Name of Course: Spanish 5/6

Course Overview:

Summary:

World language classes focus on ***communication and cultural awareness***. You will learn to speak, listen, read, and write through paired practice, small group work, and role plays. Emphasis will be placed upon being able to use language in meaningful, real-life situations. By the end of the year, you will have been introduced to skills, knowledge, and attitudes that will help you live and work in an increasingly global society.

In accordance with the WHS Vision of the Graduate, language students will:

- Demonstrate proficiency expected of an Intermediate language learner
- Interpret, critique and synthesize information
- Engage in opportunities for social, academic and cultural growth
- Connect with people and resources to capitalize on learning experiences
- Listen to alternative ideas and communicate responses cogently and respectfully

Performance Indicators:

1.1. Ask and respond to questions about familiar topics based on their own lives and interests.

1.2 Express and elicit feelings and emotions in the target language.

1.3 Comprehend and produce vocabulary in appropriate contexts when engaged in conversations or correspondence.

1.4 Provide and exchange detailed information on familiar topics in formal and informal social situations.

2.1 Identify main ideas, topics, and specific information in a variety of authentic auditory or written materials.

2.2 Apply comprehension strategies to interpret text.

3.1 Read authentic passages aloud with appropriate pronunciation, phrasing, and intonation.

3.2 Narrate stories about experiences or events familiar to them (orally).

3.3 Write narrative and expository/ informational compositions in the target language.

3.4 Deliver oral presentations related to the culture in which the target language is spoken. **(not formally assessed at junior high)**

4.1 Compare the target language with English to better understand language systems.

4.2 Describe practices and perspectives of a culture(s) in which the target language is spoken.

4.3 Identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken. **(not formally assessed at junior high)**

4.4 Explain how products such as political structures, historical artifacts, literature, and/or visual and performing arts reflect the perspectives of a culture(s) in which the target language is spoken. **(not formally assessed at junior high)**

4.5 Explain how products, practices, and perspectives of a culture in which the target language is spoken contribute to the culture in which the student lives. **(not formally assessed at junior high)**

5.1 Identify connections between target language and another content area using either English or the target language.

Unit of Study	Essential Question(s)	Content/Skill/Concept	Instructional Strategies
Beauty and Aesthetics	• How are the perceptions of beauty and creativity established? • How do the ideals of beauty and aesthetics influence daily life? • How do the arts challenge and reflect cultural perspectives?	• Use 'if' clauses and the past subjunctive to discuss the role of the arts in the depiction of history • Compare and contrast the ideals of beauty in the US and the Spanish speaiking world.	• Listening activities • Interpersonal speaking activities • Speaking in the target language • Direct Instruction • Warm-ups/ Exit Tickets • Think,pair, share
Contemporary Life		• Talk about social media	• Read authentic article, Facebook, el monstruo de dos cabezas • Analyze chart on use of social media in Central America
Families and Communities	• How is family defined in different societies? • How do individuals contribute to the wellbeing of societies? • What are the differences in the roles assumed by communities and families in different societies of the world?	• Compare and contrast the role of family in different societies • Talk about the relationship between individuals and their contribution to society	• Listening activities • Interpersonal speaking activities • Speaking in the target language • Direct Instruction • Warm-ups/ Exit Tickets • Think,pair, share
Global Challenges	• What are the social, political, and environmental challenges faced by the societies of the world? • What are the origins of those challenges? • What are some possible solutions to those challenges?	•	• Listening activities • Interpersonal speaking activities • Speaking in the target language • Direct Instruction • Warm-ups/ Exit Tickets • Think,pair, share

Personal and Public Identities	• How are different aspects of identity expressed in diverse situations • How does a person's identity develop over time? • How do language and culture influence a person's identity?	• Talk about heroes and historical figures • Alienation and assimilation • Personal Beliefs	• Listening activities • Interpersonal speaking activities • Speaking in the target language • Direct Instruction • Warm-ups/ Exit Tickets • Think,pair, share
Science and Technology	• What impact does scientific development and technology have in our lives? • What factors have propelled the development and innovation in science and technology? • What roles do ethics play in scientific advancement?	• Talk about access to technology and the effects of technology on self and society • Talk about health care and medicine • Make predictions regarding the future of technological innovations	• Listening activities • Interpersonal speaking activities • Speaking in the target language • Direct Instruction • Warm-ups/ Exit Tickets • Think,pair, share