

Grade Level: 8-12	Course Title: Spanish 1	Name of Unit: Navegando el mundo digital
	Content Competencies	
Course Standards: ACFTL 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 of the cultures studied. • Products to Perspectives: Learners use the language to investigate, explain, and	Communication: Students will comprehend oral and written language appropriate to the level • NOVICE RANGE: Communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized • Functions: Presents simple, basic information on very familiar topics by producing words, list, notes, and formulaic language using highly practiced language • Contexts/Content: Creates messages in some personally relevant contexts on topic that relate to basic biographical information • Text Type: Produces words and phrases and highly practiced sentences or formulaic questions • Language Control: Produces memorized language that is appropriate to the context; limited language control may require a sympathetic audience to be understood • Vocabulary: Produces a number of high frequency words and formulaic expressions; able to use a limited variety of vocabulary on familiar topics • Cultural Awareness: May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions Comprehension: Students will write and speak in the target language appropriate to the level • NOVICE RANGE: Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-structured oral or written text, with strong visual support • Functions: Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized • Context/Content: Comprehends texts with highly predictable, familiar contexts (those related to personal background, prior knowledge, or experiences) • Text Type: Comprehends texts ranging in length from lists, to phrases, to simple sentences, often with graphically organized information • Language Control: Primarily relies on vocabulary to derive meaning from text • Vocabulary: Comprehends some, but not all of the time, highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions • Cultural Awareness: Uses own culture to derive meaning from texts that are heard, read, or viewed	

reflect on the relationship between the products and perspectives of the cultures studied. Connections: 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. Comparisons: 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. Communities: Communicate and interact with cultural competence in order to participate in	Production: Students will speak in the target language appropriate to the level • NOVICE RANGE: Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized • Functions: Can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying • Contexts/Content: Able to function in some personally relevant contexts on topics that relate to basic biographical information • Text Type: Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions • Language Control: Can control memorized language sufficiently to be appropriate to the context and understood by the context and understood by those accustomed to dealing with language learners, however at times with difficulty • Vocabulary: Able to understand and produce a number of high frequency words, highly practiced expressions, and formulaic questions • Cultural Awareness: May use culturally appropriate gestures and formulaic expressions in highly practiced applications. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication Transfer Students will be able to (SWBAT): Perform the following functions in the target language appropriately - Talk about activities that can be done online, personal interests in technology, possible connections that can be made in the technological world - Recognize and use vocabulary pertaining to expressing date and time in Spanish - Recognize and use vocabulary in context in each reading - Read authentic and non-authentic material about science and technology - Identify cultural characteristics of Spain and Dominican Republic
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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: <i>Students should understand that...</i> ● Identify the positives and negatives that pertain to making connections via the use of technology. ● Identify the main purpose of the use of technology in everyday life. ● Identify the influences that technology had in creating a cultural identity.	ESSENTIAL QUESTIONS: ● How does technology connect people? ● Why do we use technology? ● How does technology influence cultural identity?
	Acquisition of Knowledge	Acquisition of Skills
	<i>Students will know...</i> Vocabulary: ● Words related to technology. ● Talk about different activities that one	<i>Students will be skilled at...</i> ● Identify and use vocabulary terms related to technology. ● Identify and use the vocabulary

	can do online. • Talk about the frequency in which one uses technology. <u>Grammar:</u> • Estar + present participle • Stem changing verbs • Expressions with numbers • Time expressions <u>Culture:</u> • Life in Spain • Life in the Dominican Republic • Musical influences in both countries • Engage in cultural investigations in both countries • Read authentic materials about both countries	terms for different activities that one can do using technology. • Identify and use the vocabulary that express the manner in which one can access technology in day-to-day life. • Conjugate and use the present progressive appropriately. • Conjugate stem-changing verbs correctly. • Use expressions with time correctly. • Identify and use time expressions appropriately. • Look at and identify important elements through pictures and first-hand accounts. • Listen to music native the countries and engage in conversations about the genre, artist, time period, and meaning. • Participate in cultural investigations.
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