



World Languages

Spanish V-H

Grade 12

March 2022

Wayne Hills and Wayne Valley

World Language Teachers

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	World Languages - Spanish Third/Fourth Year - Grades 11-12 Spanish V - H
Unit Plan Title:	A ver si recuerdas
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.)

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.
- 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.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.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.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.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 de ti:

- Talk about what you and other people are, were like.
- Tell what you like to do now, what you have enjoyed doing in the past, and 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

- The ways in which people are described do not differ significantly between languages.
- Hobbies and activities are very similar between cultures.
- 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 educational experience of students in Spanish speaking countries differ 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	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration
<input type="checkbox"/>	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.

- 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 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><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](#)

Resources

- Abriendo Paso Grammar
- Abriendo Paso Literature
- 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 V - H
Unit Plan Title:	Professions and future aspirations
Time Frame	10 weeks

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College and Career Readiness Standards

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- 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 tu futuro

- Use the future tense to describe plans and goals.
- Discuss other people’s aspirations.
- Explore future job opportunities.
- Describe professional qualifications.

¿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.

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 describe my future aspirations?
- Can I identify traits in certain professions?

ACTFL- Can Do Statements - Proficiency Benchmarks

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

Enduring Understandings

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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)

- Describe future plans of yourself and others.
- Use a variety of verbs in the present, past and future tenses.
- Describe things you and others would like to do.
- Ask and answer questions in a job interview.

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)
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Teaching and Learning Activities

Activities

- 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

Differentiation Strategies

- 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
- Consult mentor texts to support writing
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- Quizizz
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- 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 V - H
Unit Plan Title:	The Arts
Time Frame	10 Weeks

World Language Standards

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College and Career Readiness Standards

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Interdisciplinary Standards

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- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 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 literatura en el mundo hispano

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

Intended Outcomes - {Essential Questions}

In the target language:

- Can I discuss literature?
- Can I identify Hispanic writers and their work?
- Can I compare genres?
- Can I identify different writers' styles?

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.
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<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E, T, A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> E, T, A	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

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

- Describe different literature from Hispanic artists.
- Use a variety of verbs in the present, past and future tenses.
- Express opinions regarding literature.
- 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
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- 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 literature ● Prepare and present a literary discussion ● 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 ● 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

Resources

- Abriendo Paso Grammar

- Abriendo Paso Literature
- 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 V - H
Unit Plan Title:	Making plans
Time Frame	6 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.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

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.
- 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.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.

Unit Summary

Habla sobre la tecnología

- Discuss terms of traveling in Spanish- speaking countries.
- Understand the formation and use of the present and imperfect subjunctive in noun and adjective clauses.
- Compare and contrast how traveling 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.

<p><i>Check all that apply.</i></p> <p>21st Century Themes</p>		<p><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></p> <p>21st Century Skills</p>	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	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)*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*Activities*

- 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

Differentiation Strategies

- 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](#)

	<ul style="list-style-type: none"> ● 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 the perfect “novio/novia”. ● Describe the perfect friend. ● Using comic strip template, create dialogue using any tense or vocabulary related to the unit. ● Invite a penpal friend to visit you. Write an email discussing details of trip. ● Make a timeline of any event in your life (present, past, future). Illustrate and present to class. ● Tell a funny story about something that happened to you as a child. ● Create an altar in celebration of your life (correlates to Día de los Muertos). ● Create an original cooking show by using commands and vocabulary related to foods and healthy lifestyles. ● Create awareness posters and flyers on different topics. ● Write the opening of your first novel or short story. ● Write a description of your dream car and sketch it. ● Write an email to your teacher about why you do not have your homework. ● Create a newscast and present to class. ● Forecast the weather for a specific city. ● Blog about a recent event that made your step back and think (opinions & beliefs). ● Using photos from your local newspaper, create a news report for what is shown. ● Research careers and explain how you need to prepare for 5 different professions. ● Foresee your life as a freshman in college. ● Create a presentation for middle school students on a career and what they need to accomplish to become a member of that profession. ● Create and execute a scavenger hunt within your school. Give hints and directions on going from one location to the next. ● Plan your own restaurant. Include designs, menus and advertisements. ● Make a list of your goals and create a poster to illustrate your plans. ● You won the lottery! Make a list of all the things you would do with the money and present to class. ● Imagine you are at your 25th high school reunion. Create a list of things you will be doing so you can tell your classmates. ● Create a classified ad using the subjunctive in adjective clauses. ● You have had the worst day of your life. Write an email or text message to a friend telling him/her what has happened. ● View an original film and research and present topics discussed on the film. ● Read and discuss original literary texts.

Resources

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