



# TAMALPAIS UNION HIGH SCHOOL DISTRICT

## Spanish 5-6

### Overview Information

<b>Title of Course:</b> Spanish 5-6 - Year 3	
<b>Course Author(s):</b> Erin Gilbert, Alberto Aparicio, José Anchordoqui	<b>Schools where the course will be taught:</b> Tamalpais High School, Redwood High School, Archie Williams, San Andreas, Tamiscal
<b>Length of Course:</b> 1 year	<b>Subject Area and Discipline:</b> World language, Spanish
<b>Grade Levels:</b> 9-12	<b>Is this course integrated?</b> No
<b>Is this course being submitted for possible UC honors designation?</b> No	<b>Are you seeking UC approval? If so, in what area (A-G)?</b> Yes, (E) Language other than English
<b>Prerequisites (required or recommended):</b> Span 3-4 or equivalent: 2 years of High School Spanish (1st and 2nd level)	<b>Co-requisites (required or recommended):</b> none
<p><b>If there are prerequisites for the course, please include a justification as to why they are in place:</b></p> <p>The recommendation for Spanish 3-4 as a prerequisite for Spanish 5-6 is based on the progressive nature of foreign language learning. The first year of Spanish is a novice-level course that covers basic language acquisition and introductory conversation skills. It provides learners with a foundation upon which more topics can be built to achieve a novice-intermediate level in Spanish 3-4, thus preparing students to enter level 5-6.</p>	
<b>Graduation requirements this course fulfills:</b>	
<p><b>Check all that apply:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> UC A-G course</li> <li><input type="checkbox"/> Graduation Requirement</li> <li><input checked="" type="checkbox"/> Elective</li> <li><input type="checkbox"/> Honors/AP</li> <li><input type="checkbox"/> CTE</li> </ul>	

### Introduction to the Course

**Course Overview:**

Spanish 5-6 is a year-long [novice high -intermediate course](#) that deepens students' understanding of the language through the exploration of past tenses, more complex grammar structures, vocabulary, and cultural nuances. Students will be able to understand, participate, and communicate information, ideas, and familiar topics in the target language. They will make cultural comparisons and gain a deeper appreciation of Spanish-speaking cultures and their own.

The course incorporates diverse materials, pedagogies, and perspectives from Spanish-speaking communities to engage students in relevant, real-world learning that is inclusive and culturally responsive. This includes methodologies such as TPRS (Teaching Proficiency through Reading and Storytelling) and CI (Comprehensible Input), literature/novels, media, and discussions that highlight the contributions and experiences of historically marginalized groups. Additionally, the course encourages critical thinking and empathy by examining social issues within Spanish-speaking societies, fostering a deeper understanding of global interconnectedness, and promoting respect for diversity.

## R1: Cuando era joven - When I was young

### Unit Summary:

- Describe and compare childhood experiences across cultures, regions, and identities using appropriate vocabulary and past tense forms (imperfect and preterite).
- Reflect on how race, class, gender, and culture impact childhood experiences in different communities, especially in Latin America, Spain and the U.S.
- Engage in meaningful conversations, present information, and interpret authentic texts related to childhood while demonstrating empathy, cultural awareness, and inclusive thinking.

### Essential Questions:

1. How does culture, family and our place of origin have an influence in our childhood experiences?
2. What can childhood experience show us about equity and social injustice?  
How do our perspectives change on childhood as we grow up?

### Unit Outcomes/Standards:

#### Communication:

1. **Interpersonal:** Engage in conversations and interviews with classmates and community members to describe, compare, and reflect on childhood experiences using connected sentences and multiple time frames.  
*(ACTFL Standard: Interpersonal Communication - Intermediate Mid/High)*
2. **Interpretive:** Understand and analyze written, spoken, and visual texts about childhood from a variety of Spanish-speaking cultures, identifying key themes related to identity, culture, and social context.  
*(ACTFL Standard: Interpretive Communication - Intermediate Mid/High)*
3. **Presentational:** Create and deliver presentations or multimedia projects that reflect on personal childhood experiences and those of others, highlighting cultural perspectives and social inequities.  
*(ACTFL Standard: Presentational Communication - Intermediate Mid/High)*

#### Cultures:

4. Investigate and explain how childhood is experienced and valued differently across Spanish-speaking communities, especially considering race, gender, class, and indigeneity.  
*(ACTFL Standard: Relating Cultural Practices and Products to Perspectives)*

#### Connections:

5. Use Spanish to explore and connect ideas from social studies, human rights, and child development to deepen understanding of how systemic inequities impact childhood globally. (ACTFL Standard: Making Connections)

**Comparisons:**

6. Reflect on how their own childhoods compare to those of children in various Spanish-speaking communities, noting both universal experiences and culturally specific differences. (ACTFL Standard: Language Comparisons and Cultural Comparisons)

**Communities:**

7. Apply their learning by advocating for equity in childhood experiences (e.g., access to education or healthcare) through local outreach, presentations, or classroom campaigns. (ACTFL Standard: Lifelong Learning and Participating in Multilingual Communities)

WL CA standards:

- **Interpretive:** Demonstrate understanding of the main idea and some details on topics related to self and the immediate environment.
- **Culturally Appropriate Interaction:** Interact with understanding in a variety of familiar age-appropriate situations and informal settings
- **Presentational:** Make simple presentations in culturally appropriate ways on transactional and informal topics related to self and the immediate environment.
- **Diverse Perspectives and distinctive viewpoints:** Identify diverse perspectives and distinctive viewpoints on topics related to self and the immediate environment in the target language.
- **Intercultural influences:** State reasons for cultural influences/borrowings

**Anti-Racist, Inclusive & Equitable Approaches:**

- **Representation Matters:** Use diverse materials featuring voices from Indigenous, Afro-Latinx, LGBTQ+, and rural/urban communities across Latin America and the Spanish-speaking U.S.
- **Critical Reflection:** Invite students to examine systems of privilege and oppression that affect access to a “happy childhood.”
- **Cultural Humility:** Encourage students to explore their own assumptions and understandings of what makes a “normal” childhood.
- **Student Voice:** Include opportunities for personal storytelling and affirm multiple identities and lived experiences.

**Sample Unit Assignments:**

**Interpretive:**

- **Readings:** Short stories, blog posts, and autobiographical excerpts from Afro-Latinx, Indigenous, and other underrepresented voices reflecting on childhood.
- **Video:** View and analyze clips from documentaries or interviews with children in different Latin American countries.
- **Songs:** Interpret lyrics from songs like “Cuando era niño” (El Chapo de Sinaloa) or “Soy yo” (Bomba Estéreo), connecting to themes of identity and youth.

**Interpersonal:**

- **Partner Interviews:** Students ask each other questions about their childhoods using the imperfect and preterite tenses, then compare experiences.
- **Discussion Circles:** Guided conversations around how childhood varies across cultures and how societal structures can create inequity.
- **Debates:** Should all children around the world have access to the same resources (education, healthcare, play)? Why or why not?

**Presentational:**

- **Digital Storytelling Project:** Create a narrated video or slideshow comparing one’s own childhood with that of a child from another cultural or socioeconomic background.
- **Reflective Journal:** Students write about a memory from their childhood and analyze how it was shaped by cultural or societal norms.
- **Poster or Infographic:** Present research about childhood in a particular Latin American country, highlighting challenges and joys specific to that context.

**Sample Unit Assessment:**

- **Writing Assignment:** [Success criteria](#)
  - **Reflective Journal:** Students write about a memory from their childhood and analyze how it was shaped by cultural or societal norms.
- **Oral Presentation:** [Success criteria](#)
  - **Digital Storytelling Project:** Create a narrated video or slideshow comparing one's own childhood with that of a child from another cultural or socioeconomic background.

**Recommended Texts and Resources:**

- *Me llamo Celia* (Monica Brown)
- Excerpts from *Cuando era puertorriqueña* (Esmeralda Santiago)
- UNICEF reports on child rights in Latin America
- Testimonios from youth advocacy groups like “Yo También Tengo Algo Que Decir”

**R2: Tradiciones de familia y días festivos - Family traditions and holidays****Unit Summary:**

- Explore holidays and family traditions across the Spanish-speaking world.
- Examine how celebrations reflect identity, history, and values using **present, preterite, and imperfect tenses**.
- Center traditions from **underrepresented communities** (Indigenous, Afro-Latinx, immigrant) to promote equity and inclusion.
- Analyze authentic texts and media using **interpretive, interpersonal, and presentational** communication.
- Reflect on personal cultural backgrounds and how traditions are celebrated or marginalized. Develop empathy, cross-cultural understanding, and respectful communication.

**Essential Questions:**

1. How do celebrations and family traditions reflect the cultural identity of a community?
2. What traditions have been ignored, marginalized or misinterpreted by systems of power or stereotypes?
3. How can we validate and share our traditions in a respectful and authentic way in a diverse society?

**Unit Outcomes/Standards:**

By the end of this unit, students will be able to:

**Communication**

1. **Interpersonal:** Hold conversations comparing family celebrations, asking and answering questions about traditions while expressing opinions, preferences, and emotions.  
(ACTFL: *Interpersonal Communication – Intermediate Mid/High*)
2. **Interpretive:** Understand and analyze authentic texts (videos, infographics, blogs, and short stories) about holidays and traditions from diverse Spanish-speaking cultures, identifying cultural products and practices.  
(ACTFL: *Interpretive Communication – Intermediate Mid/High*)
3. **Presentational:** Present information (written and oral) about a cultural tradition or family celebration, highlighting its origins, significance, and how it reflects identity and values.  
(ACTFL: *Presentational Communication – Intermediate Mid/High*)

**Cultures**

4. Describe how specific holidays and traditions reflect the values and beliefs of diverse

communities in the Spanish-speaking world, including historically marginalized groups.  
(ACTFL: *Relating Cultural Products and Practices to Perspectives*)

### Connections

5. Make interdisciplinary connections to history, sociology, and anthropology to understand how celebrations evolve and are influenced by migration, colonization, and resistance.  
(ACTFL: *Making Connections*)

### Comparisons

6. Compare their own family's celebrations with those of other students and cultures, recognizing both similarities and respectful differences.  
(ACTFL: *Cultural and Language Comparisons*)

### Communities

7. Collaborate on projects that promote awareness of underrepresented holidays (e.g., Día de la Afrocolombianidad, Inti Raymi, Día de los Muertos as resistance), fostering inclusivity and appreciation.  
(ACTFL: *Lifelong Learning and Participation in Multilingual Communities*)

### Three Modes of Communication:

#### 1. Interpretive (Listening, Reading, Viewing):

- **Videos:** Watch and analyze videos about holidays like *Las Fallas*, *Fiestas de San Fermín*, *La Diablada*, *La Fiesta de San Juan*, and lesser-known Indigenous or Afro-descendant traditions.
- **Infographics & News Articles:** Read authentic materials about how different Latin American countries celebrate family-centered holidays and how traditions vary by race, class, or region.
- **Literature:** Excerpts from stories or memoirs that feature family gatherings and the emotional complexity of tradition.

#### 2. Interpersonal (Speaking & Writing):

- **Interviews/Surveys:** Interview classmates or family members about traditions; compare responses using appropriate grammar (preterite/imperfect, subjunctive).
- **Debates or Conversations:** “¿Es importante preservar las tradiciones familiares?” or “¿Se deben cambiar las tradiciones si son excluyentes?”  
**Class Discussions:** Use structured sentence starters to engage in culturally aware, empathetic dialogue.

#### 3. Presentational (Speaking & Writing):

- **Digital Cultural Portfolio:** Students create a visual and narrative presentation of a family or community tradition (their own or researched), including its historical and cultural context.
- **Podcast or Vlog:** Students record themselves explaining a lesser-known holiday or family celebration, addressing its significance and how it promotes inclusion or challenges stereotypes.  
**Infographic or Poster:** Create an awareness campaign about a marginalized cultural celebration or misunderstood tradition.

### Anti-Racist, Inclusive & Equitable Approaches:

- **Center Marginalized Voices:** Include holidays and traditions of Indigenous, Afro-Latinx, and immigrant communities.
- **Challenge Stereotypes:** Deconstruct superficial portrayals of traditions like *Cinco de Mayo* or *Día de los Muertos* often seen in U.S. media.
- **Reflect on Power and Representation:** Examine whose holidays are normalized in school calendars and whose are absent.
- **Affirm Student Identities:** Encourage students to share and honor their own family traditions—religious, secular, hybrid, or culturally specific—without judgment or tokenism.

- **Accessibility:** Provide multiple options for expression (visual, oral, written), and scaffold language tasks for all learners.

### Sample Unit Assignments:

#### Spain Web-Quest (Pre-Reading Activity for [Noches misteriosas en Granada](#))

- **Develop Cultural Competence:** Students will explore key aspects of Spanish culture, including traditions, daily routines, and regional customs, to build background knowledge relevant to the setting of the novel.  
**Connect History and Place:** Students will identify important historical events and cities in Spain (especially Granada) to better understand the cultural and historical context of the story.
- **Enhance Interpretive Skills:** Students will gather and interpret information from authentic sources (websites, videos, infographics) in Spanish or English, improving their research and comprehension abilities.  
**Make Cultural Comparisons:** Students will compare Spanish daily life (e.g., meal times, siesta, school life) to their own experiences, fostering intercultural awareness.
- **Build Vocabulary and Context for Reading:** Students will acquire thematic vocabulary (e.g., food, routines, holidays) that will support their understanding of the novel's content and characters.

### Sample Unit Assessments:

#### Interpretive Reading Assessment: Article or Infographic Comparison

- **Task:** Students read two different authentic sources (e.g., one about *Las Ferias de Sevilla*, one about *Las Fallas de Valencia*)
- **Questions:** Focus on main ideas, supporting details, cultural comparisons, and critical reflection
- **Objective:** Demonstrate comprehension and ability to compare practices across contexts  
**Standards:** Interpretive Communication, Cultural Comparisons

#### Interpersonal Speaking Assessment: Cultural Roundtable

- **Task:** Students participate in a structured small-group discussion comparing and contrasting family/cultural celebrations.
- **Roles:** Each student prepares a celebration to share and responds to others with respectful curiosity.  
**Assessment Criteria:**
  - Asking follow-up questions
  - Using target grammar structures (preterite/imperfect/subjunctive)
  - Demonstrating understanding and empathy
- **Standards:** Interpersonal Communication, Cultural Comparisons, Communities
- **Presentational Assignment** [Success criteria](#)
- **Writing Assignment:** [Success criteria](#)

### Recommended Texts and Resources:

- “¿Qué celebramos?” (short documentary)
- Blog: *AfroLatin@ Travel* – personal narratives and cultural celebrations
- UNESCO website: Intangible Cultural Heritage entries (e.g., *La Paradura del Niño*, *Carnaval de Barranquilla*)
- Articles from *BBC Mundo*, *El País*, *Remezcla*, and *Telesur*

### R3: *Lo que hemos vivido - What we have lived*

#### Unit Summary:

- Students will explore and discuss personal and cultural experiences using the **present perfect tense**, with a focus on **family traditions, leisure activities, and community life** in various regions of **Spain**.
- Grammar focus: **Present Perfect (pretérito perfecto)**:  
*he, has, ha, hemos, habéis, han + participio pasado*  
(e.g., he comido, han celebrado, hemos visitado)

#### Essential Questions:

1. What experiences do we share as part of our family traditions and cultures? *¿Qué experiencias compartimos como parte de nuestras tradiciones familiares o culturales?*
2. What activities and hobbies form part of daily life in Spanish communities? *¿Qué actividades y pasatiempos forman parte de la vida cotidiana en las comunidades españolas?*
3. How does culture influence what we have done, made, seen or celebrated? *¿Cómo influye la cultura en lo que hemos hecho, visto o celebrado?*

#### Unit Outcomes/Standards:

##### Communication Goals (ACTFL-Aligned):

##### Presentational Communication

- Describe and present personal experiences and those of others using the present perfect tense.  
Share traditions and community events from Spain, highlighting regional differences.

##### ACTFL Standard

- **Standard 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.*

##### California World Languages Standard

- **Strand 1.3 – Presentational Communication:**  
*Present information, concepts, and ideas to inform, describe, narrate, explain, or persuade on a variety of topics, tailoring the message for different audiences.*
  - **Intermediate Range Indicator:** Present organized oral or written descriptions, reports, or narratives using appropriate time frames and vocabulary.

##### Interpersonal Communication

- Exchange information about past experiences related to traditions, celebrations, and hobbies.
- Ask and answer questions using the present perfect (e.g., *¿Has probado...?, ¿Alguna vez has visitado...?*).

##### ACTFL Standard

- **Standard 1.1 – Interpersonal Communication:**  
*Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.*

##### California World Languages Standard

- **Strand 1.1 – Interpersonal Communication:**  
*Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.*
  - **Intermediate Range Indicator:** Participate in conversations on familiar topics using sentences and series of connected sentences.

##### Interpretive Communication

- Read and listen to authentic sources about Spanish cultural practices and respond to

questions.

- Interpret infographics, articles, and short videos about regional customs and community activities in Spain.

#### **ACTFL Standard**

- **Standard 1.2 – Interpretive Communication:**

*Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.*

#### **California World Languages Standard**

- **Strand 1.2 – Interpretive Communication:**

*Demonstrate understanding of spoken, written, or signed language in culturally appropriate ways.*

- **Intermediate Range Indicator:** Understand the main idea and some details in texts and media on familiar topics, including those that reflect regional and cultural practices.

#### **Anti-Racist, Inclusive & Equitable Approaches:**

- Include diverse voices and communities (e.g., Roma, Afro-Spanish, immigrant traditions in Spain).  
Allow students to connect their own family/cultural traditions to those in Spain, affirming varied identities.
- Offer multiple options for presenting knowledge (e.g., video, written, oral, visual).

#### **Sample Unit Assignments:**

##### **1. Interpretive:**

- **Read:** [Blog](#) entries or short articles (e.g., “10 cosas que he hecho en Andalucía”)
- **Watch:** A video about a local festival or Spanish teen hobbies and answer comprehension questions.

##### **2. Interpersonal:**

- **Speed Interviews:** Students rotate partners and ask/answer questions using *¿Has... alguna vez...?*
- **Find Someone Who:** Class activity using present perfect (e.g., *Encuentra a alguien que haya comido paella*)

##### **3. Presentational:**

- **Mini-Presentation:** “Tres cosas que he hecho y una que quiero hacer” (inspired by Spanish traditions or hobbies)  
**Cultural Comparison Poster:** Compare something “you have done” with a Spanish equivalent (e.g., “He celebrado Acción de Gracias” vs. “En España, han celebrado La Nochebuena”).

#### **Sample Unit Assessment.**

- **Written or oral presentation:** “Mis experiencias y lo que he aprendido de las tradiciones españolas”
- **Digital travel journal:** Create an imagined blog entry using the present perfect to reflect on a “trip” to different regions of Spain (e.g., “He visto la Sagrada Familia en Barcelona”)

#### **Recommended Texts and Resources:**

##### **1. Blog/Article: “10 cosas que debes hacer en España al menos una vez”**

- Format: Blog or listicle (found on sites like El País, Rutas Culturales, or National Geographic *España*)
- Use: Introduce the present perfect in a cultural context (e.g., *¿Has visto la Alhambra?*)

##### **2. Short Personal Narratives (Intermediate Level): “He vivido una feria andaluza” or “Mi experiencia en los Sanfermines”**

- Format: First-person student blogs or adapted texts

- Use: Read and respond to someone's experience using comprehension and reflection questions.
- 3. Infographic: “Costumbres y horarios en España” (e.g., meal times, siesta, bedtime)**
  - Source: *Instituto Cervantes* or *Spain.info*
  - Use: Build vocabulary and cultural comparison around routines and daily life.
- 4. Video: “¿Qué has hecho esta semana?” (YouTube channels like Dreaming Spanish or Why Not Spanish)**
  - Format: Casual interview-style video using present perfect
  - Use: Listening activity, followed by student pair discussions using similar structures.
- 5. Literary Excerpt (Optional/Extension): Excerpt from “Noches misteriosas en Granada”**
  - Use: Preview or integrate as a longer reading that touches on traditions and locations in Spain while reinforcing target structures.

#### R4: *Las emergencias - Emergencies*

##### Unit Summary:

- Describe past emergency events using the **preterite tense** and **reflexive verbs** to talk about injuries and responses (e.g., *me corté, se lastimó*).
- Identify and interpret symptoms and health-related vocabulary in spoken and written contexts.
- Compare health care and emergency services in different Spanish-speaking countries with their own.
- Engage in interpersonal conversations to explain symptoms and give advice. Discuss how systemic inequalities and racism affect access to emergency care in different countries. Reflect on how communities support each other during crises and emergencies.

##### Essential Questions:

1. How do we react when dealing with a medical or natural emergency in different cultural contexts?
2. What does access to health and emergencies reveal about equity in a society?
3. How can we share our experiences or help others in emergency situations?

##### Unit Outcomes/Standards:

##### Communication Modes (ACTFL-Aligned)

##### Interpretive Communication

- Read personal accounts, health articles, and infographics about emergency responses and healthcare access in Spanish-speaking countries.
- Listen to stories, news clips, or testimonials about injuries, accidents, or natural disasters.

##### ACTFL Standard

- **Standard 1.2 – Interpretive Communication:**  
*Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.*

##### California WL Standard

- **Strand 1.2 – Interpretive Communication:**

*Demonstrate understanding of spoken, written, or signed language in culturally appropriate ways.*

- **Intermediate Range Indicator:** Comprehend main ideas and some supporting details in authentic texts and media on familiar, real-world topics, such as public health and safety.

### **Interpersonal Communication**

- Role-play conversations between patients and healthcare professionals using reflexive verbs and symptom vocabulary.
- Interview peers about past emergency experiences or opinions on healthcare equity.

### **ACTFL Standard**

- **Standard 1.1 – Interpersonal Communication:**

*Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.*

### **California WL Standard**

- **Strand 1.1 – Interpersonal Communication:**

*Engage in conversations, express feelings and emotions, and exchange opinions.*

- **Intermediate Range Indicator:** Ask and answer questions and engage in discussions on familiar topics using a variety of time frames and appropriate vocabulary.

### **Presentational Communication**

- Create and present a short oral or written story describing a personal or imagined emergency using appropriate tenses.
- Design a PSA (public service announcement) to promote emergency preparedness or health equity in a Spanish-speaking country.

### **ACTFL Standard**

- **Standard 1.3 – Presentational Communication:**

*Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media.*

### **California WL Standard**

- **Strand 1.3 – Presentational Communication:**

*Present information in culturally appropriate ways.*

- **Intermediate Range Indicator:** Deliver oral or written presentations on real-world topics using detailed language, sequencing, and appropriate register.

### **Anti-Racist, Inclusive & Equitable Approaches:**

- Highlight **inequities in emergency response and healthcare access**, particularly in Indigenous, Afro-Latinx, and rural communities in Latin America.
- Analyze how **race, class, and geography** impact health outcomes.

- Use inclusive scenarios representing diverse people, abilities, and family structures.
- Encourage students to share or research emergency-related experiences from **different cultural or linguistic perspectives**.
- Promote **community-based health solutions** (e.g., neighborhood brigades, mutual aid efforts) as alternatives to systems with limited access.

### Sample Unit Assignments:

#### Interpretive Tasks

- **Infographic Reading:** “¿Cuándo ir al hospital?” or “Primeros auxilios en casa”
  - Answer comprehension questions and make cultural comparisons.
- **News Article:** Read about an earthquake or natural disaster in a Spanish-speaking country.
  - Identify key facts and describe how people reacted using preterite.

#### Interpersonal Tasks

- **Role-Play:** Doctor and patient conversations (describe symptoms, how injury occurred, give advice).
  - Use reflexive verbs and health vocabulary accurately.
- **Partner Interview:** Share and ask about past injury or emergency experiences.
  - Use preterite and question formation.

#### Presentational Tasks

- **Storytelling:** Narrate a past emergency (real or fictional) in written or spoken form using preterite and reflexives.
- **Public Service Announcement (PSA):** Create a video or poster promoting safety, health equity, or first aid tips in a Spanish-speaking country.
  - Emphasize culturally relevant practices and language.

#### Sample Vocabulary Themes

- **Symptoms:** fiebre, tos, dolor, hinchazón, vómitos
- **Injuries:** cortarse, caerse, romperse, torcerse, quemarse
- **Emergency Verbs:** llamar, rescatar, ayudar, salvar, evacuar
- **Places/People:** hospital, ambulancia, médico, socorrista

### Sample Unit Assessment.

#### “Emergencia en Acción” – Comic or Video Project, [example here](#)

Students will create an original **video** or **comic strip** that depicts a real-life or realistic emergency scenario. The story must:

- Clearly narrate what happened,
- Include at least **five reflexive verbs** in the **preterite tense** (e.g., *me caí, se rompió, se torcieron*),
- Use **body part and health-related vocabulary** accurately (e.g., *la pierna, el tobillo, el dolor de cabeza*),
- Show a logical sequence of events and demonstrate an understanding of how people respond in emergencies.

### Recommended Texts and Resources:

- Newsela (Spanish) health and disaster articles
- YouTube clips from Latin American first aid organizations
- “Primeros Auxilios” infographics from Red Cross of Latin America
- Testimonios from underserved communities on health disparities (adapted for level)

## R5: *Voces del mundo: Debates y decisiones sobre justicia social y bienestar - World’s voices: Debate and decisions on social justice and welfare*

### Unit Summary:

- Express **opinions, doubts, hopes, and recommendations** using the **subjunctive mood**.
- Engage in respectful **debate and discussion** about key social issues such as **gun control, immigration reform, organic food, and global warming**.
- Analyze **authentic texts and media** to understand diverse perspectives, especially marginalized voices.  
Use the **preterite** and **reflexive verbs** to discuss the human impact of issues like violence, health crises, and environmental disasters.
- Make **culturally informed comparisons** about how different Spanish-speaking communities experience and respond to these issues.  
Reflect on how systems of power, racism, and inequality influence health, safety, and policy.

### Grammar focus: Subjunctive mood for expressing:

- Emotion: *Me preocupa que haya violencia...*
- Doubt: *No creo que sea justo...*
- Recommendations: *Es importante que cambiemos...*
- Hopes: *Ojalá que aprueben una ley nueva...*

### Essential Questions:

1. How can we express opinions and wishes in order to create a more just world?
2. What impact do social themes such as gun control, immigration or climate change have on our health and community?
3. How can we respectfully debate from different cultural perspectives?

### Unit Outcomes/Standards:

#### Communication Modes (ACTFL-Aligned)

#### Interpretive Communication

- Read news articles, infographics, and opinion columns on key topics (e.g., climate impact, immigration, healthcare).
- Watch video clips and interviews in Spanish to identify arguments and tone.

#### ACTFL Standard

- **Standard 1.2 – Interpretive Communication**  
*Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.*

#### California WL Standard

- **Strand 1.2 – Interpretive Communication**

*Demonstrate understanding of spoken, written, or signed language in culturally appropriate ways.*

- **Intermediate–Advanced Range Indicators:** Identify purpose, perspective, tone, and key details in authentic sources on familiar and societal topics.

### **Interpersonal Communication**

- Participate in structured debates and small-group discussions.
- Interview peers using subjunctive-based prompts (e.g., *¿Qué esperas que cambie en tu comunidad?*)

### **ACTFL Standard**

- **Standard 1.1 – Interpersonal Communication**

*Learners interact and negotiate meaning in conversations to share information, feelings, and opinions.*

### **California WL Standard**

- **Strand 1.1 – Interpersonal Communication**

*Engage in conversations, provide and obtain information, and exchange opinions.*

- **Intermediate–Advanced Range Indicators:** Use extended discourse with appropriate tenses and expressions of doubt, hope, or emotion (e.g., subjunctive) to express and support opinions.

### **Presentational Communication**

- Present arguments in writing or speech using evidence and appropriate grammar.
- Write letters, speeches, or op-eds from different perspectives.

### **ACTFL Standard**

- **Standard 1.3 – Presentational Communication**

*Learners present information and ideas to inform, explain, persuade, and narrate using appropriate formats.*

### **California WL Standard**

- **Strand 1.3 – Presentational Communication**

*Present information in culturally appropriate ways for a variety of purposes.*

- **Intermediate–Advanced Range Indicators:** Deliver organized written and oral presentations on social or global issues using formal register, supporting claims with examples and correct grammar (e.g., subjunctive mood).

### **Anti-Racist, Inclusive & Equitable Approaches:**

- Center stories and perspectives from **marginalized communities** in the Spanish-speaking world (e.g., Afro-Colombian farmers, Indigenous climate activists, undocumented youth in the U.S.).
- Discuss how **structural racism, colonialism, and global inequality** shape access to healthcare, food, safety, and rights.

- Teach debate strategies that emphasize **listening, empathy, and respect**, not domination.
- Offer **choice and flexibility** in topics so students can engage with issues that matter to them and reflect their identities.

### Sample Unit Assignments:

#### Interpretive Tasks ACTFL

- Analyze an article on **organic food deserts in Latin America** or **climate migration**.
- Watch a video testimony of a student activist (e.g., in Chile, Venezuela, or the U.S.).

*World-Readiness Standards, Communication → Standard 1.2*

#### Interpersonal Tasks

- **Think-Pair-Share:** Students respond to statements using the subjunctive (e.g., *Es terrible que haya...*).
- **Debate Circles:** Groups debate topics using guiding phrases and rotating roles (moderator, arguer, listener).

*ACTFL World-Readiness Standards, Communication → Standard 1.1*

#### Presentational Tasks

- Write a persuasive letter to a policymaker on one of the unit themes (e.g., gun control or environmental policy).
- Deliver a 2-minute speech arguing for or against a social policy using evidence and subjunctive phrases.

*ACTFL World-Readiness Standards, Communication → Standard 1.3*

### Sample Vocabulary/Topics by Theme

#### Gun Control / Violence

- vocab: *el arma, la violencia, herirse, protegerse, sobreviviente*  
subjunctive examples: *Es necesario que prohíban...*

#### Immigration Reform

- vocab: *la frontera, el inmigrante, deportarse, el asilo*  
reflexive examples: *Se fue del país para protegerse...*

#### Organic Foods & Environmental Health

- vocab: *la agricultura, los pesticidas, lo orgánico, enfermarse*  
subjunctive examples: *Ojalá que los productos sean accesibles para todos.*

#### Global Warming & Natural Disasters

- vocab: *el incendio, el huracán, afectarse, refugiarse*  
preterite/reflexive: *Muchas personas se evacuaron...*

### Sample Unit Assessments:

- **“March Madness: Historical Figures Showdown”** Students research and present on an impactful historical figure from the Spanish-speaking world (e.g., Rigoberta Menchú, Simón Bolívar, Celia Cruz, Che Guevara, Frida Kahlo, Benito Juárez, etc.). They then participate in a tournament-style bracket, competing to persuade their classmates to vote for their figure over another using persuasive language and the subjunctive mood.
- **Interpretive:** Read and answer questions about an editorial on global warming policies in Spain.
- **Interpersonal:** Debate in small groups using the subjunctive to express hopes and opinions.  
**Presentational:** Write a short speech or create a campaign poster addressing a current issue using subjunctive and relevant vocabulary.

### Recommended Texts and Resources:

- ❖ *Frida* by Kristy Placido

### Gun Violence & Social Justice

- **Article:** “La violencia armada y su impacto en la juventud latina en EE.UU.” – Univisión or El Nuevo Herald (searchable online)
  - Real-world context of youth and community impact
  - Great for subjunctive expressions (e.g., Es necesario que haya más control...)
- **Short Documentary Clip:** “Somos el futuro” by Voto Latino (YouTube, with subtitles)
  - Highlights youth advocacy and policy change

### Climate Change & Environmental Justice

- **Infographic/Text:** “La crisis climática en América Latina” – UN Climate Reports (in Spanish)
  - Excellent interpretive reading and visual analysis practice
- **Video:** “El cambio climático afecta a los pueblos indígenas” – DW Español or BBC Mundo
  - Includes reflexive structures (se ven afectados, se mudaron, etc.)
- **Article:** “Greta Thunberg en América Latina: Jóvenes activistas del clima” – El País América Culturally connects youth voices from Latin America to a global issue

### Organic Food & Environmental Health

- **Article:** “¿Quién puede pagar comida orgánica?” – El País or Animal Político (Mexico)
  - Great for equity discussions and subjunctive use in opinion writing
- **Short Video/Report:** “La alimentación sostenible en comunidades rurales” – FAO en Español
  - Encourages comparisons between access in Latin America vs. U.S.

### Immigration Reform & Human Rights

- **Podcast Clip/Interview:** “Los Dreamers y su lucha” – Radio Ambulante (NPR, Spanish)
  - Features authentic language and emotional perspectives
- **Testimonial Video:** “La historia de Valeria y su familia” – UNICEF Migrant Stories (YouTube)
  - Rich for interpersonal prompts and reflection tasks
  - **Infographic:** “Las rutas migratorias en Centroamérica” – Oxfam en Español
    - Supports interpretive reading with data and map skills

### Persuasive Writing & Debate Models

- **Op-Ed / Blog:** “Por qué necesitamos una reforma migratoria YA” – El Diario NY
  - Useful for modeling tone and subjunctive mood in real persuasive writing
- **Sample Debate Clip:** YouTube debate recordings from TEDxYouth en Español or Jóvenes x el Cambio panels

## R6: *Mi futuro, mis sueños - My future, my dreams*

### Unit Summary:

- Talk about their future plans using the **future tense**.
- Discuss **hypothetical situations** using **if clauses** with the **conditional and past subjunctive**.
- Express desires and preferences for **universities, careers, jobs, and volunteer opportunities**.
- Use vocabulary related to **workplaces, majors, service, college life, and personal goals**.
- Reflect on the **barriers and opportunities** different communities face in accessing education and employment.  
Compare **educational and professional paths** in the U.S. and Spanish-speaking countries.

### Essential Questions:

1. What will you do this summer and how will you prepare yourself for your future?
2. If you could change something about your community or education, what would you change and why?
3. How do socioeconomic status, culture and family affect decisions about work and school life?

### Unit Outcomes/Standards:

#### Interpretive Communication

##### Classroom Activities

- Read student testimonials and college websites in Spanish (e.g., Universidad de Salamanca, UNAM).
- Watch interviews/videos about student jobs and college access.

##### ACTFL Standard

- **Standard 1.2:** *"Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics."*

##### California WL Standards

- **Strand 1.2:** *"Interpretive Communication: Demonstrate understanding of spoken, written, or signed language in culturally appropriate ways."*
- **Performance Indicator (Novice High–Intermediate Mid):** Understand main ideas and some details in authentic texts and media related to familiar topics.

#### Interpersonal Communication

##### Classroom Activities

- Pair interviews: “¿Qué harías si ganaras una beca completa?”
- Mock college counseling sessions or job interviews using conditional and past subjunctive structures.

## ACTFL Standard

- **Standard 1.1:** *"Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions."*

## California WL Standards

- **Strand 1.1:** *"Interpersonal Communication: Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions."*  
**Performance Indicator:** Ask and answer a variety of questions to interact with others on familiar and concrete topics.

## Presentational Communication

### Classroom Activities

- Write a future bio: *"Quién seré en 10 años"*
- Create a video/infographic describing summer plans and long-term goals.

## ACTFL Standard

- **Standard 1.3:** *"Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media."*

## California WL Standards

- **Strand 1.3:** *"Presentational Communication: Present information, concepts, and ideas to inform, describe, narrate, explain, or persuade."*
- **Performance Indicator:** Deliver organized spoken or written presentations on familiar topics using relevant vocabulary and grammatical accuracy.

## Anti-Racist, Inclusive & Equitable Approaches:

- Explore systemic barriers (e.g., cost of higher education, immigration status, first-generation college access).
- Include personal stories from diverse youth (e.g., Afro-Latinx, Indigenous, undocumented students).
- Offer choice-based assessments so all students can connect to their own lived experiences.

## Sample Unit Assignments:

### Interpretive

- Read student testimonials, college websites in Spanish (e.g., Universidad de Salamanca, UNAM).
- Watch interviews/videos about student jobs and college access.

### Interpersonal

- Pair interviews: *"¿Qué harías si ganaras una beca completa?"*
- Mock college counseling sessions or job interviews using conditional/subjunctive.

### Presentational

- Write a future bio: *"Quién seré en 10 años"*
- Create a video/infographic describing summer plans and long-term goals.

## Sample Unit Assessments:

- **Future Plans Paragraph:** Write about your summer and 10-year plan using the **future tense**.
- **If-Clause Roleplay:** *"Si fueras director/a de una universidad..."* (paired oral assessment).
- **Dream University Project:** Research a real or imagined university and present your academic plan.
- **Personal Reflection Essay:** What challenges or privileges affect your path after high school? (With focus on subjunctive and conditionals).
- **Peer Interview Video:** Interview a classmate about their future job/college/volunteering goals.

**Recommended Texts and Resources:**

- ❖ **Short videos:** Univisión “Camino al éxito” (profiles of Latinx students)
- ❖ **Articles:** “¿Por qué los jóvenes latinos trabajan más durante el verano?” – El Nuevo Herald
- ❖ **College Websites in Spanish:** e.g., <https://www.unam.mx>, <https://www.usal.es>
- ❖ **Radio Clip:** Radio Ambulante – “Los que se quedan” (educational access & immigration)

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