

WORLD LANGUAGE

LEVEL 5H | Unit 1

Identidades: La Persona que Soy

Spanish HS | Intermediate-High | Level 5H | 8 Weeks



ESSENTIAL QUESTION

BIG IDEAS

What influences the development of personality and relationships?

Students use the target language to understand and communicate about:

- *Factors that influence self-esteem*
- *Characteristics of strong/healthy relationships*
- *The impact of family, environment and culture on identity*

GUIDING QUESTIONS

How do I use language to

- Discuss personality traits in myself and others
- Examine how social media, family, friends and surroundings influence teens
- Describe a healthy relationship.

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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ACTFL/NCSSFL Can Do PERFORMANCE Indicators - INTERMEDIATE HIGH

Interpretive	In various time frames, I can usually...
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Presentational	<p>Using a few short paragraphs, often across various time frames, I can...</p> <ul style="list-style-type: none"> ● tell stories about school and community events and personal experiences ● state my viewpoint on familiar or researched topics and provide reasons to support it ● give detailed presentations on a variety of familiar topics and some concrete topics I have researched

CULTURES

Relating Cultural Practices & Products to Perspectives

- **Products:** Personalities, self-esteem, relationships
- **Practices:** Using social media, being in a relationship, communicating in a relationship, gossiping, being my authentic self
- **Perspectives:** We can seek out influences that have a positive impact on our self-esteem. We can be intentional in having healthy relationships.

CONNECTIONS

Making Connections to Other Disciplines

- Sociology

Acquiring Information & Diverse Viewpoints

- Using a variety of resources from the target culture to gain understanding of diverse perspectives

COMPARISONS

Language Comparisons

- adjectives with “-ón” to indicate bigness and “-ito” to indicate endearment
- Using subjunctive to share opinion
- Using subjunctive to tell what you look for in a relationship

Cultural Comparisons

-

COMMUNITIES

School & Global Communities

- Representing myself in the real world vs. online
- The difference in relationships I have at home, at school and online

Lifelong Learning

- Self-reflection and desire for continued personal growth and enrichment

WORLD LANGUAGE

LEVEL 5H | Unit 2

Desafíos Mundiales: Los Derechos Humanos

Spanish HS | Intermediate-High | Level 5H | 8 Weeks

ESSENTIAL QUESTION

BIG IDEAS

How does our world look without basic rights?

Students use the target language to understand and communicate about:

- *Human rights and who defines them*
- *Violations of human rights both now and in the past*
- *Consequences of violating human rights*
- *The similarities and differences of human rights abuses in our community and around the world*

How do different communities protect/fight for their rights?

GUIDING QUESTIONS

How do I use language to

- Define the concept of human rights and give examples
- Discuss how Spanish-speaking countries have been impacted by human rights violations in the past
- Examine ways individuals and communities fight for and protect human rights
- Express opinions about the impact of human rights violations

FOCUS STANDARDS

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Products:** Human rights, peace, freedoms
- **Practices:** Demonstrations, censorship, discrimination
- **Perspectives:** All humans have rights. Rights can be and are violated.

CONNECTIONS

Making Connections to Other Disciplines

- History
- Law and political science

Acquiring Information & Diverse Viewpoints

- Using a variety of resources from the target culture to gain understanding of diverse perspectives

COMPARISONS

Language Comparisons

- Using passive voice to discuss human rights violations
- Using future to make predictions

Cultural Comparisons

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COMMUNITIES

School & Global Communities

Lifelong Learning

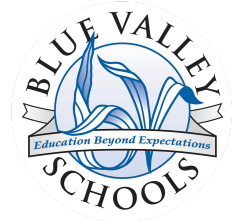
- Rights you have in your home, at your school and in your community
- Ways to exercise and also protect these rights
- Self-reflection and desire for continued personal growth and enrichment

WORLD LANGUAGE

LEVEL 5H | UNIT 3

Las Identidades Personales y Públicas: En un lugar de España

Spanish HS | Intermediate-High | Level 5H | 8-9 Weeks



ESSENTIAL QUESTION

BIG IDEAS

How did Spain become Spain?

Students use the target language to understand and communicate about:

- *The connection between history and national identity*
- *How historical art and literature are connected to present day*
- *How Cervantes uses Don Quijote to critique society*

Why is Don Quijote still a global phenomenon?

GUIDING QUESTIONS

How do I use language to

- Talk about historical events prior to and through the *siglo de oro*?
- Express opinions about significant events, communities, or figures that impacted Spanish culture?
- Connect Don Quijote to current literature and media?
- Discuss how literary works criticize society?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Products:** Literature
- **Practices:** Reading novels and other literature, reflecting on the themes in literature, reflecting on the societal critiques in literature
- **Perspectives:** Literature reflects the times. Literature can be a positive or negative critique on society. Even historical literature can influence how we perceive the present day.

CONNECTIONS

Making Connections to Other Disciplines

- Literacy
- History

Acquiring Information & Diverse Viewpoints

- Using a variety of resources from the target culture to gain understanding of diverse perspectives

COMPARISONS

Language Comparisons

- Using subjunctive to express doubt and uncertainty
- Using the past for narration

Cultural Comparisons

-

COMMUNITIES

School & Global Communities

- Reflecting on literature I read at school and how I come to better understand the complexity of society and the world at large.

Lifelong Learning

- Self-reflection and desire for continued personal growth and enrichment

WORLD LANGUAGE

LEVEL 5H UNIT 4

Contemporary Life: Push Play

Spanish HS | Intermediate High | Level 5H | 6-7 Weeks



ESSENTIAL QUESTION

How does entertainment shape society?

BIG IDEAS

Students use the target language to understand and communicate about:

- what is entertainment
- how entertainers influence our communities
- why entertainment is important to societies

GUIDING QUESTIONS

How do I use language to

- Talk about personal entertainment preferences
- Discuss popular forms of entertainment
- Identify significant entertainers and tell their impact on culture and communities
- Make hypotheses about entertainment
- Express opinions about shows/programs/videos

FOCUS STANDARDS

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CULTURES

Relating Cultural Products & Practices to Perspectives

- **Products:** shows, movies, music, celebrities & entertainers, fame, genres
- **Practices:** shows as global franchises across cultures, idolizing stars/celebrities, celebrities using fame as platform of influence
- **Perspectives:** entertainment reflects community and cultural perspectives, entertainment is a form of creativity, entertainment is an escape from reality

CONNECTIONS

Making Connections to Other Disciplines

- Sociology
- Art and theater
- Music

Acquiring Information & Diverse Viewpoints

- Investigating different genres
- Investigating differences in a particular show in various countries

COMPARISONS

Language Comparisons

-

Cultural Comparisons

- How celebrities are idolized
- Hispanic vs. American celebrities and their influence

COMMUNITIES

School & Global Communities

- Listen to music from the target culture
- Watch a movie clip or part of a show from the target culture
- Follow a celebrity from the target culture on Twitter or Instagram

Lifelong Learning

- Self assess progress toward unit goal
- Using the target language outside the classroom later in life

