

<b><u>Big Idea(s) of 2nd nine weeks</u></b>	<b><u>Concept(s) of 2<sup>nd</sup> nine weeks</u></b>	<b><u>Competencies of 2<sup>nd</sup> nine weeks</u></b>	<b><u>Essential Questions of 2<sup>nd</sup> nine weeks</u></b>
Reading and listening to simple stories in Spanish will give students the opportunity to comprehend and use their knowledge of a second language.	<b>Students will know:</b> <ul style="list-style-type: none"> <li>key Spanish phrases</li> <li>what Day of the Dead is and how it is celebrated in Mexico</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>read key phrases in short stories and retell parts of the story in Spanish</li> <li>explain the importance of Day of the Dead in Mexican culture</li> </ul>	What skills do we need to understand and interact with written communication in Spanish?
<b><u>Unit/Chapter/Selection of Study</u></b>  Key phrases to read & understand, write: Runs, walks toward, sees Culture: running of the bulls  Reading short stories, writing stories on own and as a class, in class games	<b><u>Approx. # of weeks - % of time</u></b>  9 days	<b><u>PA Academic Standards</u></b>  12.1.B Know common vocabulary forms and structures used in basic speaking and writing  12.1.C Recognize common vocabulary term through listening and reading  12.1.D Know simple sentence and question structures in order to communicate  12.1.1.B Speak and write common vocabulary phrases and structures during activities with the teacher, classmates and family  12.3.A Identify fundamental and customs of the target language	<b><u>Assessment Anchors &amp; Eligible Content</u></b>
<b><u>Unit/Chapter/Selection of Study</u></b>  Dreaming Spanish video comprehension	<b><u>Approx. # of weeks - % of time</u></b>  1 day	<b><u>PA Academic Standards</u></b>  12.5.1.B Respond to simple questions and interpret simple messages on a national level. 12.5.1.C Respond to simple questions and interpret simple messages on a global level.	<b><u>Assessment Anchors &amp; Eligible Content</u></b>

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<b><u>Unit/Chapter/Selection of Study</u></b>  Key phrase: Son las #, abre la puerta, nunca cierra  Reading short stories, writing stories on own and as a class, in class games	<b><u>Approx. # of weeks - % of time</u></b>  13 days	<b><u>PA Academic Standards</u></b>  12.1.B Know common vocabulary forms and structures used in basic speaking and writing 12.1.C Recognize common vocabulary term through listening and reading 12.1.D Know simple sentence and question structures in order to communicate 12.1.1.B Speak and write common vocabulary phrases and structures during activities with the teacher, classmates and family 12.1.F. Know how the target language has influenced other school curriculum 12.3.1.C Model life skills and social interactions in the target language culture and in one's own culture	<b><u>Assessment Anchors &amp; Eligible Content</u></b>
<b><u>Unit/Chapter/Selection of Study</u></b>  Culture: Día de los muertos  Coco movie Skull coloring Reading activities	<b><u>Approx. # of weeks - % of time</u></b>  5 days	<b><u>PA Academic Standards</u></b>  12.3.1.A (stage 2) Discuss the products and customs the target culture in simple sentences in the target language. –holidays	<b><u>Assessment Anchors &amp; Eligible Content</u></b>

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<b><u>Unit/Chapter/Selection of Study</u></b>  Key phrases: Speaks, takes, wants to be Culture: el silbo gomero language  Reading short stories, writing stories on own and as a class, in class games	<b><u>Approx. # of weeks - % of time</u></b>  13 days	<b><u>PA Academic Standards</u></b>  12.1.B Know common vocabulary forms and structures used in basic speaking and writing 12.1.C Recognize common vocabulary term through listening and reading 12.1.D Know simple sentence and question structures in order to communicate 12.1.1.B Speak and write common vocabulary phrases and structures during activities with the teacher, classmates and family 12.3.C Describe similarities and differences of life skills and social structures in personal interactions between cultures 12.5.D Know simple comparisons and connections that can be made between the target language and English in the local, national and global communities	<b><u>Assessment Anchors &amp; Eligible Content</u></b>
<b><u>Unit/Chapter/Selection of Study</u></b>  Key phrases: Has a girlfriend/boyfriend, is angry, his/her brother goes to  Reading short stories, writing stories on own and as a class, in class games	<b><u>Approx. # of weeks - % of time</u></b>  5 days	<b><u>PA Academic Standards</u></b>  12.1.B Know common vocabulary forms and structures used in basic speaking and writing 12.1.C Recognize common vocabulary term through listening and reading 12.1.D Know simple sentence and question structures in order to communicate 12.1.1.B Speak and write common vocabulary phrases and structures during activities with the teacher, classmates and family 12.3.A Identify fundamental products and customs of the target culture.	<b><u>Assessment Anchors &amp; Eligible Content</u></b>