

SOMOS 2 UNIT 1 “FOUNDATIONS”

Essential Questions	<ul style="list-style-type: none">How can I discuss things that happened in the past?How can I talk about what myself and others have said, where we have gone, and what we have seen?		Core Vocabulary	¿adónde fuiste? - where did you go? el verano pasado - last summer el fin de semana pasado - last weekend fue - went dijo - said vine - I came vi - I saw vencí - I conquered
Benchmarks <i>Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.</i>	Interpretive	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.		
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.		
	Presentational	I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.		
	Cultural	<ul style="list-style-type: none">In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.I can interact at a functional level in some familiar everyday contexts.		
AP Themes	<ul style="list-style-type: none">Contemporary Life » Leisure and Sports			
Proficiency Orientation <i>Proficient learners can communicate about something appropriately and accurately for a purpose.</i>	Four Modalities <i>Which of the four modalities are used by students in this unit?</i>	Listening: Listening to the teacher narrate Card Talk, listening to the teacher tell a story, listening to classmates’ responses to the teacher’s questions Reading: Reading transcripts from conversations, reading a fable Writing: Fill in the blanks (Novice Low), translation Speaking: Responding to the teacher’s questions about students’ own cards and classmates’, possibly retelling a fable		
	Language + Culture <i>How is culture addressed in this unit?</i>	<ul style="list-style-type: none">N/A		
	Real World Purpose <i>How does this unit prepare students to communicate in the real world?</i>	<ul style="list-style-type: none">Communicating in the past tenseMaking inferences		
	Student Centered <i>How does this unit build on what students need, know, and can do?</i>	<ul style="list-style-type: none">Sheltered vocabulary - New words are added into conversation only at an processable rateHigh frequency conversation: answers the question “What did you do [last weekend]?” and “Who told you that?”.Card Talk is talking about students’ personal lives		
Summative Assessments	None required; several possibilities offered in the plans: Reading - students read a simplified news article about a rumor Writing - students use a class-created rumor as a focused free write prompt Listening - students translate some sentences in context Speaking or writing - Students write a new ending for the fable			

SOMOS 2 UNIT 2 “LA MUCHACHA Y LA ARDILLA”

Essential Questions	<ul style="list-style-type: none">How do I pursue the things that I want?What am I willing to do to get what I want?		Core Vocabulary	se acercó a approached (came close to) se la (lo) llevó carried it away with him/her vio que había saw that there was/were
Benchmarks <i>Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.</i>	Interpretive	I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.		
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.		
	Presentational	I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.		
	Cultural	<ul style="list-style-type: none">In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.I can interact at a survival level in some familiar everyday contexts.		
AP Themes	<ul style="list-style-type: none">Families and Communities » Friendship and Love			
Proficiency Orientation <i>Proficient learners can communicate about something appropriately and accurately for a purpose.</i>	Four Modalities <i>Which of the four modalities are used by students in this unit?</i>	Listening: Listening to storyasking and MovieTalk, Listening to classmates’ questions during communicative activities Reading: Reading class story, Reading Oktapodi script Writing: Writing missing words from CLOZE script (Novice Low), writing a story in a different tense, writing original questions about a story Speaking: Responding to personalized questions from the teacher, Responding to comprehension questions from classmates, Responding to personalized questions from classmates		
	Language + Culture <i>How is culture addressed in this unit?</i>	<ul style="list-style-type: none">N/A		
	Real World Purpose <i>How does this unit prepare students to communicate in the real world?</i>	<ul style="list-style-type: none">Expressing and interpreting difference in meaning between past and presentExpressing and interpreting past activitiesHigh frequency vocabulary		
	Student Centered <i>How does this unit build on what students need, know, and can do?</i>	<ul style="list-style-type: none">Sheltered vocabulary - New words are added into conversation and stories only at an processable rateStudents are given choice and voice through TPRS style storyaskingUsing a short film as the content for much of the lesson links meaning to strong visuals, supporting comprehension appropriately for a range of interpretive proficiencies		
Summative Assessments	Interpretive listening assessment, presentational writing assessment			

SOMOS 2 UNIT 3 “JÓVENES”

Essential Questions	<ul style="list-style-type: none">What do I enjoy doing? (How do I have fun?)What stories from my life do I love to tell?What past experiences do I have that are typical, and what past experiences make me unique?		Core Vocabulary	volvió temprano returned early conoció a un joven met a young person se divertieron they had fun salió left
Benchmarks <i>Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.</i>	Interpretive	I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.		
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.		
	Presentational	I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.		
	Cultural	<ul style="list-style-type: none">In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.I can interact at a survival level in some familiar everyday contexts.		
AP Themes	<ul style="list-style-type: none">Families and Communities » Friendship and Love, Family Structure			
Proficiency Orientation <i>Proficient learners can communicate about something appropriately and accurately for a purpose.</i>	Four Modalities <i>Which of the four modalities are used by students in this unit?</i>	Listening: Listening to storyasking and MovieTalk, Listening to classmates' questions during Tú hiciste qué and Before/After activities Reading: Reading class story, Reading Jack Jack story Writing: Writing recalled events from class story, Changing perspective in a horizontal conjugation, Writing personal responses to questions on Tú hiciste qué activity sheet Speaking: Responding to personalized questions from the teacher, Responding to comprehension questions, Saying and responding to questions by classmates during communicative activity		
	Language + Culture <i>How is culture addressed in this unit?</i>	<ul style="list-style-type: none">Song: Todo cambió		
	Real World Purpose <i>How does this unit prepare students to communicate in the real world?</i>	<ul style="list-style-type: none">Expressing and interpreting difference in meaning between past and presentHigh frequency vocabularyNarrating past events		
	Student Centered <i>How does this unit build on what students need, know, and can do?</i>	<ul style="list-style-type: none">Sheltered vocabulary - New words are added into conversation and stories only at an processable rateStudents are given choice and voice through TPRS style storyaskingUsing a short film as the content for much of the lesson links meaning to strong visuals, supporting comprehension appropriately for a range of interpretive proficiencies		
Summative Assessments	Interpretive Reading Assessment			

SOMOS 2 UNIT 4 “SOY GRINGO”

Essential Questions	<ul style="list-style-type: none">What slang do I use in my daily life, and what are the origins of those terms?How do stories change over time?		Core Vocabulary	Preterite stem changing verbs
Benchmarks <i>Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.</i>	Interpretive	I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.		
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.		
	Presentational	I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.		
	Cultural	<ul style="list-style-type: none">In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.I can interact at a functional level in some familiar contexts.		
AP Themes	<ul style="list-style-type: none">Personal and Public Identities » Nationalism and Patriotism, Language and Identity, Alienation and Assimilation			
Proficiency Orientation <i>Proficient learners can communicate about something appropriately and accurately for a purpose.</i>	Four Modalities <i>Which of the four modalities are used by students in this unit?</i>	Listening: Listening to teacher questions and classmate responses Reading: Reading the possible origins of the term Gringo Writing: Word level response (FITB questions), Collaborative writing (group sentences) Speaking: Chain reaction, responding to teacher questions		
	Language + Culture <i>How is culture addressed in this unit?</i>	<ul style="list-style-type: none">Origins of the term “Gringo”		
	Real World Purpose <i>How does this unit prepare students to communicate in the real world?</i>	<ul style="list-style-type: none">Understanding connotations and intended meaning of the term GringoExpressing and interpreting difference in meaning between past and presentHigh frequency vocabularyNarrating past events		
	Student Centered <i>How does this unit build on what students need, know, and can do?</i>	<ul style="list-style-type: none">Sheltered vocabulary - New words are added into conversation and stories only at an processable rateGrammar is presented in context with a focus on meaning, not form.		
Summative Assessments	None provided			

SOMOS 2 UNIT 5 “RUIDOS EN LA NOCHE

Essential Questions	<ul style="list-style-type: none">Am I more likely to make decisions based on facts or feelings?How do I react when I feel fear?To whom or what do I look for protection?How does social media influence my emotions?		Core Vocabulary	cayó al suelo s/he fell to the floor leyeron en el periódico they read the newspaper oyó un ruido s/he heard a noise
Benchmarks <i>Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.</i>	Interpretive	I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.		
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.		
	Presentational	I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.		
	Cultural	<ul style="list-style-type: none">In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.I can interact at a survival level in some familiar everyday contexts.		
AP Themes	<ul style="list-style-type: none">Families and CommunitiesPersonal and Public IdentitiesContemporary Life » Advertising and Marketing			
Proficiency Orientation <i>Proficient learners can communicate about something appropriately and accurately for a purpose.</i>	Four Modalities <i>Which of the four modalities are used by students in this unit?</i>	Listening: Listen to teacher during PQA, TPRS; Listening to song, Listening to instructions, Listening to classmates questions and answers Reading: Reading questions, reading contextualized sentences, reading class story, reading sample story Writing : Writing responses to Campanadas, Collaborative writing (Write & Discuss), Reporting personal and classmate responses to acertijos. Speaking: Responding to PQA, contributing answers and responding to teacher questions during TPRS, Asking questions and responding to classmates' questions in communicative activities, sharing solutions to acertijos		
	Language + Culture <i>How is culture addressed in this unit?</i>	<ul style="list-style-type: none">Gato andino connection from reading assessmentOye by Yatra + Tini		
	Real World Purpose <i>How does this unit prepare students to communicate in the real world?</i>	<ul style="list-style-type: none">Expressing and interpreting difference in meaning between past and presentExpressing and interpreting past activitiesFocus on useful vocabulary used in contextAsking and answering questionsNarration		
	Student Centered <i>How does this unit build on what students need, know, and can do?</i>	<ul style="list-style-type: none">Sheltered vocabulary - New words are added into conversation and stories only at an processable rateStudents are given choice and voice through TPRS style storyaskingSheltered vocabulary - New words are added into conversation only at an processable rateThe song for the unit is by current popular artistsBuilds on the foundation of vocabulary targeted in previous unitsOutput is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter)		
Summative Assessments	Reading, Writing			

SOMOS 2 UNIT 6 “EL SECRETO”

Essential Questions	<ul style="list-style-type: none">How do I respond to adversity?What secrets do I keep about myself and others?		Core Vocabulary	no pudo s/he tried to but couldn't trajo s/he brought supo la verdad s/he found out the truth
Benchmarks <i>Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.</i>	Interpretive	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.		
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.		
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.		
	Cultural	<ul style="list-style-type: none">In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.I can interact at a survival level in some familiar everyday contexts.		
AP Themes	<ul style="list-style-type: none">Contemporary LifeFamilies and CommunitiesGlobal Challenges » Diversity IssuesPersonal and Public Identities			
Proficiency Orientation <i>Proficient learners can communicate about something appropriately and accurately for a purpose.</i>	Four Modalities <i>Which of the four modalities are used by students in this unit?</i>	Listening: Listening to the teacher tell a story, Listening to the teacher read aloud informational texts, Listening to a song Reading: Reading short stories, Reading an illustrated story, Reading informational texts, Reading song lyrics Writing: Shared Writing (Write and Discuss) Speaking: One word responses during storyasking (yes/no, either/or)		
	Language + Culture <i>How is culture addressed in this unit?</i>	<ul style="list-style-type: none"><i>No crea en el jamás</i> by JuanesVarious biographies in <i>No se dio por vencido</i> activity		
	Real World Purpose <i>How does this unit prepare students to communicate in the real world?</i>	<ul style="list-style-type: none">Describing various elements of identityNarrating a series of eventsDescribing a challenge and considering potential responses to the challenge		
	Student Centered <i>How does this unit build on what students need, know, and can do?</i>	<ul style="list-style-type: none">Sheltered vocabulary - New words are added into conversation only at an processable rateOutput is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter)A wide range of individuals are featured in the <i>No se dio por vencido</i> activity so that all students feel connected		
Summative Assessments	Writing assessment			

SOMOS 2 UNIT 7 “EL ACOSADOR”

Essential Questions	<ul style="list-style-type: none">What habits or traditions were part of my childhood and early adolescence?In what ways have I stayed the same over the years, and in what ways have I changed?		Core Vocabulary	veía s/he, it (l) used to see era s/he, it (l) was iba s/he, it (l) used to go or “was going”
Benchmarks <i>Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.</i>	Interpretive	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.		
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.		
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.		
	Cultural	<ul style="list-style-type: none">In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.I can interact at a survival level in some familiar everyday contexts.		
AP Themes	<ul style="list-style-type: none">Families and Communities » Friendship and Love, Childhood and Adolescence			
Proficiency Orientation <i>Proficient learners can communicate about something appropriately and accurately for a purpose.</i>	Four Modalities <i>Which of the four modalities are used by students in this unit?</i>	Listening: Listening to the teacher tell a story, Listening to the teacher read aloud informational texts, Listening to a song Reading: Reading short stories, Reading an illustrated story, Reading informational texts, Reading song lyrics Writing: Shared Writing (Write and Discuss) Speaking: One word responses during storyasking (yes/no, either/or)		
	Language + Culture <i>How is culture addressed in this unit?</i>	<ul style="list-style-type: none">Students consider personal culture through the lens of identity		
	Real World Purpose <i>How does this unit prepare students to communicate in the real world?</i>	<ul style="list-style-type: none">Describing cultural heritage and identityNarrationDescribing a problemUnderstanding questions		
	Student Centered <i>How does this unit build on what students need, know, and can do?</i>	<ul style="list-style-type: none">Sheltered vocabulary - New words are added into conversation only at an processable rateOutput is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner’s role is primarily as an interpreter)		
Summative Assessments	None provided			

SOMOS 2 UNIT 8 “EL HOMBRE FELIZ”

Essential Questions	<ul style="list-style-type: none"> What leads to happiness? What is the difference between happiness and contentment? Which emotions, if any, are bad? 	
Benchmarks <i>Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.</i>	Interpretive	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
	Cultural	<ul style="list-style-type: none"> In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. I can interact at a survival level in some familiar everyday contexts.
AP Themes	<ul style="list-style-type: none"> Contemporary Life » Advertising and Marketing Personal and Public Identities » Beliefs and Values Families and Communities » Friendship and Love 	
Proficiency Orientation <i>Proficient learners can communicate about something appropriately and accurately for a purpose.</i>	Four Modalities <i>Which of the four modalities are used by students in this unit?</i>	Listening: Listening to the teacher tell a story, Listening to the teacher read aloud informational texts Reading: Reading short stories, Reading an illustrated story, Reading informational texts Writing: Shared Writing (Write and Discuss), Free Write Speaking: One word responses during storyasking (yes/no, either/or)
	Language + Culture <i>How is culture addressed in this unit?</i>	<ul style="list-style-type: none"> Students explore an authentic story and read an interview with its creator
	Real World Purpose <i>How does this unit prepare students to communicate in the real world?</i>	<ul style="list-style-type: none"> Discussing possessions, relationships, and emotions Describing objects Narrating a story
	Student Centered <i>How does this unit build on what students need, know, and can do?</i>	<ul style="list-style-type: none"> Sheltered vocabulary - New words are added into conversation only at an processable rate Output is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter) Personalized questions throughout the unit provide students with opportunities for self reflection
Summative Assessments	Writing assessment	

SOMOS 2 UNIT 9 “LA CHANCLA”

Essential Questions	<ul style="list-style-type: none">How do I respond to authority?What are the impacts of discipline?What stereotypes exist about my culture, and are they accurate for my lived experience or not?		Core Vocabulary	lo aguantaba tolerated it se quejaba de complained about no me contestes don't talk back to me
Benchmarks <i>Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.</i>	Interpretive	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.		
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.		
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.		
	Cultural	<ul style="list-style-type: none">In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.I can interact at a survival level in some familiar everyday contexts.		
AP Themes	<ul style="list-style-type: none">Families and Communities » Childhood and Adolescence			
Proficiency Orientation <i>Proficient learners can communicate about something appropriately and accurately for a purpose.</i>	Four Modalities <i>Which of the four modalities are used by students in this unit?</i>	Listening: Listening to the teacher tell a story, Listening to the teacher read aloud informational texts, Listening to a song Reading: Reading short stories, Reading an illustrated story, Reading informational texts, Reading song lyrics Writing: Shared Writing (Write and Discuss) Speaking: One word responses during storyasking (yes/no, either/or)		
	Language + Culture <i>How is culture addressed in this unit?</i>	<ul style="list-style-type: none">Various authentic resourcesPerspectives: understanding the stereotype of the chancla and its complexity		
	Real World Purpose <i>How does this unit prepare students to communicate in the real world?</i>	<ul style="list-style-type: none">Narrating a storyUsing dialogueUnderstanding multiple perspectivesUnderstanding questions		
	Student Centered <i>How does this unit build on what students need, know, and can do?</i>	<ul style="list-style-type: none">Sheltered vocabulary - New words are added into conversation only at an processable rateOutput is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter)		
Summative Assessments	Reading, writing and listening assessments			

SOMOS 2 UNIT 10 “EL CHICO IDEAL”

Essential Questions	<ul style="list-style-type: none">What qualities do I look for in a friend or partner?		Core Vocabulary	quería s/he, I wanted tenía s/he, I had olía a s/he, I smelled like
Benchmarks <i>Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.</i>	Interpretive	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.		
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.		
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.		
	Cultural	<ul style="list-style-type: none">In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.I can interact at a survival level in some familiar everyday contexts.		
AP Themes	<ul style="list-style-type: none">Families and Communities » Friendship and Love			
Proficiency Orientation <i>Proficient learners can communicate about something appropriately and accurately for a purpose.</i>	Four Modalities <i>Which of the four modalities are used by students in this unit?</i>	Listening: Listening to the teacher tell a story, Listening to the teacher read aloud informational texts, Listening to a song Reading: Reading short stories, Reading an illustrated story, Reading informational texts, Reading song lyrics Writing: Shared Writing (Write and Discuss) Speaking: One word responses during storyasking (yes/no, either/or)		
	Language + Culture <i>How is culture addressed in this unit?</i>	<ul style="list-style-type: none">Authentic song: Mi chica ideal by Chino y Nacho		
	Real World Purpose <i>How does this unit prepare students to communicate in the real world?</i>	<ul style="list-style-type: none">Describing personal and physical characteristicsNarrating a story in the past tenseInitiating conversation and responding to questions		
	Student Centered <i>How does this unit build on what students need, know, and can do?</i>	<ul style="list-style-type: none">Sheltered vocabulary - New words are added into conversation only at an processable rateOutput is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner’s role is primarily as an interpreter)Students engage in personalized conversation about interests and desirable qualities in friends and partners		
Summative Assessments	Optional: writing assessment			

SOMOS 2 UNIT 11 “EL QUE SE ENOJA, PIERDE”

Essential Questions	<ul style="list-style-type: none">What stories from my life do I love to tell?What past experiences do I have that are typical, and what past experiences make me unique?		Core Vocabulary	<u>Story Elements</u> El argumento/La trama The plot El escenario The setting El tema The theme Los personajes The characters El conflicto The conflict
Benchmarks <i>Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.</i>	Interpretive	I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.		
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.		
	Presentational	I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.		
	Cultural	<ul style="list-style-type: none">In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.I can interact at a survival level in some familiar everyday contexts.		
AP Themes	<ul style="list-style-type: none">Families and Communities » Family StructuresContemporary Life » Rites of Passage			
Proficiency Orientation <i>Proficient learners can communicate about something appropriately and accurately for a purpose.</i>	Four Modalities <i>Which of the four modalities are used by students in this unit?</i>	Listening: Listening to a legend Reading: Reading a legend Writing: Pre-reading predictions, horizontal conjugation Speaking: Responding to personalized questions from the teacher, Responding to comprehension questions, Saying and responding to questions by classmates during communicative activity		
	Language + Culture <i>How is culture addressed in this unit?</i>	<ul style="list-style-type: none">Students learn an authentic tale		
	Real World Purpose <i>How does this unit prepare students to communicate in the real world?</i>	<ul style="list-style-type: none">Expressing and interpreting difference in meaning between past and presentHigh frequency vocabularyNarrating past events		
	Student Centered <i>How does this unit build on what students need, know, and can do?</i>	<ul style="list-style-type: none">Sheltered vocabulary - New words are added into conversation and stories only at an processable rateStudents are given choice and voice through TPRS style storyaskingUsing a short film as the content for much of the lesson links meaning to strong visuals, supporting comprehension appropriately for a range of interpretive proficiencies		
Summative Assessments	Reading, writing, speaking and listening			

SOMOS 2 UNIT 12 “EL LAGO ENCANTADO”

Essential Questions	<ul style="list-style-type: none"> Which possessions do I consider to be most valuable, and why? Who do I protect, and who protects me? To which communities do I belong? 	
Benchmarks <i>Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.</i>	Interpretive	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
	Cultural	<ul style="list-style-type: none"> In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. I can interact at a survival level in some familiar everyday contexts.
AP Themes	<ul style="list-style-type: none"> Personal and Public Identities » Alienation and Assimilation, Beliefs and Values Families and Communities » Customs and Ceremonies Beauty and Aesthetics » Literature 	
Proficiency Orientation <i>Proficient learners can communicate about something appropriately and accurately for a purpose.</i>	Four Modalities <i>Which of the four modalities are used by students in this unit?</i>	Listening: Listening to the teacher tell a story, Listening to the teacher read aloud informational texts, Listening to a song Reading: Reading short stories, Reading an illustrated story, Reading informational texts, Reading song lyrics Writing: Shared Writing (Write and Discuss) Speaking: One word responses during storyasking (yes/no, either/or)
	Language + Culture <i>How is culture addressed in this unit?</i>	<ul style="list-style-type: none"> Historical context: Francisco Pizarro and the Conquest of South America Learning about Incan life and culture Authentic story: El lago encantado
	Real World Purpose <i>How does this unit prepare students to communicate in the real world?</i>	<ul style="list-style-type: none"> Narrating a series of events Guessing the meaning of unfamiliar words based on context Gaining historical and geographical background knowledge
	Student Centered <i>How does this unit build on what students need, know, and can do?</i>	<ul style="list-style-type: none"> Sheltered vocabulary - New words are added into conversation only at an processable rate Output is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter) Historical background knowledge is not assumed, but presented to create a context for the story
Summative Assessments	None provided	

SOMOS 2 UNIT 13 “ESTAR + PARTICIPIO PASIVO”

Essential Questions	<ul style="list-style-type: none"> What changes do I experience on an hourly, daily, weekly, or other regular basis? 	
Benchmarks <i>Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.</i>	Interpretive	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
	Cultural	<ul style="list-style-type: none"> In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. I can interact at a survival level in some familiar everyday contexts.
AP Themes	<ul style="list-style-type: none"> Personal and Public Identities » Language and Identity 	
Proficiency Orientation <i>Proficient learners can communicate about something appropriately and accurately for a purpose.</i>	Four Modalities <i>Which of the four modalities are used by students in this unit?</i>	Listening: Listening to the teacher tell a story, Listening to the teacher read aloud informational texts, Listening to a song Reading: Reading short stories, Reading an illustrated story, Reading informational texts, Reading song lyrics Writing: Shared Writing (Write and Discuss) Speaking: One word responses during storyasking (yes/no, either/or), singing the Caballito chorus
	Language + Culture <i>How is culture addressed in this unit?</i>	<ul style="list-style-type: none"> N/A
	Real World Purpose <i>How does this unit prepare students to communicate in the real world?</i>	<ul style="list-style-type: none"> Connecting causes and effects Describing a scene
	Student Centered <i>How does this unit build on what students need, know, and can do?</i>	<ul style="list-style-type: none"> Sheltered vocabulary - New words are added into conversation only at an processable rate Output is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner’s role is primarily as an interpreter)
Summative Assessments	None provided	