

Teacher Name:

Course Name: Spanish 2H (Destinos Supplement)

Year

Week 1		Week 2	
<p><b>Performance Standards</b></p> <p>The students will: 1.5 Exchange information and knowledge                      1.9 Ask and respond to questions to clarify information                      2.1 Follow directions                      2.3 Obtain information and knowledge                      4.7 Demonstrate knowledge of the target culture's geography by naming features such as rivers, mountains, cities, and climate on maps.</p>		<p><b>Performance Standards</b></p> <p>The students will: 2.3 Obtain information and knowledge                      6.1 Ask and answer questions regarding different forms of communication in the target culture and their own such as signs symbols, displays and inscriptions                      4.3 Identify distinctive cultural aspects of the target culture presented in stories, dramas, films, and photographs.</p>	
<p><b>Unit/Topic/Lesson</b>                      UNIT ONE: SPAIN</p> <p>The Regions of Spain</p>		<p><b>Unit/Topic/Lesson</b>                      UNIT ONE: SPAIN</p> <p>Guernica</p>	
<p><b>Objectives</b></p> <p>Students will be able to describe the different regions of Spain both geographically and culturally. Students will also be able to share their observations and opinions about Spain through guided discussion.</p>	<p><b>Essential Question</b></p> <p>What do I know about the regions of Spain?</p>	<p><b>Objectives</b></p> <p>Students will gain an introductory knowledge of what happened in Guernika, Spain during the Spanish Civil War. They will also learn about the life and work of Pablo Picasso.</p>	<p><b>Essential Question</b></p> <p>What is Guernica and why is it important?</p>
<p><b>Teacher Resources</b></p> <p>Destinos Textbook                      Destinos Workbook to accompany video                      Spain Unit Materials</p>	<p><b>Media Resources</b></p> <p>Destinos DVD program</p>	<p><b>Teacher Resources</b></p> <p>Destinos Textbook                      Destinos Workbook to accompany video                      Spain Unit Materials</p>	<p><b>Media Resources</b></p> <p>Destinos DVD program</p>
<p><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given weekly in conjunction with unit presentation  <b>Review:</b> All weekly concepts.  <b>Project:</b> Given at the end of each unit</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>	<p><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given weekly in conjunction with unit presentation  <b>Review:</b> All weekly concepts.  <b>Project:</b> Given at the end of each unit</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>

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Week 3		Week 4	
<p><b>Performance Standards</b></p> <p>The students will: 8.1 Apply knowledge of the target language and culture beyond the classroom setting 3.5 Write lists and short notes 3.6 Present information in a brief report</p>		<p><b>Performance Standards</b></p> <p>The students will: 1.10 Exchange opinions about people, activities, or events 1.11 Discuss class reading 1.15 Share personal reactions to authentic literary texts, such as letters, poems, plays, stories, novels, etc.</p>	
<p><b>Unit/Topic/Lesson</b> UNIT ONE: SPAIN</p> <p>Tourism in Madrid and Sevilla</p>		<p><b>Unit/Topic/Lesson</b> UNIT ONE: SPAIN</p> <p>Federico García Lorca and Spanish Education</p>	
<p><b>Objectives</b></p> <p>Students will be able to research train schedules. Students will also be able to locate information on a map and work within a budget.</p>	<p><b>Essential Question</b></p> <p>How can I plan a trip for leisure and learning in Madrid or Sevilla?</p>	<p><b>Objectives</b></p> <p>Students will further their understanding of what happened during the Spanish Civil War by studying the life and work of Federico Garcia Lorca. They will also see how culture is represented through a very important literaru genre: poetry.</p>	<p><b>Essential Question</b></p> <p>What are the poems of Lorca like? How is education different and similar to education in the U.S.?</p>
<p><b>Teacher Resources</b> Destinos Textbook Destinos Workbook to accompany video Spain Unit Materials</p>	<p><b>Media Resources</b> Destinos DVD program</p>	<p><b>Teacher Resources</b> Destinos Textbook Destinos Workbook to accompany video Spain Unit Materials</p>	<p><b>Media Resources</b> Destinos DVD program</p>
<p><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given weekly in conjunction with unit presentation <b>Review:</b> All weekly concepts. <b>Project:</b> Given at the end of each unit</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>	<p><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given weekly in conjunction with unit presentation <b>Review:</b> All weekly concepts. <b>Project:</b> Given at the end of each unit</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>

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Week 5		Week 6	
<p align="center"><i>Performance Standards</i></p> <p>The students will: 5.2 Give ways in which the target language differs from/is similar to English                      5.3 Give examples of borrowed and loan words                      4.12 Identify, place in chronological order, and describe the significance of important historical events in the target culture                      3.6 Present information in a brief report                      3.8 Write simple paragraphs</p>		<p align="center"><i>Performance Standards</i></p> <p>The students will: 4.22 Describe conflicts in points of view within and among cultures and their possible resolutions; and discuss how the conflicts and proposed resolutions reflect cultural and individual perspectives                      6.5 Compare, contrast, and exchange views on an aspect of the target culture                      1.10 Exchange opinions about people, activities, or events</p>	
<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT ONE: SPAIN</b></p> <p align="center">The influence of Arabic culture in Spain</p>		<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT ONE: SPAIN</b></p> <p align="center">Spanish Festivals</p>	
<p align="center"><b>Objectives</b></p> <p>Recognize the importance of Arab culture on Spain’s past and present culture. Identify the different ways Arabic culture has influenced Spain over time.</p>	<p align="center"><b>Essential Question</b></p> <p align="center">How has Arabic culture influenced Spain?</p>	<p align="center"><b>Objectives</b></p> <p>Students will be able to identify and talk about some popular Spanish festivals and cultural practices. Students will also be able to defend opinions and debate about Spanish cultural practices.</p>	<p align="center"><b>Essential Question</b></p> <p align="center">What are some common Spanish festivals, and what is your opinion of them?</p>
<p align="center"><b>Teacher Resources</b></p> <p>Destinos Textbook                      Destinos Workbook to accompany video                      Spain Unit Materials</p>	<p align="center"><b>Media Resources</b></p> <p>Destinos DVD program</p>	<p align="center"><b>Teacher Resources</b></p> <p>Destinos Textbook                      Destinos Workbook to accompany video                      Spain Unit Materials</p>	<p align="center"><b>Media Resources</b></p> <p>Destinos DVD program</p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given weekly in conjunction with unit presentation  <b>Review:</b> All weekly concepts.  <b>Project:</b> Given at the end of each unit</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given weekly in conjunction with unit presentation  <b>Review:</b> All weekly concepts.  <b>Project:</b> Given at the end of each unit</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>

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Week 7		Week 8	
<p align="center"><i>Performance Standards</i></p> <p>The students will: 3.4 Describe people, places, and things                      1.19 Discuss national, international, or current events                      4.12 Identify, place in chronological order, and describe the significance of important historical events in the target culture</p>		<p align="center"><i>Performance Standards</i></p> <p>The students will: 2.3 Obtain information and knowledge                      2.7 Read authentic and adapted materials, such as short stories, narratives, advertisements, and brochures                      4.8 Identify patterns of social behavior that are typical of the target culture                      6.8 Compare, contrast, and report on cultural traditions and celebrations</p>	
<p align="center"><b>Unit/Topic/Lesson</b>                      UNIT ONE: SPAIN</p> <p align="center">The Spanish Royal Family</p>		<p align="center"><b>Unit/Topic/Lesson</b>                      UNIT ONE: SPAIN</p> <p align="center">Food in Spain</p>	
<p align="center"><b>Objectives</b></p> <p>Students will be able to describe the Spanish Royal Family. Students will be able to describe their own family, and that of other people.</p>	<p align="center"><b>Essential Question</b></p> <p>Who are the members of the Spanish Royal Family?</p>	<p align="center"><b>Objectives</b></p> <p>Students will be able to describe a typical Spanish meal. Students will be able to compare their own eating habits with those of people in Spain. Students will learn how to describe different kinds of food that are eaten in Spain.</p>	<p align="center"><b>Essential Question</b></p> <p>What are some common foods and eating habits in Spain?</p>
<p align="center"><b>Teacher Resources</b></p> <p>Destinos Textbook                      Destinos Workbook to accompany video                      Spain Unit Materials</p>	<p align="center"><b>Media Resources</b></p> <p>Destinos DVD program</p>	<p align="center"><b>Teacher Resources</b></p> <p>Destinos Textbook                      Destinos Workbook to accompany video                      Spain Unit Materials</p>	<p align="center"><b>Media Resources</b></p> <p>Destinos DVD program</p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given weekly in conjunction with unit presentation  <b>Review:</b> All weekly concepts.  <b>Project:</b> Given at the end of each unit</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given weekly in conjunction with unit presentation  <b>Review:</b> All weekly concepts.  <b>Project:</b> Given at the end of each unit</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>

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Week 9		Week 10	
<p align="center"><b>Performance Standards</b></p> <p>The students will: 2.4 Read or listen to and interpret signs, simple stories            3.1 Express opinions and ideas            6.2 Describe patterns of behavior of the target culture, such as celebrations, and compare/contrast them with those of their own culture            7.3 Obtain information and knowledge related to other disciplines from sources in the target language</p>		<p align="center"><b>Performance Standards</b></p> <p>The students will: 3.8 Write simple paragraphs            4.16 Identify artistic styles in the target culture and discuss the meanings of examples of music, dance, plays, epic poetry, and visual arts from various historical periods in the target culture            7.2 Obtain information and knowledge related to other disciplines from sources in the target language</p>	
<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT ONE: SPAIN</b></p> <p align="center">Spanish Music and Dance</p>		<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT ONE: SPAIN</b></p> <p align="center">Velázquez and El Greco</p>	
<p align="center"><b>Objectives</b></p> <p>Students will learn about the different types of song and dance in Spain. They will also learn how to analyze the dance moves and musical instruments that exist. They will learn how to distinguish between different kinds of music and dance in the Spanish culture.</p>	<p align="center"><b>Essential Question</b></p> <p align="center">What kinds of traditional and popular music and dance exist in Spain?</p>	<p align="center"><b>Objectives</b></p> <p>Students will be able to describe major works of art. Students will also be able to discuss the lives of artists. They will be able to compare two different paintings.</p>	<p align="center"><b>Essential Question</b></p> <p align="center">How were the lives of Velázquez and El Greco? What was their work like?</p>
<p align="center"><b>Teacher Resources</b></p> <p>Destinos Textbook            Destinos Workbook to accompany video            Spain Unit Materials</p>	<p align="center"><b>Media Resources</b></p> <p>Destinos DVD program</p>	<p align="center"><b>Teacher Resources</b></p> <p>Destinos Textbook            Destinos Workbook to accompany video            Spain Unit Materials</p>	<p align="center"><b>Media Resources</b></p> <p>Destinos DVD program</p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given weekly in conjunction with unit presentation  <b>Review:</b> All weekly concepts.  <b>Project:</b> Given at the end of each unit</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given weekly in conjunction with unit presentation  <b>Review:</b> All weekly concepts.  <b>Project:</b> Given at the end of each unit</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>

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Week 11		Week 12	
<i>Performance Standards</i>		<i>Performance Standards</i>	
The students will: 1.4 Make and respond to requests 1.5 Exchange information and knowledge 3.4 Describe people, places, and things 3.22 Recount events in an incident or a reading		The students will: 4.7 Demonstrate knowledge of the target culture's geography by naming features such as rivers, mountains, cities, and climate on maps 5.3 Give examples of borrowed and loan words	
<b>Unit/Topic/Lesson</b> UNIT ONE: SPAIN		<b>Unit/Topic/Lesson</b> UNIT TWO: ARGENTINA	
Review of Spain Topics		Geography and Regional Language in Argentina	
<b>Objectives</b> Students will be able to recall the different grammar and culture concepts that have been presented over the first ten weeks of unit one.	<b>Essential Question</b> What information has been presented over the past 10 weeks throughout the Spain Unit?	<b>Objectives</b> Students will be able to describe the major geographical features of Argentina. Students will learn about the regional dialect of Spanish spoken in Argentina.	<b>Essential Question</b> Can you describe the geography of Argentina? What is the Spanish like in Argentina?
<b>Teacher Resources</b> Destinos Textbook Destinos Workbook to accompany video Spain Unit Materials	<b>Media Resources</b> Destinos DVD program	<b>Teacher Resources</b> Destinos Textbook Destinos Workbook to accompany video Argentina Unit Materials	<b>Media Resources</b> Destinos DVD program
<b>Evaluation/Activities</b> <b>Homework:</b> To be given weekly in conjunction with unit presentation <b>Review:</b> All weekly concepts. <b>Project:</b> Given at the end of each unit	<b>Completion date:</b> <b>Completed by:</b> <b>Comments</b>	<b>Evaluation/Activities</b> <b>Homework:</b> To be given weekly in conjunction with unit presentation <b>Review:</b> All weekly concepts. <b>Project:</b> Given at the end of each unit	<b>Completion date:</b> <b>Completed by:</b> <b>Comments</b>

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Week 13		Week 14	
<p align="center"><b>Performance Standards</b></p> <p>The students will: 4.11 Identify historical and/or cultural figures from the target culture and describe their contributions 6.8 Compare, contrast, and report on cultural traditions and celebrations</p>		<p align="center"><b>Performance Standards</b></p> <p>The students will: 4.18 Identify significant political, military, intellectual, and cultural figures and describe how they shaped historical events and/or the target culture’s perspectives</p>	
<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT TWO: ARGENTINA</b></p> <p align="center">La Pampa y Los Gauchos</p>		<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT TWO: ARGENTINA</b></p> <p align="center">Eva Perón</p>	
<p align="center"><b>Objectives</b></p> <p>Students will learn to identify the geographic region known as la Pampa. Students will also learn about los Gauchos, and their importance in the region, as well as the country at large.</p>	<p align="center"><b>Essential Question</b></p> <p>Where is la Pampa? Who are los Gauchos?</p>	<p align="center"><b>Objectives</b></p> <p>Students will learn about the life and importance of Eva perón.</p>	<p align="center"><b>Essential Question</b></p> <p>Who is Eva Perón?</p>
<p align="center"><b>Teacher Resources</b></p> <p>Destinos Textbook Destinos Workbook to accompany video Argentina Unit Materials</p>	<p align="center"><b>Media Resources</b></p> <p>Destinos DVD program</p>	<p align="center"><b>Teacher Resources</b></p> <p>Destinos Textbook Destinos Workbook to accompany video Argentina Unit Materials</p>	<p align="center"><b>Media Resources</b></p> <p>Destinos DVD program</p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given weekly in conjunction with unit presentation <b>Review:</b> All weekly concepts. <b>Project:</b> Given at the end of each unit</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given weekly in conjunction with unit presentation <b>Review:</b> All weekly concepts. <b>Project:</b> Given at the end of each unit</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>

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Week 15		Week 16	
<p align="center"><i>Performance Standards</i></p> <p>The students will: 3.4 Describe people, places, and things 2.3 Obtain information and knowledge 1.19 Discuss national, international, or current events</p>		<p align="center"><i>Performance Standards</i></p> <p>The students will: 1.20 Exchange opinions on a variety of contemporary or historical topics 4.12 Identify, place in chronological order, and describe the significance of important historical events in the target culture</p>	
<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT TWO: ARGENTINA</b></p> <p align="center">Buenos Aires</p>		<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT TWO: ARGENTINA</b></p> <p align="center">La inmigración</p>	
<p align="center"><b>Objectives</b></p> <p>Students will learn about the capital of Argentina.</p>	<p align="center"><b>Essential Question</b></p> <p>Where is Buenos Aires and why is it important?</p>	<p align="center"><b>Objectives</b></p> <p>Students will learn about immigration trends in Argentina.</p>	<p align="center"><b>Essential Question</b></p> <p>Which ethnic groups immigrated to Argentina and where did they settle?</p>
<p align="center"><b>Teacher Resources</b></p> <p>Destinos Textbook Destinos Workbook to accompany video Argentina Unit Materials</p>	<p align="center"><b>Media Resources</b></p> <p>Destinos DVD program</p>	<p align="center"><b>Teacher Resources</b></p> <p>Destinos Textbook Destinos Workbook to accompany video Argentina Unit Materials</p>	<p align="center"><b>Media Resources</b></p> <p>Destinos DVD program</p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given weekly in conjunction with unit presentation <b>Review:</b> All weekly concepts. <b>Project:</b> Given at the end of each unit</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given weekly in conjunction with unit presentation <b>Review:</b> All weekly concepts. <b>Project:</b> Given at the end of each unit</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>

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Week 17		Week 18	
<p><b>Performance Standards</b></p> <p>The students will: 4.11 Identify historical and/or cultural figures from the target culture and describe their contributions 4.22 Describe conflicts in points of view within and among cultures and their possible resolutions; and discuss how the conflicts and proposed resolutions reflect cultural and individual perspectives</p>		<p><b>Performance Standards</b></p> <p>The students will: 4.18 Identify significant political, military, intellectual, and cultural figures and describe how they shaped historical events and/or the target culture’s perspectives 4.22 Describe conflicts in points of view within and among cultures and their possible resolutions; and discuss how the conflicts and proposed resolutions reflect cultural and individual perspectives</p>	
<p><b>Unit/Topic/Lesson</b> <b>UNIT TWO: ARGENTINA</b></p> <p>Las Madres de la Plaza de Mayo</p>		<p><b>Unit/Topic/Lesson</b> <b>UNIT TWO: ARGENTINA</b></p> <p>Los Desaparecidos</p>	
<p><b>Objectives</b> Students will learn about the mother’s of Argentina’s disappeared.</p>	<p><b>Essential Question</b> Who are the mothers of the Plaza de Mayo?</p>	<p><b>Objectives</b> Students will learn about the Dirty War and the missing people of Argentina.</p>	<p><b>Essential Question</b> Who are the ‘Desaparecidos’?</p>
<p><b>Teacher Resources</b> Destinos Textbook Destinos Workbook to accompany video Argentina Unit Materials</p>	<p><b>Media Resources</b> Destinos DVD program</p>	<p><b>Teacher Resources</b> Destinos Textbook Destinos Workbook to accompany video Argentina Unit Materials</p>	<p><b>Media Resources</b> Destinos DVD program</p>
<p><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given weekly in conjunction with unit presentation <b>Review:</b> All weekly concepts. <b>Project:</b> Given at the end of each unit</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>	<p><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given weekly in conjunction with unit presentation <b>Review:</b> All weekly concepts. <b>Project:</b> Given at the end of each unit</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>

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Week 19		Week 20	
<p align="center"><b>Performance Standards</b></p> <p>The students will: 4.7 Demonstrate knowledge of the target culture’s geography by naming features such as rivers, mountains, cities, and climate on maps 2.3 Obtain information and knowledge</p>		<p align="center"><b>Performance Standards</b></p> <p>The students will: 4.7 Demonstrate knowledge of the target culture’s geography by naming features such as rivers, mountains, cities, and climate on maps 2.3 Obtain information and knowledge</p>	
<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT THREE: PUERTO RICO</b></p> <p align="center">Geography and Regional Language in Puerto Rico</p>		<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT THREE: PUERTO RICO</b></p> <p align="center">San Juan, Puerto Rico</p>	
<p align="center"><b>Objectives</b></p> <p>Students will learn about the geography and regional language of Puerto Rico.</p>	<p align="center"><b>Essential Question</b></p> <p>How is the geography of Puerto Rico? What is different about Spanish in Puerto Rico?</p>	<p align="center"><b>Objectives</b></p> <p>Students will learn about San Juan, Puerto Rico.</p>	<p align="center"><b>Essential Question</b></p> <p>What are the important elements of San Juan’s history? Where is San Juan?</p>
<p align="center"><b>Teacher Resources</b></p> <p>Destinos Textbook Destinos Workbook to accompany video Puerto Rico Unit Materials</p>	<p align="center"><b>Media Resources</b></p> <p>Destinos DVD program</p>	<p align="center"><b>Teacher Resources</b></p> <p>Destinos Textbook Destinos Workbook to accompany video Puerto Rico Unit Materials</p>	<p align="center"><b>Media Resources</b></p> <p>Destinos DVD program</p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given weekly in conjunction with unit presentation <b>Review:</b> All weekly concepts. <b>Project:</b> Given at the end of each unit</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given weekly in conjunction with unit presentation <b>Review:</b> All weekly concepts. <b>Project:</b> Given at the end of each unit</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>

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Week 21		Week 22	
<p align="center"><b>Performance Standards</b></p> <p>The students will: 4.7 Demonstrate knowledge of the target culture’s geography by naming features such as rivers, mountains, cities, and climate on maps 2.3 Obtain information and knowledge</p>		<p align="center"><b>Performance Standards</b></p> <p>The students will: 1.6 Express likes and dislikes 4.4 Identify distinctive cultural products from the target culture such as toys, clothes, foods, currencies, games , traditional crafts, and musical instruments</p>	
<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT THREE: PUERTO RICO</b></p> <p align="center">Otras Ciudades Puertorriqueñas</p>		<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT THREE: PUERTO RICO</b></p> <p align="center">La Comida de Puerto Rico</p>	
<p align="center"><b>Objectives</b></p> <p>Students will lean about the other important cities of Puerto Rico.</p>	<p align="center"><b>Essential Question</b></p> <p>What are the other important cities of Puerto Rico? Where are they located?</p>	<p align="center"><b>Objectives</b></p> <p>Students will learn about the different kinds of foods eaten in Puerto Rico.</p>	<p align="center"><b>Essential Question</b></p> <p>What kind of food is eaten in Puerto Rico? How have different cultures contributed to Puerto Rico’s culinary tradition?</p>
<p align="center"><b>Teacher Resources</b></p> <p>Destinos Textbook Destinos Workbook to accompany video Puerto Rico Unit Materials</p>	<p align="center"><b>Media Resources</b></p> <p>Destinos DVD program</p>	<p align="center"><b>Teacher Resources</b></p> <p>Destinos Textbook Destinos Workbook to accompany video Puerto Rico Unit Materials</p>	<p align="center"><b>Media Resources</b></p> <p>Destinos DVD program</p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given weekly in conjunction with unit presentation <b>Review:</b> All weekly concepts. <b>Project:</b> Given at the end of each unit</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given weekly in conjunction with unit presentation <b>Review:</b> All weekly concepts. <b>Project:</b> Given at the end of each unit</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>

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Week 23		Week 24	
<p align="center"><b>Performance Standards</b></p> <p>The students will: 4.13 Identify, on maps and globes, the location(s) and major geographic features of countries where the target language is or was used 6.4 Identify and discuss cultural characteristics of the target culture and compare and contrast them to cultural characteristics of their own culture</p>		<p align="center"><b>Performance Standards</b></p> <p>The students will: 6.7 Compare and contrast examples of music, visual arts, dance, and theatre from the target culture with examples from their own culture 4.16 Identify artistic styles in the target culture and discuss the meanings of examples of music, dance, plays, epic poetry, and visual arts from various historical periods in the target culture</p>	
<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT THREE: PUERTO RICO</b></p> <p align="center">Los puertorriqueños en los Estados Unidos</p>		<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT THREE: PUERTO RICO</b></p> <p align="center">El arte y la música en Puerto Rico</p>	
<p align="center"><b>Objectives</b> Students will learn about the contributions of Puerto Ricans in the U.S.</p>	<p align="center"><b>Essential Question</b> How have Puerto Ricans contributed to U.S. history and culture?</p>	<p align="center"><b>Objectives</b> Students will learn about the art and music of Puerto Rico.</p>	<p align="center"><b>Essential Question</b> What kinds of art and music trends exist in Puerto Rico?</p>
<p align="center"><b>Teacher Resources</b> Destinos Textbook Destinos Workbook to accompany video Puerto Rico Unit Materials</p>	<p align="center"><b>Media Resources</b> Destinos DVD program</p>	<p align="center"><b>Teacher Resources</b> Destinos Textbook Destinos Workbook to accompany video Puerto Rico Unit Materials</p>	<p align="center"><b>Media Resources</b> Destinos DVD program</p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given weekly in conjunction with unit presentation <b>Review:</b> All weekly concepts. <b>Project:</b> Given at the end of each unit</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given weekly in conjunction with unit presentation <b>Review:</b> All weekly concepts. <b>Project:</b> Given at the end of each unit</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>

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Week 25		Week 26	
<p align="center"><i>Performance Standards</i></p> <p>The students will: 4.21 Analyze examples of literature, primary source historical documents, music, visual arts, theatre, dance, and other artifacts from target culture(s) and discuss how they reflect individual and cultural perspectives 6.9 Compare folktales from the target culture and the students' own culture 3.23 Narrate in the past, present, and future</p>		<p align="center"><i>Performance Standards</i></p> <p>The students will: 4.24 Analyze how participants' accounts of the same events can differ, how historians' interpretations of events can change over time; and how participants' and historians' interpretations of events can reflect individual and cultural perspectives 3.1 Express opinions and ideas 3.6 Present information in a brief report</p>	
<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT THREE: PUERTO RICO</b></p> <p align="center">La literatura puertorriqueña: el cuento corto</p>		<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT THREE: PUERTO RICO</b></p> <p align="center">Repaso de episodios 1-25 -&gt; análisis del argumento de la serie</p>	
<p align="center"><b>Objectives</b></p> <p>Students will read a short story by a Puerto Rican author, and analyze the story.</p>	<p align="center"><b>Essential Question</b></p> <p>What are some important pieces of literature written by Puerto Rican authors? Why are they important?</p>	<p align="center"><b>Objectives</b></p> <p>Students will review the material from episodes 1-25.</p>	<p align="center"><b>Essential Question</b></p> <p>What were the important moments in the plot throughout episodes 1-25?</p>
<p align="center"><b>Teacher Resources</b></p> <p>Destinos Textbook Destinos Workbook to accompany video Puerto Rico Unit Materials</p>	<p align="center"><b>Media Resources</b></p> <p>Destinos DVD program</p>	<p align="center"><b>Teacher Resources</b></p> <p>Destinos Textbook Destinos Workbook to accompany video Puerto Rico Unit Materials</p>	<p align="center"><b>Media Resources</b></p> <p>Destinos DVD program</p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given weekly in conjunction with unit presentation <b>Review:</b> All weekly concepts. <b>Project:</b> Given at the end of each unit</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given weekly in conjunction with unit presentation <b>Review:</b> All weekly concepts. <b>Project:</b> Given at the end of each unit</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>