



Spanish 5

Grade(s):	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/> Other _____
Discipline/Course:	Discipline: World Languages Course: Spanish 5		
Course Title:	Spanish 5		
Prerequisite(s):	Spanish 4 <i>or</i> Spanish 4 H <i>or</i> Teacher Recommendation		
Course Description: <i>Program of Studies</i>	<p>This course comprehensively explores modern teenage experiences, conflict resolution, migration, and Spanish proficiency. Students will engage in interactive discussions, projects, and real-life scenarios to enhance their understanding and skills. This course provides valuable insights into cultural diversity and professional opportunities by connecting learning to practical applications. Join us for a transformative learning experience that equips you with essential skills for navigating modern life. Whether you want to improve your communication skills or gain a deeper understanding of cultural dynamics, this course has something for everyone. This program is designed to prepare students for success in a diverse and interconnected world.</p>		
Course Essential Questions:	<ul style="list-style-type: none"> ● What is it like to be a teenager in today’s world? ● How do education, leisure activities, trends, and societal values shape the teenage experience in different cultures? ● How does conflict impact and influence everyday life? ● What are ways to resolve disputes? ● What motivates people to migrate? ● How does immigration reshape and diversify communities? 		

	<ul style="list-style-type: none"> • How can immigration stories help us develop a deeper understanding of people? • How can Spanish open professional doors and enrich our experiences in the Spanish-speaking world? • In what ways does Spanish proficiency transform our ability to connect, contribute, and thrive in a globalized world? 	
Course Enduring Understandings:	<ul style="list-style-type: none"> • By exploring various aspects of teenage life, including education, leisure, social interactions, and emerging trends, students will recognize the similarities and differences in adolescent experiences across cultures. This understanding will deepen their ability to relate to peers worldwide and provide insight into how the modern world influences young people's goals, daily lives, and identities. • Conflict shapes everyday life by influencing relationships, decisions, and personal growth. When approached constructively, it can lead to new perspectives and insights. Developing effective communication and resolution strategies helps navigate conflicts in a way that fosters understanding and positive outcomes. • Migration occurs for many reasons, such as seeking better economic opportunities, escaping political instability, adapting to environmental changes, or pursuing personal dreams. It enriches communities by introducing diverse cultural perspectives and traditions. Personal immigration stories provide valuable insights into individual challenges and resilience, fostering an understanding of human experiences. • Proficiency in Spanish opens up a world of opportunities by granting access to diverse communities and perspectives while fostering cultural intelligence and practical empowerment. Bilingualism enhances professional prospects and encourages personal growth, transforming challenging situations into manageable experiences and deepening one's understanding of identity and values. 	
Duration: Credit:	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Full-Year	<input type="checkbox"/> 0.5 Credit (s) <input checked="" type="checkbox"/> 1.0 Credit(s) <input type="checkbox"/> 1.5 Credit(s) <input type="checkbox"/> N/A
Course Materials/Resources:	“Adolescencia” Vicente Aleixandre (poem) “Color Esperanza” Diego Torres (song) “Echame la culpa” Luis Fonsi y Demi Lovato (song)	

	<p>“Mesa para tres” Meka Ribera (cortometraje) “A las tres” los Enanitos Verdes (song) <u>La misma luna</u> directed by Patricia Riggen, México “Fábrica de sueños” Anónimo (short story) “El idioma español” Jesús María Alarid (poem)</p> <p>Spanish-language news outlets (e.g. El País, BBC Mundo, CNN en Español) YouTube channels focusing on Spanish language & culture Cultural reference websites for Hispanic cultures Spanish-language streaming content platforms</p>
FPS Course Academic Expectation(s):	<ul style="list-style-type: none"> <input type="checkbox"/> Exploring and Understanding (EU) <input checked="" type="checkbox"/> Synthesizing and Evaluating (SE) <input type="checkbox"/> Creating and Constructing (CC) <input checked="" type="checkbox"/> Conveying Ideas (CI) <input type="checkbox"/> Collaborating Strategically (CS) <input type="checkbox"/> Using Communication Tools (UCT)
Year at a Glance (Units):	<p>Unit 1 - La Vida de los Adolescentes Hoy (Teen Life Today) (~ 10 weeks) Unit 2- Conflictos interpersonales y resoluciones (Interpersonal Conflicts and Resolutions) (~ 10 weeks) Unit 3 - La inmigración (Immigration) (~ 10 weeks) Unit 4 - El español fuera de la escuela (Spanish Beyond the Classroom) (~ 10 weeks)</p>

Unit Number and Title:	Unit 1 - La Vida de los Adolescentes Hoy (Teen Life Today)
Duration:	~ 10 weeks
Resource(s):	<p>“Adolescencia” Vicente Aleixandre (poem) “Color Esperanza” Diego Torres (song)</p> <p>Spanish-language news outlets (e.g. El País, BBC Mundo, CNN en Español) YouTube channels focusing on Spanish language & culture Cultural reference websites for Hispanic cultures Spanish-language streaming content platforms</p>
Unit Overview:	<p>This unit will engage students in exploring the experiences of high school students/teenagers in the modern world. Understanding the experiences of teenagers today provides insight into their goals, values, and daily lives. This unit immerses students in real-world contexts by exploring educational aspirations, leisure activities, high school experiences, post-secondary education, spending habits, and emerging trends. Through authentic materials and meaningful discussions, students will examine how these factors shape adolescence in the modern world, fostering a deeper connection to the lives of their peers across cultures.</p>
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p>

	<ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
Essential Question(s):	<ul style="list-style-type: none"> ● What is it like to be a teenager in today’s world? ● How do education, leisure activities, trends, and societal values shape the teenage experience in different cultures?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Students will develop an understanding of how the experiences, values, and aspirations of teenagers today are shaped by their cultural and social contexts. By exploring various aspects of teenage life, including education, leisure, social interactions, and emerging trends, students will recognize the similarities and differences in adolescent experiences across cultures. This understanding will deepen their ability to relate to peers worldwide and provide insight into how the modern world influences young people's goals, daily lives, and identities.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● vocabulary related to secondary and post-secondary education. ● vocabulary related to teenage life (extracurricular activities, trends, values, spending habits). ● if clauses (present → future only). ● verbs that use an indirect object pronoun (like <i>gustar</i>). ● differences between the education systems in the US and a Spanish-speaking country. <p>Skills: (Students will be able to...)</p>

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| | <ul style="list-style-type: none">● understand, exchange, and present information on secondary and post-secondary opportunities.● understand, exchange, and present information on various aspects of teenage life.● identify and describe teenage experiences in different cultures.● compare and contrast teenage experiences across cultures.● use <i>si</i> clauses to discuss future educational goals.● List products, practices, and perspectives about education, trends, and other facets of teenage life in their own and other cultures. |
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Unit Number and Title:	Unit 2 - Conflictos interpersonales y resoluciones (Interpersonal Conflicts and Resolutions)
Duration:	~ 10 weeks
	<p>“Echame la culpa” Luis Fonsi y Demi Lovato (song) “Mesa para tres” directed by Meka Ribera (cortometraje)</p> <p>Spanish-language news outlets (e.g. El País, BBC Mundo, CNN en Español) YouTube channels focusing on Spanish language & culture Cultural reference websites for Hispanic cultures Spanish-language streaming content platforms</p>
Unit Overview:	In this unit, students will examine the role of conflict in everyday life, focusing on its impact on relationships, decision-making, and personal growth. They will engage in conversational activities related to conflict and resolution and develop strategies for managing disagreements. By the end, students will demonstrate their ability to navigate interpersonal conflicts using effective communication skills in various scenarios.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2)

	<p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
Essential Question(s):	<ul style="list-style-type: none"> ● How does conflict impact and influence everyday life? ● What are ways to resolve conflicts?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Conflict shapes everyday life by influencing relationships, decisions, and personal growth. It can lead to new perspectives and insights when approached constructively. Developing effective communication and resolution strategies helps navigate conflicts in a way that fosters understanding and positive outcomes.
<p>Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)</p>	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● vocabulary related to conflicts and resolutions. ● conversational expressions and interjections. ● uses of Por v. Para. ● interrogative words. ● negative words and expressions. ● strategies for conflict resolution. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● understand, exchange, and present information on interpersonal conflicts and resolutions. ● identify common causes of conflict and basic strategies for resolution. ● role-play simple, rehearsed misunderstandings or disagreements using appropriate expressions,

interjections, and/or interrogatives.

- articulate and defend their perspective in an argument.
- engage in conversations using *por* and *para* appropriately to clarify intentions and messages.

Unit Number and Title:	Unit 3 - La inmigración (Immigration)
Duration:	~ 10 weeks
Resource(s):	<p>“A las tres” los Enanitos Verdes (song) <u>La misma luna</u> directed by Patricia Riggen, México</p> <p>Spanish-language news outlets (e.g. El País, BBC Mundo, CNN en Español) YouTube channels focusing on Spanish language & culture Cultural reference websites for Hispanic cultures Spanish-language streaming content platforms</p>
Unit Overview:	Migration is influenced by various factors, including economic, political, environmental, and personal reasons. It enriches communities by bringing in diverse cultural perspectives. By studying migration stories, students can develop an understanding of different experiences. Through discussions, text analysis, and project creation, students will explore the causes and effects of migration.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2)

	<p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
<p>Essential Question(s):</p>	<ul style="list-style-type: none"> ● What motivates people to migrate? ● How does immigration reshape and diversify communities? ● How can immigration stories help us develop a deeper understanding of people?
<p>Enduring Understanding(s):</p>	<ul style="list-style-type: none"> ● Migration occurs for many reasons, such as seeking better economic opportunities, escaping political instability, adapting to environmental changes, or pursuing personal dreams. It enriches communities by introducing diverse cultural perspectives and traditions. Personal immigration stories provide valuable insights into individual challenges and resilience, fostering an understanding of human experiences.
<p>Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)</p>	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● vocabulary related to migration. ● subjunctive with emotional expressions. ● adverbial clauses with the subjunctive. ● causes that lead people to immigrate from their homeland. ● impacts of immigration on individuals and communities. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● understand, exchange, and present information on reasons for immigration and the effects of immigration on individuals and communities. ● identify and describe common motives for and impacts of immigration.

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| | <ul style="list-style-type: none">• articulate personal reactions/opinions/feelings regarding immigration using the subjunctive with emotional expressions.• use adverbial clauses with the subjunctive and indicative to explain causes, consequences, and conditions related to immigration. |
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Unit Number and Title:	Unit 4 - El español fuera de la escuela (Spanish Beyond the Classroom)
Duration:	~ 10 weeks
Resource(s):	<p>“Fábrica de sueños” Anónimo (short story) “El idioma español” Jesús María Alarid (poem)</p> <p>Spanish-language news outlets (e.g. El País, BBC Mundo, CNN en Español) YouTube channels focusing on Spanish language & culture Cultural reference websites for Hispanic cultures Spanish-language streaming content platforms</p>
Unit Overview:	Spanish proficiency opens doors to professional opportunities and transforms daily interactions in Spanish-speaking environments through specialized vocabulary and cultural understanding. This unit develops students' ability to navigate both career contexts and everyday situations by engaging with authentic materials and real-world scenarios relevant to their future goals. By connecting language learning to practical applications, students discover how their Spanish skills empower them to connect across cultures, access new opportunities, and develop confidence in global settings.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1)

	<ul style="list-style-type: none"> ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
<p>Essential Question(s):</p>	<ul style="list-style-type: none"> ● How can Spanish open professional doors and enrich our experiences in the Spanish-speaking world? ● In what ways does Spanish proficiency transform our ability to connect, contribute, and thrive in a globalized world?
<p>Enduring Understanding(s):</p>	<ul style="list-style-type: none"> ● Proficiency in Spanish opens up a world of opportunities by granting access to diverse communities and perspectives while fostering cultural intelligence and practical empowerment. Bilingualism enhances professional prospects and encourages personal growth, transforming challenging situations into manageable experiences and deepening one's understanding of identity and values.
<p>Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)</p>	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● vocabulary related to careers and professional settings. ● expressions for formal situations and everyday situations. ● numbers relevant to real-world applications (cardinal numbers 1-1 million, percentages) ● adverbs of manner and quantity. ● cultural norms and expectations in professional settings across Spanish-speaking countries. ● basic business communication formats (emails, phone calls, interviews). ● strategies for navigating unfamiliar contexts using limited language skills (ex: circumlocution).

Skills: (Students will be able to...)

- understand, exchange, and present information on practical uses and applications of Spanish beyond the classroom.
- identify and describe how Spanish is useful in real-life settings.
- use circumlocution to explain unfamiliar words or concepts in Spanish or offer examples when they cannot recall a specific word.
- create simple products reflecting practical applications of Spanish (ex: infographic, menu) using a template.
- communicate/interact in various rehearsed, authentic contexts, both formal and informal.