Grade Level: 10-12 Course Title	e: Spanish 3 Name of Unit: Cruzando fronteras
	Content Competencies
Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. Interpersonal: Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions. Interpretive: Learners understand, interpret and analyze what is heard, read, or viewed on a variety of topics. Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Culture: Interact with cultural competence and understanding. Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives: Learners use the language to investigate, explain, and	Communication: Students will comprehend oral and written language appropriate to the level INTERMEDIATE RANGE: Communicate information and express own thoughts about familiar topics using sentences and series of sentences. Functions: Expresses own thoughts and presents information and personal preferences on familiar topics by creating with language primarily in preset time. Contexts/Content: Creates messages in contexts relevant to oneself and others, and one's immediate environment. Text Type: Produces sentences, series of sentences, and some connected sentences. Language Control: Control of language is sufficient to be understood by audiences accustomed to language produced by language learners. Vocabulary: Produces vocabulary on a variety of everyday topics, topics of personal interest, and topics that have been studied. Cultural Awareness: Uses some culturally appropriate vocabulary, expressions, and gestures. Reflects some knowledge of cultural differences related to written and spoken communication. Comprehension: Students will write and speak in the target language appropriate to the level INTERMEDIATE RANGE: Understands main ideas and some supporting details on familiar topics from a variety of texts. Functions: Comprehends main ideas and identifies some supporting details on familiar topics from a variety of texts. Functions: Comprehends main ideas and identifies some supporting details. Context/Content: Comprehends information related to basic personal and social needs and relevant to one's immediate environment such as self and everyday life, school, community, and particular interests. Text Type: Comprehends simple stories, routine correspondence, short descriptive texts, or other selections within familiar contexts. Language Control: Sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease short, non-complex texts on familiar topics; limited control of language to understand some more complex topics.

reflect on the relationship between the products and perspectives of the cultures studied.

<u>Connections</u>: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

- Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

<u>Comparisons</u>: Develop insight into the nature of language and culture in order to interact with cultural competence.

- Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

<u>Communities</u>: Communicate and interact with cultural competence in order to participate in

knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.

Production: Students will speak in the target language appropriate to the level

- INTERMEDIATE RANGE: Expresses self and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.
- Functions: Can communicate by understanding and creating personal meaning. Can understand, ask, and answer a variety of questions.
- Contexts/Content: Able to communicate in contexts relevant to oneself and others, and one's immediate environment.
- Text Type: Able to understand and produce discrete sentences, strings of sentences, and some connected sentences. Able to ask questions to initiate and sustain conversations.
- Language Control: Understands straightforward language that contains mostly familiar structures.
- Vocabulary: Communicates using high-frequency words and personalized vocabulary with familiar themes or topics.
- Cultural Awareness: Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

Transfer

Students will be able to (SWBAT): Perform the following functions in the target language appropriately

- Talk about one's journey in crossing the border from Mexico to the United States legally.
- Describe the hardships that are universal for immigrants in their new country.
- Talk about the dangers of crossing a country's border.
- Identify cultural characteristics of Hispanic countries.

multilingual communities at home and around the world. • School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. • Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	Meaning	
Possible Resources: • VOCES online textbook • www.wordreference.com • www.quizlet.com • www.conjuguemos.com	 UNDERSTANDINGS: Students should understand that • Recognize why people from Hispanic countries cross the border and immigrate into the United States. Learn the difference between understanding and appreciating the perspectives of other people. Understanding of geography of Hispanic countries has impacted people's lives over the years. 	Why do people cross borders? How do we learn to appreciate the perspectives of other people? How has geography impacted people's lives?
	Acquisition of Knowledge	Acquisition of Skills
	Students will know Vocabulary: Words for travel pertaining to immigration	Students will be skilled at • Identify and use vocabulary pertaining to immigration

- Simple legal terms for immigration
- Describing words for dangerous situations

Grammar:

- Future tense
- Conditional tense
- The uses of the imperfect tense
- Different ways to express the future

Culture:

- Music influence in both countries
- Engage in cultural investigations in both countries
- Read authentic materials about both countries

- Identify and use vocabulary pertaining to legal terms
- Identify and use vocabulary pertaining to specific travel situations
- Recognize the conjugations of the future tense and the general translation
- Recognize the conjugations of the conditional tense and the general translation
- Understand and use the imperfect tense correctly
- Investigate the different ways to express the future tense in the target language
- Look at and identify important elements through pictures and first-hand accounts.
- Listen to music native to Hispanic countries and engage in conversation about genre, artist, time period, and meaning.
- Participate in cultural investigations.