Practice basic greetings in scripted conversations</li> <li>• Look at the map to review where you are in the world</li> </ul>	
Second Topic: Food in Madrid	Estimated # of Classes: 1-2
<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>• I can identify ways to describe the authentic foods of the city/country.</li> <li>• I can identify greetings appropriate for interacting with people on my trip.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>• How do I describe this experience? (food, tradition, activity)</li> </ul>

## Unit 8: Madrid, Spain

<ul style="list-style-type: none"> <li>I can identify vocabulary to describe how I feel about an experience.</li> </ul>	<ul style="list-style-type: none"> <li>How do I describe what I am seeing?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>View photos/videos showing the authentic foods in Madrid</li> <li>Describe the food using specific vocabulary</li> <li>Describe likes and dislikes in regards to the food</li> <li>Observe different settings and/or experiences you would have with this food</li> <li>Practice naming foods, ingredients and describe them in the target language.</li> </ul>	
Third Topic: Living the Culture of Madrid	Estimated # of Classes: 1-2
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>I can identify words to describe the experiences or activities I will do on the trip.</li> <li>I can identify greetings appropriate for interacting with people on my trip.</li> <li>I can identify vocabulary to describe how I feel about an experience.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>How do I describe this experience? (food, tradition, activity)</li> <li>How do I describe what I am seeing?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>Take part in a cooking class</li> <li>View and describe the artwork of the Prado Museum</li> <li>Participate in a virtual visit to El Rastro and describe what you see</li> <li>View flamenco dancing and maybe try it</li> </ul>	
Fourth Topic: Challenge!	Estimated # of Classes: 1-2
<p>Relevant Learning Targets (from Stage 1) :</p> <ul style="list-style-type: none"> <li>I can identify words to describe the experiences or activities I will do on the trip.</li> <li>I can identify greetings appropriate for interacting with people on my trip.</li> <li>I can identify vocabulary to describe how I feel about an experience.</li> </ul>	<p>Relevant Essential Questions (from Stage 1):</p> <ul style="list-style-type: none"> <li>What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>How do I describe this experience? (food, tradition, activity)</li> <li>How do I describe what I am seeing?</li> </ul>
<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>Explore the different tapas offered in Madrid/Spain in general. Add a photo or drawing to your travel folder of the tapa and describe what ingredients it contains.</li> <li>Describe in polite conversation what you would like to try and what you would not like to try.</li> <li>Ask someone else about what they found.</li> </ul>	
Fifth Topic: Leaving Madrid	Estimated # of Classes: 1

## Unit 8: Madrid, Spain

### Relevant Learning Targets (from Stage 1) :

- I can identify transportation that I may use in the target language.
- I can identify greetings appropriate for interacting with people on my trip.

### Relevant Essential Questions (from Stage 1):

- What am I trying to say and how do I say it? Is what I'm saying understood?
- Where am I trying to go (next)? How do I get there?
- How do I describe what I need?

### Learning Activities:

- Practice scripted interactions with people in the hotel and people in the hotel
- Practice basic greetings in scripted conversations
- Answer questions someone may have for you using appropriate behaviors

## Unit 9: De vuelta a Waterford

Course Name: Hispanic Studies: Life and Travel      Unit Title: De vuelta a Waterford      Est. # of Lessons: 3	
<p><b>Unit Overview:</b> We're back and what a trip! In this unit, students wrap-up their trip throughout the Spanish-speaking world. They will interact with others in the airport and in planning to get back home in Spanish. Students will practice communicating with others in transportation settings and reflect on their trip as a whole in Spanish.</p>	
STAGE 1: DESIRED RESULTS	
Established Goals	Transfer Goals
<p><b><u>Intercultural Communication:</u></b> In my own and other cultures I can identify some typical products related to familiar everyday life.</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</li> </ul> <p><b>Communication; Critical Thinking; Self Direction</b></p> <ul style="list-style-type: none"> <li>Initiate and respond effectively on a given topic based on interactions/exchanges</li> </ul>
Understandings	Essential Questions
<ul style="list-style-type: none"> <li>Language requires you to solve problems.</li> <li>Body language can help convey the message.</li> <li>Each culture has unique characteristics and values.</li> </ul>	<ul style="list-style-type: none"> <li>What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>Where am I trying to go (next)? How do I get there?</li> <li>How do I describe what I need?</li> <li>How do I describe what I am seeing?</li> <li>How do I describe this experience? (food, tradition, activity)</li> </ul>
Knowledge	Skills (Framed as Learning Targets)
<ul style="list-style-type: none"> <li>Getting home from the airport (transportation - bus, car, taxi, currency)</li> <li>Reflection on trip: What do you see in your own community that you observed during your travels? What cultures/cultural artifacts are represented in your own community/surrounding communities? What was your favorite part of the trip?</li> </ul>	<ul style="list-style-type: none"> <li>I can identify travel-related words (bus, car, airport) in the target language</li> <li>I can identify words to describe the experiences or activities I will do on the trip.</li> <li>I can identify vocabulary to describe how I feel about an experience.</li> <li>I can identify vocabulary related to manners (please, thank you, how are you, my name is, hello, goodbye)</li> </ul>
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Summative Assessment (Cumulative Assessment)	Formative Assessment

## Unit 9: De vuelta a Waterford

<ul style="list-style-type: none"> <li>● Plan to get home from the airport</li> <li>● Finalizing what is in your travel folder: passport, journal, mementos</li> <li>● Reflect on your trip</li> </ul>	<ul style="list-style-type: none"> <li>● Script and practice conversations</li> <li>● Replying to basic questions</li> <li>● Situational activities - What to say when?</li> <li>● Planning different aspects of a trip</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>	
First Topic: How I get home	Estimated # of Classes: 1
Relevant Learning Targets (from Stage 1) : <ul style="list-style-type: none"> <li>● I can identify travel-related words (bus, car, airport) in the target language</li> <li>● I can identify vocabulary related to manners (please, thank you, how are you, my name is, hello, goodbye)</li> </ul>	Relevant Essential Questions (from Stage 1): <ul style="list-style-type: none"> <li>● What am I trying to say and how do I say it? Is what I'm saying understood?</li> <li>● Where am I trying to go (next)? How do I get there?</li> <li>● How do I describe what I need?</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>● Decide which option for transportation is best for you to arrive home.</li> <li>● Practice the appropriate scripted conversations</li> </ul>	
<b>YOU CAN CONTINUE TO ADD UNIT TOPICS TO COVER THE SEQUENCE OF THE UNIT</b>	
Second Topic: How will I record my experiences?	Estimated # of Classes: 1-2
Learning Targets: <ul style="list-style-type: none"> <li>● I can identify words to describe the experiences or activities I will do on the trip.</li> <li>● I can identify vocabulary to describe how I feel about an experience.</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>● How do I describe what I am seeing?</li> <li>● How do I describe this experience? (food, tradition, activity)</li> </ul>
Learning Activities: <ul style="list-style-type: none"> <li>● Finalize your travel folder.</li> <li>● Look at a map to see where in the world you traveled, what country and what continent.</li> </ul>	