

Summit High School Summit, NJ

Grade Level / Content Area: Spanish II
Length of Course: Full Academic Year
Written by: Melissa Sarracino

In the twenty-first century, students must be able to communicate with members of other cultures in order to be productive beings of the global world in which we all live. The following curriculum focuses on teaching Spanish for communication, heightening student awareness of cultural perspectives, and preparing students to use the target language in day-to-day interactions. Students will be engaged in meaningful, motivating, and cognitively challenging work; they will actively use language each day and they will be assessed using a variety of assessment strategies. By implementing the goals and standards of this curriculum, students will be culturally and linguistically prepared to function in our global society.

Course Description:

Standard 7.1	
All students will be able to use a world language in addition to English to engage in meaningful conversations, understand and interpret the spoken and written language, and present information, concepts and ideas while gaining an understanding of the perspectives of other cultures. They will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Standard 7.2	
All students will demonstrate an understanding of the perspectives of a culture (s) through experiences with its products and practices.	
Big Ideas:	
¿Te gusta ir a la escuela?	
I.	
Many practices related to school are shared across cultures; others are culture-specific.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
Is your school day similar to that of a student in a Spanish speaking country?	Students will understand that... To find the aspects that are similar and different they will need to ask meaningful

<p>What will help others understand you better when you discuss your school day?</p> <p>How do you start, carry on, and end a conversation about school more effectively?</p>	<p>questions and be prepared to share insight about their own school schedule.</p> <p>Pictures, movement, and physical demonstration of words or expressions can help people understand you better.</p> <p>To have a natural conversation about school you have to do more than just ask and answer questions. You have to listen to what the speaker is saying and respond appropriately.</p>
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>Communication</p> <p>Interpretive</p> <p>1. Demonstrate comprehension of a series of oral directions, commands, and requests through appropriate physical response.</p> <p>6. Demonstrate comprehension of the main idea, and identify the principal characters in readings from age-appropriate, culturally authentic selections.</p> <p>Interpersonal</p> <p>1. Give and follow a series of oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities.</p> <p>2. Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture during daily interactions.</p> <p>3. Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.</p> <p>Presentational</p>	<p>Instructional Focus:</p> <p>Learning how school practices in the target country compare to those in the United States.</p> <p>Sample Assessments:</p> <p>Interpretive</p> <p>*Create drawings based on oral descriptions about school subjects</p> <p>*Read target language children’s stories related to school (global perspective)</p> <p>*View target language video clips related to school (technology integration/global perspective)</p> <p>Interpersonal</p> <p>*Exchange class schedules with classmates</p> <p>*Complete informational gap activities</p> <p>*Connect with a target language classroom through webcam conference to exchange information about school (technology integration/global perspective)</p> <p>Presentational</p>

<p>2. Describe in writing (using a guided format) people and things from the home/school environment.</p> <p>Culture</p> <p>Interpretive</p> <p>1. Compare daily practices of people in the target culture(s) with their own.</p> <p>Interpersonal</p> <p>1. Imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave-takings, and common social situations.</p> <p>2. Participate in a variety of oral and/or written activities after listening to and/or reading age-appropriate, culturally authentic selections.</p>	<p>*Create and share a Venn diagram comparing your school day with that of a student in the target country</p> <p>*Re-create your school schedule (magnetic) in the target language</p>
<p>*Compare the school day of student of a target country to that of their own</p> <p>*Use the target language creatively to respond to a variety of oral and visual prompts about school</p> <p>*Tell or write about your own school day</p>	

Texts and Resources:

Global Conferencing

www.skype.com

Venn Diagram

<http://web.bcoe.org/minicorps/foreading//vocabulary/VennDiagramTemplate.doc>

<p>Big Ideas:</p> <p style="text-align: center;">¿Qué haces todos los días?</p> <p style="text-align: center;">II.</p> <p>Personal identity is developed through experiences that occur with one's family and community.</p>	
<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<p>How do you talk to someone about your day when you are just starting to learn the language?</p> <p>What will help you better understand a native speaker?</p>	<p>Students will understand that...</p> <p>When unsure of how to say something, paraphrasing is a useful skill to enhance communication.</p> <p>When listening, watch the speaker closely for visual clues.</p>
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>Communication</p> <p>Interpretive</p> <ol style="list-style-type: none"> 1. Demonstrate comprehension of a series of oral directions, commands, and requests through appropriate physical response. 2. Recognize common gestures, intonation, and other visual or auditory cues of the target-culture. 3. Identify people, places, objects, and activities in daily life based on oral or written descriptions. 4. Comprehend short conversations and brief written messages on familiar topics, as well as identify the principal characters in 	<p>Instructional Focus:</p> <p>Learning vocabulary and phrases to describe your day before and after school.</p> <p>Sample Assessments:</p> <p>Interpretive</p> <ul style="list-style-type: none"> *Use TPR activities to review reflexive verbs *Compose questions about authentic passages read in class *Watch/produce student video clip (based on daily routines) and place events in chronological order (technology integration) <p>Interpersonal</p>

readings from age-appropriate, culturally authentic selections.

Interpersonal

1. Give and follow a series of oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities.
2. Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture during daily interactions.
3. Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.

4. Participate in guided conversations on a variety of familiar topics and/or topics studied in other core content areas.
5. Identify the main characters, main idea, setting, and important events found in age-appropriate, culturally authentic texts.

Presentational

1. Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary in a guided format.
3. Tell or retell stories using a guided format from age-appropriate, culturally authentic selections orally or in writing.

Culture

Interpretive

1. Compare daily practices of people in the target culture(s) with own.

Interpersonal

1. Imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave-takings, and other common social situations.

* Using e-mail exchange, share your favorite and least favorite activities with a student from a target language country (**global perspectives, technology integration**)

*Share similarities and differences of your daily routine with your classmates.

Presentational

*Present an improvisational scenario

*Create a video clip describing your daily routine (**technology integration**)

<p>Presentational</p> <p>1. Compare and contrast similarities and differences between tangible products of the target culture(s) and own.</p>	
<p>*Create a video clip to be shared virtually with a target language audience.</p>	
<p>*Compare the daily routines of students of the target culture with those of your own.</p>	
<p>* Comprehend brief oral exchanges on daily routines.</p>	

Texts and Resources:

How to make an I-movie?

<http://www.apple.com/ilife/imovie/>

<p>Big Ideas:</p> <p style="text-align: center;">¿Quieres ir de compras? III.</p> <p>Being aware of currency, rates of exchange, and shopping habits will help you in your travels.</p>	
<p style="text-align: center;">Essential Questions</p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p>
<p>How far does your dollar go in a Spanish speaking country?</p> <p>What clothing is in style in the target country?</p> <p>What helps you understand the details of</p>	<p>Students will understand that...</p> <p>The dollar is stronger in some countries than in others.</p> <p>The weather affects which clothing is typically in fashion.</p> <p>Look for cognates, loanwords, and speaker</p>

<p>what you read and hear?</p>	<p>gestures will help you understand the intended meaning.</p>
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>Communication</p> <p>Interpretive</p> <ol style="list-style-type: none"> 1. Demonstrate comprehension of a series of oral directions, commands, and requests through appropriate physical response. 2. Recognize common gestures, intonation, and other visual or auditory cues of the target-culture. 3. Identify people, places, objects, and activities in daily life based on oral or written descriptions. 4. Comprehend short conversations and brief written messages on familiar topics. 5. Connect the learning of the target language to information studied in other core content areas. <p>Interpersonal</p> <ol style="list-style-type: none"> 1. Give and follow a series of oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities. 2. Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture during daily interactions. 3. Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences. 4. Participate in guided conversations on a variety of familiar topics and/or topics studied in other core content areas. <p>Presentational</p> <ol style="list-style-type: none"> 1. Create and present orally or in writing brief messages, poems, rhymes, songs, short 	<p>Instructional Focus:</p> <p>Exploring how climate and the economy affect shopping patterns in the target country.</p> <p>Sample Assessments:</p> <p>Interpretive</p> <ul style="list-style-type: none"> * Convert dollars into Euros using an online conversion table (interdisciplinary connections, technology integration, global perspectives) *Using a budget to go on a imaginary shopping trip in the target country (global perspectives, interdisciplinary connections, technology integration) *View a student produced fashion show and answer questions about the video (technology integration) *Analyze weather patterns in the target country using the world wide web <p>Interpersonal</p> <ul style="list-style-type: none"> *Discuss shopping habits with classmates on a classroom blog *Improvisational role plays (at the market) *Participate in class discussions *Participate in a live auction with authentic items <p>Presentational</p> <ul style="list-style-type: none"> *Design a clothing line *Present a fashion show

plays, or role-plays using familiar vocabulary in a guided format.

4. Tell or write about products of the target culture and simulate common cultural practices.

Culture

Interpretive

1. Compare daily practices of people in the target culture(s) with own.
2. Describe the geographical features, types and effects of climate in countries where the target language is spoken.
3. Identify aspects of culture presented in photographs, plays, or films.
4. Identify common tangible and intangible cultural products of the target culture(s).

Interpersonal

1. Imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave-takings, and other common social situations.
2. Participate in a variety of oral and/or written activities after listening to and/or reading age-appropriate, culturally authentic selections.

Presentational

- Compare and contrast similarities and differences between tangible products of the target culture(s) and own.

*Use language creatively to respond to questions about shopping habits.

* Compare and contrast currency rates.

*Express shopping preferences

Texts and Resources

Conversion Table

<http://www.oanda.com/convert/classic>

Weather Sites

<http://espanol.weather.com/global>

<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p style="text-align: center;">¿Cómo te diviertes? IV.</p> <p>Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p>How do you avoid miscommunication when talking about your hobbies?</p> <p>What can you do to help you understand the details of what you read and hear about extra-curricular activities?</p> <p>How do you keep the conversation going with a native speaker?</p>	<p>Students will understand that...</p> <p>The use of paraphrasing can help in unfamiliar situations.</p> <p>Looking for cognates and loanwords will improve understanding.</p> <p>Use of learned vocabulary and expressions will improve the flow of conversation.</p>
<p>Areas of Focus: Proficiencies</p> <p>(Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>Communication</p> <p>Interpretive</p> <p>1. Demonstrate comprehension of a series of</p>	<p>Instructional Focus:</p> <p>Examining international and national sporting practices and using the sporting practices to make comparisons among the different cultures.</p>

oral directions, commands, and requests through appropriate physical response.

2. Recognize common gestures, intonation, and other visual or auditory cues of the target-culture.

3. Identify people, places, objects, and activities in daily life based on oral or written descriptions.

4. Comprehend short conversations and brief written messages on familiar topics.

5. Connect the learning of the target language to information studied in other core content areas.

Interpersonal

1. Give and follow a series of oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities.

2. Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture during daily interactions.

3. Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.

4. Participate in guided conversations on a variety of familiar topics and/or topics studied in other core content areas.

Presentational

1. Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary in a guided format.

2. Describe in writing using a guided format people and things from the home/school

Sample Assessments:

Interpretive

*View online authentic video-clips on safe sporting practices with no sound and then create dialogue (**technology integration/global perspective/interdisciplinary connection**)

*Read chart results for a recent game or race

* Watch a short video clip of a popular sport played in the target country and then identify some safe sporting practices using a graphic organizer (**interdisciplinary connection/technology integration/global perspective**)

Interpersonal

* Talk simply about sporting preferences/hobbies by connecting with students internationally, using webcam videoconferencing or e-mail Exchange (**technology integration/global perspective**).

*Play a sport that is typically played by students in the target country (**global perspective**).

*Participate in improvisational scenarios

Presentational

* Create a video cast promoting safe sporting practices (**technology integration/interdisciplinary connection**).

*List thoughts about safe sporting practices in a classroom blog (**technology integration**).

<p>environment.</p> <p>4. Tell or write about products of the target culture and simulate common cultural practices.</p> <p>Culture</p> <p>Interpretive</p> <p>1. Compare daily practices of people in the target culture(s) with their own.</p> <p>2. Identify aspects of culture presented in photographs, plays, or films.</p> <p>Interpersonal</p> <p>1. Imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave-takings, and common social situations.</p> <p>2. Participate in a variety of oral and/or written activities after listening to and/or reading age-appropriate, culturally authentic selections</p> <p>Presentational</p> <p>1. Participate in activities related to special events celebrated in the target culture(s) and make comparisons with the U.S.</p>	<p>*Act out favorite and least favorite passtimes.</p>
<p>2.* Compare and contrast sports played in the target country with those of the United States</p>	
<p>3. *Talk about safe-sporting practices.</p>	
<p>4. *Discuss and evaluate leisure-time activities</p>	

Texts and Resources:

Safe Sporting Practices – Video clips

[Follow traffic regulations when biking and skateboarding](#)

[Use a helmet](#)

<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p style="text-align: center;">¿Qué te gustaba hacer de pequeño? V.</p> <p>Personal identity begins to develop through childhood experiences.</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p>How does the use of culturally appropriate vocabulary and idiomatic expressions help you sound more authentic when talking about your childhood?</p> <p>What can help you understand the details of what you read in fairy tales?</p> <p>How do you make yourself clearly understood when re-telling a fairy tale?</p>	<p>Students will understand that...</p> <p>When they stretch the use of vocabulary and idiomatic expressions, their exchanges with native speakers become richer.</p> <p>Looking for cognates and loanwords will help them better understand the overall story.</p> <p>The way they choose to organize and present ideas will help the audience better understand what they are trying to say.</p>
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>Communication</p> <p>Interpretive</p> <ol style="list-style-type: none"> 1. Demonstrate comprehension of a series of oral directions, commands, and requests through appropriate physical response. 2. Recognize common gestures, intonation, and other visual or auditory cues of the target-culture. 6. Demonstrate comprehension of the main idea, and identify the principal characters in 	<p>Instructional Focus: Learning new vocabulary to describe childhood experiences.</p> <p>Sample Assessments:</p> <p>Interpretive</p> <ul style="list-style-type: none"> *Listen to events from a childhood fairytale and hold up pictures that match the meaning *Place events from a story in chronological order *Watch a film version of a fairytale (present

<p>readings from age-appropriate, culturally authentic selections.</p> <p>Interpersonal</p> <p>1. Give and follow a series of oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities.</p> <p>Presentational</p> <p>1. Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary in a guided format.</p> <p>3. Tell or retell stories using a guided format from age-appropriate, culturally authentic selections orally or in writing.</p> <p>Culture</p> <p>Interpretive</p> <p>3. Identify aspects of culture presented in photographs, plays, or films.</p> <p>Interpersonal</p> <p>2. Participate in a variety of oral and/or written activities after listening to and/or reading age-appropriate, culturally authentic selections.</p>	<p>tense) and re-write the key events into the imperfect tense (technology integration)</p> <p>*Answer questions about toy commercials (technology integration)</p> <p>*Read children’s stories</p> <p>*Watch an authentic target language movie</p> <p>*Watch clips of target language shows and identify the genre using a graphic organizer</p> <p>Interpersonal</p> <p>*Take a class survey about favorite childhood activities, toys, movies, and shows</p> <p>*Complete an informational gap activity based on the imperfect tense</p> <p>Presentational</p> <p>*TPR story telling</p> <p>*Show and tell about your favorite childhood toy using the provided rubric as a guide.</p> <p>*In groups, perform a fairy tale using puppets</p> <p>*Create a silent digital story to help your audience better understand your fairy tale (technology integration)</p>
<p>*Re-tell childhood fairytales in the target language</p>	
<p>*Summarize the plot of a movie or television program</p>	
<p>*Describe their favorite childhood toys, activities, shows and movies</p>	
<p>*Tell what they were like as a child</p>	

Texts and Resources:

Rubrics:

<http://flenj.org/CAPS/?page=147>

<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p style="text-align: center;">¡De fiesta! VI.</p> <p>Learning about authentic food and celebrations contributes to the familiarization of the target cultures' practices and perspectives.</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p>What comprehension strategies should you use when you don't know all words you are reading about food and festivities?</p> <p>How do your experiences and cultural background influence what you read, hear and eat?</p>	<p>Students will understand that...</p> <p>Using background knowledge will help them get the gist of what they read.</p> <p>Your background will add another dimension to your opinions and interpretations.</p>
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>Communication Interpretive</p> <p>1. Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>5. Connect the learning of the target language to information studied in other core content areas.</p> <p>Interpersonal</p> <p>3. Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions</p>	<p>Instructional Focus: Learning about how one culture can influence another</p> <p>Sample Assessments:</p> <p>Interpretive</p> <p>*Online research of international holidays, celebrations and food</p> <p>*Listen to authentic songs and create movement to represent lyrics (technology integration/interdisciplinary connection/global perspective)</p> <p>*View online video clips of food and</p>

<p>and strings of sentences.</p> <p>4. Participate in guided conversations on a variety of familiar topics and/or topics studied in other core content areas.</p> <p>Presentational Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary in a guided format.</p> <p>Culture</p> <p>Interpretive</p> <ol style="list-style-type: none"> 1. Compare daily practices of people in the target culture(s) with their own. 2. Identify aspects of culture presented in photographs, plays, or films. 3. Identify common tangible and intangible cultural products of the target culture(s). <p>Presentational</p> <ol style="list-style-type: none"> 1. Participate in activities related to special events celebrated in the target culture(s) and make comparisons with the U.S. 	<p>festivities in the target county (technology integration/interdisciplinary connection/global perspective)</p> <p>*Watch a Quinceañera documentary and have a class discussion about the traditions and food</p> <p>* Watch as a native speaker re-creates an authentic dish in class – Analyze ingredients using the Food Pyramid worksheet</p> <p>Interpersonal</p> <p>*Compare favorite holidays and food with classmates</p> <p>*Dialogue with native speakers using web-cam conferencing (global perspectives/technology integration)</p> <p>*Interactive games using ingredients found in authentic dishes</p> <p>Presentational</p> <p>*Create a digital greeting card in the target language and send to a family member/friend (technology integration)</p> <p>*Simulate an international holiday or celebration</p> <p>* Cook an authentic dish and present ingredients and recipe to classmates via a video cast (Cooking show) (interdisciplinary connection/global perspectives)</p> <p>*Devise a digital family tree (technology integration)</p>
<p>*Name and describe members of an extended family</p>	
<p>*Discuss how cultures’ practices are similar and different</p>	
<p>*Describe special family occasions, holidays and food</p>	
<p>*Recommend and suggest various foods and dishes</p>	
<p>*Talk about nutrition</p>	

Texts and Resources

Food Pyramid

<http://cesanluisobispo.ucdavis.edu/files/3477.pdf>

<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p style="text-align: center;">¿Dónde tuviste un accidente? VII.</p> <p>Communicating needs and wants in the target language is essential for survival.</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p>How do you give directions, ask for help, or help someone who is hurt when you have limited vocabulary?</p>	<p>Students will understand that...</p> <p>Using pictures, drawings, and movement is essential to communication when beginning a language.</p>
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>Communication</p> <p>Interpretive</p> <p>1. Demonstrate comprehension of a series of oral directions, commands, and requests through appropriate physical response.</p> <p>3. Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>4. Comprehend short conversations and brief written messages on familiar topics.</p> <p>Interpersonal</p> <p>2. Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture during daily interactions.</p> <p>3. Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions</p>	<p>Instructional Focus: Learning new vocabulary and idiomatic expressions to communicate in an emergency.</p> <p>Sample Assessments:</p> <p>Interpretive</p> <p>* Compare pharmacies in the target country with those of the United States (global perspectives)</p> <p>* Identify body parts on a life size character</p> <p>* Listen to a description of the center of a town and locate/draw all the streets, shops, restaurants, etc...</p> <p>* Read authentic literature on natural medicines (interdisciplinary connection)</p> <p>Interpersonal</p>

<p>and strings of sentences.</p> <p>4. Participate in guided conversations on a variety of familiar topics and/or topics studied in other core content areas.</p> <p>Presentational</p> <p>1. Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary in a guided format.</p> <p>Culture</p> <p>Interpretive</p> <p>1. Compare daily practices of people in the target culture(s) with their own.</p> <p>4. Identify common tangible and intangible cultural products of the target culture(s).</p> <p>Interpersonal</p> <p>1. Participate in a variety of oral and/or written activities after listening to and/or reading age-appropriate, culturally authentic selections.</p> <p>Presentational</p> <p>1. Compare and contrast similarities and differences between tangible products of the target culture(s) and their own.</p>	<p>*Improvisational role plays (victim & good Samaritan)</p> <p>*Using Google maps to give directions to your classmate – let them guess final destination (technology integration)</p> <p>Presentational</p> <p>*Create a scavenger hunt within the school using directions in the target language</p> <p>*TPR storytelling based on student produced mini dramas</p>
<p>*Ask for and give directions</p>	
<p>*Describe how and where an accident occurred</p>	
<p>*Discuss injuries and illnesses</p>	
<p>*Talk about medical care</p>	
<p>* Name and describe the location of places in a community</p>	

Texts and Resources:

International maps

<http://maps.google.com/maps?hl=en&tab=wl>

<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p style="text-align: center;">¿Cómo será tu futuro? VIII.</p> <p>Being able to communicate in a second language expands job opportunities and gives you a louder voice in the global economy.</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p>How do you avoid miscommunication when talking about careers?</p> <p>How do I create a product in the target language with limited vocabulary?</p>	<p>Students will understand that...</p> <p>Using questions and answers can help them get through some unfamiliar situations.</p> <p>Reflecting upon what you want to create or say and changing it based on your reflections or feedback will improve your product/work.</p>
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>Communication Interpretive</p> <p>1. Connect the learning of the target language to information studied in other core content areas.</p> <p>Interpersonal</p> <p>1. Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.</p> <p>2. Participate in guided conversations on a variety of familiar topics and/or topics studied in other core content areas.</p> <p>Culture Interpretive</p>	<p>Instructional Focus: Understanding that language skills are valued in this global economy and society.</p> <p>Sample Assessments: Interpretive</p> <p>*Read online materials to research global career opportunities that require proficiency in a target language (technology integration, interdisciplinary connection)</p> <p>*Read websites related to the environment (global perspectives, technology integration, interdisciplinary connection)</p> <p>*View short video clips on the environment (global perspectives, technology integration, interdisciplinary connection)</p> <p>Interpersonal *Gather information about environmental</p>

<p>5. Connect the learning of the target language to information studied in other core content areas.</p> <p>Interpersonal</p> <p>4. Participate in guided conversations on a variety of familiar topics and/or topics studied in other core content areas.</p>	<p>practices in the target culture by connecting with international classrooms (global perspectives, technology integration, interdisciplinary connection)</p> <p>*Survey classmates' environment practices</p> <p>*Using web cam conferencing talk with native speakers and discuss their careers</p>
	<p>Presentational</p>
<p>*Discuss various professions</p>	<p>*Design a target language product that promotes green activities in school (t-shirt, pencil, recycling bin, book cover, etc)</p>
<p>*Talk about the future</p>	<p>(interdisciplinary connection)</p>
<p>*Discuss ways to protect the environment</p>	<p>*Create a digital resume in the target language (technology integration)</p>