

SWRHS SPANISH 5 SCOPE and SEQUENCE

Materials: TEMAS VHL textbook, “Cracking the AP Spanish Language & Culture Exam,” The Princeton Review (2015 Edition), IMAGINA textbook , “Abriendo Paso: Gramática” -José Díaz and the WL Standards:

<http://www.nysed.gov/world-languages/standards-and-guidelines>

<http://www.nysed.gov/common/nysed/files/programs/world-languages/lotelea.pdf>

<https://www.actfl.org/publications/all/world-readiness-standards-learning-languages>

Unit Title: Language and National Identity

Students will know...

-the appropriate use of ser v. estar in higher level contexts

-linguistic features of indigenous languages

Content Vocabulary

El guaraní

La defensa

La persecución

El rango

El catedrático

El auge

Ortozar

Aprobar

Proteger

Radicar

perseguido

originaria

primitiva

únicamente

Academic Vocabulary

La voz pasiva

La voz activa

Se

La raiz

La conjugacion

Los irregulares

Plural

El sujeto

El objeto (directo / indirecto)

Transfer

Students will be able to understand how a nation's language(s) affects the country's identity.

Students will compare and contrast the situation of different Spanish-speaking nation's (specifically Spain) and the official language or languages that they have.

Students will also understand the presence of multiple languages in the United States and how this affects the country's identity. Students will examine the “official language debate” and reach conclusions about the future of English and Spanish in the United States.

Additionally, students will examine how their native language(s) has shaped their own personal identity.

Meaning

UNDERSTANDING

Students will understand that...

*-nationally recognized language(s) shape a country's identity.
-the role that language plays in a society*

ESSENTIAL QUESTIONS

Depth of knowledge chart:
<http://www.niesc.k12.in.us/index.cfm/staff-development/public-consulting-group-co-teaching-session/depthofknowledgechart-pdf/>

How does the ‘status’ of a language influence the power that it has within a country?
How are the people that speak

	<p><i>specifically the role indigenous language plays on global Spanish.</i></p> <p><i>-that both political and societal factors play a role on how or why certain languages are recognized (or not) within a country</i></p>	<p>this language affected by its status?</p> <p>What are the advantages of having an 'official language'?</p> <p>Why do some countries have more than one official language and others don't have any?</p> <p>What is the future of indigenous languages around the world?</p> <p>How have indigenous languages shaped what is considered 'global Spanish'?</p>
	Acquisition	
	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <i>- determine the proper creation and contextual use of the past tenses (preterit, imperfect and present perfect)</i> <i>-use the passive voice to describe the existence of other languages around Latin America and the world.</i> <i>-use both verbs ser and estar in proper contexts to describe different identifying characteristics of a nation.</i> 	

Unit Title: La cultura indígena

<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <i>-passive voice (w/ se)</i> <i>-present perfect (Diaz pgs. 16-19)</i> <i>- higher level adjectives</i> <i>-linguistic features of indigenous languages</i> <p>Content Vocabulary</p> <p><i>La migración</i></p> <p><i>El campesino</i></p>	Transfer
	<p><i>Students will be able to compare and contrast modern society with indigenous cultures. They will be able to describe how a society's environment influences their culture and customs and describe how indigenous cultures have shaped the United States. Additionally, students will examine how their own ancestors have shaped their personal identity.</i></p>

<p> <i>El desempleo</i> <i>Las influencias extranjeras</i> <i>El consumismo</i> <i>La diversidad</i> <i>El asombro</i> <i>Atornizar</i> <i>Indagar</i> <i>La precipitación</i> <i>Sumir</i> <i>El ámbito</i> <i>Consagrar</i> <i>La lancha</i> <i>(see text pgs.37-39 for additional examples)</i> </p> <p> Academic Vocabulary <i>El pluscuamperfecto</i> <i>El participio</i> <i>El cognado</i> <i>El contexto</i> <i>La voz pasiva</i> </p>	Meaning	
	<p>UNDERSTANDINGS</p> <p> <i>Students will understand that...</i> <i>-indigenous people have made significant contributions to Latin American society</i> <i>-the lifestyle of indigenous people differs from that of more modern societies</i> </p>	<p>ESSENTIAL QUESTIONS</p> <p>Depth of knowledge chart: http://www.niesc.k12.in.us/index.cfm/staff-development/public-consulting-group-co-teaching-session/depthofknowledgechart-pdf/ </p> <p>How do human populations relate to the environment that surrounds them?</p> <p>How do different cultures influence one another?</p> <p>What are the factors that generate cultural changes within a society?</p>
	Acquisition	
	<p>Students will be able to...</p> <p>- use the present perfect to describe situations that already have or have not yet occurred.</p>	

Unit Title: El medio ambiente	
<p>Students will know...</p> <p>-vocabulary terms and expressions in the target language relating to the environment</p> <p>-uses and formation of the conditional and future tenses</p> <p>-the subjunctive mood and how it is used to describe hopes, wants, wishes, etc</p> <p>Content Vocabulary</p> <p>La naturaleza</p> <p>El medio ambiente</p>	Transfer
	<p>Students will be able to recognize, define, and use environment vocabulary in context.</p> <p>SWBAT utilize different tenses: present, future, conditional, and subjunctive to express knowledge. SWBAT use research skills to learn and write about an environmental problem.</p> <p>SWBAT think creatively to propose a solution to an existing environmental problem.</p>

<p>Los desafíos El calentamiento global El efecto invernadero El desperdicio La polución La basura El desastre natural La Tierra (see environment vocab packet for more)</p> <p>Academic Vocabulary La cláusula El infinitivo El tema actual La preposicion El sujeto Los irregulares El modo El tiempo</p>	Meanings	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i> <i>-humans are impacting the environment in negative ways</i> <i>-there are things we can do to protect the earth and environment around us</i> <i>-there are consequences to our technology and current way of living</i> <i>-different nations and cultures are impacting the environment differently based on their style of living</i> <i>-the U.S. is not the most environmentally friendly nation in the world</i></p>	<p>ESSENTIAL QUESTIONS</p> <p>What are the main problems of the environment that affect communities around the world?</p> <p>What are the origins and the consequences of environmental problems?</p> <p>What are some possible strategies to create a healthy environment in the future?</p> <p>How does the United States compare to others when it comes to protecting the environment?</p> <p>How can we best inform others of these current issues?</p>
	Acquisition	
	<p>Students will be able to...</p> <p>-Use the Subjunctive mood to express hopes, wants and wishes about the environment</p> <p>-Use the subjunctive mood to discuss uncertain events in the environments</p> <p>-use the future tense to describe things that will or will not occur if action is not taken to resolve global challenges</p> <p>-use the conditional tense to describe hypothetical situations and events</p>	

Unit Title: Global Citizenship and Responsibility

Students will know...
-subjunctive mood with impersonal expressions

Content Vocabulary

El pozo
La privatización
Las revueltas
Rodear
El director
El guión
El productor
El presupuesto
El gobierno
La política
(see film vocabulary list for additional examples)

Academic Vocabulary

Las expresiones impersonales
La cláusula
Los sujetos
El modo
El presente indicativo

Transfer

Students will examine how different communities are affected unequally by environmental and political problems.

Students will analyze the definition of being a “global citizen” and what responsibilities it entails.

Students will examine the role of government in providing its citizens with basic needs.

Students will be able to watch and analyze a film in the target language about the water riots in Cochabamba, Bolivia and the role of the indigenous people in the fight against the privatization of water.

Meaning

UNDERSTANDINGS

Students will understand that...

-Socioeconomic status can have significant effects on one's quality of life

*-Some solutions to economic problems are often unjust
- the culture of indigenous people can be affected by imperialism*

ESSENTIAL QUESTIONS

What are the rights and responsibilities of a global citizen?

Are all humans being affected by climate change in the same way?

What are some principal differences in which your community and the WAYUU people are being affected by climate change?

Is it the government's responsibility to provide the people with basic needs, i.e. water?

How does one's socioeconomic status affect their perception of cultural events?

	Acquisition
	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> - write a letter to the government asking for change using the subjunctive mood -Provide suggestions to the government of Bolivia to help the indigenous people

Unit Title: El valor de las ideas		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> -how to form the imperative mood (commands) and their contextual use -the present subjunctive and its usage - the formation and contextual usage of the imperfect subjunctive <p>Content Vocabulary</p> <p>Derrocar Derrotar La ejecución Fortalecer El fracaso La fuerza El golpe de estado La huelga El informe El orgullo El secuestro La trampa</p> <p>Academic Vocabulary</p> <p>El imperativo El mandato Las terminaciones Los cambios radicales El pretérito imperfecto La cláusula Las expresiones del tiempo</p>	Transfer	
	<p><i>Students will be able to understand how a nation's system of government affects society and individual freedoms/liberties.</i></p> <p><i>Students will compare and contrast the situation of different Spanish-speaking nation's governments and how their citizens rights are affected. Comparisons will also be made to US and our form of government.</i></p> <p><i>Students will learn about dictatorships and how this particular form of government affects nations and its citizens.</i></p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> - citizens are affected by the their nation's form of government -past government practices can have a lasting impact on a nation's current society -dictatorships exist in many parts of the world 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> -What political issues pose challenges to societies throughout the world? -How does a historically democratic nation emerge as a dictatorship? -What are some ways to combat injustice within a society?

Acquisition	
	Students will be able to...
	<ul style="list-style-type: none"> - Use commands to discuss mandates made by the government - Discuss demands, wishes, and desires made by past governments using the imperfect subjunctive - Use the imperfect subjunctive with “si” clauses to talk about hypothetical situations

Unit Title: El feminismo		
<p>Students will know...</p> <p>-how to differentiate between formal and informal commands</p> <p>-the uses of “por” and “para”</p> <p>Content Vocabulary</p> <p>la pintura, la literatura, la naturaleza, los fenómenos naturales, lo inesperado, lo desconocido, el cuerpo humano, los descubrimientos la fe, lo cotidiano, etc. see p. 142 for more vocabulary</p> <p>Academic Vocabulary</p> <p>Las preposiciones</p> <p>El imperativo</p> <p>Informal</p> <p>Formal</p> <p>Plural</p> <p>Singular</p> <p>El contexto</p> <p>El proposito</p> <p>El motivo</p> <p>El intercambio</p> <p>La sustitución</p> <p>El destino</p> <p>Las comparaciones</p>	Transfer	
	Students will be able to understand the role of women in different societies	
	Students will compare and contrast beauty norms in Latin America/Spain and the US.	
	Students will learn about how the role of women has changed over time within different societies.	
	Meaning	
	<p>UNDERSTANDINGS</p> <p>Students will understand that...</p> <p>- standards of beauty vary across cultures</p> <p>-women feel obligated to look a certain way due to societal pressures</p> <p>-the role of women has evolved over the years (specifically within Spanish society)</p> <p>-the prevalence of machismo in</p>	<p>ESSENTIAL QUESTIONS</p> <p>What allows us to see beauty within the world?</p> <p>What antiquated conceptions of beauty have lasted specifically towards women?</p> <p>What cultural factors influence beauty perceptions and the attitudes that people have toward it? How are women most affected by this? (p. 142)</p> <p>How have gender roles within societies changed and/or remained the same?</p>

	<i>Hispanic cultures is ongoing</i>	
	Acquisition	
	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> -Analyze informal commands within an authentic text -form both informal and formal commands within discussion of gender roles -differentiate between the prepositions por and para and use them in proper context 	

Unit Title: Latinamerican Literature Boom / La noche boca arriba																				
<p>Students will know... -how preterit and imperfect tenses are used to narrate a story</p> <p>Content Vocabulary</p> <table><tr><td>la ciencia</td><td>los descubrimientos</td><td>el espíritu</td></tr><tr><td>la magia</td><td>el personaje</td><td>el prejuicio</td></tr><tr><td>el recuerdo</td><td>la solidaridad</td><td>el sueño</td></tr><tr><td>los valores</td><td>el trama</td><td>(see p. 172)</td></tr></table> <p>Academic Vocabulary</p> <table><tr><td>El cuento</td><td>La narración</td><td>La descripción</td></tr><tr><td>La acción repetitiva/habitual</td><td>La interrupción</td><td>La acción completada</td></tr></table>	la ciencia	los descubrimientos	el espíritu	la magia	el personaje	el prejuicio	el recuerdo	la solidaridad	el sueño	los valores	el trama	(see p. 172)	El cuento	La narración	La descripción	La acción repetitiva/habitual	La interrupción	La acción completada	Transfer	
	la ciencia	los descubrimientos	el espíritu																	
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<i>Unit Title: Latinamerican Literature Boom / La noche boca arriba</i>																				
Meaning																				
UNDERSTANDINGS	ESSENTIAL QUESTIONS																			
<i>Students will understand that...</i>	How can literature generate links between human beings?																			
<i>- Literature is a reflection of a society's culture</i>	Why is literature essential in the contemporary world?																			
<i>-Magic realism is a literary style commonly used in latinamerican literature</i>	What is the importance of language and literature in the culture of a country?																			
<i>-Literature can be a means of political expression, especially when freedom of speech is threatened</i>	(see more p. 172 TEMAS)																			

	Acquisition
	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none">- identify preterit and imperfect within the narration of the story-compose their own fictional story using the past tenses in proper context