

WORLD LANGUAGE

LEVEL 3 UNIT 1

Contemporary Life: A Viajar

Spanish HS | Intermediate Low | Level 3 | 5 Weeks



ESSENTIAL QUESTION

What makes a vacation special?

BIG IDEAS

Students use the target language to understand and talk about:

- The kinds of vacations people take and why (economics, interests, time, weather, tradition).
- How geography influences possible outdoor activities when vacationing in Mexico or other hispanic countries.
- A past unforgettable vacation. What made their vacation unforgettable?
- How people use transportation when traveling.

GUIDING QUESTIONS

How do I use language to

- communicate about various types of vacations and factors that influence those options.
- communicate about the connection between geography and outdoor recreation.
- make connections between traveling in various hispanic countries and the USA.
- narrate one of my past vacations.
- ask and answer questions to gather information about others' outdoor experiences.
- ask and answer questions about how people got to and around destinations.

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

ACTFL/NCSSFL INTERPRETIVE PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high). I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

ACTFL/NCSSFL INTERPERSONAL SPEAKING PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high). I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

ACTFL/NCSSFL PRESENTATIONAL PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high). I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

ACTFL/NCSSFL Can Do PERFORMANCE Indicators - INTERMEDIATE LOW

Interpretive	- Identify the topic and related information from short conversations - Identify the topic from simple sentences in short informational and fictional texts
Interpersonal	By creating simple sentences and asking appropriate follow-up questions: - Request and provide information in conversations on familiar topics - Interact with others to meet my basic needs in familiar situations - Express, ask about and react with some details to preferences, feelings, or opinions on familiar topics
Presentational	Using simple sentences: - Present personal information about my life, activities and events - Express my preferences on everyday topics of interest and explain why I feel that way - Present on familiar and everyday topics - Present / plan vacation experience & explain what you DID

CULTURES

Relating Cultural Practices & Products to Perspectives

- Products:** Food, Souvenirs, Family time, Transportation
- Practice:** Vacations last for an extended period of time (multiple weeks); Connection between activities and place; beach camping; weekend family time
- Perspective:** Different cultures place different values on vacation time. We are attracted to locations because of their unique geographical features and available outdoor recreation; Families do not have the financial resources to take extended vacations so local day trips are more common.

CONNECTIONS

Making Connections to Other Disciplines

- Physical Education
- Geography
- Health
- Economics

Acquiring Information & Diverse Viewpoints

- Cultural perspectives in travel habits

COMPARISONS

Language Comparisons

- Weather expressions
- Expressing reasons

Cultural Comparisons

- Types of vacations
- Times of the year to take vacations (northern v. southern hemisphere)
- More alike than different in how people spend their vacation time
- Government has created campgrounds in the woods to help the economy, whereas other countries may not have the resources to create campgrounds.

COMMUNITIES

School & Global Communities

- Applying knowledge and skills while traveling to hispanic communities

Lifelong Learning

- Self assess progress toward unit goal

World Language / Spanish 3

High School



Unit 3

Contemporary Life: **Sonidos y Pasos**

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

What makes music meaningful to people across different cultures?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

In this unit students explore the vibrant world of traditional Spanish music and dance while communicating the key characteristics of major genres. Students will discuss, interpret, and reflect on traditional Spanish music and dance with cultural insight. Students use the target language to share their opinions about the music they hear, describe the sounds of specific genres, interpret the theme of songs, identify historical influences on artists and musical genres and compare and contrast musical styles across regions. This unit encourages cultural appreciation and personal connection through artistic expression.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

How do I use the language to

- share my opinions about the music I hear?
- describe the sounds of specific genres?
- interpret the theme of a song?
- compare and contrast different sounds from different genres?
- identify historical influences on specific genres?

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **Communication:** communicate effectively using the interpretive, interpersonal and presentational modes.

- **ACTFL/NCSSFL INTERPRETIVE PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high).** I can understand the main idea and some related pieces of information on familiar topics from sentences and series of connected sentences in texts that are spoken, written, or signed.
- **ACTFL/NCSSFL INTERPERSONAL SPEAKING PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high).** I can interact in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
- **ACTFL/NCSSFL PRESENTATIONAL PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high).** I can provide information and express my thoughts about familiar topics, creating sentences and series of connected sentences through spoken, written, or signed language.

ACTFL/NCSSFL Can Do PERFORMANCE Indicators – INTERMEDIATE LOW

- **Interpretive:**

I can...

- identify the main idea from simple sentences in conversations.
- identify the topic and related information from simple sentences in descriptive informational texts and media.
- identify the topic and related information from simple sentences in short fictional texts and media.

- **Interpersonal:**

I can...

- exchange information on familiar topics and topics of interest, creating simple sentences and appropriate follow-up questions.
- express and react to preferences and opinions with some details on familiar topics and topics of interest, creating simple sentences and appropriate follow-up questions.
- interact with others to meet my basic needs in familiar situations, creating simple sentences and appropriate follow-up questions.

- **Presentational:**

I can...

- describe aspects of familiar topics and topics of interest, creating

simple sentences.

- express my preferences and opinions and tell why I feel that way on familiar and everyday topics of interest, creating simple sentences.
- describe activities and events, creating simple sentences.

Annually PLCs are able to add 1-3 additional power standards, as needed, based on their students' achievement and growth data.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **Cultures**

- Relating Cultural Practices to Perspectives
 - Practices: using music and dance as a way to communicate and celebrate
 - Perspectives: music and dance are a reflection of culture
- Relating Cultural Products to Perspectives
 - Products: music, dance, instruments
 - Perspectives: music and dance are a reflection of culture

- **Connections**

- Making Connections to Other Disciplines
 - Music
 - History
 - Dance
- Acquiring Information and Diverse Viewpoints
 - Using a variety of resources from the target culture to gain understanding of diverse perspectives

- **Comparisons**

- Language Comparisons
 - Compare language conventions common in expressing likes and dislikes
- Cultural Comparisons
 - Types of music preferences can vary across countries and cultures

- **Communities**

- School and Global Communities

- Understand the context of songs and music
- Listen to and dance to music from target culture
- Lifelong Learning
 - Self-reflection and desire for continued personal growth and enrichment

WORLD LANGUAGE

LEVEL 3 UNIT 3

Global Challenges: A conservar

Spanish HS | Intermediate Low | Level 3 | 4-5 Weeks



ESSENTIAL QUESTION

How do our actions impact the environment?

BIG IDEAS

Students use the target language to understand and communicate about:

- Environmental issues
- Personal and societal solutions for environmental challenges.
- How other cultures approach protecting the environment

GUIDING QUESTIONS

How do I use language to

- Talk about how I and others take care of the planet?
- Compare different approaches to protecting the environment?
- Express opinions about problems and solutions to environmental issues?
- Express why is it important to protect the environment?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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ACTFL/NCSSFL Can Do PERFORMANCE Indicators - INTERMEDIATE LOW

Interpretive	• Identify the topic and related information from short conversations • Identify the topic from simple sentences in short informational and fictional
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	texts
Interpersonal	By creating simple sentences and asking appropriate follow-up questions: • Request and provide information in conversations on familiar topics • Interact with others to meet my basic needs in familiar situations • Express, ask about and react with some details to preferences, feelings, or opinions on familiar topics
Presentational	Using simple sentences: • Present personal information about my life, activities and evenings • Express my preferences on everyday topics of interest and explain why I feel that way • Present on familiar and everyday topics

CULTURES

Relating Cultural Practices & Products to Perspectives

- **Products to perspectives:**

Product: Recycling

Practice: Recycle everywhere, don't litter (no trash anywhere); governmental restrictions with regards to pollution and waste products, restrictions on where/what can be built.

Perspective: Communities value recycling and environmental protection based on geographical location, resources, and practices.

- **Practices to perspectives:**

Product: Conservation of biodiversity and natural resources

Practice: Usage of natural resources; laws protecting wildlife and biodiversity

Perspective: Communities value conservation based on availability of natural resources and geography.

CONNECTIONS

Making Connections to Other Disciplines

- Science: Environment
- Civics and global citizenship

Acquiring Information & Diverse Viewpoints

- Investigating different perspectives on protecting the environment

COMPARISONS

Language Comparisons

- Expressing hopes and wishes (Ojalá que)
- Transition words for making comparisons (cada vez más)

Cultural Comparisons

- Compare environmental issues and preservation in the US and Spanish speaking countries
- Investigating how different cultures protect the environment

COMMUNITIES

School & Global Communities

- Volunteer in the community
- Take active steps to protect the environment

Lifelong Learning

- Self assess progress toward unit goal
- Volunteerism

WORLD LANGUAGE

LEVEL 3 UNIT 4

Families and Communities: A probar

Spanish HS | Intermediate Low | Level 3 | 6-8 Weeks



ESSENTIAL QUESTION

BIG IDEAS

How does food reflect traditions and family life?

Students use the target language to understand and communicate about:

- how they connect with others through food traditions in their families.
- how families in my community and in the target culture shop and prepare food
- How to broaden cultural perspectives through research of traditional foods

GUIDING QUESTIONS

How do I use language to

- Communicate popular foods and their role within my family
- describe traditional foods from the target language culture
- Make connections between foods in Spanish-speaking countries and the U.S.
- Communicate suggestions about foods to try
- read and listen to comprehend passages about family and regional traditions with food

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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ACTFL/NCSSFL Can Do PERFORMANCE Indicators - INTERMEDIATE LOW

Interpretive	- Identify the topic and related information from short conversations - Identify the topic from simple sentences in short informational and fictional texts
Interpersonal	By creating simple sentences and asking appropriate follow-up questions: - Request and provide information in conversations on familiar topics - Interact with others to meet my basic needs in familiar situations - Express, ask about and react with some details to preferences, feelings, or opinions on familiar topics
Presentational	Using simple sentences: - Present personal information about my life, activities and evenings - Express my preferences on everyday topics of interest and explain why I feel that way - Present on familiar and everyday topics

CULTURES

Relating Cultural Practices & Products to Perspectives

- Products:** What people from Spanish-speaking countries eat
- Perspectives:** How those foods are eaten (from a food truck, outside on a terrace, late at night, food eaten cold)
- Practices to perspectives:** Food practices based on local ingredients, geography, work-life demands, family traditions, climate, etc.)

CONNECTIONS

Making Connections to Other Disciplines

- Geography
- Health
- Economics

Acquiring Information & Diverse Viewpoints

- Cultural perspectives in eating habits

COMPARISONS

Language Comparisons

- Opinions

Cultural Comparisons

- Traditional dishes
- Common ingredients across cultural dishes
- Similar ingredients with similar geographic locations

COMMUNITIES

School & Global Communities

- Applying knowledge and skills while traveling to and eating in hispanic communities

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE

LEVEL 3 UNIT 5

Contemporary Life: Las Tendencias

Spanish/French HS | Intermediate mid | Level 4 | 6 Weeks



ESSENTIAL QUESTION

BIG IDEAS

How do trends connect us?

Students use the target language to understand and communicate about:

- How trends and fads unite communities
- Past trends that influenced previous generations
- Trends/fads in the target culture

GUIDING QUESTIONS

How do I use language to

- Talk about trends and why they are popular?
- Tell reasons that people choose trends?
- Describe past and current fads and trends?
- Compare and contrast trends and fads from today to those in previous generations?
- Explore trends from the target culture?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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ACTFL/NCSSFL Can Do PERFORMANCE Indicators - INTERMEDIATE MID

Interpretive	• Understand the main idea and key information in short, straightforward informational texts. • Understand the main idea and key information in short, straightforward fictional texts. • Understand the main idea and key information in short, straightforward conversations.
Interpersonal	By creating sentences and series of sentences and asking a variety of follow-up questions, I can: • Exchange information in conversations on familiar topics and some researched topics • Interact with others to meet my needs in a variety of familiar situations • Exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics
Presentational	Using sentences and a series of sentences, I can: • Tell a story about my life, activities, events and other social experiences • State my viewpoint about familiar topics and give some reasons to support it • Give straightforward presentation on a variety of familiar topics and some concrete topics I have researched

CULTURES

Relating Cultural Products & Practices to Perspectives

- **Products:** music, movies, games, fashion
- **Practices:** People changing their preferences in music, media or fashion based on trends; the phenomenon of trends spreading through social media
- **Perspectives:** Trends are a reflection of culture; trends spread quickly throughout a culture and are connected to a certain time or era; people can be influenced by trends

CONNECTIONS

Making Connections to Other Disciplines

- Sociology
- History

Acquiring Information & Diverse Viewpoints

- Using a variety of resources from the target culture to gain understanding of diverse perspectives

COMPARISONS

Language Comparisons

- Compare language conventions common in expressing likes and dislikes (gustar)

Cultural Comparisons

- Trends can be universal or vary across cultures

COMMUNITIES

School & Global Communities

- School traditions at pep rallies
- Trends that spread on social media

Lifelong Learning

- Self-reflection and desire for continued personal growth and enrichment