

**SPANISH IV  
GRADES 10-12**

THE EWING PUBLIC SCHOOLS  
2099 Pennington Road  
Ewing, NJ 08618

Board Approval Date: September 19, 2022  
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Michael Nitti  
Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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## Preface

This curriculum guide is intended to provide vertical and horizontal framework for the World Languages program of the Ewing Township Public Schools. It is designed to identify the essential components needed by teachers when they prepare instruction in the language of Spanish which will best meet the needs of their students. The teacher's knowledge of their students' level of development, learning styles, and general readiness of the student to learn should be the guiding factors in selecting the most appropriate ways to reach the goals and objectives defined by the guide.

The selected published materials are intended to provide resources to teachers in their preparation of instructional activities and teachers should feel free to integrate other resources where appropriate as long as they are consistent with the goals and philosophy as outlined. Integration of concepts and skills developed in the Spanish language into other content areas is encouraged to stimulate real-life experiences and meaning.

All students are not the same. They have different needs, learning styles and levels of readiness. Therefore, teachers will need to make choices in planning instruction so that the needs of each student are addressed and the scope of the curriculum is accomplished.

**Class Instructional Time:** Block scheduling (87 minutes)-5 days a week

## **21st Century Life and Careers**

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

### **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

#### **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

#### **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

#### **9.3 Career and Technical Education**

### **Technology Integration**

#### **8.1 Educational Technology**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

#### **8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## **Unit 1: El bienestar [3-4 Weeks]**

### **Why Is This Unit Important?**

The student will learn about health, well-being and nutrition also about physical activities. Also, how to communicate about Mental Health in a Spanish Speaking Country. Express past actions, and learn about natural spas.

### **Enduring Understandings/Unit Objectives:**

- Review how to express past actions using the present perfect, past perfect and the present perfect subjunctive
- Talk about self-care and well being
- Discuss and create a personal wellness plan

### **Essential Questions:**

- How do people talk about health, well-being and nutrition?
- How do people talk about exercise and physical activities?
- What are some ways people stay healthy in the Spanish-speaking world?

### **Acquired Knowledge:**

- Identify the vocabulary about well-being and health.
- Express the past in more complex structures.
- Describe natural spas in different parts of the Spanish speaking world.

### **Acquired Skills:**

- How to express past actions using the present perfect, past perfect and the present perfect subjunctive
- Explain cultural, geographic and historical information about Bolivia
- How to create a wellness plan.

### **Assessments:**

Formative assessment:

- Analyze and discuss readings, listening and songs
- Define vocabulary related to the unit theme
- Readings (online and print resources about travel)
- Authentic listening and interview (video clips, podcasts)
- Quizzes
- Writing tasks
- Partner pair share
- Online group games/quizzes -  
[Quizlet.com](https://www.quizlet.com/)/[blooket.com](https://www.blooket.com/)/[Quia.com](https://www.quia.com/)/[Quizziz.com](https://www.quizziz.com/)/[Gimkit.com](https://www.gimkit.com/)/[Edpuzzle.com](https://www.edpuzzle.com/)

Summative assessment:

- Unit composition
- Unit speaking assessment

Benchmark assessment:

- Unit objective test

Alternative assessment:

- Personal health plan project

### **Interdisciplinary Connections**

- Students researched different ways to get healthier. Physical Education, Science, Psychology
- Students compared and contrasted healthy nutrition facts and healthy food. Consumer Science, math, chemistry.

### **Technology Integration:**

- Use of various websites to review and practice vocabulary, grammatical structures, geography and listening skills, as well as create presentations ( [www.quizlet.com](http://www.quizlet.com), [www.quia.com](http://www.quia.com), [www.euroschoolclubs.co.uk](http://www.euroschoolclubs.co.uk), [www.bbc.co.uk/languages](http://www.bbc.co.uk/languages), [www.makebeliefscomix.com](http://www.makebeliefscomix.com); [getkahoot.com](http://getkahoot.com); [yabla.com](http://yabla.com); [Edpuzzle.com](http://Edpuzzle.com); [Flipgrid.com](http://Flipgrid.com))
- Authentic video segments related to culture ([www.youtube.com/](http://www.youtube.com/) [www.conjuguemos.com/](http://www.conjuguemos.com/) [www.bbc.co.uk/languages](http://www.bbc.co.uk/languages))
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

### **Suggested Learning Experiences and Instructional Activities/Strategies:**

- Reading cultural material in target language
- Writing in target language
- Listening to authentic material (songs, interviews, newscasts, etc.)
- Creating short video responses expressing personal views/opinions
- Web-based practice activities (referenced in Formative Assessments and Supplemental Materials)

## 2020 NJSL

7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts.

7.1.AL.IPRET.8: Analyze elements of the target language that do not have a comparable linguistic element in English.

7.1.AL.IPERS.1: Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.5: Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

7.1.AL.PRSNT.1: Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.

7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.

### Instructional Materials:

#### Core:

- Textbook Series - iSenderos 3! – Vista Higher Learning Inc - 2018 edition
- Workbook
- Audio CDs
- Videos (DVD)
- Slide presentations

#### Supplemental:

- Computers (Chrome books)
- Internet websites (<http://www.studyspanish.com/tutorial.htm>  
<http://www.learnspanish.com/> <http://spanish.about.com/>  
<http://www.onlinenewspapers.com/>  
<http://www.univision.com/portal.jhtml> <http://www.youtube.com/>  
<http://a4esl.org/www.yabla.com/www.Edpuzzle.com/>  
[www.quizlet.com/www.conjuguemos.com/www.Flipgrid.com/http://www.videoele.com](http://www.quizlet.com/www.conjuguemos.com/www.Flipgrid.com/http://www.videoele.com))  
[Respect Ability :https://www.respectability.org/resources/lgbtq/](https://www.respectability.org/resources/lgbtq/)

## **Unit 2: El mundo del trabajo [3-4 Weeks]**

### **Why Is This Unit Important?**

The student will talk about their future plans and their careers. They will also express agreement and disagreement.

### **Enduring Understandings/Unit Objectives:**

- How to consider different careers and the benefit of a second language
- How to express information in the future
- How to express themselves in an interview

### **Essential Questions:**

- How do people talk about work and careers?
- How do people talk about getting a job and other future plans?
- What are job conditions like in the Spanish-speaking world?

### **Acquired Knowledge:**

- Master the vocabulary of the unit.
- Express their future plans using the future perfect and also the past subjunctive.
- Compare and contrast the work benefits and requirements in the Spanish-speaking countries.

### **Acquired Skills**

- Create a skit of an interview for a job.
- Express future actions.
- Learn about Ecuador, Nicaragua and the Dominican Republic.

### **Assessments:**

Formative assessment:

- Analyze and discuss readings, listening and songs
- Define vocabulary related to the unit theme
- Readings (online and print resources about travel)
- Authentic listening and interview (video clips, podcasts)
- Quizzes
- Writing tasks
- Partner pair share
- Online group games/quizzes -  
[Quizlet.com](http://Quizlet.com)/[blooket.com](http://blooket.com)/[Quia.com](http://Quia.com)/[Quizziz.com](http://Quizziz.com)/[Gimkit.com](http://Gimkit.com)/[Edpuzzle.com](http://Edpuzzle.com).



Summative assessment:

- Unit composition
- Unit speaking assessment

Benchmark assessment:

- Unit objective test

Alternative assessment:

- Cultural information presentation

### **Interdisciplinary Connections**

- Students analyzed many career opportunities where Spanish is needed. Education, Science, Psychology, Computer Science, Medical fields.
- Students explored Ecuador, Nicaragua and the Dominican Republic. Geography, Math, History, Sociology.

### **Technology Integration:**

- Use of various websites to review and practice vocabulary, grammatical structures, geography and listening skills, as well as create presentations ( [www.quizlet.com](http://www.quizlet.com), [www.quia.com](http://www.quia.com), [www.euroschoolclubs.co.uk](http://www.euroschoolclubs.co.uk), [www.bbc.co.uk/languages](http://www.bbc.co.uk/languages), [www.makebeliefscomix.com](http://www.makebeliefscomix.com); [getkahoot.com](http://getkahoot.com); [yabla.com](http://yabla.com); [Edpuzzle.com](http://Edpuzzle.com); [Flipgrid.com](http://Flipgrid.com))
- Authentic video segments related to culture ([www.youtube.com/](http://www.youtube.com/) [www.conjuguemos.com/](http://www.conjuguemos.com/) [www.bbc.co.uk/languages](http://www.bbc.co.uk/languages))
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### **Suggested Learning Experiences and Instructional Activities/Strategies:**

- Reading cultural material in target language
- Writing in target language
- Listening to authentic material (songs, interviews, newscasts, etc.)
- Creating short video responses expressing personal views/opinions
- Web-based practice activities (referenced in Formative Assessments and Supplemental Materials)

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7.1.AL.IPERS.1: Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.5: Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

7.1.AL.PRSNT.1: Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.

7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.

### Instructional Materials:

#### Core:

- Textbook Series - iSenderos 3! – Vista Higher Learning Inc - 2018 edition
- Workbook
- Audio CDs
- Videos (DVD)
- Slide presentations

#### Supplemental:

- Computers (Chrome books)
- Internet websites (<http://www.studyspanish.com/tutorial.htm>  
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<http://www.onlinenewspapers.com/>  
<http://www.univision.com/portal.jhtml> <http://www.youtube.com/>  
<http://a4esl.org/www.yabla.com/www.Edpuzzle.com/>  
[www.quizlet.com/www.conjuguemos.com/www.Flipgrid.com/http://www.videoele.com](http://www.quizlet.com/www.conjuguemos.com/www.Flipgrid.com/http://www.videoele.com))  
Respect Ability :<https://www.respectability.org/resources/lgbtq/>

### **Unit 3: Un festival de arte [3-4 Weeks]**

#### **Why Is This Unit Important?**

The student will learn about fine arts , history and culture of El Salvador and Honduras. The student will identify famous artists of the Spanish Speaking world.

#### **Enduring Understandings/Unit Objectives:**

- Identify different factors of the arts and its influence in the world.
- Learn famous places in the world that celebrate the arts of Spanish-Speaking artists.
- Express hesitation and conditional expressions in Spanish.

#### **Essential Questions:**

- How do people talk about the arts?
- How do people talk about what they want to do?
- What are some important accomplishments in the arts in the Spanish-speaking world?

#### **Acquired Knowledge:**

- Master the vocabulary of the unit.
- Express what they want using the conditional, conditional perfect and the past perfect subjunctive.
- Identify different forms of fine arts like the arts, movies and television.

#### **Acquired Skills:**

- Analyze some famous poems of Spanish Speaking poets.
- Express what they want with complex tenses in Spanish.
- Learn about El Salvador, Honduras and the Museo de arte contemporáneo de Caracas.

#### **Assessments:**

Formative assessment:

- Analyze and discuss readings, listening and songs
- Define vocabulary related to the unit theme
- Readings (online and print resources about travel)
- Authentic listening and interview (video clips, podcasts)
- Quizzes
- Writing tasks
- Partner pair share
- Online group games/quizzes -  
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Summative assessment:

- Unit composition
- Unit speaking assessment

Benchmark assessment:

- Unit objective test

Alternative assessment:

- Create a representation of fine arts, like a painting, commercial or else.

### **Interdisciplinary Connections**

Students analyzed poems, paintings and movies from the Spanish speaking world. English, visual arts, history.

Students explore El Salvador, Honduras and el Museo de arte contemporáneo de Caracas. Geography, Social Studies.

### **Technology Integration:**

- Use of various websites to review and practice vocabulary, grammatical structures, geography and listening skills, as well as create presentations ([www.quizlet.com](http://www.quizlet.com), [www.quia.com](http://www.quia.com), [www.euroschoolclubs.co.uk](http://www.euroschoolclubs.co.uk), [www.bbc.co.uk/languages](http://www.bbc.co.uk/languages), [www.makebeliefscomix.com](http://www.makebeliefscomix.com); [getkahoot.com](http://getkahoot.com); [yabla.com](http://yabla.com); [Edpuzzle.com](http://Edpuzzle.com); [Flipgrid.com](http://Flipgrid.com))
- Authentic video segments related to culture ([www.youtube.com/](http://www.youtube.com/) [www.conjuguemos.com/](http://www.conjuguemos.com/) [www.bbc.co.uk/languages](http://www.bbc.co.uk/languages))
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### **Suggested Learning Experiences and Instructional Activities/Strategies:**

- Reading cultural material in target language
- Writing in target language
- Listening to authentic material (songs, interviews, newscasts, etc.)
- Creating short video responses expressing personal views/opinions
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7.1.AL.PRSNT.1: Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.

7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.

### Instructional Materials:

Core:

- Textbook Series - iSenderos 3! – Vista Higher Learning Inc - 2018 edition
- Workbook
- Audio CDs
- Videos (DVD)
- Slide presentations

Supplemental:

- Computers (Chrome books)
- Internet websites (<http://www.studyspanish.com/tutorial.htm>  
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[www.quizlet.com/www.conjuguemos.com/www.Flipgrid.com/http://www.videoele.com](http://www.quizlet.com/www.conjuguemos.com/www.Flipgrid.com/http://www.videoele.com))  
Respect Ability :<https://www.respectability.org/resources/lgbtq/>

## **Unit 4: Las actualidades [3-4 Weeks]**

### **Why Is This Unit Important?**

The student will be able to talk and discuss current events and issues. Analyze the media and also reflect on experiences.

### **Enduring Understandings/Unit Objectives:**

- Analyze and discuss the right of protest and strikes.
- Learn about government systems and politics of the Spanish-Speaking world.
- Compare and contrast the voting system from the USA and the Spanish-Speaking world.

### **Essential Questions:**

- How do people talk about current events and social and political issues?
- How do people talk about the media?
- What role do protests and strikes play in society in the Spanish-speaking world?

### **Acquired Knowledge:**

- Master the vocabulary of the unit.
- Use the si clauses in the subjunctive mood. Also review the subjunctive.
- Describe the similarities and differences of current events of different countries.

### **Acquired Skills:**

- Analyze a few presidents and their government of the Spanish Speaking world.
- Give advice with complex tenses in Spanish using the subjunctive and the si clauses.
- Learn about Chile, Paraguay and Uruguay

### **Assessments:**

Formative assessment:

- Analyze and discuss readings, listening and songs
- Define vocabulary related to the unit theme
- Readings (online and print resources about travel)
- Authentic listening and interview (video clips, podcasts)
- Quizzes
- Writing tasks
- Partner pair share
- Online group games/quizzes -  
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Summative assessment:

- Unit composition
- Unit speaking assessment

Benchmark assessment:

- Unit objective test

Alternative assessment:

- Prepare for a debate based on a current event topic.

### **Interdisciplinary Connections**

- Students analyzed and discussed current events of the Spanish speaking world. English, visual arts, history, sociology, economics.
- Students learned about Paraguay and Uruguay. Geography, Social Studies.

### **Technology Integration:**

- Use of various websites to review and practice vocabulary, grammatical structures, geography and listening skills, as well as create presentations ([www.quizlet.com](http://www.quizlet.com), [www.quia.com](http://www.quia.com), [www.euroschoolclubs.co.uk](http://www.euroschoolclubs.co.uk), [www.bbc.co.uk/languages](http://www.bbc.co.uk/languages), [www.makebeliefscomix.com](http://www.makebeliefscomix.com); [getkahoot.com](http://getkahoot.com); [yabla.com](http://yabla.com); [Edpuzzle.com](http://Edpuzzle.com); [Flipgrid.com](http://Flipgrid.com))
- Authentic video segments related to culture ([www.youtube.com/](http://www.youtube.com/) [www.conjuguemos.com/](http://www.conjuguemos.com/) [www.bbc.co.uk/languages](http://www.bbc.co.uk/languages))
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### **Suggested Learning Experiences and Instructional Activities/Strategies:**

- Reading cultural material in target language
- Writing in target language
- Listening to authentic material (songs, interviews, newscasts, etc.)
- Creating short video responses expressing personal views/opinions
- Web-based practice activities (referenced in Formative Assessments and Supplemental Materials)

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7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.

### Instructional Materials:

#### Core:

- Textbook Series - iSenderos 3! – Vista Higher Learning Inc - 2018 edition
- Workbook
- Audio CDs
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- Slide presentations

#### Supplemental:

- Computers (Chrome books)
- Internet websites (<http://www.studyspanish.com/tutorial.htm>  
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<http://www.onlinenewspapers.com/>  
<http://www.univision.com/portal.jhtml> <http://www.youtube.com/>  
<http://a4esl.org/www.yabla.com/www.Edpuzzle.com/>  
[www.quizlet.com/www.conjuguemos.com/www.Flipgrid.com/http://www.videoele.com](http://www.quizlet.com/www.conjuguemos.com/www.Flipgrid.com/http://www.videoele.com))  
Respect Ability :<https://www.respectability.org/resources/lgbtq/>



## **Unit 5: La familia y las comunidades [3-4 Weeks]**

### **Why is this unit important?**

Students will identify family roles, traditions and customs. Also, It is important to know that traditions and customs impact our own identity.

### **Enduring Understandings**

Students will understand reasons and origins of human displacements and how multiple factors affect family structure and community at large.

### **Essential Questions:**

- ¿Cuáles son algunos aspectos que incluye el concepto de cultura?
- ¿Cómo expresa una región o un país su cultura? ¿A través de qué medios la expresa?
- ¿Cómo influyen las costumbres de civilizaciones anteriores en la vida de hoy?
- ¿Cómo la inmigración afecta los valores y estructura familiar?
- ¿Cómo la economía y grado de educación afecta a los miembros de la familia que emigra y no emigra?
- ¿Cómo se define una comunidad para los emigrantes en su nuevo medio ambiente?

### **Acquired Knowledge**

- Learning about different societies, cultures and peoples allows us to celebrate differences and build greater harmony between people of different backgrounds and traditions.
- Discovering ancestors and homeland;
- Examining our roots and traditions;
- Discussing roles of families around the world; Geography and Human Geography.
- How are families defined in different societies?
- What makes a community?
- How do we define global citizenship?

Vocabulary related to :

- \* La estructura de la familia
- \* Las tradiciones y los valores sociales
- \* La evolución de la familia tradicional a la familia moderna

### **Acquired Skills**

- Students will be able, in all forms of communication, to express opinions on people's stories of emigration and immigration.

## **Assessments (Formative, Summative, Benchmark, Alternative)**

### Formative

- Analyze and discuss readings, listening and songs
- Define vocabulary related to the unit theme
- Readings (online and print resources about travel)
- Authentic listening and interview (video clips, podcasts)
- Movie
- Sample AP Exam sections from AP Review Book.

### Summative

- Participate in a simulated conversation on a specific topic.
- Prepare a 2-minute formal oral presentation on the related topic.

### Benchmark

- Performance Assessment Task 1 (end of unit assessment)

### Alternative

- Respond to an email accepting an invitation to a traditional party in a Spanish Speaking Country.

### **Interdisciplinary Connection:**

- Students learned different traditions from the Spanish Speaking countries Social. Studies, Sociology
- Students compare and contrast the regions of the most migration and the issues related to the topic of immigration. Geography, Math, English.

### **Technology Integration:**

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

## Suggested Learning Experiences and Instructional Activities

- Reading cultural material in target language
- Writing in target language
- Listening to authentic material (songs, interviews, newscasts, etc.)
- Creating short video responses expressing personal views/opinions
- Web-based practice activities (referenced in Formative Assessments and Supplemental Materials)

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## Other Standards

## Instructional Resources

Texts:

- Temas. Draggett, Conlin, Ehrsam, Millán. Vista Higher Learning (2020)
- AP\* Spanish Language and Culture Exam Preparation. Frisancho, Redman, and Restrepo Bravo. Vista Higher Learning (2020)

Resources:

- Una Vez Más: Couch, McCann, Rodríguez-Walter and Rubio-Maroto; Pearson (2009)
- Abriendo Paso Lectura: Díaz and Collins, Prentice Hall (2001)
- Triángulo Aprobado: Wayside Publishing (2013)
- ALBUM Cuentos del mundo hispánico: Valette and Renjilian-Burgy, D.C. Heath and Company (1993)
- Respect Ability : <https://www.respectability.org/resources/lgbtq>

## **Appendix**

### **Sample Standards Integration**

#### **21st Century Skills and Career Readiness Practices**

**CRP2. Apply appropriate academic and technical skills.**

**CRP3. Attend to personal health and financial well-being.**

**CRP4. Communicate clearly and effectively and with reason.**

**CRP5. Consider the environmental, social and economic aspects of decisions.**

**CRP6. Demonstrate creativity and innovation.**

**CRP7. Employ valid and reliable research strategies.**

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

**CRP9. Model integrity, ethical leadership and effective management.**

**CRP11. Use technology to enhance productivity.**

**CRP12. Work productively in teams while using cultural global competence.**

Throughout the semester, students are expected to demonstrate the above skills as they problem solve, employ critical thinking and research strategies, and use technology for productive research in completing various performance based tasks and essays.

Unit 2 offers an opportunity for students to explore the Spanish Speaking World economy and job opportunities that would provide a sustainable standard of living while also making comparisons with trends in the United States.

## **Technology Integration**

**8.1.2.DA.2:** Store, copy, search, retrieve, modify, and delete data using a computing device.

**8.1.8.E.1** Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

In Unit 4, students will research the most progressive developments in Spanish current events and provide their reasoning as to why or why not they believe everything the media would offer is successful/useful through means of a video or slideshow presentation.

## **Interdisciplinary Connections**

**Presentational communication** 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.

**Interpersonal communication** Interact and negotiate meaning in spoken, signed or written conversations to share information, reactions, feelings, and opinions.

**Interpretive communication** Understand, interpret, and analyze what is heard, read or viewed on a variety of topics.

In Unit 5, students will respond to an email accepting an invitation to a traditional party in a Spanish Speaking Country.

## **LGBTQ/Disabilities Resources**

Unit 5

### **Frida Kahlo**

Role Model for Artists, People with Disabilities and Bisexual Women

<https://www.respectability.org/resources/lgbtq>

Disability: IN

<https://private.disabilityin.org/global/argentina/>

Unit 5

Renfe SNCF

<https://www.renfe-sncf.com/rw-en/blog/did-you-know/handicap-france-spain>

Official website of the Human Right Campaign

<https://www.hrc.org/es/resources>