<table>
<thead>
<tr>
<th>Unit or Essential topic</th>
<th>ACTFL Can-Do Benchmarks</th>
<th>Learning Targets</th>
<th>Resources</th>
<th>Assessments</th>
</tr>
</thead>
</table>
| C.3: La clase salvaje    |                         | ● Positive/Negative informal commands  
● Positive/Negative formal commands  
● Irregular commands  
● Present subjunctive  
● Irregular subjunctive  
● Picasso’s Guernica  
● Spanish Civil War | ● “Mirame, todavia estoy hablando” text by Ray/Neilson  
● Selected readings from "Album", 2nd and 3rd editions  
● Novel: "La hija del sastre" by Toth/Gaab  
● Current issue articles in target language  
● Grammar songs  
● Mnemonic memory aids chart | ● Weekly unannounced quizzes  
● Novel test  
● Reading assessment quizzes  
● Speed Writes  
● Oral assessments  
● Listening activities |
| C.4: Se casaran?         |                         | ● Present subjunctive  
● Irregular subjunctive  
● “If” clauses  
● Elevated Structures (PMSEnCA, THECD, Clausulas “no existe")  
● Franco’s fascist regime in Spain | ● “Mirame, todavia estoy hablando” text by Ray/Neilson  
● Selected readings from “Album”, 2nd and 3rd editions  
● Novel: “La hija del sastre” by Toth/Gaab  
● Current issue articles in target language  
● Grammar Songs  
● Mnemonic memory | ● Weekly unannounced quizzes  
● Novel test  
● Reading assessment quizzes  
● Speed Writes  
● Oral assessments  
● Listening activities |
| C.5: La chica con el cabello largo | Imperfect Subjunctive  
Pluperfect subjunctive  
Cases of SiPS, would  
Buenos Aires, Argentina  
Evita Peron  
Las Madres de la Plaza de Mayo | “Mirame, todavía estoy hablando” text by Ray/Neilson  
“Mirame, puedo hablar muchísimo” text by Ray/Nielson  
Selected readings from “Album”, 2nd and 3rd editions  
Novel: “La guerra sucia” by Kirby  
Current issue articles in target language  
Grammar Songs  
Mnemonic memory aids chart | Weekly unannounced quizzes  
Novel test  
Reading assessment quizzes  
Speed Writes  
Oral assessments  
Listening activities |
| C.6: La mujer presa | Imperfect Subjunctive  
Pluperfect subjunctive  
Cases of SiPS, would  
Complex structures  
Argentina  
la Patagonia | “Mirame, todavía estoy hablando” text by Ray/Neilson  
Selected readings from “Album”, 2nd and 3rd editions  
Novel: “En busca del monstruo” by Lopez/Verano  
Current issue articles in target language  
Grammar Songs  
Mnemonic memory aids chart | Weekly unannounced quizzes  
Novel test  
Reading assessment quizzes  
Speed Writes  
Writing letters with prompts  
Oral assessments  
Listening activities  
Advanced Placement practice exams |
<table>
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<tr>
<th>Standards For Foreign Language Learning: 5 C’s- Communication, Cultures Connections, Comparisons, Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication (in languages other than English)</strong></td>
</tr>
<tr>
<td>● <strong>Standard 1.1:</strong> Students engage in conversations, provide and obtain information, express feelings, and emotions, and exchange opinions.</td>
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<tr>
<td>● <strong>Standard 1.2:</strong> Students understand and interpret written and spoken language on a variety of topics.</td>
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<tr>
<td>● <strong>Standard 1.3:</strong> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</td>
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<tr>
<td><strong>Cultures- Gain Knowledge and Understanding of Other Cultures</strong></td>
</tr>
<tr>
<td>● <strong>Standard 2.1:</strong> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</td>
</tr>
<tr>
<td>● <strong>Standard 2.2</strong> Students demonstrate an understanding of the relationship between the products and the perspectives of the culture studied.</td>
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<tr>
<td><strong>Connections- Connect with Other Disciplines and Acquire Information</strong></td>
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<tr>
<td>● <strong>Standard 3.1:</strong> Students reinforce and further their knowledge of other disciplines through the foreign language.</td>
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<tr>
<td>● <strong>Standard 3.2</strong> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</td>
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<tr>
<td><strong>Comparisons- Develop Insight into the Nature of Language and Culture</strong></td>
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<tr>
<td>● <strong>Standard 4.1:</strong> Students demonstrate understanding of the nature of language through comparisons of the language studied and the own.</td>
</tr>
<tr>
<td>● <strong>Standard 4.2</strong> Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.</td>
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<tr>
<td><strong>Communities- Participate In Multilingual Communities at Home &amp; Around the World</strong></td>
</tr>
<tr>
<td>● <strong>Standard 5.1</strong> Students can use the language both within and beyond the school setting</td>
</tr>
<tr>
<td>● <strong>Standard 5.2</strong> Students show evidence of becoming lifelong learners by using the language for the personal enjoyment and enrichment</td>
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