

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

HILLSBOROUGH TOWNSHIP HIGH SCHOOL

SPANISH FOR SPANISH SPEAKERS

LEVEL I & II CP

SEPTEMBER 2021

GRADES 9-12

## Course Overview

Levels I and II of Spanish for Spanish Speakers (combination class) are designed for students who have previous knowledge of Spanish or have learned Spanish in the home environment but need formal training to improve their communicative skills. This curriculum was designed through thematic units and learning scenarios in order to provide flexibility for the teacher to differentiate between the two levels within one classroom. It covers themes and grammatical structures typically covered in levels II, III and IV. Level I focuses on enhancing the oral and comprehension skills by focusing on aspects of the Hispanic culture and literature. Furthermore, students will also improve their Spanish speaking ability through active class discussion and presentations. In addition, writing skills will be enhanced and developed. Level II will continue to enhance proficiency in all domains of language, as well as the study of grammatical structures. All grammar is presented through content; the emphasis will not be on isolated structures but rather on integrating grammar into proficiency-oriented activities.

# THEMATIC UNIT

THEME	PROFICIENCY	GRADE(S)
My Pre-Columbian Roots	Intermediate High	9-12

Topic: Pre-Columbian Civilizations (Myths & Legends), Spain (The conquest of the Americas)

### Unit Description

<p><b><i>Students understand the importance of studying the Spanish speaking culture and understand the contributions made by the Pre-Columbian civilizations to our heritage and the world.</i></b></p>	
<b><i>Interpretive</i></b>	<p>The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the <b>paragraph</b> level and can <i>use connected sentences and paragraphs</i> independently to:</p> <ul style="list-style-type: none"> <li>• Analyze written and oral text.</li> <li>• Synthesize written and oral text.</li> <li>• Identify most supporting details in written and oral text.</li> <li>• Infer meaning of unfamiliar words in new contexts.</li> <li>• Infer and interpret author's intent.</li> <li>• Identify some cultural perspectives .</li> <li>• Identify the organizing principle in written and oral text.</li> </ul>
<b><i>Interpersonal</i></b>	<p>The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the <b>paragraph</b> level and can <i>use connected sentences and paragraphs</i> independently to:</p> <ul style="list-style-type: none"> <li>• Infer meaning of unfamiliar words in new contexts.</li> <li>• Identify some cultural perspectives .</li> <li>• Narrate and describe across a wide-range of topics.</li> <li>• Compare and contrast.</li> <li>• Offer and support opinions.</li> <li>• Persuade someone to change a point of view.</li> </ul>

	<ul style="list-style-type: none"> <li>• Make and change plans.</li> <li>• Offer advice.</li> <li>• Handle a situation with a complication.</li> </ul>
<b>Presentational</b>	<p>The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the <b>paragraph</b> level and can use <i>connected sentences and paragraphs</i> independently to:</p> <ul style="list-style-type: none"> <li>• Synthesize written and oral text.</li> <li>• Identify some cultural perspectives .</li> <li>• Narrate and describe across a wide-range of topics.</li> <li>• Compare and contrast.</li> <li>• Offer and support opinions.</li> <li>• Persuade someone to change a point of view.</li> <li>• Offer advice.</li> </ul>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> <li>• Vocabulary related to topics.</li> <li>• Study and practice appropriate grammar and orthography</li> <li>• Legends and myths (Pre-Columbian civilizations)</li> <li>• History of the Aztecs</li> <li>• History of the Incas</li> <li>• History of the Tainos</li> <li>• Conquest of the Americas</li> </ul>	<ul style="list-style-type: none"> <li>• Use vocabulary related to topics.</li> <li>• Review grammar and orthography</li> <li>• Identify and interpret main ideas and events related to different Pre-Columbian civilizations by using the past tenses.</li> <li>• Express and exchange opinions related to the Pre-Columbian civilizations using the present tense and past tenses.</li> <li>• Compare and contrast modern and Pre Columbian civilizations</li> <li>• Retell a legend or myth adapting it to a different environment and/or time.</li> <li>• Create a poem, game, short story, song, etc. representing these civilizations</li> </ul>

World Languages Standard/Proficiency Level/Cumulative Progress Indicators	
7.1.IH.IPRET.1	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.

7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.IPRET.4	Summarize information from oral and written discourse dealing with a variety of topics.
7.1.IH.IPRET.6	Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
7.1.IH.IPERS.5	Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
7.1.IH.PRSNT.1	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
7.1.IH.PRSNT.2	Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Demonstrate comprehension of the vocabulary used in the spoken and written target language.	7.1.IH.IPRET.2
2	Identify and interpret main ideas and events related to different Pre-Columbian civilizations by using the past tenses.	7.1.IH.IPRET.6
3	Express and exchange opinions related to the Pre-Columbian civilizations.	7.1.IH.IPERS.2
4	Compare and contrast modern and Pre-Columbian civilizations	7.1.IH.IPERS.1
5	Retell a legend or myth adapting it to a different environment and/or time.	7.1.IH.PRSNT.1
6	Create a poem, game, short story, song, etc representing these civilizations	7.1.IH.PRSNT.2
7	Analyze the cultural contributions of these civilizations to the present time	7.1.IH.IPRET.1

**VOCABULARY:** Vocabulary related to the topics

### Suggested Activities

NAME	DESCRIPTION
Pre-Reading activity	Students prepare questions for interviews related to who is the most respected person their families and communities. They present the results as a pie chart/bar graph.
Pie Chart/Bar Graph	Students present their results as a pie chart/bar graph.
Brainstorm	Students brainstorm about what could the title of a story be related to.
Stories	Students read different myths and legends. At the end of each page, they write a sentence and discuss it with a partner.
Stop and Jot	The person reading the story stops and the students are asked to jot something related to what they just heard. Then they share the information and discuss it.
Stop and Draw	The person reading stops, and students are asked to draw something related to what they just heard. Then they share their drawings and discuss them.
Predictions	Stop the reading of a story and students predict what is going to happen next.
Strips and Pies	Students work in groups and discuss the relation between the stories and color coded sentence strips and pictures given to them.
Timeline	Students create a timeline with a list of events.
Muse	Students relate the story or characters to musical instruments, foods, flowers, colors, etc. and explain the reasoning behind their selection. For example: a destructive character to a rose plant -a rose can hurt you with the thorns-, a sad character to a violin - a violin may sound like a sad melody- , a bitter character to a grapefruit - the taste of a grapefruit may be bitter-, etc.

Open Window	Students create a tableau based on the stories.
Myth	Students create a myth to explain a natural phenomenon.
Video Clips	Students watch clips related to this period of time.
Tables & Timer	Students play with the white boards and the timer. In groups, they are given one minute to write a list of verbs in a certain tense. This game is good for reviewing grammar before a major task.
Grammar activities	Students complete grammar activities from an educational website.
Jigsaw Puzzle	Students become experts on topics. Then, they become pieces of a whole and explain and discuss their parts with each other. During this activity the different groups create their posters. The students use these posters in the Gallery Walk activity to help them remember the information they are responsible for.
Gallery Walk	<p>Students use the posters they created to explain the information discussed in the Jigsaw Puzzle. They use these posters as a tool for remembering the information they are responsible for.</p> <p>One student at a time, explains each poster while the rest of the group is attending the explanations of the posters ahead. Students take turns explaining and they rotate when they finish the discussions for each poster. They rotate at the same time. The teacher needs to use a timer for this activity. When the number of students is not the same for all the groups, two students become one student and travel together during this activity. They both need to share the explanation and the discussion of their poster.</p>
Analogies	Students need to figure out the answers to analogies given to them.
Debate	Students debate about the Mayan Calendar and our calendar.
Beach Ball	Students ask and answer questions. They toss the beach ball around and when the music stops the student with the ball has to answer a question.

Venture game	Students play Venture - a Jeopardy like game- based on information related to the topics and the grammar studied in the lesson.
Essay	Essay starts with: If I were an (Aztec, Mayan, Incan, etc.)
Video	Students watch the video "The Mission" and answer the questions given to them. After the film, students have a discussion based on their answers and the film.
Food Tasting	Students use recipes that include ingredients used by the Pre-Columbians for a food display.
Aha!	Students write on a sticky note about an "Aha" moment during the lesson that they had and share it with a neighbor.
Snow Ball	Students write a fact related to the topics learned in class, wrinkle the paper and throw it to the other side of the room, then each student picks one of the wrinkled papers and read it to the class.
Nice Job Box	Students write something nice about someone in the class, it may be a gesture someone had, a good presentation a group had, something someone said, etc.

#### EXTENSION ACTIVITIES:

- Venn Diagram (students complete a Venn diagram for comparing and contrasting information)
- Dado game (students need to express facts or answer questions related to the number they get after throwing a die on the floor)
- Exhibition (Students prepare a power point and brochures displaying products representing the Pre-Columbian groups. After the exhibition, students have a discussion related to their products)
- Letter (Students write a letter to one of the characters in one of the stories giving advice)
- Story (In groups, students write and illustrate a story for elementary children and read it to them via Skype. After the reading, the children can ask questions related to the story)
- Quipu (Students create a Quipu related to different areas of the Incas' daily tasks)



- Story Teller (Students create a different ending for a story)
- Debate (Students debate about the Mayan Calendar and our calendar)
- Missing (Students complete an article or a story with a logical/funny word)
- Zahori (Students are given five sticky notes and they have to write information on them related to what the teacher says. For example the teacher says Pre-Columbian groups and they write on the sticky notes information related to that topic. Then, they decide on which one of the labeled spaces on the walls in the classroom, they need to put it on. The teacher divides the class into groups and each group goes to one of the labeled walls. They need to categorize the notes, think and write a paragraph that can summarize what the notes in each category say. The summaries are discussed in class)
- Shield/Slogan (Students create a shield or a slogan that represents each Pre-Columbian group)
- Funny Stories (In groups, students add a sentence to the initial one they have on big white papers around the room, then they rotate several times , and add sentences to the papers till the teacher stops them. The stories are read in class)
- Bubbles (Students get cartoons with bubbles they need to complete, they practice the grammar with this activity)
- Ole (a group of students form a small discussion circle and the rest of the students form a circle around the inner circle. The outer circle asks questions about the topic the class is working on to the inner circle, and the inner circle discusses the possible answers and responds. For example, one question could be: What would have happened if Christopher Columbus had not returned the findings to the crown of Spain?  
The inner circle discusses the possible outcomes to that situation and responds. They continue the question and answer for a few times. At the end, the outer circle needs to summarize the answers given by the inner circle)
- Metaphors (Students create metaphors related to the topics given to them)
- Learning Centers (In groups, students create several stations for learning more about the topics in different ways)

#### INTERDISCIPLINARY CONNECTIONS:

- Social Studies
- Geography
- Math
- Language Arts
- Technology Integration
- Arts and Music

#### FORMATIVE ASSESSMENT:

# THEMATIC UNIT

THEME	PROFICIENCY	GRADE(S)
My Heritage	-Intermediate High -Advanced Low	9-12

**Topics:** *Spain (Before and after the conquest of the Americas)*

## Unit Description

<b><i>Interpersonal</i></b>	<p>The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the <b>paragraph</b> level and can <i>use connected sentences and paragraphs</i> independently to:</p> <ul style="list-style-type: none"> <li>• Infer meaning of unfamiliar words in new contexts.</li> <li>• Identify some cultural perspectives.</li> <li>• Narrate and describe across a wide-range of topics.</li> <li>• Compare and contrast.</li> <li>• Offer and support opinions.</li> <li>• Persuade someone to change a point of view.</li> <li>• Make and change plans.</li> <li>• Offer advice.</li> <li>• Handle a situation with a complication.</li> </ul> <p>The Advanced-Low language learner understands and communicates at the <b>paragraph</b> level and can <i>use paragraph-level discourse</i> independently to:</p> <ul style="list-style-type: none"> <li>• Infer meaning of unfamiliar words in new contexts.</li> <li>• Identify some cultural perspectives .</li> <li>• Narrate and describe across a wide-range of topics.</li> <li>• Compare and contrast.</li> <li>• Offer and support opinions.</li> <li>• Persuade someone to change a point of view.</li> <li>• Make and change plans.</li> <li>• Offer advice.</li> </ul>
-----------------------------	---

**Presentational**

The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the **paragraph** level and can *use connected sentences and paragraphs* independently to:

- Synthesize written and oral text.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.

- Offer advice .

The Advanced level and can *use paragraph-level discourse* independently to:

- Synthesize written and oral text.
- Identify some cultural perspectives.
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Offer advice

CONCEPTS	SKILLS
<ul style="list-style-type: none"><li>• Vocabulary related to topics</li><li>• History of Spain</li><li>• The conquest of the Americas</li><li>• Changes that took place after the arrival of Columbus to the Americas</li><li>• Occupation of the Americas</li><li>• Study and practice appropriate grammar and orthography</li></ul>	<ul style="list-style-type: none"><li>• Use vocabulary related to the topics.</li><li>• Analyze the changes that took place after Columbus arrived to the Americas</li><li>• Discuss how was occupation favorable or unfavorable to the occupied</li><li>• Make connections between Spanish and Indigenous groups</li><li>• Discuss the origin of the Hispanoamerican culture and the meaning of the term « Hispanic »</li><li>• Review grammar topics and use appropriate tenses when working with written and/or oral tasks</li></ul>

World Languages Standard/Proficiency Level/Cumulative Progress Indicators	
7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses
7.1.IH.IPRET.4	Summarize information from oral and written discourse dealing with a variety of topics.
7.1.IH.IPERS.1	Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

7.1.AL.IPERS.1	Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.
7.1.AL.IPRET.7	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
7.1.AL.PRSNT.4	Use language creatively in writing for personal, career, or academic purposes.

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Demonstrate comprehension in the spoken and written target language.	7.1.IH.IPRET.2
2	Identify and interpret main ideas and events related to Spain's history.	7.1.IH.IPRET.4
3	Express and exchange opinions related to Spain's history.	7.1.AL.IPERS.1
4	Discuss how was occupation favorable or unfavorable to the occupied	7.1.AL.IPERS.1
5	Make connections between Spanish and Indigenous groups	7.1.IH.IPERS.1
6	Discuss the origin of the Hispanoamerican culture and the meaning of the term « Hispanic »	7.1.AL.IPRET.7 7.1.AL.IPERS.1

7	Create a poem related to identity (I am... )	7.1.AL.PRSNT.4
---	--	----------------

**VOCABULARY:** Vocabulary related to the topics

### Suggested Activities

NAME	DESCRIPTION
Reading	In groups, students read and discuss articles related to this time period.

Pie Map	Students create original maps based on their research of this topic. They can draw, use pictures from magazines or print illustrations from the computer. They may not write sentences on the poster. These maps help them remember the important information and discuss it in the class.
Jigsaw Puzzle	Students become experts on topics. Then, they become pieces of a whole and explain and discuss their parts with each other. During this activity the different groups create their posters. The students use these posters in the Gallery Walk activity to help them remember the information they are responsible for.
Gallery Walk	Students use the posters they created to explain the information discussed in the Jigsaw Puzzle. They use these posters as a tool for remembering the information they are responsible for. One student at a time, explains each poster while the rest of the group is attending the explanations of the posters ahead. Students take turns explaining and they rotate when they finish the discussions for each poster. They rotate at the same time. The teacher needs to use a timer for this activity. When the number of students is not the same for all the groups, two students become one student and travel together during this activity. They both need to share the explanation and the discussion of their poster.
Venn Diagram	Students complete a Venn diagram for comparing and contrasting information.
Video Clips	Students watch clips related to this period of time.

Match Game	Students have index cards with questions or answers, they need to find their partner who has the question or the answer that goes with it. After they find their partners a class discussion takes place with the questions and answers.
Grammar activities	Students complete and discuss grammar activities from an educational website.
Role Playing	Students represent a character from this period.
Inside/ Outside Circles	Students review grammar, vocabulary, facts of a story, etc. Music is played and when it is stopped, a student of the inside circle is facing one of the outside circle and they test each other with cards they completed for HW. The circles rotate opposite ways.

Short Story	Students create a story related to this period of time and read it to the elementary students via Skype.
Puzzles	Students practice the grammar. They need to connect each side with the correct conjugation or definition. This teacher made pattern activity is possible for reviewing other information such as vocabulary, characters from a story, geography, etc.
Virtual Traveling	Students read literature related to Spain's history .
Find the Patterns	Students are asked to circle, underline, highlight, etc. verbs in a certain tense in a short story or article given to them.
Mystery Product	Students create a product from that period, considering the existing conditions back then.
Bubbles	Students get cartoons with bubbles they need to complete, they practice the grammar with this activity.
Scrapbook	Students create a scrapbook. These are projects that reflect the Spanish culture back then and now. Students research this time period and use this information for their original projects based on Deidre Godin's book for scrapbooks in the classroom-.
Discussion	Students discuss the definition of "Hispanic". What defines the identity of a Hispanic?

Debate	Students are divided into two groups and debate the pros and the cons of being called Hispanic or Latino.
Poem	Students create a poem related to their identity. (I am ... )
Beach Ball	Students ask and answer questions. They toss the beach ball around and when the music stops the student with the ball has to answer a question
Venture	Students play Venture - a Jeopardy like game- based on information related to the topics and the grammar studied in the lesson.
Pandora Box	Students write on a piece of paper about something they did not understand and put it inside the box before they leave at the end of the class.

Food Tasting	Students use recipes that include ingredients used by the Spanish for a food display
Nice Job Box	Students write something nice about someone in the class, it may be a gesture someone had, a good presentation a group had, something someone said, etc.

#### EXTENSION ACTIVITIES:

-Dado game (Students need to express facts or answer questions related to the number they get after throwing a die on the floor)

-Exhibition (Students prepare a power point and brochures displaying products representing the this period of time. After the exhibition there is a questions from the audience session)

-Letter (Students write a letter to one of the characters in one of the stories giving advice)

-Story Teller (Students create a different ending for a story)

-Missing (Students complete an article or a story with a logical/funny word)

- Zahori (Students are given five sticky notes and they have to write information on them related to what the teacher says. For example the teacher says Pre-Columbian groups and they write on the sticky notes information related to that topic. Then, they decide on which one of the labeled spaces on the walls in the classroom, they need to put it on. The teacher divides the class into groups and each group goes to one of the labeled walls. They have to categorize the notes, and then they need to think and write a paragraph that can

summarize what the notes in each category say. The summaries are discussed in class))

--Shield/Slogan (Students create a shield or a slogan that represents a family during this period group)

-- Funny Stories (In groups, students add a sentence to the initial one they have on big white papers around the room, then they rotate several times , and add sentences to the papers till the teacher stops them. The stories are read in class)

-Ole (A group of students form a small discussion circle and the rest of the students form a circle around the inner circle. The outer circle asks open-ended questions about the topic the class is working on to the inner circle, and the inner circle discusses the possible opinions and responds. For example, one question could be: What would have happened if Christopher Columbus had not returned the findings to the crown of Spain? The inner circle discusses the possible outcomes to that situation and responds. They continue the question and answer for a few times. At the end, the outer circle needs to summarize the answers given by the inner circle)

-Letter (Write a letter to one of the characters in one of the stories)



-Metaphors (Students create metaphors related to the topics given to them)

-Learning Centers (In groups, students create several stations for learning more about the topics in different ways)

-Muse (Students relate the story or characters to musical instruments, foods, flowers, colors, etc. and explain the reasoning behind their selection. For example, a destructive character to a rose plant -a rose can hurt you with the thorns-, a sad character to a violin

- a violin may sound like a sad melody- , a bitter character to a grapefruit - the taste of a grapefruit may be bitter-, etc.)

#### INTERDISCIPLINARY CONNECTIONS:

-Social Studies

-Geography

-Math

-Language Arts

-Technology Integration-Arts and Music

#### FORMATIVE ASSESSMENT:

# THEMATIC UNIT

THEME	PROFICIENCY	GRADE(S)
My cultural dimensions	-Intermediate High -Advanced Low	9-12

**Topics:** *Geography of Spanish speaking countries, lifestyle in Spanish*

***Students understand the importance of studying the Spanish speaking culture and understand the influence the Spanish culture had on our heritage.***

***Interpretive***

The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the **paragraph** level and can *use connected sentences and paragraphs* independently to:

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives .
- Identify the organizing principle in written and oral text.

The Advanced-Low language learner understands and communicates at the **paragraph** level and can *use paragraph-level discourse* independently to:

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives .
- Identify the organizing principle in written and oral text.

***s eakin countries***

## Unit Description

	<ul style="list-style-type: none"> <li>• Identify some cultural perspectives .</li> <li>• Identify the organizing principle in written and oral text.</li> </ul>
<p><b>Interpersonal</b></p>	<p>The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the <b>paragraph</b> level and can <i>use connected sentences and paragraphs</i> independently to:</p> <ul style="list-style-type: none"> <li>• Infer meaning of unfamiliar words in new contexts.</li> <li>• Identify some cultural perspectives .</li> <li>• Narrate and describe across a wide-range of topics.</li> <li>• Compare and contrast.</li> <li>• Offer and support opinions.</li> <li>• Persuade someone to change a point of view.</li> <li>• Make and change plans.</li> <li>• Offer advice.</li> <li>• Handle a situation with a complication.</li> </ul> <p>The Advanced-Low language learner understands and communicates at the <b>paragraph</b> level and can <i>use paragraph-level discourse</i> independently to:</p> <ul style="list-style-type: none"> <li>• Infer meaning of unfamiliar words in new contexts.</li> <li>• Identify some cultural perspectives .</li> <li>• Narrate and describe across a wide-range of topics.</li> <li>• Compare and contrast.</li> <li>• Offer and support opinions.</li> <li>• Persuade someone to change a point of view.</li> <li>• Make and change plans.</li> <li>• Offer advice.</li> </ul>
<p><b>Presentational</b></p>	<p>The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the <b>paragraph</b> level and can <i>use connected sentences and paragraphs</i> independently to:</p> <ul style="list-style-type: none"> <li>• Synthesize written and oral text.</li> <li>• Identify some cultural perspectives .</li> <li>• Narrate and describe across a wide-range of topics.</li> <li>• Compare and contrast.</li> <li>• Offer and support opinions.</li> <li>• Persuade someone to change a point of view.</li> </ul>

	<ul style="list-style-type: none"> <li>• Offer advice.</li> </ul> <p>The Advanced level and can use <i>paragraph-level discourse</i> independently to:</p> <ul style="list-style-type: none"> <li>• Synthesize written and oral text.</li> <li>• Identify some cultural perspectives.</li> <li>• Narrate and describe across a wide-range of topics.</li> <li>• Compare and contrast.</li> <li>• Offer and support opinions.</li> <li>• Persuade someone to change a point of view.</li> <li>• Offer advice</li> </ul>
--	--

CONCEPTS	SKILLS
<ul style="list-style-type: none"> <li>• Vocabulary related to topics</li> <li>• Geography of the Spanish speaking countries</li> <li>• Relationship between product and environment in Spanish speaking countries</li> <li>• Daily life based on the geographical aspect</li> <li>• Idioms, regionalisms , expressions , etc. of different Spanish speaking countries and in the US.</li> <li>• Appropriate tenses and moods</li> </ul>	<ul style="list-style-type: none"> <li>• Use vocabulary related to topics</li> <li>• Research the geography of the different Spanish speaking countries</li> <li>• Report the information via Power Point</li> <li>• Analyze the impact geography has on lifestyle of the different Spanish speaking countries</li> <li>• Compare and contrast the daily life in the Spanish speaking countries and the US, specially in rural areas.</li> <li>• Recognize the different expressions typical from Spanish speaking countries</li> <li>• Review grammar topics and use appropriate tenses when working with written and/or oral tasks</li> </ul>

World Languages Standard/Proficiency Level/Cumulative Progress Indicators	
7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.IPRET.4	Summarize information from oral and written discourse dealing with a variety of topics.

7.1.IH.IPRET.5	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.AL.IPERS.4	Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.AL.IPERS.1	Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.
7.1.AL.PRSNT.1	Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs

#	STUDENT LEARNING OBJECTIVE=S	CORRESPONDING STANDARD(S)
1	Demonstrate comprehension of spoken and written language	7.1.IH.IPRET.2
2	Research the geography of the different Spanish speaking countries	7.1.IH.IPRET.4
3	Report the information via Power Point	7.1.AL.PRSNT.1
4	Analyze the impact geography has on lifestyle of the different Spanish speaking countries	7.1.AL.IPERS.1
5	Compare and contrast the daily life in the Spanish speaking countries and the US, specially in rural areas.	7.1.AL.IPERS.4
6	Recognize the different expressions typical from Spanish speaking countries	7.1.IH.IPRET.7
7	Review grammar topics and use appropriate tenses when working with written and/or oral tasks	7.1.IH.IPRET.2

**VOCABULARY: Vocabulary related to topics**

## Suggested Activities

NAME	DESCRIPTION
Fantasy/Reality	One student tells two lies and one real fact about their Spanish speaking country of origin and the rest of the class needs to figure out which answer is the real one, then another student does the same and so on. The lies and the fact could be related to activities that take place in a certain Spanish.
Discussion	Students answer questions related to different Spanish speaking countries to find out how much do they know about them.
Research	In groups students research the geography of different groups of Spanish speaking countries for a Power Point presentation and a travel brochure.
Power Point and Open Window	Students present their countries via Power Points and they also give out their travel brochures.
Guess Map	Students have to guess where is Peru in a shape of a map of South America projected in a screen. They will notice the chain of mountains and have to say the name of it.
Pre-Reading	Students answer a list of questions conducive to the main plot of the story. As they are answering the questions, they listen to the music typical of this area.
Brainstorm	Students brainstorm about the title of a reading.
Stories	Students read the story "El niño de Junto al cielo" by Enrique Congrains Martin. At the end of each page they write a sentence and discuss it with a partner.
Cut	The person reading the story stops and asks the students what would they do in the same circumstances? They write their answers and share the information.
Freeze	The person reading stops and students are asked to draw something related to what they just heard, then they share their drawings.

Predictions	Stop the reading of a story and students predict what is going to happen next.
Order the Strips	Students are given strips with events related to the story written on them. In groups they put them in order.
Venn Diagram	Students compare and analyze the social differences between the characters in a story and between the US and a Spanish speaking country.
Expressions	Students talk about typical expressions, words, idioms, etc. from Spanish speaking countries.
Pandora Box	Students write on a piece of paper about something they did not understand and put it inside the box before they leave at the end of the class. The next day a discussions takes place based on the questions from the box.
Business Partners	Students are paired up to become business partners. They are given a certain amount of money -money from Peru- and they have to make the conversion to dollars and make an investment in something. They also have to create an ad for their company and present the whole plan to the class.
Bubbles	Students get cartoons related to a scene of the story with bubbles they need to complete, they practice the grammar with this activity.
Magic Land	In groups students continue the story after the end of it. The different stories are shared in the class. If possible, it could be a video project or a play.
The Advisors	In groups students discuss suggestions for the main character about how to deal with what happened to him. Then, they decide what is the best advice they can give to him and share it with the class.
Email	Students write an email to a friend talking about what would they do if they saw someone cheating, ripping off, defrauding, etc. somebody.

Community	In groups students research organisms and/or institutions in Spanish speaking countries and the world that are in charge of working for the wellbeing of children, for example UNICEF.
-----------	--

Service	The reports are discussed in class.
Video	Students watch the video "Diaries of a motorcycle" and answer the questions given to them. After the film, students have a discussion based on their answers and the film.
Beach Ball	Students ask and answer questions related to grammar topics. They toss the beach ball around and when the music stops the student with the ball has to answer a question.
Venture	Students play Venture based on information related to the topics and the grammar studied in the lesson.
Exam	Students take the test.
Show and tell	Students search in the news information related to the topics discussed in class and report their findings to the class.
Nice Job Box	Students write something nice about someone in the class, it may be a gesture someone had, a good presentation a group had, something someone said, etc.

### EXTENSION ACTIVITIES:

-Jigsaw Puzzle (Students become experts on each country given to them and then, they become pieces of a whole. They discuss the information in each group and take notes. Then in the Gallery Walk activity, they present the information as a whole)

-Gallery Walk (Students use posters they created to explain the information discussed in the Jigsaw Puzzle. They use these posters as a tool for remembering the information they are responsible for)

-Mind Maps (Students complete graphics with information related to the state of mind of the main characters in certain scenes of the story)

-Timeline (Student can create a timeline and write a question for each event)

-Muse (Students relate the story or characters to musical instruments, foods, flowers, colors, etc. and explain the reasoning behind their selection. For example a destructive character to a rose plant, a sad character to a violin, a bitter character to a grapefruit, etc.)



-Video Clips or pictures (Students watch video clips and/or pictures. Then they need to think and write to which scene in the story they relate to and explain why)

-Debate (Students debate about in which rural area is it better to live, in the US or in a Spanish speaking country)

-Essay/letter (Write an essay suggesting some ideas for fundraising and explaining to which institution -related to the wellbeing of the children- the funds should go to)

- Dowser (Students are given five sticky notes and they have to write information on them related to what the teacher says, then they have to decide on which one of the five spaces posted on the walls they need to put it on. Then the teacher divides the class into five groups and each group needs to categorize the notes and summarize what they say)

-Dice game (students need to express facts or answer questions related to the number they get after throwing the dice)

-Ole (A group of students form a small discussion circle and the rest of the students form a circle around the inner circle. The outer circle asks questions to the inner circle and the inner circle discusses the possible answers. At the end, the outer circle needs to draw conclusions or summarize the answers given by the inner circle)

-Learning Centers (In groups students create several stations for learning more about the topics in different ways)

#### **INTERDISCIPLINARY CONNECTIONS:**

-Social Studies

-Geography

-Math

-Language Arts

-Technology Integration

-Arts and Music

#### **FORMATIVE ASSESSMENT:**

# THEMATIC UNIT

THEME	PROFICIENCY	GRADE(S)
My changing culture	-Intermediate High -Advanced Low	9-12

---

**Topics:**      *Political and Socio-Economic changes in the Americas*

---

## Unit Description

***Students understand the importance of living under a democratic system and how it affects daily life when living under a dictatorship.***

<b><i>Interpretive</i></b>	<p>The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the <b>paragraph</b> level and can <i>use connected sentences and paragraphs</i> independently to:</p> <ul style="list-style-type: none"> <li>• Analyze written and oral text.</li> <li>• Synthesize written and oral text.</li> <li>• Identify most supporting details in written and oral text.</li> <li>• Infer meaning of unfamiliar words in new contexts.</li> <li>• Infer and interpret author's intent.</li> <li>• Identify some cultural perspectives .</li> <li>• Identify the organizing principle in written and oral text.</li> </ul> <p>The Advanced-Low language learner understands and communicates at the <b>paragraph</b> level and can <i>use paragraph-level discourse</i> independently to:</p> <ul style="list-style-type: none"> <li>• Analyze written and oral text.</li> <li>• Synthesize written and oral text.</li> <li>• Identify most supporting details in written and oral text.</li> <li>• Infer meaning of unfamiliar words in new contexts.</li> <li>• Infer and interpret author's intent.</li> <li>• Identify some cultural perspectives. Identify the organizing principle in written and oral text</li> </ul>
----------------------------	--

<p><b><i>Interpersonal</i></b></p>	<p>The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the <b>paragraph</b> level and can <i>use connected sentences and paragraphs</i> independently to:</p> <ul style="list-style-type: none"> <li>• Infer meaning of unfamiliar words in new contexts.</li> <li>• Identify some cultural perspectives .</li> <li>• Narrate and describe across a wide-range of topics.</li> <li>• Compare and contrast.</li> <li>• Offer and support opinions.</li> <li>• Persuade someone to change a point of view.</li> <li>• Make and change plans.</li> <li>• Offer advice.</li> <li>• Handle a situation with a complication.</li> </ul> <p>The Advanced-Low language learner understands and communicates at the <b>paragraph</b> level and can <i>use paragraph-level discourse</i> independently to:</p> <ul style="list-style-type: none"> <li>• Infer meaning of unfamiliar words in new contexts.</li> <li>• Identify some cultural perspectives .</li> <li>• Narrate and describe across a wide-range of topics.</li> <li>• Compare and contrast.</li> <li>• Offer and support opinions.</li> <li>• Persuade someone to change a point of view.</li> <li>• Make and change plans.</li> <li>• Offer advice.</li> </ul>
<p><b><i>Presentational</i></b></p>	<p>The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the <b>paragraph</b> level and can <i>use connected sentences and paragraphs</i> independently to:</p> <ul style="list-style-type: none"> <li>• Synthesize written and oral text.</li> <li>• Identify some cultural perspectives .</li> <li>• Narrate and describe across a wide-range of topics.</li> <li>• Compare and contrast.</li> <li>• Offer and support opinions.</li> <li>• Persuade someone to change a point of view.</li> <li>• Offer advice.</li> </ul> <p>The Advanced level and can <i>use paragraph-level discourse</i> independently to:</p>

	<ul style="list-style-type: none"> <li>• Synthesize written and oral text.</li> <li>• Identify some cultural perspectives.</li> <li>• Narrate and describe across a wide-range of topics.</li> <li>• Compare and contrast.</li> <li>• Offer and support opinions .</li> <li>• Persuade someone to change a point of view.</li> <li>• Offer advice</li> </ul>
--	--

CONCEPTS	SKILLS
<ul style="list-style-type: none"> <li>• Vocabulary related to topics</li> <li>• Appropriate tenses and moods</li> <li>• Political systems in Latin America</li> <li>• Effects caused by living under a dictatorship</li> </ul>	<ul style="list-style-type: none"> <li>• Use vocabulary related to the topics</li> <li>• Review grammar topics and use appropriate tenses when working with written and/or oral tasks</li> <li>• Analyze and compare different political systems</li> <li>• Research dictatorships in Latin America</li> <li>• Report about the dictatorships in Latin america with a Power Point</li> <li>• Brainstorm about the titles of different stories and poems</li> <li>• Compare and contrast the stories read in class</li> <li>• Summarize articles related to the topic</li> <li>• Formulate opinions based on different films shown in class</li> <li>• Analyze poems and songs related to the topic</li> <li>• Create a Cinquain poem or a song</li> </ul>

World Languages Standard/Proficiency Level/Cumulative Progress Indicators	
7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses

7.1.IH.IPRET.4	Synthesize information from oral and written discourse dealing with a variety of topics.
7.1.AL.IPRET.1	Identify main ideas and significant details in a range of oral, viewed, and written texts.
7.1.AL.IPRET.5	Analyze a literary or informational text including theme, author's purpose and tone, inferences.
7.1.AL.IPERS.4	Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.AL.IPERS.1	Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.
7.1.AL.PRSNT.1	Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
7.1.AL.PRSNT.4	Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Demonstrate comprehension in the spoken and written target language	7.1.IH.IPRET.2
2	Analyze and compare different political systems	7.1.AL.IPERS.1
3	Research dictatorships in Latin America	7.1.AL.IPRET.1
4	Report about the dictatorships in Latin America with a Power Point	7.1.AL.PRSNT.1
5	Brainstorm about the titles of different stories and poems	7.1.AL.IPERS.

6	Compare and contrast the stories read in class	7.1.AL.IPRET.5

7	Summarize articles related to the topic	7.1.IH.IPRET.4
8	Analyze poems and songs related to the topic	7.1.AL.IPERS.1
9	Create a Cinquain poem or a song	7.1.IH.PRSNT.4

VOCABULARY: Vocabulary related to the topics

### Suggested Activities

NAME	DESCRIPTION
Reporters	Students conduct a statistical survey in the school on how many people can identify countries under a dictatorship and then report the results through a pie chart or a bar graph.
Globe	Students locate dictatorships in different countries in the world using a globe in class.
Research And Round Table	Students analyze and compare different political systems in class. For the comparisons a Venn diagram can be used.
Research	Students research dictatorships in Latin America in chronological order starting with the year 1900.
Bar Graph	Students complete graphics with the results of the research and present to the class. A class discussion takes place, based on the information in the graphs.
Power Point	Students present the results of their research through a Power Point.
Website	Students complete grammar activities online

Clips	Students watch clips of the documentary « La magia de lo real » a documentary about Gabriel Garcia Marquez»

Poem	Students read Pablo Neruda's Poem « La United Fruit Co. ».
Discussion	Students talk about the relation between the video clips they saw and the poem. Then they complete a graph with information they infer from the poem.
Videos	Students watch the videos « The official story » (A mother comes to realize that her daughter may be the child of a victim of the forced disappearances that occurred during Argentina's Dirty War in the 1970s -Luis Puenzo-) and « Missing » (an idealistic writer disappears during the Right Wing military coup in 1973 Chile -Costa-Gravas-)
Venn Diagram	Students compare and contrast both movies.
Reflection	Students are asked to think about someone who they admire because he/she is brave. Then they share their thoughts with the class and explain why they admire that person.
Brainstorm	Students brainstorm about the title of a reading.
Traveling	Students read the story « Espuma y nada mas » by Hernando Tellez.
Predictions	Stop the reading of a story and students predict what is going to happen next.
Debate	Students are divided into two groups. The groups have to give reasons of why the main character of the story is or is not a traitor.
Reporter	Students pretend they are writing for a Newspaper in the community about the incident that took place in the story.
Brainstorm	Students brainstorm about the title of a reading.
Traveling	Students read "Un dia de estos" by Gabriel Garcia Marquez.

Mind Maps	Students complete the Mind Maps as they are reading. They can write words and/or draw symbols that reflect the state of mind of the characters in the story.

Predictions	Stop the reading of a story and students predict what is going to happen next.
Venn Diagram	Students compare and contrast both stories.
Song	As the students listen to the song "Por estas calles" by Giordano Di Marzo, they write about what it has in common with the stories and in which scenes can they find the song.
Poster	In groups students think of a sentence that reflects one of the themes discussed in the stories. They create a poster with a slogan, and a design representing the theme they talked about.
Beach Ball	Students ask and answer questions. They toss the beach ball around and when the music stops the student with the ball has to answer a question
Letter	Students play the role of the main characters of one of the stories and write a letter to the main character of the other story. In the letter, the character expresses disappointment and anger towards the reaction this person had in the situation he was involved in.
Essay	Students write an essay starting with the title "Un dia de estos" .
Mural	Students receive a brick made of paper. On the brick, students are going to write or draw something related to dictatorships. With these bricks they are going to create "La muralla de la infamia". Students receive another brick and think of solutions they can come up with, to cover the brick they put on the mural before. This new mural is called "La muralla de la Libertad"
Brainstorm	Students brainstorm about the title of a reading.
Allegory	Students think of something they can relate to freedom, liberty
Traveling	Students read story "Una palabra enorme" by Mario Benedetti and complete the graph. They discuss the answers.



Venture	Students play Venture based on information related to the topics and the grammar studied in the lesson.

Research	Students research world organisms such as Amnesty International, Human Rights, The Hague Court, etc. and also groups like the Peace Boat. In their reports they need to explain why do they exist and how do they function.
Community Service	Students think about what can they do to help people live in what they consider could be a fair society. Teacher asks the students to develop a political system that they think is fair, includes justice and equality for everyone within a society/country. This system is based on the students opinions.
Show and tell	Students search in the news information related to the topics discussed in class and report their findings to the class.
Poem o song	Students create a song or a Haiku poem about a wish they have for all living humankind and species.

#### EXTENSION ACTIVITIES:

-Memo map (Students create original maps based on their research of dictatorships)

- Play (Students represent characters from the stories read in the class and create a play with them)

-Dado game (Students need to express facts or answer questions related to the number they get after throwing the die)

-Peace Boat (Students can connect with the Peace Boat organization and plan activities that could place in the class or the school)

- Zahori (Students are given five sticky notes and they have to write information on them related to what the teacher says, then they have to decide on which one of the five spaces posted on the walls they need to put it on. Then the teacher divides the class into five groups and each group needs to categorize the notes and summarize what they say)

-Ole (seven students form a small discussion circle and the rest of the students form a circle around the inner circle. The outer circle asks questions to the inner circle and the inner circle discusses the possible answers. At the end, the outer circle needs to draw conclusions or summarize the answers given by the inner circle)

-Metaphors (Students create metaphors related to the topics given to them)

-Learning Centers (In groups students create several stations for learning more about the topics in different ways)

-Guess (Students relate the story or characters to musical instruments, foods, flowers, colors, etc. and explain the reasoning behind their selection)

-Missing (Students complete an article or a story with a logical/funny word)

-Analogies (Students need to figure out the answers to analogies given to them)

-Story "Jonathan Livingston Seagull", by Richard Bach (Students read and complete the activities accompanying it)

-Scrapbook (Students create a scrapbook. These scrapbooks are a reflection of the Spanish culture back then. Students research this period of time and use this information for their original scrapbooks)

-Open Window (Students create a tableau based on the stories)

-Jigsaw Puzzle ( Students become experts on topics given to them and then, they become pieces of a whole and explain their parts to each other by using posters they created to use as a tool for remembering the information they are responsible for)

-Gallery Walk (Students explain their posters made for the jigsaw puzzle)

-Reading the "Little Prince" and "Jonathan Livingston Seagull" and completing the activities accompanying them.

#### INTERDISCIPLINARY CONNECTIONS:

-Social Studies

-Geography

-Math

-Language Arts

-Technology Integration

-Arts and Music

#### FORMATIVE ASSESSMENT:

# THEMATIC UNIT

THEME	PROFICIENCY	GRADE(S)
Images of my Culture	-Intermediate High -Advanced Low	9-12

---

**Topics:** Cultural Values, Educational Systems, Famous Native Speakers, Future goals

## Unit Description

***Students understand the differences between the Spanish and the US cultures and which traditions have become part of the culture in the US. They develop an appreciation of the diversity of cultures among peoples whose native language is Spanish. They also express their goals for their futures as bilingual students.***

### ***Interpretive***

The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the **paragraph** level and can *use connected sentences and paragraphs* independently to:

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural perspectives.
- Identify the organizing principle in written and oral text.

The Advanced-Low language learner understands and communicates at the **paragraph** level and can *use paragraph-level discourse* independently to:

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.

	<ul style="list-style-type: none"> <li>• Identify some cultural perspectives .</li> <li>• Identify the organizing principle in written and oral text.</li> </ul>
<p><b>Interpersonal</b></p>	<p>The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the <b>paragraph</b> level and can <i>use connected sentences and paragraphs</i> independently to:</p> <ul style="list-style-type: none"> <li>• Infer meaning of unfamiliar words in new contexts.</li> <li>• Identify some cultural perspectives .</li> <li>• Narrate and describe across a wide-range of topics.</li> <li>• Compare and contrast.</li> <li>• Offer and support opinions.</li> <li>• Persuade someone to change a point of view.</li> <li>• Make and change plans.</li> <li>• Offer advice.</li> <li>• Handle a situation with a complication.</li> </ul> <p>The Advanced-Low language learner understands and communicates at the <b>paragraph</b> level and can <i>use paragraph-level discourse</i> independently to:</p> <ul style="list-style-type: none"> <li>• Infer meaning of unfamiliar words in new contexts.</li> <li>• Identify some cultural perspectives .</li> <li>• Narrate and describe across a wide-range of topics.</li> <li>• Compare and contrast.</li> <li>• Offer and support opinions.</li> <li>• Persuade someone to change a point of view.</li> <li>• Make and change plans.</li> <li>• Offer advice.</li> </ul>
<p><b>Presentational</b></p>	<p>The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the <b>paragraph</b> level and can <i>use connected sentences and paragraphs</i> independently to:</p> <ul style="list-style-type: none"> <li>• Synthesize written and oral text.</li> <li>• Identify some cultural perspectives .</li> <li>• Narrate and describe across a wide-range of topics.</li> <li>• Compare and contrast.</li> <li>• Offer and support opinions.</li> <li>• Persuade someone to change a point of view.</li> </ul>

	<ul style="list-style-type: none"> <li>• Offer advice .</li> </ul> <p>The Advanced level and can <i>use paragraph-level discourse</i> independently to:</p> <ul style="list-style-type: none"> <li>• Synthesize written and oral text.</li> <li>• Identify some cultural perspectives.</li> <li>• Narrate and describe across a wide-range of topics.</li> <li>• Compare and contrast.</li> <li>• Offer and support opinions.</li> <li>• Persuade someone to change a point of view.</li> <li>• Offer advice</li> </ul>
--	---

CONCEPTS	SKILLS
<ul style="list-style-type: none"> <li>• Vocabulary related to topics</li> <li>• Appropriate tenses and moods</li> <li>• Recognize the differences and similarities in Spanish speaking countries</li> <li>• Beliefs, traditions, sports, music, food and celebrations that have become part of the culture in the US</li> <li>• Educational systems in the Spanish speaking cultures</li> <li>• Careers that require bilingualism</li> </ul>	<ul style="list-style-type: none"> <li>• Use vocabulary related to the topics.</li> <li>• Analyze the differences and similarities in Spanish speaking countries</li> <li>• Connections between the US culture and the Spanish speaking countries' culture</li> <li>• Discuss and compare World Cup with the World Series</li> <li>• Create a cultural festival</li> <li>• Compare schools in Spanish speaking countries to the ones in the US</li> <li>• Discuss school and future plans</li> <li>• Review grammar topics and use appropriate tenses when working with written and/or oral tasks</li> <li>• Prepare questions for an important Spanish speaker visiting the class</li> <li>• Prepare a power point of a famous Spanish speaker and explain why he/she is important</li> <li>• Report about events involving a famous Spanish speaker</li> </ul>

World Languages Standard/Proficiency Level/Cumulative Progress Indicators	
7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.AL.IPRET.1	Identify main ideas and significant details in a range of oral, viewed, and written texts.
7.1.AL.IPRET.3	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
7.1.AL.IPRET.10	Collect, share, and analyze data related to global issues including climate culture
7.1.AL.IPERS.1	Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.
7.1.AL.PRSNT.1	Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
7.1.AL.IPERS.4	Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.IH.IPERS.3	Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
7.1.IH.PRSNT.2	Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Demonstrate comprehension in the spoken and written target language.	7.1.IH.IPRET.2
2	Analyze the differences and similarities in Spanish speaking countries	7.1.AL.IPRET.1

	Connections between the US and the Spanish speaking countries	

3		7.1.AL.IPRET.10
4	Discuss and compare World Cup with the World Series	7.1.AL.IPRET.3
5	Create a cultural festival	7.1.AL.PRSNT.1
6	Compare schools in Spanish speaking countries to the ones in the US	7.1.IH.IPERS.4
7	Discuss school and future plans -considering they are bilingual-	7.1.AL.IPERS.1:
8	Review grammar topics and use appropriate tenses when working with written and/or oral tasks	7.1.IH.IPRET.2
9	Prepare questions for an important Spanish speaker visiting the class	7.1.IH.IPERS.3
10	Prepare a power point of a famous Spanish speaker and explain why he/she is important	7.1.AL.PRSNT.1
11	Summarize and report to the class a current event involving any famous Spanish speaker	7.1.IH.PRSNT.6

**VOCABULARY:** Vocabulary related to the topics

#### Suggested Activities

NAME	DESCRIPTION
Brainstorm	Students talk about the meaning of traditions and receive a questionnaire that they are going to use for interviews. The purpose of the interviews is to investigate about their backgrounds.
Reporters	Students interview their parents and grandparents if possible. The questions are related to their families' and countries' traditions, sports, beliefs, foods, music, etc. The answers are used to complete graphics and family trees.



<b>Family Tree</b>	<b>Students create their family trees.</b>

Collage	Students create collages based on the information from the interviews. They are going to put the collages on a wall called "Wall of memories".
Pie Chart/Bar Graph	Students report some of their results as a pie chart/bar graph and have a discussion related to them.
Research	In groups students research the culture of the different Spanish speaking countries.
World Cup/World Series	Students read and watch videos about these events and then they compare them using a Venn diagram.
Gateway to my country	Students create a "Predio Feria!" -exhibition- with the information collected from their research. It could be with a Power Point.
Investigation	Students research educational systems in the different Spanish speaking countries. The consulates and/or embassies can be asked for this information.
Round Table	Students present their reports in a round table.
Venn Diagram	Students compare educational systems in the US and Spanish speaking countries (including the public vs private education differences, grading systems, uniforms, monetary systems etc.)
Video	Students watch the video "Stand and Deliver" and answer the questions given to them. After the film, students have a discussion based on their answers and the film.
Discussion	Students are divided into two groups. They discuss the advantages and disadvantages of both educational systems.

Pre-Debate	In groups students research career possibilities being bilingual college graduates vs bilingual non college graduates in the US and in Spanish speaking countries.
Debate	Students prepare for a debate promoting their findings.

Open Window	Students create Tableaus -similar to brochures- for new students and visitors. Each brochure is going to be related to a different school or university from Spanish speaking countries.
Tables and Timer	Students play with the white boards and the timer. In groups they are given one minute to write a list of verbs in a certain tense. This game is good for reviewing grammar before a major task.
Bilingual Guest Speaker	Students interact with a bilingual guest speaker. They are prepared to ask questions. The guest speaker is someone important in the community and that is able to connect with the students to make them reflect about their futures.
Essay	Students write a letter about their future plans -career planning-.
Research	In groups students select a Spanish speaker from a list given to them for a Power Point presentation. The list is of people who have done something important in any field -science, arts, sports, etc.- in the US.
Famous Person	Students present their famous person via Power point.
Show and tell	Students search in the news information about any famous Spanish speaker and report to the class about their findings.
Beach Ball	Students ask and answer questions related to grammar topics. They toss the beach ball around and when the music stops the student with the ball has to answer a question.
Venture	Students play Venture based on information related to the topics and the grammar studied in the lesson.
Exam	Students take the test.

Nice Job  
Box

Students write something nice about someone in the class, it may be a gesture someone had, a good presentation a group had, something someone said, etc.

#### EXTENSION ACTIVITIES:

- Dado game (students need to express facts or answer questions related to the number they get after throwing the die)
- Letter (Students write a letter to one of the characters in one of the characters in the film giving advice)
- Story Teller (Students create a different ending for a character in the film)
- Missing (Students complete an article or a story with a logical/funny word)
- Dowser (Students are given five sticky notes and they have to write information on them related to what the teacher says, then they have to decide on which one of the five spaces posted on the walls they need to put it on. Then the teacher divides the class into five groups and each group needs to categorize the notes and summarize what they say)
- Ole (A group of students form a small discussion circle and the rest of the students form a circle around the inner circle. The outer circle asks questions to the inner circle and the inner circle discusses the possible answers. At the end, the outer circle needs to draw conclusions or summarize the answers given by the inner circle)
- Learning Centers (In groups students create several stations for learning more about the topics in different ways)
- Guess (Students relate the film or characters to musical instruments, foods, flowers, colors, etc. and explain the reasoning behind their selection)
- Metaphors (Students create metaphors related to the topics given to them)
- Analogies (Students need to figure out the answers to analogies given to them)
- Jigsaw Puzzle ( Students become experts on topics given to them and then, they become pieces of a whole and explain their parts to each other by using posters they created to use as a tool for remembering the information they are responsible for)
- Gallery Walk (Students explain their posters made for the jigsaw puzzle)

#### INTERDISCIPLINARY CONNECTIONS:

- Social Studies
- Geography
- Math
- Language Arts
- Technology Integration
- Arts and Music

#### FORMATIVE ASSESSMENT :