



**SPRING GROVE AREA SCHOOL DISTRICT**



**PLANNED COURSE OVERVIEW**

<b>Course Title:</b> Panorama of Spanish Culture <b>Grade Level(s):</b> 11-12 <b>Units of Credit:</b> 1 <b>Classification:</b> Elective	<b>Length of Course:</b> 30 cycles <b>Periods Per Cycle:</b> 6 <b>Length of Period:</b> 43 minutes <b>Total Instructional Time:</b> 129 hours
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***Course Description***

This course is designed to use the language in its natural order: listening, speaking, reading, and writing. The students will use vocabulary and grammar while applying listening, speaking, reading, and writing skills to fundamental daily expressions of the target language. The students will identify and recognize cultural aspects of the Hispanic culture. The students will explore art, literature, film, history, and more in the target language.

***Instructional Strategies, Learning Practices, Activities, and Experiences***

vText/eBook Maps Songs Vocabulary Technology	Communication Activities Games Discussion SuperSite Access Via Internet	Videos Listening Activities Question/Answer White Boards iPads
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***Assessments***

Self-Directed Class Activities Quizzes Class Participation	Group Activities Tests Verbal Communication Activities	Homework Projects Written Communication Activities
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***Materials/Resources***

<b>Primary Source:</b> <u>Descubre 3</u> , Vista Higher Learning c.2017	<b>Ancillary Source:</b> <u>Descubre 3 SuperSite</u> , Vista Higher Learning c.2017	<b>Technology:</b> Audio Recordings, Interactive Online Assessments, Authentic Videos, Online Partner Chats
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**Adopted:** 5/21/18

**Revised:** Departmental Review 12/21/18

<b>Personal Relationships</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe personality traits.</li> <li>• Express feelings.</li> <li>• Discuss relationships.</li> <li>• Use phrases related to talking about responsibilities.</li> <li>• Indicate first impressions of something or someone.</li> <li>• Talk about dating in the Spanish-speaking world.</li> <li>• Discuss regular routines.</li> <li>• State where people and places are located.</li> <li>• Describe people and objects.</li> <li>• Explain the content of a film produced for a Spanish-speaking audience.</li> <li>• Discuss some biographical details about Pablo Neruda.</li> <li>• Discuss the content of a poem with others.</li> <li>• Identify and discuss some facts about Sonia Sotomayor.</li> </ul>	<p><b>COMMUNICATION</b>  COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES  <b>1.1 ~ Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.  <b>1.2 ~ Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.  <b>1.3 ~ Presentational Communication:</b> 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.</p> <p><b>CULTURES</b>  INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING  <b>2.1 ~ Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.  <b>2.2 ~ Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p><b>CONNECTIONS</b>  CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS  <b>3.1 ~ Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.  <b>3.2 ~ Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p><b>COMPARISONS</b>  DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE  <b>4.1 ~ Language Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.  <b>4.2 ~ Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p><b>COMMUNITIES</b>  COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD  <b>5.1 ~ School and Global Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.  <b>5.2 ~ Lifelong Learning:</b> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>

<b>Entertainment</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss music and theater.</li> <li>• Talk about recreational activities.</li> <li>• Describe games in Spanish.</li> <li>• Talk about sports.</li> <li>• Indicate whose turn it is to do something.</li> <li>• Use phrases to encourage others.</li> <li>• Discuss Mexican cinema.</li> <li>• Specify some biographical information about Gael Garcia Bernal.</li> <li>• Talk about likes and dislikes.</li> <li>• Talk about people’s daily routine.</li> <li>• Discuss the importance of soccer in the Spanish-speaking world.</li> <li>• Specify some biographical information about Mario Benedetti.</li> <li>• Explain the content of a Spanish reading.</li> <li>• Specify some details about bullfighting and its cultural role in society.</li> </ul>	<p><b>COMMUNICATION</b>  COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES  <b>1.1 ~ Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.  <b>1.2 ~ Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.  <b>1.3 ~ Presentational Communication:</b> 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.</p> <p><b>CULTURES</b>  INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING  <b>2.1 ~ Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.  <b>2.2 ~ Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p><b>CONNECTIONS</b>  CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS  <b>3.1 ~ Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.  <b>3.2 ~ Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p><b>COMPARISONS</b>  DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE  <b>4.1 ~ Language Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.  <b>4.2 ~ Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p><b>COMMUNITIES</b>  COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD  <b>5.1 ~ School and Global Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.  <b>5.2 ~ Lifelong Learning:</b> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>

Health and Well-being	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe illnesses and their symptoms.</li> <li>• Discuss health and wellness.</li> <li>• Discuss medicines and treatments for illnesses.</li> <li>• Give advice and make recommendations.</li> <li>• Discuss personal tastes.</li> <li>• Exchange some information about Colombian herbal medicine.</li> <li>• Discuss the health systems of several Spanish-speaking countries.</li> <li>• Identify some information about pharmacies in Ecuador.</li> <li>• Correct construct subjunctive mood sentences.</li> <li>• Give orders or advice to people in formal situations.</li> <li>• Discuss the relationships or conflict between characters in a film.</li> <li>• Explain the content of a film produced for a Spanish-speaking audience.</li> <li>• Discuss some biographical information about Angeles Mastretta.</li> <li>• Discuss the content of a short story.</li> </ul>	<p><b>COMMUNICATION</b>  COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES  <b>1.1 ~ Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.  <b>1.2 ~ Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.  <b>1.3 ~ Presentational Communication:</b> 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.</p> <p><b>CULTURES</b>  INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING  <b>2.1 ~ Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.  <b>2.2 ~ Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p><b>CONNECTIONS</b>  CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS  <b>3.1 ~ Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.  <b>3.2 ~ Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p><b>COMPARISONS</b>  DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE  <b>4.1 ~ Language Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.  <b>4.2 ~ Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p><b>COMMUNITIES</b>  COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD  <b>5.1 ~ School and Global Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.  <b>5.2 ~ Lifelong Learning:</b> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>

Traveling	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss trips and tourist attractions.</li> <li>• Describe lodging and accommodations.</li> <li>• Make comparisons.</li> <li>• Exchange information with others about accidents.</li> <li>• Use negative, affirmative, and indefinite expressions.</li> <li>• Discuss travel and tourism in Costa Rica.</li> <li>• Explain the content of a film produced for a Spanish-speaking audience.</li> <li>• Discuss biographical information about Gabriel García Márquez.</li> <li>• Discuss the content of a short story written for Spanish speakers.</li> <li>• Describe “la ruta maya” and its cultural role.</li> </ul>	<p><b>COMMUNICATION</b>            COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES            1.1 ~ Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.            1.2 ~ Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.            1.3 ~ Presentational Communication: 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.</p> <p><b>CULTURES</b>            INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING            2.1 ~ Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.            2.2 ~ Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p><b>CONNECTIONS</b>            CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS            3.1 ~ 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.            3.2 ~ Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p><b>COMPARISONS</b>            DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE            4.1 ~ 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.            4.2 ~ 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.</p> <p><b>COMMUNITIES</b>            COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD            5.1 ~ 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.            5.2 ~ Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>

Nature	
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<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Talk about nature and the environment.</li> <li>• Identify animals in Spanish.</li> <li>• Describe natural phenomena.</li> <li>• Talk about actions in the future.</li> <li>• Express perceptions.</li> <li>• Describe coral reefs.</li> <li>• Talk about submarine parks in the Caribbean.</li> <li>• Exchange information with others about “el Yunque,” a national forest in Puerto Rico.</li> <li>• Identify the consequences of lack of water for a community in a film.</li> <li>• Explain the content of a film produced for a Spanish-speaking audience.</li> <li>• Discuss the biographical information about Augusto Monterroso.</li> <li>• Discuss the content of a reading written for Spanish speakers.</li> <li>• Describe details about bomb testing and environmental conservation on Vieques.</li> </ul>	<p><b>COMMUNICATION</b>            COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES</p> <p>1.1 ~ Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 ~ Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 ~ Presentational Communication: 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.</p> <p><b>CULTURES</b>            INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING</p> <p>2.1 ~ Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 ~ Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p><b>CONNECTIONS</b>            CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS</p> <p>3.1 ~ 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.</p> <p>3.2 ~ Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p><b>COMPARISONS</b>            DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE</p> <p>4.1 ~ 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.</p> <p>4.2 ~ 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.</p> <p><b>COMMUNITIES</b>            COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD</p> <p>5.1 ~ 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.</p> <p>5.2 ~ Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>

The Economy	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Talk about work.</li> <li>• Identify a variety of professions.</li> <li>• Discuss economy and finances.</li> <li>• Use phrases related to proposing a toast.</li> <li>• Talk about what someone would or would not do in a certain situation.</li> <li>• Talk about soap operas in Latin America.</li> <li>• Identify biographical details about Carolina Herrera.</li> <li>• Recognize several regional terms Spanish speakers use to talk about money.</li> <li>• Exchange information about the importance of alpacas to Andean peoples and cultures.</li> <li>• Identify the job and economic conditions of characters in a film.</li> <li>• Explain the content of a film produced for a Spanish-speaking audience.</li> <li>• Discuss the biographical information about Horacio Quiroga.</li> <li>• Discuss the content of a short story written for Spanish speakers.</li> </ul>	<p><b>COMMUNICATION</b>  COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES</p> <p>1.1 ~ Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 ~ Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 ~ Presentational Communication: 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.</p> <p><b>CULTURES</b>  INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING</p> <p>2.1 ~ Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 ~ Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p><b>CONNECTIONS</b>  CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS</p> <p>3.1 ~ 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.</p> <p>3.2 ~ Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p><b>COMPARISONS</b>  DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE</p> <p>4.1 ~ 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.</p> <p>4.2 ~ 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.</p> <p><b>COMMUNITIES</b>  COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD</p> <p>5.1 ~ 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.</p> <p>5.2 ~ Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>