



World Languages

Spanish IV-H

Grades 10-12

March 2022

Wayne Hills and Wayne Valley

World Language Teachers

Wayne School District

Content Area/ Grade Level/ Course:	World Languages - Spanish Third/Fourth Year - Grades 11-12 Spanish IV - H
Unit Plan Title:	A ver si recuerdas
Time Frame	Marking period 1

World Language

- 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
- 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
- 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
- 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message
- 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
- 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
- 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
- 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.
- 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
- 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
- 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
- 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
- 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

College and Career Readiness Standards

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.

- 9.4.2.DC.2: Explain the importance of respecting digital content of others.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.)

Standard Number(s)

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Unit Overview

Habla de ti:

- Talk about what you and other people are, were like.
- Tell about what you would like to do in the future.

¿Qué haces? ¿Cuándo lo haces?

- Talk about present, past and future experiences.
- Talk about how often you do certain things.
- Ask and answer questions about activities.

Intended Outcomes - {Essential Questions}

In the target language:

- Can I talk about myself and describe my experiences?
- Can I characterize other people?
- Can I convey past, present and future experiences?
- Can I describe other people's experiences?
- Can I describe how often other people and I do certain things?
- Can I request information on various topics?

ACTFL- Can Do Statements - Proficiency Benchmarks

Communication:

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 participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of 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.

Intercultural Communication:

Investigate: In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.

Interact: I can interact at a functional level in some familiar contexts.

Enduring Understandings

- Cultural perspectives are gained by using the language and through experience with its products and practices.
- Successful communication is knowing how, when and why to convey a message to different audiences.
- Communication is the ability to understand and be understood in real world contexts.
- The ability to use a first language to help decipher and recognize words and phrases is a useful tool in the target languages.
- Making connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Second language learning is valued and required as part of the curriculum of most, if not all, Spanish speaking countries.
- Making cultural assumptions based on 21st Century perspective may lead to misunderstanding and/or misinformation.
- The ways in which people are described do not differ significantly between languages.
- Hobbies and activities are very similar between cultures.
- The educational experience of students in Spanish speaking countries differs from those of the US.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
x	Global Awareness	E	Creativity and Innovation
x	Environmental Literacy	E, T, A	Critical Thinking and Problem Solving
	Health Literacy	E, T, A	Communication
	Civic Literacy	E	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Describe yourself and others.
- Use a variety of verbs in the present, past and future tenses.
- Describe things you and others do.
- Telling about your leisure time activities.

- Ask and answer questions.
- Making language comparisons between Spanish and English.
- Learning about what teens in Spanish-speaking countries do on their spare time.
- Using logic to sequence events.
- Using deductive reasoning to figure out a puzzle.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- IPA (Integrated Performance Assessments)
- Formal written unit assessment*
- Teacher observation
- Quizzes
- Homework
- Writing samples
- Oral/aural – formal and informal
- Interpretive: Reading of authentic texts (websites, stories and other literature, articles, signs)*
- Interpretive: Listening to authentic texts (speeches, messages, songs, radio news, ads)*
- Interpretive : Viewing of authentic materials (videos, movies, presentations, TV shows, commercials, news, plays, etc.)*
- Interpersonal: Speaking and listening (conversation)*
- Interpersonal: Reading and writing (text messages, messages on social media, letters etc.)*
- Presentational: Writing and Speaking Writing (messages, articles, advertisements, flyers, brochures, short stories, reports, scripts, Powerpoint presentations, etc.)*
- Presentational : Speaking (telling a story, giving a speech, TV or radio news, drama presentations including skit, etc.)*

Teaching and Learning Activities

<p><i>Activities</i></p>	<ul style="list-style-type: none"> ● Students describe themselves and others ● Prepare and present a dialogue with a partner ● Introduce and practice new vocabulary in context ● Textbook, workbook and on-line activities ● CD and DVD listening and comprehension ● Role play ● Vocabulary and grammar games. ● Story telling
<p>Differentiated activities</p>	<ul style="list-style-type: none"> ● Choice of activities where possible ● Make a brochure about a destination. ● Strategy and flexible groups based on formative assessment or student choice ● One:One conferring with teacher ● Choice of narrative or persuasive text composition ● Differentiated checklists and rubrics (if appropriate) ● Student selected goals for writing ● Level of independence ● Consult mentor texts to support writing ● ELL Supports and Extension activities are included with each lesson ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students

Suggested Additional Activities

- Interview a classmate in order to introduce the student to the class.
- Present your future self to the class as if it were 10 years from now.
- Imagine that you can go back in time. Give yourself advice that will help you make better decisions.

Resources

- Authentic Resources - things that were created for language learners by native speakers
- Realidades.com
- Textbook
- Workbook
- Unitedstreaming.com
- Kahoot
- Quia
- Quizlet
- YouTube
- EdPuzzle
- Gimkit
- Quizizz
- www.audio-lingua.eu
- conjugemos
- studyspanish
- spanishspanish
- Discovery Education

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	World Languages - Spanish Third/Fourth Year - Grades 11-12 Spanish IV - H
Unit Plan Title:	The future
Time Frame	10 Weeks

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Interdisciplinary Standards

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- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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Unit Summary

Habla sobre tu futuro

- Use the future tense to describe plans and career goals.
- Discuss other people's aspirations.

¿Qué harás? ¿Cuándo y cómo lo harás?

- Talk about future experiences.
- Talk about how often you will do certain things.
- Ask and answer questions about activities.
- Talk about and discuss career preferences.

Intended Outcomes - {Essential Questions}

In the target language:

- Can I talk about myself and describe my experiences?
- Can I characterize other people?
- Can I convey past, present and future experiences?
- Can I understand other people's plans?
- Can I request information regarding plans and goals?
- Can I conceptualize my role in the community?

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	Health Literacy	E, T, A	Communication
x	Civic Literacy	E	Collaboration
x	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Describe future plans of yourself and others.

- Use a variety of verbs in the present, past and future tenses.
- Describe things you and others will do.
- Talk about career preferences.
- Ask and answer questions.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

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- Formal written unit assessment*
- Teacher observation
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<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● Create index cards for vocabulary reinforcement ● Use visual aids to present new material, i.e. PowerPoint presentations, and picture cards ● Kinesthetic: TPR, use of manipulatives ● Choice of activities where possible ● Make a brochure about a destination. ● Choice of activities where possible ● Strategy and flexible groups based on formative assessment or student choice ● One:One conferring with teacher ● Choice of narrative or persuasive text composition ● Differentiated checklists and rubrics (if appropriate) ● Student selected goals for writing ● Level of independence

	<ul style="list-style-type: none"> ● Consult mentor texts to support writing ● ELL Supports and Extension activities are included with each lesson ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students
<p><i>Suggested Additional Activities</i></p>	<ul style="list-style-type: none"> ● Describe your future professional accomplishments. Explain your success. ● Create and present a job interview. ● Create and present an advertisement about an upcoming event in your community.

Resources

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- Workbook
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- Quizlet
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- spanishspanish
- Discovery Education

Wayne School District
Curriculum Format

Content Area/ Grade Level/ Course:	World Languages - Spanish Third/Fourth Year - Grades 11-12 Spanish IV - H
Unit Plan Title:	Art and Literature
Time Frame	10 weeks

World Language Standards

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- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.)

Interdisciplinary Standards

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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Unit Summary

Habla sobre el arte en el mundo hispano

- Discuss art using interrogative words, demonstrative adjectives, relative pronouns and direct and indirect object pronouns.
- Express the relationship between the artists and their works.
- Refer to people, places and objects.

Intended Outcomes - {Essential Questions}

In the target language:

- Can I discuss art and literature
- Can I identify Hispanic art and artists?
- Can I compare artwork from different artists?
- Can I identify different artists' styles?

ACTFL- Can Do Statements - Proficiency Benchmarks

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	Health Literacy	E, T, A	Communication
x	Civic Literacy	E	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Describe different artwork from Hispanic artists.
- Use a variety of verbs in the present, past and future tenses.
- Express opinions regarding art.
- Ask and answer questions.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- IPA (Integrated Performance Assessments)
- Formal written unit assessment*
- Teacher observation

- Quizzes
- Homework
- Writing samples
- Oral/aural – formal and informal
- Interpretive: Reading of authentic texts (websites, stories and other literature, articles, signs)
- Interpretive: Listening to authentic texts (speeches, messages, songs, radio news, ads)
- Interpretive : Viewing of authentic materials (videos, movies, presentations, TV shows, commercials, news, plays, etc.)
- Interpersonal: Speaking and listening (conversation)
- Interpersonal: Reading and writing (text messages, messages on social media, letters etc.)
- Presentational: Writing and Speaking Writing (messages, articles, advertisements, flyers, brochures, short stories, reports, scripts, Powerpoint presentations, etc.)
- Presentational : Speaking (telling a story, giving a speech, TV or radio news, drama presentations including skit, etc.)

Teaching and Learning Activities

<p><i>Activities</i></p>	<ul style="list-style-type: none"> ● Students describe works of art ● Prepare and present a dialogue with a partner ● Introduce and practice new vocabulary in context ● Textbook, workbook and on-line activities ● CD and DVD listening and comprehension ● Role play ● Vocabulary and grammar games. ● Story telling
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● Create index cards for vocabulary reinforcement ● Use visual aids to present new material, i.e. PowerPoint presentations, and picture cards ● Kinesthetic: TPR, use of manipulatives ● Choice of activities where possible ● Choice of activities where possible ● Make a brochure about a destination. ● Choice of activities where possible ● Strategy and flexible groups based on formative assessment or student choice ● One:One conferring with teacher ● Choice of narrative or persuasive text composition ● Differentiated checklists and rubrics (if appropriate) ● Student selected goals for writing ● Level of independence ● Consult mentor texts to support writing ● ELL Supports and Extension activities are included with each lesson ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students

Suggested Additional Activities

- Virtual art museum trip where students will go on a “scavenger hunt” in order to provide information regarding Spanish masters and their works.
- Create a map of an art gallery giving directions in order to find specific works.
- Select a piece of writing of their choice in the target language and write an essay explaining its historical and/or cultural content.
- Write a poem inspired by a piece of art.

Resources

- Authentic Resources - things that were created for language learners by native speakers
- Realidades.com
- Textbook
- Workbook
- Unitedstreaming.com
- Kahoot
- Quia
- Quizlet
- YouTube
- EdPuzzle
- Gimkit
- Quizizz
- www.audio-lingua.eu
- conjugemos
- studyspanish
- spanishspanish
- Discovery Education

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	World Languages - Spanish Third/Fourth Year - Grades 11-12 Spanish IV - H
Unit Plan Title:	Expressing various states of unreality
Time Frame	10 weeks

World Language Standards

- 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
- 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
- 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
- 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message
- 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
- 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
- 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
- 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.
- 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
- 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
- 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
- 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
- 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

College and Career Readiness Standards

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting digital content of others.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.)

Standard Number(s)

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Unit Summary

Habla sobre la tecnología

- Discuss terms of technology in Spanish- speaking countries.
- Understand the formation and use of the present and imperfect subjunctive in noun clauses.
- Compare and contrast how technology impacts different cultures.
- Understand the sequence of tenses.
- Use conjunctions, prepositions, and adverbs of location in context.

Intended Outcomes - {Essential Questions}

- What strategies do I need to communicate linguistically and culturally in appropriate ways?
- How do I know that I'm progressing in communication with the language?
- How does content help me respond to important questions that extend my learning beyond the classroom?
- How are the cultural perspectives (attitudes, values, and beliefs) reflected in the cultures products and social practices?
- What role does stereotyping play in forming and sustaining prejudices and other cultures?

ACTFL- Can Do Statements - Proficiency Benchmarks

Communication:

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 participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of 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.

Intercultural Communication:

Investigate: In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.

Interact: I can interact at a functional level in some familiar contexts.

Enduring Understandings

- Cultural perspectives are gained by using the language and through experience with its products and practices.
- Successful communication is knowing how, when and why to convey a message to different audiences.
- Communication is the ability to understand and be understood in real world contexts.
- The ability to use a first language to help decipher and recognize words and phrases is a useful tool in the target languages.
- Making connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Second language learning is valued and required as part of the curriculum of most, if not all, Spanish speaking countries.
- Making cultural assumptions based on 21st Century perspective may lead to misunderstanding and/or misinformation.
- The ways in which people are described do not differ significantly between languages.
- Hobbies and activities are very similar between cultures.
- The educational experience of students in Spanish speaking countries differ from those of the US.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
x	Global Awareness	E	Creativity and Innovation
	Environmental Literacy	E, T, A	Critical Thinking and Problem Solving
	Health Literacy	E, T, A	Communication
x	Civic Literacy	E	Collaboration
x	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Use a variety of verbs in the present, past and future tenses.
- Ask and answer questions.
- Students will be able to compare and contrast the lifestyles of the people living in Spanish-speaking countries with that of the United States.
- Students will be able to compare and contrast different aspects of the Spanish language to the English language.
- Students will be able to engage in conversation on familiar topics in Spanish. They will also be able to discuss people, places, objects and themselves.

Assessments (Pre, Formative, Summative, Other)

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Suggested Additional Activities

- Create a dialogue between a supervisor and a subordinate, as well as other pairings, explaining a situation. Audience should guess the relationship between the members of the dialogue.
- Create a “Dear Abby” advice column and have students ask and respond to problems.
- Using a pre-determined list, give advice to someone who suffers from a medical condition.
- Create a list of things you must do or accomplish before you graduate.
- Create a “do and don’ts” travel poster for a Spanish speaking country.

Resources

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- Realidades.com
- Textbook
- Workbook
- Unitedstreaming.com
- Kahoot
- Quia
- Quizlet
- YouTube
- EdPuzzle
- Gimkit
- Quizizz
- www.audio-lingua.eu
- conjugemos
- studyspanish
- spanishspanish
- Discovery Education