



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Spanish IV Curriculum

Course Description: Students are able to engage in conversation and comprehend another person's dialogue without much repetition. Topics go well beyond basic needs and include: personal and family affairs, current events, school, work, etc. Students can comprehend descriptions and narration referring to past, present, or future events. They can comprehend dialogue about special fields of interest and narratives of a non-technical or specialized nature. When listening to material restricted mainly to vocabulary and structures studied in class, their comprehension appears to be on a near native-like level. There is an increased comprehension of in-depth material about special interest topics used in class. Grammar control includes all but the infrequently used and the most complex forms and word order problems. Students work toward building a larger reading, speaking and listening vocabulary through use of materials representative of the Spanish speaking culture.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
1.5 Weeks	Repaso	Topic 1: Review
2.5 Weeks	El Bienestar	Topic 1: Health and well being Topic 2: Perfect tenses
4 Weeks	El Mundo de Trabajo	Topic 1: Career and Preparation Topic 2: Future tense Topic 3: Past Subjunctive
4 Weeks	Festival de Arte	Topic 1: The arts Topic 2: The conditional Topic 3: Past Perfect Subjunctive
6 Weeks	Las Actualidades	Topic 1: Current Events and Politics Topic 2: Summary of Subjunctive Topic 3: Progressive tenses

Curriculum Revision Tracking

Spring, 2017

- Unit 2 3 and 5 unit topic modified.
- Moved order of unit 4 and called it El mundo de trabajo
- Modified Unit 2 engaging experience 2 to reflect different topic
- Modified unit 3 engaging experience 2 of topic 2 to reflect new topic for enhanced vocabulary
- Modified Unit 4 engaging experience 1 of topic 1 to reflect enhanced vocabulary.
- Modified Unit 5 engaging experience 1 of topic 1 to reflect enhanced vocabulary.
- Add second engaging experience to topic 2 of unit 5. Needed more work with subjunctive verb forms.
- Added changes to ISTE standards

Unit 1: Repaso

Subject: Spanish IV

Grade: 9-12

Name of Unit: Review

Length of Unit: 1.5 Weeks

Overview of Unit: This unit is an overall review of grammar topics from Spanish III. The central themes are definite and indefinite articles, the verb Gustar, regular and irregular verbs. Students will start to review spoken Spanish strategies.

Priority Standards for unit:

- FL.K-12.4.1 Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - Demonstrate competencies previously introduced
 - Apply the various ways of expressing ideas using idiomatic expressions, dialect and differentiated speech to indicate age, social status or gender.
- FL.K-12.5.1 Students use the target language within and beyond the school setting
 - Demonstrate competencies previously introduced
 - Present information about the target language and culture to others.

Supporting Standards for unit:

- FL.K-12.2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - Demonstrate competencies previously introduced
 - Connect objects, important people and symbols of other cultures to the underlying beliefs and perspective of the people.
- FL.K-12.3.1 Students reinforce and further their knowledge of other disciplines through the world language
 - Demonstrate competencies previously introduced
 - Compare information available on a variety of topics such as art, literature, history, politics, economics, and contemporary global issues.
 - ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
 - ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
competencies previously introduced	Demonstrate	Apply	2
the various ways of expressing ideas using idiomatic expressions, dialect and differentiated speech to indicate age, social status or gender	Apply	Apply	3
information about the target language and culture to others	Present	Apply	2

Essential Questions:

1. How are verbs conjugated in the present tense?
2. How are verbs that are irregular, stem changing and reflexive used in the present tense?
3. Why some nouns associated with a masculine gender and some are related to a feminine Gender?

Enduring Understanding/Big Ideas:

1. Verbs are the core of all we do in Spanish.
2. Some verbs in Spanish are regular and some are irregular. They generally have the same endings, it's just that they might have another pronoun or they might have a change in the middle of the verb.
3. All nouns have a gender assigned to them. Some nouns are assigned a gender because of the fact that they are related to male things or female things. Sometimes the noun was assigned arbitrarily.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none"> • AR, ER and IR verbs • Articles • Demonstrative adjectives and pronouns • Reflexive verbs • School items • Stem-changing verbs

Resources for Vocabulary Development: Avancemos Nivel tres

Board Approved: January 14, 2016

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Board Approved with Revisions: May 25, 2017

Topic 1: Repaso

Engaging Experience 1

Title: Articles and Verbs

Suggested Length of Time: 35 Minutes

Standards Addressed

Priority:

- FL.K-12.4.1 Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - Apply the various ways of expressing ideas using idiomatic expressions, dialect and differentiated speech to indicate age, social status or gender.

Supporting:

- FL.K-12.3.1 Students reinforce and further their knowledge of other disciplines through the world language
 - Compare information available on a variety of topics such as art, literature, history, politics, economics, and contemporary global issues.

Detailed Description/Instructions: Students will pen the lyrics to a new song / poem that they create. This song / poem will include regular, irregular, stem changing and reflexive present tense verbs. They will use articles like EL, LA, LOS and LAS correctly.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 2

Title: Game Creation

Suggested Length of Time: 2.5 Days

Standards Addressed

Priority:

- FL.K-12.5.1 Students use the target language within and beyond the school setting
 - Present information about the target language and culture to others.

Supporting:

- FL.K-12.2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - Connect objects, important people and symbols of other cultures to the underlying beliefs and perspective of the people.

Detailed Description/Instructions: In the target language students will create a TABOO type of game where they explore the reviewed vocabulary words. Students will create cards for each of the vocabulary words to be able to play a TABOO type of game. For example, if the word is Estudiante. The words they provide on the card will be words that in Spanish would be used to describe that word. The person describing the word cannot use those words. For Estudiante they would be words like: escuela, alumno, aprender, y profesor. They will then present their game to other students.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Organize your trip: Students will create a travel guide for a country or region where Spanish is spoken. They will use all concepts included in the introduction unit to describe why a person should visit this location and what this location has to offer. They will use regular verbs; AR ER and IR. They will use stem changing and reflexive verbs. They will use articles like EL LA LOS and LAS correctly. They will use the future tense to describe what a person will be able to do in this area.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Repaso	Articles and Verbs	Students will pen the lyrics to a new song / poem that they create. This song / poem will include regular, irregular, stem changing and reflexive present tense verbs. They will use articles like EL, LA, LOS and LAS correctly.	35 Minutes
Repaso	Game Creation	In the target language students will create a TABOO type of game where they explore the reviewed vocabulary words. Students will create cards for each of the vocabulary words to be able to play a TABOO type of game. For example, if the word is Estudiante. The words they provide on the card will be words that in Spanish would be used to describe that word. The person describing the word cannot use those words. For Estudiante they would be words like: escuela, alumno, aprender, y profesor. They will then present their game to other students.	2.5 Days

Unit 2: El Bienestar

Subject: Spanish IV

Grade: 9-12

Name of Unit: Health and Well being

Length of Unit: 2.5 Weeks

Overview of Unit: Students will use the conditional to describe things that would happen as well as things that would happen “if” things were different. Students will use health and well-being terms to describe things they like to do.

Priority Standards for unit:

- FL.K-12.3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - Regularly use information from target language sources to communicate in oral and written formats with target-language speakers.
- FL.K-12.4.1 Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - Demonstrate competencies previously introduced
 - Apply the various ways of expressing ideas using idiomatic expressions, dialect and differentiated speech to indicate age, social status or gender.

Supporting Standards for unit:

- FL.K-12.2.2 Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - Demonstrate competencies previously introduced
 - Interact with culturally appropriate patterns of behavior in familiar situations.
- FL.K-12.5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - Demonstrate competencies previously introduced
 - Access or acquire cultural information through community sources.
- TT.AB.D.7: Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
competencies previously introduced	Demonstrate	Apply	2
information from target language sources to communicate in oral and written formats with target-language speakers	Use	Apply	3
the various ways of expressing ideas using idiomatic expressions, dialect and differentiated speech to indicate age, social status or gender	Apply	Apply	3

Essential Questions:

1. How do I prepare for health experiences?
2. How do I describe activities that a person would do to be healthy?
3. How do I explain things I “have done” in Spanish?

Enduring Understanding/Big Ideas:

1. Students will explore wellness related vocabulary that will prepare them for a trip in a Spanish speaking country.
2. Students will explore a student run activities club to be able to prepare themselves to describe activities and items related to time they have available.
3. Students will use the perfect tenses to describe “have completed” situations.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none"> • Health and well being • Exercises • Nutrition

Resources for Vocabulary Development: Descubre Nivel dos

Topic 1: Travel - Preparation and Requirements

Engaging Experience 1

Title: If I Had Good Health

Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:

- FL.K-12.3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - Regularly use information from target language sources to communicate in oral and written formats with target-language speakers.

Supporting:

- FL.K-12.2.2 Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - Demonstrate competencies previously introduced
 - Interact with culturally appropriate patterns of behavior in familiar situations.

Detailed Description/Instructions: Students will describe what they have done to have good health in their lives. What have they done personally in their lives? Where would they go? They will use the perfect forms of the verb.

Bloom's Levels: Apply

Webb's DOK: 3

Topic 2: Healthy Free Time

Engaging Experience 1

Title: Free Time

Suggested Length of Time: 50 Minutes

Standards Addressed

Priority:

- FL.K-12.4.1 Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - Apply the various ways of expressing ideas using idiomatic expressions, dialect and differentiated speech to indicate age, social status or gender.

Supporting:

- FL.K-12.5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - Access or acquire cultural information through community sources.
- TT.AB.D.7: Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.

Detailed Description/Instructions: Students will create a poster for an activities club at their school. The poster will be colorful and will include all vocabulary words that relate to healthy extracurricular activities. Find information through community sources about what types of health activities are current for other countries. Students will share these posters with the class in an oral format.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will prepare for a trip. They will write an outline of the things needed for a trip to a foreign country. Each student will provide a list of items they have taken on this trip and things that they have done. They will use the present perfect to talk about what they have done on this trip.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Travel preparation and requirements	If I Had Good Health	Students will describe what they have done to have good health in their lives. What have they done personally in their lives? Where would they go? They will use the perfect forms of the verb.	45 Minutes
Health Free Time	Free Time	Students will prepare for a trip. They will write an outline of the things needed for a trip to a foreign country. Each student will provide a list of items they have taken on this trip and things that they have done. They will use the present perfect to talk about what they have done on this trip.	50 Minutes

Unit 3: El mundo de trabajo

Subject: Spanish IV

Grade: 9-12

Name of Unit: Professions

Length of Unit: 4 Weeks

Overview of Unit: In Unit three students will explore the possibilities associated with the future tense. Students will describe jobs and professions in terms of things they will do in the future.

Priority Standards for unit:

- FL.K-12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - Demonstrate competencies previously introduced.
 - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.
 - Discuss aspects of a field of study and/or employment opportunities.
- FL.K-12.1.2 Students understand and interpret written and spoken language on a variety of topics
 - Demonstrate competencies previously introduced
 - Identify and interpret the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language.
- FL.K-12.5.1 Students use the target language within and beyond the school setting
 - Demonstrate competencies previously introduced
 - Present information about the target language and culture to others.

Supporting Standards for unit:

- FL.K-12.1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
 - Demonstrate competencies previously introduced
 - Prepare a research-based analysis of a current event or issue from the perspective of both the native and target language cultures.
- FL.K-12.5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - Demonstrate competencies previously introduced
 - Access or acquire cultural information through community sources.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
competencies previously introduced	Demonstrate	Apply	2
opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues	Exchange	Apply	3
opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues	Support	Apply	4
aspects of a field of study and/or employment opportunities	Discuss	Understand	2
the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language	Identify	Remember	1
the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language	Interpret	Analyze	3
information about the target language and culture to others	Present	Apply	2

Essential Questions:

1. How does a person describe professions, the workplace?
2. Why is employment such a huge part of personal identity?
3. How does a person describe things that will happened in Spanish?

Enduring Understanding/Big Ideas:

1. In Spanish you use vocabulary related to employment and professions to describe things that you will do for a job in the future.
2. With levels of poverty being what they are in Spanish speaking countries, more and more individuals are using their employment as a means of personal identification.
3. In Spanish you use future tenses to describe things that we will do in the future.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none">• The workplace• Occupations• Professions• future tense vocabulary• Place to purchase / micro-industry

Resources for Vocabulary Development: Descubre Nivel dos

Topic 1: Working in the Neighborhood

Engaging Experience 1

Title: Working in the Neighborhood

Suggested Length of Time: 50 Minutes

Standards Addressed

Priority:

- FL.K-12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - Discuss aspects of a field of study and/or employment opportunities.
- FL.K-12.5.1 Students use the target language within and beyond the school setting
 - Present information about the target language and culture to others.

Supporting:

- FL.K-12.5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - Access or acquire cultural information through community sources.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Detailed Description/Instructions: Write a dialogue with three people as the main players. One will be a client in a store, one person will be a clerk and one person will be a bystander that gets involved with the conversation. Describe the locations in the neighborhood where you are and what will be purchased.

Consider having students write this dialogue in Google Docs and then share electronically for feedback, peer review, discussions, etc.

Bloom's Levels: Understand, Apply

Webb's DOK: 2

Topic 2: Future tense...your job in the future

Engaging Experience 1

Title: Your job of the future

Suggested Length of Time: 50 Minutes

Standards Addressed

Priority:

- FL.K-12.1.2 Students understand and interpret written and spoken language on a variety of topics
 - Identify and interpret the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language.

Supporting:

- FL.K-12.1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
 - Prepare a research-based analysis of a current event or issue from the perspective of both the native and target language cultures.

Detailed Description/Instructions: Make a detailed list of questions for a job interview for your ideal job of the future. What would you expect to hear in that interview? Use this list of questions to interview a fellow classmate and document their answers. Do the same for two other students and make a chart to diagram what kind of job each of them will have in the future and what kind of preparation they will need to do to attain their goal.

Bloom's Levels: Remember

Webb's DOK: 1

Engaging Experience 2

Title: Future tense...Panel

Suggested Length of Time: 25 Minutes

Standards Addressed

Priority:

- FL.K-12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.
 - Discuss aspects of a field of study and/or employment opportunities.

Supporting:

- FL.K-12.1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

- Prepare a research-based analysis of a current event or issue from the perspective of both the native and target language cultures.

Detailed Description/Instructions: Students will write ten questions using the future tense about jobs they will have at several locations in their community. Explore employment opportunities related to these locations. Form two concentric circles one inside the other.

Students pair up and speak face to face with a partner. Each question and answer scenario will be a speaking production activity for 45 seconds. Then they will rotate the outside circle two people to the right. They will engage speaking on question two for another 45 seconds. This continues until all 10 questions have been completed.

Bloom's Levels: Apply, Understand

Webb's DOK: 2, 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Give the following prompt to students:

You and your partners are investors in the local community. You are deciding on a new restaurant for the city center. Come up with an idea for a new restaurant. Where will it be located? What kind of food will it serve? What type of service will be offered? How will it be decorated and will it blend in with other buildings surrounding it? What transportation will be used to get to the restaurant? Is that transportation convenient and inexpensive? What are the prices of the items on the menu? Use the future tense to describe what restaurants will be in that location. What do you propose will have been accomplished by this time next year?

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Working in the Neighborhood	Working in the Neighborhood	Write a dialogue with three people as the main players. One will be a client in a store, one person will be a clerk and one person will be a bystander that gets involved with the conversation. Describe the locations in the neighborhood where you are and what will be purchased. Consider having students write this dialogue in Google Docs and then share electronically for feedback, peer review, discussions, etc.	50 Minutes
Future tense...your job in the future	Your job of the future	Make a detailed list of questions for a job interview for your ideal job of the future. What would you expect to hear in that interview? Use this list of questions to interview a fellow classmate and document their answers. Do the same for two other students and make a chart to diagram what kind of job each of them will have in the future and what kind of preparation they will need to do to attain their goal.	50 Minutes
Future tense...your job in the future	Future tenses...Panel	Students will write ten questions using the future tense about jobs they will have at several locations in their community. Explore employment opportunities related to these locations. Form two concentric circles one inside the other. Students pair up and speak face to face with a partner. Each question and answer scenario will be a speaking production activity for 45 seconds. Then they will rotate the outside circle two people to the right. They will engage speaking on question two for another 45 seconds. This continues until all 10 questions have been completed.	25 Minutes

Unit 4: Un festival de arte

Subject: Spanish IV

Grade: 9-12

Name of Unit: The Arts

Length of Unit: 4 Weeks

Overview of Unit: Unit four includes many hypothetical situations as it focuses on the conditional, past subjunctive and the perfect tenses with the subjunctive. Students will explore ideas like, “If I had more time, I would have finished my homework.” The vocabulary in this unit mostly centers on the arts: Music, movies and television.

Priority Standards for unit:

- FL.K-12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - Demonstrate competencies previously introduced.
 - Discuss aspects of a field of study and/or employment opportunities.
- FL.K-12.3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - Distinguish the viewpoints in print and in online newspapers, magazines and e-mails to identify perspectives of target culture.
 - Regularly use information from target language sources to communicate in oral and written formats with target-language speakers.
- FL.K-12.5.1 Students use the target language within and beyond the school setting
 - Demonstrate competencies previously introduced
 - Present information about the target language and culture to others.

Supporting Standards for unit:

- FL.K-12.1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
 - Demonstrate competencies previously introduced
 - Prepare a research-based analysis of a current event or issue from the perspective of both the native and target language cultures.
- FL.K-12.2.2 Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - Demonstrate competencies previously introduced
 - Interact with culturally appropriate patterns of behavior in familiar situations.
- FL.K-12.5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment

- Demonstrate competencies previously introduced
- Read, listen or watch authentic materials or media for personal enjoyment.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
competencies previously introduced	Demonstrate	Apply	2
aspects of a field of study and/or employment opportunities	Discuss	Understand	2
the viewpoints in print and in online newspapers, magazines and e-mails	Distinguish	Analyze	2
perspectives of target culture	Identify	Remember	1
information from target language sources to communicate in oral and written formats with target-language speakers	Use	Apply	3
information about the target language and culture to others	Present	Apply	2

Essential Ideas:

1. What movies and TV shows are popular in a Spanish speaking country?
2. Why are museums, art galleries important to the identity of Spanish speaking countries?
3. How does a person use the conditional tense in Spanish?

Enduring Understanding/Big Ideas:

1. Students will explore the arts in Spanish speaking countries and their prevalence.
2. Students will explore future events in Spanish speaking countries and will see that events have a huge impact on families and communities.
3. Students will use the conditional tense and if clauses to describe hypothetical if clauses in the target language.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none">• Conditional situations• The arts• TV and Movies• Art galleries and production of art

Resources for Vocabulary Development: Descubre nivel dos

Topic 1: The Arts

Engaging Experience 1

Title: Resume for an acting job

Suggested Length of Time: 60 Minutes

Standards Addressed

Priority:

- FL.K-12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - Discuss aspects of a field of study and/or employment opportunities.

Supporting:

- FL.K-12.1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
 - Demonstrate competencies previously introduced
 - Prepare a research-based analysis of a current event or issue from the perspective of both the native and target language cultures.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE-EMPOWERED LEARNER: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: Students will create a real resume in the target language.

They will use their current information as if they were applying for an acting job for a telenovela in Spanish and will include all the parts of a common resume. Provide a copy in English and Spanish. This can be a written assignment or submitted electronically.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 2

Title: If I Were A Superhero

Suggested Length of Time: 50 Minutes

Standards Addressed

Priority:

- FL.K-12.5.1 Students use the target language within and beyond the school setting
 - Present information about the target language and culture to others.

Supporting:

- FL.K-12.2.2 Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - Demonstrate competencies previously introduced
 - Interact with culturally appropriate patterns of behavior in familiar situations.

Detailed Description/Instructions: Each student will write a basic outline using the past subjunctive and if clauses to describe, “What if they were a superhero?” They will describe their power and what it would do. They will describe how it would help people. After they provide a rough outline of the idea they will present it orally to the class. This will be a speaking grade presented to the class.

Bloom’s Levels: Apply

Webb’s DOK: 2

Topic 2: Television show schedule

Engaging Experience 1

Title: Television show Schedule

Suggested Length of Time: 45 Minutes

Standards Addressed

Priority:

- FL.K-12.3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - Regularly use information from target language sources to communicate in oral and written formats with target-language speakers.

Supporting:

- FL.K-12.5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - Read, listen or watch authentic materials or media for personal enjoyment.

Detailed Description/Instructions: Write a schedule for a week of television shows for a television channel in Spanish. Include the description of the show, the names of the actors, the channel it would be on, the start time and the end time. Use military time like they do in Spanish speaking countries. With a partner speak about the schedule you created to compare and contrast the shows that are important to the two people and how they are different. Base the schedules on authentic materials.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 2

Title: Eventos Que Pueden Ser

Suggested Length of Time: 35 Minutes

Standards Addressed

Priority:

- FL.K-12.3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - Distinguish the viewpoints in print and in online newspapers, magazines and e-mails to identify perspectives of target culture.

Supporting:

- FL.K-12.5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - Demonstrate competencies previously introduced
 - Access or acquire cultural information through community sources.

- Read, listen or watch authentic materials or media for personal enjoyment.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Detailed Description/Instructions: Students will listen to an authentic radio broadcast about a real arts award event in a Spanish speaking country. Then they will express their opinions about what they have been learning. They will use phrases like “Era increíble que los artistas hubieran dejado de comer comida chatarra.” They will write 6 sentences using the past perfect tenses of the subjunctive.

Bloom’s Levels: Analyze

Webb’s DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will read an authentic text of a biography of a Spanish speaking person that is very successful in the television or movies. Students will hypothesize the following questions. What kind of things did this person do to prepare themselves for their roles? What were their qualifications? If they had not studied the courses that they studied, what might their life have been like? Was it incredible that they had achieved this level of success and why. After listening to the biography in the target language, they will write their own future biography. What would they achieve in ten years? What would they have accomplished in the next 10 years if the situation were different...What would they create with the right situation or the right amount of money. The biography will be 200 words.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
The Arts	Resume	Students will create a real resume in the target language. They will use their current information as if they were applying for an acting job for a telenovela in Spanish and will include all the parts of a common resume. Provide a copy in English and Spanish. This can be a written assignment or submitted electronically.	60 Minutes
The Arts	If I Were A Superhero	Each student will write a basic outline using the past subjunctive and if clauses to describe, “What if they were a superhero?” They will describe their power and what it would do. They will describe how it would help people. After they provide a rough outline of the idea they will present it orally to the class. This will be a speaking grade presented to the class.	50 Minutes
Television show schedule	Television show Schedule	Write a schedule for a week of television shows for a television channel in Spanish. Include the description of the show, the names of the actors, the channel it would be on, the start time and the end time. Use military time like they do in Spanish speaking countries. With a partner speak about the schedule you created to compare and contrast the shows that that are important to the two people and how they are different. Base the schedules on authentic materials.	45 Minutes
Television show schedule	Eventos Que Pueden Ser	Students will listen to an authentic radio broadcast about a real arts award event in a Spanish speaking country. Then they will express their opinions about what they have been learning. They will use	35 Minutes

		phrases like “Era increíble que los artistas hubieran dejado de comer comida chatarra.” They will write 6 sentences using the past perfect tenses of the subjunctive.	
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Unit 5. Las Actualidades

Subject: Spanish IV

Grade: 9-12

Name of Unit: Current Events

Length of Unit: 6 Weeks

Overview of Unit: Students will explore current events and politics in unit five. In addition, they will work with topics surrounding the media and natural disasters in Spanish. They will work on their verbal skills and will get an overall review of subjunctive verb tenses.

Priority Standards for unit:

- FL.K-12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - Demonstrate competencies previously introduced.
 - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.
- FL.K-12.1.2 Students understand and interpret written and spoken language on a variety of topics
 - Demonstrate competencies previously introduced
 - Identify and interpret the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language.
- FL.K-12.4.1 Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - Demonstrate competencies previously introduced
 - Apply knowledge of the similarities and differences between the sound and writing system of the target language and native language in communication.
- FL.K-12.4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - Demonstrate competencies previously introduced
 - Identify and analyze cultural perspectives as reflected in a variety of nonfiction and fiction texts.

Supporting Standards for unit:

- FL.K-12.2.2 Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - Demonstrate competencies previously introduced
 - Describe the historical significance of activities and celebrations in the culture studied.

- Investigate and explain how previous cultures influenced the modern culture studied.
- FL.K-12.2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - Demonstrate competencies previously introduced
 - Connect objects, important people and symbols of other cultures to the underlying beliefs and perspective of the people.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
competencies previously introduced	Demonstrate	Apply	2
opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues	Exchange	Apply	3
the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language	Identify	Remember	1
the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language	Interpret	Analyze	3
knowledge of the similarities and differences between the sound and	Apply	Apply	3

writing system of the target language and native language in communication			
cultural perspectives as reflected in a variety of nonfiction and fiction texts	Identify	Remember	1
cultural perspectives as reflected in a variety of nonfiction and fiction texts	Analyze	Analyze	3

Essential Questions:

1. How do current events shape the lives and traditions of Spanish speakers?
2. How does the media influence politics?
3. How does the subjunctive work in overview format?

Enduring Understanding/Big Ideas:

1. Current events have an effect on the traditions, day to day life and progress of Spanish speakers to develop their own unique way of life. Exploration of these current events will add a layer of interest to our own life experience.
2. With the exploration of politics, we will learn more about individual countries and how the development of political structures over time have helped develop that country.
3. Students will get an overview of all subjunctive forms. This will include present and imperfect subjunctive as well as past and present perfect forms of the subjunctive.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Politics Media in the real world News broadcast the news

Resources for Vocabulary Development: Descubre nivel 2

Topic 1: Current Events

Engaging Experience 1

Title: Una Persona Famosa

Suggested Length of Time: 1.5 Days

Standards Addressed

Priority:

- FL.K-12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - Exchange and support opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.

Supporting:

- FL.K-12.2.2 Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - Describe the historical significance of activities and celebrations in the culture studied.
 - Investigate and explain how previous cultures influenced the modern culture studied.

Detailed Description/Instructions: Your partner is a host for a talk show. You are being interviewed on this show as you play the role of a famous person from today's current events. You and your partner will prepare questions for this famous person and the kinds of answers they would give based on who they are and what their life is like currently. You will use the present and present perfect tenses to narrate events and the future tense to tell about things that you will do in the future.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 2

Title: Novela Grafica

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- FL.K-12.4.1 Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - Apply knowledge of the similarities and differences between the sound and writing system of the target language and native language in communication.

Supporting:

- FL.K-12.2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - Connect objects, important people and symbols of other cultures to the underlying beliefs and perspective of the people.
- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Detailed Description/Instructions: Students will reference a moment in the life of an indigenous population and a current problem they are experiencing. Then they will create an alternate ending to the story that is more fair or interesting. This will all be detailed in graphic novel style where they provide the words and the drawings/pictures to describe exactly what they believe should happen. Focus on the differences between English and Spanish as far as accent marks are concerned.

Bloom's Levels: Apply

Webb's DOK: 3

Topic 2: The Media

Engaging Experience 1

Title: Media in today's world

Suggested Length of Time: 3.5 Days

Standards Addressed

Priority:

- FL.K-12.1.2 Students understand and interpret written and spoken language on a variety of topics
 - Identify and interpret the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language.
- FL.K-12.4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - Identify and analyze cultural perspectives as reflected in a variety of nonfiction and fiction texts.

Supporting:

- FL.K-12.2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - Connect objects, important people and symbols of other cultures to the underlying beliefs and perspective of the people.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Detailed Description/Instructions: If I were the president of a country what would I do differently? Students will produce an oral presentation of three minutes where they describe what they would do if they were the president of a country where Spanish is spoken. They will research current events that have occurred recently and will propose a solution to the problem. They will include the past subjunctive with if clauses at least 5 times in their oral presentation.

Bloom's Levels: Remember, Analyze

Webb's DOK: 1, 3

Engaging Experience 2

Title: Natural disasters

Suggested Length of Time: 2.5 Days

Standards Addressed

Priority:

- FL.K-12.1.2 Students understand and interpret written and spoken language on a variety of topics
 - Identify and interpret the main plot, subplot, characters (their descriptions, roles, and significance to the story) in authentic literary texts in the target language.
- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - Identify and analyze cultural perspectives as reflected in a variety of nonfiction and fiction texts.

Supporting:

- FL.K-12.2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
 - Connect objects, important people and symbols of other cultures to the underlying beliefs and perspective of the people.

Detailed Description/Instructions: Students will investigate natural disasters in the Spanish speaking world. Each student will write a press release for a new product that they want to market. This press release should be directed at a group of investors a la “Shark Tank” where they will propose a new and innovative product and will describe in the target language what ecological problem it will fix. Each student will create a visual aid and will present this new product to the class verbally in the target language in a presentation that will last no less than 3 minutes. This press release will answer questions such as: how much does it cost? where can it be purchased? how long will it last? what problem with the environment will it fix? are there any health risks to the product? It will not be a magical item, but rather a real product that will benefit the citizens of a specific Spanish speaking country.

Bloom’s Levels: Remember, Analyze

Webb’s DOK: 1, 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will write a 300-word research paper detailing a current event and its history in a Spanish speaking country. Each essay will include 5 examples of present subjunctive and 5 examples of imperfect subjunctive. Each student will be required to have a peer editing session to be able to deal with the current errors in their writing. After they complete the peer editing part they will submit the final draft students will receive their document back with indications of errors circled. They will submit a final document which is a correction of errors. They will provide both the errors and the corrections. Within the target language, students will explain the error and how they made the correction, along with why it was wrong. This allows them to not make the same mistakes over and over in their writing.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Current Events	Una Persona Famosa	<p>Your partner is a host for a talk show. You are being interviewed on this show as you play the role of a famous person from today's current events. You and your partner will prepare questions for this famous person and the kinds of answers they would give based on who they are and what their life is like currently. You will use the present and present perfect tenses to narrate events and the future tense to tell about things that you will do in the future.</p>	1.5 Days
Current Events	Novela Grafica	<p>Students will reference a moment in the life of an indigenous population and a current problem they are experiencing. Then they will create an alternate ending to the story that is more fair or interesting. This will all be detailed in graphic novel style where they provide the words and the drawings/pictures to describe exactly what they believe should happen. Focus on the differences between English and Spanish as far as accent marks are concerned.</p>	2 Days
The Media	Media	<p>If I were the president of a country what would I do differently? Students will produce an oral presentation of three minutes where they describe what they would do if they were the president of a country where Spanish is spoken. They will research current events that have occurred recently and will propose a solution to the problem. They will include the past subjunctive with if clauses at least 5 times in their oral presentation.</p>	1.5 Days

The Media	Natural disasters	<p>Students will investigate natural disasters in the Spanish speaking world. Each student will write a press release for a new product that they want to market. This press release should be directed at a group of investors a la “Shark Tank” where they will propose a new and innovative product and will describe in the target language what ecological problem it will fix. Each student will create a visual aid and will present this new product to the class verbally in the target language in a presentation that will last no less than 3 minutes. This press release will answer questions such as: how much does it cost? where can it be purchased? how long will it last? what problem with the environment will it fix? are there any health risks to the product? It will not be a magical item, but rather an real product that will benefit the citizens of a specific Spanish speaking country.</p>	2.5 Days
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Unit of Study Terminology

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.