

**Summit Public Schools**  
**Summit, New Jersey**  
**Grade Level: 10- 12 / Content Area: Spanish**

**Overview:**

In Spanish 5 Honors, students will be engaged in meaningful, motivating, and cognitively challenging work. Students will actively use the target language to develop an understanding of cultural perspectives through personal experiences with cultural products and practices. Learning will be assessed by a summative task that emphasizes global connections. Instruction based on the goals and standards cited in this curriculum will prepare students to function culturally and linguistically in our global society.

Some of the big ideas that the students will be exposed to are:

- Laws and Politics
- Jobs and Finances
- Technology and Science
- Sports and other Leisure Activities
- Values, Legacy, and Future

## Unit 1: Tus ideas cuentan

### **Big Ideas:** *Course Objectives/Content Statement(s)*

- In this unit, students will learn that good ethics, awareness, and education are essential tools to understand and respect human rights. They will also learn that the success of a democracy not only depends upon its leaders but also upon the solid and responsible knowledge of its citizens.

### **Essential Questions**

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- Do we live in a fair world?
- How do our rights compare to the rights of people in the rest of the Spanish-speaking world?
- Can quality education help a country's citizens become free?
- Are we living up to what we believe in?
- What can I do to enact change in the world?

### **Enduring Understandings**

*What will students understand about the big ideas?*

#### **Students will understand that:**

- good ethics, awareness, and education are essential tools to guarantee respect of human rights
- what we believe and what we practice are not always identical
- literature plays an important part in society when trying to voice discontent
- Spain and Latin America have endured many important social and historical periods, which students will be able to compare to those in the United States
- using the subjunctive with adverbial clauses will allow them to express situations that are hypothetical or anticipated in nature

<b>Areas of Focus: Proficiencies (New Jersey Student Learning Standards)</b>	<b>Lessons</b>
<p><b>Students will:</b></p> <p>7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.</p> <p>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.</p> <p>7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.</p> <p>7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</p> <p>7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).</p> <p>7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.</p> <p>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.</p>	<p><b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>● View a series of clips from movies that illustrate human rights violations across Latin America and Spain, discuss in detail how these situations affect their citizens, and provide possible solutions for the problems.</li> <li>● After watching and discussing these clips as well as the movies assigned for the summer assignment, students will begin to draft their own bill of rights in groups and present them to class.</li> <li>● Students will also read and analyze the poem “La mejor tinta” by Armando Valladares about a political prisoner in Cuba who talks about his imprisonment and his writing as a protest.</li> </ul> <p><b>Lesson 2:</b></p> <ul style="list-style-type: none"> <li>● Students will participate in a “privilege walk” activity, an exercise in which we list a series of privileges and students step forward for each privilege that applies to them, to create awareness for social issues and the injustice that exist in our daily life.</li> <li>● Developing awareness of social issues will help students understand and sympathize better with the protagonists of the movie “Entre nos” which details the real story of a homeless immigrant family in New York.</li> <li>● Using the subjunctive, students will be able to express opinions and give Mariana, the protagonist, advice on how to change her life for the better.</li> </ul>

7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

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.

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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.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

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.

7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.

7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.

7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

### **Career-Ready Practices**

**CRP1:** Act as a responsible and contributing citizen and employee.

**CRP2:** Apply appropriate academic and technical skills.

**CRP3:** Attend to personal health and financial well-being.

**CRP4:** Communicate clearly and effectively and with reason.

**CRP5:** Consider the environmental, social and economic impacts of decisions.

**CRP6:** Demonstrate creativity and innovation.

**CRP7:** Employ valid and reliable research strategies.

**CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9:** Model integrity, ethical leadership and effective management.

<p><b>CRP10:</b> Plan education and career paths aligned to personal goals.</p> <p><b>CRP11:</b> Use technology to enhance productivity.</p> <p><b>CRP12:</b> Work productively in teams while using cultural global competence.</p>	
Differentiation	Assessments
<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>Students will be able to use their existing knowledge of European and Latin American history to make connections to the issues presented in class.</li> <li>Students will also learn about the Argentinian Dirty War, the Spanish Civil War, and the Colombian 100 Year War.</li> <li>Students will also be able to compare and contrast the issues learned in Spanish 5 Honors to the topics covered in the “Holocaust and Genocide” class.</li> </ul> <p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>Besides all the Google platforms used on a daily basis, students will also use <i>Parlay</i>. Given the sensitivity of the issues presented, students may feel that they can speak more openly and frankly in an anonymous discussion platform.</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Vocabulary and grammar quizzes to reinforce unit vocabulary and grammar covered in this unit. These quizzes are always presented in the form of a letter which students have to respond to at the end.</li> <li><i>Preguntas indiscretas</i> - Students interview each other and ask a series of thought-provoking questions, and then summarize the responses to report back to the teacher.</li> <li>Students will read <i>Blancanieves</i> (Snow White) and point out all the times where her human rights are violated. Afterwards, they will try to rewrite the fable in a way that better upholds her rights.</li> </ul> <p><b>Summative Assessments, Projects, and Celebrations:</b></p> <ul style="list-style-type: none"> <li>At the end of the unit, Students will write and film a unique five minute movie detailing a human rights violation and its effect on the people</li> </ul>

## Media Literacy Integration

Students will read the poem “La mejor tinta”, as well as other articles and short stories.

- Students will watch a feature film: Entre nos, watch clips from 10 movies and watch 3 short films: Libertad, Hijab and El ojo en la nuca.

## Global Perspectives

- Students will have in-depth discussions on human conditions in other countries
- Students will compare and contrast politics between native and target cultures

### Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

### Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

#### Recommended Texts to Support Unit:

- Short movies: Hijab, Libertad, El ojo en la nuca
- Reading material: La tortilla, La mejor tinta, Quino's comic strip: Arriba las manos, Blancanieves
- Feature film: Entre nos



## Unit 2: La gratificación de tener un trabajo

### **Big Ideas:** *Course Objectives/Content Statement(s)*

- In this unit, students will learn that it is important to prepare themselves for their future careers, and that life may take them on a path different than the one for which they've prepared. We spend one third of our lives developing our skills and learning a trade that we will spend the remaining two thirds of our lives doing. During our youth, we make plans and dream about our expectations for the future, and many times life takes us on an unexpected path. Students will explore future career options, and learn that no matter how well they plan, the future may change. However, they will realize that there is no greater satisfaction than spending your life doing what you love.

### **Essential Questions**

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- How do we prepare ourselves for today's competitive job market?
- What work is appropriate for me?
- How difficult will it be to find a job in the future?
- What are the careers of the future?
- What situations and challenges can we anticipate in the future?
- What happens if our dreams do not turn out to be what we expected?
- What contributions will I make to my family, community, and world through the work that I choose?

### **Enduring Understandings**

*What will students understand about the big ideas?*

#### **Students will understand that:**

- education and training are essential to finding the right career
- the economy plays an important role in any job market
- the process of finding a job can be arduous and time-consuming
- there are different types of skill sets required to perform various jobs
- what makes them happy in the future may not be the most financially rewarding

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Differentiation	Assessments
<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>Students will be able to use their math and financial literacy skills to create their business proposal.</li> <li>Students will also prepare their curriculum vitae using skills acquired from their English classes.</li> </ul> <p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>Besides all the Google platforms used on a daily basis, students will also utilize Skype to meet with people in Colombia for the interview process.</li> <li>Students will use <i>Sutori</i> to view the various job postings and apply for the positions.</li> </ul> <p><b>Media Literacy Integration</b></p> <ul style="list-style-type: none"> <li>Students will read: <ul style="list-style-type: none"> <li>Quino's comic strip "Sin pasta no hay cepillo"</li> <li>Pedro Orgambide's short story "La intrusa"</li> <li>Gabriela Mistral's poem "El obrero"</li> </ul> </li> <li>Students will watch a feature film, "Buen día Ramón", which is a film about the work ethics of a Mexican immigrant in Germany.</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Vocabulary and grammar quizzes to reinforce unit vocabulary and grammar covered in this unit. These quizzes are always presented in the form of a letter which students have to respond to at the end.</li> <li><i>Tertulia</i>. Students will have a discussion about 10 popular Spanish sayings related to work. For example, "El trabajo dignifica". Students will analyze these sayings and determine the meaning.</li> <li>Students will watch a short movie, "El empleo". This short movie will encourage students to discuss the objectification of employees in today's society.</li> </ul> <p><b>Summative Assessments, Projects, and Celebrations:</b></p> <ul style="list-style-type: none"> <li>After securing their position, students will create a business proposal to increase productivity for said job, with the aspirations of receiving a promotion, that includes: <ul style="list-style-type: none"> <li>idea</li> <li>necessity</li> <li>plan</li> <li>financing</li> <li>structure</li> </ul> </li> </ul>

## Global Perspectives

- Compare and contrast the job seeking process between the native culture and the target culture utilizing prior knowledge from their own experiences.
- Students will be introduced to and discuss the effects of sexism, racism, and elitism in the workplace.

## Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
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Models & Figures		

## Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials

Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

**Recommended Texts to Support Unit:**

- Short movies: Y tú, ¿qué quieres ser de mayor?, El empleo, La entrevista, 15 días en agosto y Recursos humanos.
- Reading material: Quino's comic strip: Sin pasta no hay cepillo, short story: La intrusa (Pedro Orgambide) and poem: El obrero (Gabriela Mistral)
- Feature film: ¡Buen día, Ramón!

### Unit 3: ¿Qué tan beneficiosos son para nosotros los nuevos avances científicos y tecnológicos?

#### **Big Ideas:** *Course Objectives/Content Statement(s)*

- In this unit, students will learn that science and technology have grown exponentially in recent decades. However, not all of these advances are beneficial to mankind.

#### **Essential Questions**

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- Are all scientific and technological advances beneficial?
- How do developments in science and technology affect our lives?
- What role does ethics play in scientific advancement?
- How does our reliance on technology hinder our individual intelligence and creativity?
- How does the use of technology influence our social skills and relationships?

#### **Enduring Understandings**

*What will students understand about the big ideas?*

#### **Students will understand that:**

- having scientific and technological advances is great for mankind but may have negative impacts on our environment
- many inventions have come from Spanish-speaking countries
- scientific advancement can be either helped or hindered by ethics and human rights
- advancements in science and technology are constantly changing the world in which we live

#### **Areas of Focus: Proficiencies (New Jersey Student Learning Standards)**

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#### **Lessons**

#### **Lesson 1:**

- Students will learn the Spanish vocabulary for the environment and discuss topics such as climate change, renewable resources, and pollution.
- Compare and contrast the use of new technology to overcome our climate change crisis in native culture and target cultures.



7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.

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- Afterwards, students will utilize their knowledge of these topics to create a Public Service Announcement in which they raise awareness of a threat to our global climate and propose possible solutions.

### **Lesson 2:**

- After learning and discussing the ethical problems of scientific research on humans, agriculture, and animals, students will have a debate about genetic manipulation.

7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)

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**CRP10:** Plan education and career paths aligned to personal goals.

**CRP11:** Use technology to enhance productivity.

**CRP12:** Work productively in teams while using cultural global competence.

### Differentiation

#### Interdisciplinary Connections

- Students will be able to use their Science knowledge to discuss the topics in this unit.
- Students will also share their knowledge in Astronomy, Environmental Science, and Biology.

#### Technology Integration

- Besides all the Google platforms used on a daily basis, students will also use *WeVideo*, *iMovie*, or similar applications to create their PSA video.

#### Media Literacy Integration

- Students will read the short story, *Celebración de la fantasía* by Eduardo Galeano
- Students will watch the following short movies: *El autoengaño*, *Idiots*, *Prime Time*, *La familia digital*, *El clon*, *Happy Cool*, *Viaje a Marte*
- Students will listen to the song *No te metas en mi Facebook*.
- Students will watch a feature film, *El orfanato*, which is a movie about paranormal phenomena. This will allow students to discuss the difference between real science and pseudoscience.

### Assessments

#### Formative Assessments:

- Vocabulary and grammar quizzes to reinforce unit vocabulary and grammar covered in this unit. These quizzes are always presented in the form of a letter which students have to respond to at the end.
- After comparing and contrasting the technology of the past with technology of the present (e.g.: maps vs. GPS, photo albums vs. iPhoto), students will create a VBlog encouraging their grandparents to use new technology.
- Students will watch *Una princesa en apuros*, which is a short film about an alternate Cinderella who cannot be with her prince because of climate change. After watching, students will have an opportunity to rewrite a different fairy tale in the light of climate change.

#### Summative Assessments, Projects, and Celebrations:

- Students will learn and discuss the different forms of renewable energy - wind, water, solar. They will also learn about the many different ways to stop or reduce global warming. Afterwards, they will create a proposal for the principal of SHS on how to do our part to create a better environment.

## Global Perspectives

- Students will learn about the use of sustainable energy.
- Students will discuss in detail the effects of the use of technology and social media in our daily lives.
- Students will discuss ethics in medical research and testing.

## Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
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## Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for	Differentiated materials

	understanding, feedback	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

**Recommended Texts to Support Unit:**

- Short stories: *Celebración de la fantasía* (Eduardo Galeano),
- Short movies: El autoengaño, Idiots, Prime Time, La familia digital, El clon, Happy Cool, Viaje a Marte
- Song: *No te metas en mi Facebook*.
- Feature film: *El orfanato*.

## Unit 4: ¿Cómo nos escapamos de la rutina diaria?

### **Big Ideas:** *Course Objectives/Content Statement(s)*

- In this unit, students will learn that relaxing and disconnecting from our daily routines is as important to our physical and mental health as is enjoying work and school. They will also become aware of the different pastimes and activities between the native and target cultures.

### **Essential Questions**

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- How can I manage time so I can enjoy both work and life?
- Is it possible to live without being connected to technology 24 hours a day?
- How do we have fun without spending too much money?
- What can be learned through travel?
- In what ways do leisure time activities differ in Spanish speaking countries?

### **Enduring Understandings**

*What will students understand about the big ideas?*

#### **Students will understand that:**

- it is possible to enjoy ourselves without spending too much money
- daily routine is essential but there should also be time for relaxation
- soccer plays a big role in the lives of people in Spanish-speaking countries
- traveling and study-abroad programs allow you to see the world through a different perspective

### **Areas of Focus: Proficiencies**

**(New Jersey Student Learning Standards)**

#### **Students will:**

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.

### **Lessons**

#### **Lesson 1:**

- Students will learn the vocabulary for the pastimes and activities.
- Research popular events, locations, and activities in a Latin American or Spanish city, then use this information to create a *TimeOut* type of pamphlet advertising the city.

7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.

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.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).

7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.

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.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

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.

- Participate in one-on-one conversations to invite a partner to one of the events.
- Finally, work in groups to create a commercial for the best event in their chosen city.

## **Lesson 2:**

- Students will watch various clips of teenagers in other Spanish-speaking countries talking about what they do to have fun.
- They will also interview people via Skype from Colombia and Spain, as well as some of their ELL classmates, to ask them about their favorite local leisure activities.
- Afterwards, students will write an essay discussing the similarities and differences between their native cultures and the cultures of their interviewees. In the end, they determine where they would prefer to live, based on which culture has their favorite leisure activities.



7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)

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.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

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.

7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.

7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.

7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

### **Career-Ready Practices**

**CRP1:** Act as a responsible and contributing citizen and employee.

**CRP2:** Apply appropriate academic and technical skills.

**CRP3:** Attend to personal health and financial well-being.

**CRP4:** Communicate clearly and effectively and with reason.

**CRP5:** Consider the environmental, social and economic impacts of decisions.

**CRP6:** Demonstrate creativity and innovation.

**CRP7:** Employ valid and reliable research strategies.

**CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9:** Model integrity, ethical leadership and effective management.

**CRP10:** Plan education and career paths aligned to personal goals.

**CRP11:** Use technology to enhance productivity.

**CRP12:** Work productively in teams while using cultural global competence.

### Differentiation

#### Interdisciplinary Connections

- Students will be able to use their Geography knowledge to discuss the different cities and countries in this unit.
- Students will also share their knowledge in Art, Music, and Sports, as well as their favorite extracurricular activities.

#### Technology Integration

- Besides all the Google platforms used on a daily basis, students will also use *Skype* for the interviews and Google Slides or similar applications to create their summative study-abroad presentation. They will also use *Canva* to create signs for their chosen leisure activities.

#### Media Literacy Integration

- Students will read *El beso de los dragones* by Eduardo Machado and *Aqueronte* by José Emilio Pacheco
- Students will watch the following short movies: *Espíritu deportivo* and *Niña bonita*
- Students will watch a feature film, *18 comidas*, which is a movie about a day in the life of a gay couple and their interactions with their family and friends.

### Assessments

#### Formative Assessments:

- Vocabulary and grammar quizzes to reinforce unit vocabulary and grammar covered in this unit. These quizzes are always presented in the form of a letter which students have to respond to at the end.
- After learning vocabulary for leisure activities and the use of the infinitive in Spanish, students will be able to create signs that would be displayed during specific leisure activities. For example, “Aquí no se patina”, “El museo se abre a las siete”.

#### Summative Assessments, Projects, and Celebrations:

- Students will research an actual study abroad program that they would like to attend and create an oral presentation to try to convince their parents (the teacher) to let them go. This presentation should include:
  - Description of program (location, pricing, etc.)
  - Activities included in the program
  - Reason for going
  - Allay their fears

## Global Perspectives

- Students will learn about the importance of soccer in Spain and Latin America.
- Students will discuss the effect of bias against the LGBTQ+ community.
- Students will understand the differences between leisure activities in native and target cultures.

## Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

## Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for	Differentiated materials

	understanding, feedback	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

**Recommended Texts to Support Unit:**

- Short stories: *El beso de los dragones* (Eduardo Machado) and *Aqueronte* (José Emilio Pacheco)
- Short movies: *Espíritu deportivo* and *Niña bonita*.
- Feature film: *18 comidas*.