Summit Public Schools
Summit, New Jersey
Grade Level / Content Area: Spanish 5
Length of Course: 1 year

Curriculum

Course Description: This course aims to help students acquire and refine communication skills at the intermediate level in both oral and written Spanish through the interpersonal, interpretive and presentational modes. The course challenges students to interact with authentic cultural materials in order to gain a deeper understanding of the diverse perspectives shared in the Hispanic world and thus use language to communicate for natural purposes. The course focuses on developing purposeful communicative ability in the areas of describing, comparing, reacting and recommending, narrating in the past, expressing likes, dislikes and preferences, hypothesizing and discussing the future.

Unit 1: Percepciones e impresiones

Big Ideas: *Course Objectives / Content Statement(s)*
In this first unit we will cover first impressions, perceptions and stereotypes.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. What factors influence your first impressions of a person? 2. Is it logical to assume that there is a typical North American and a typical Hispanic? 3. Where does the information come from to build an image of a person that comes from another region of your country or from another culture? 4. What are the TV shows most popular among your friends? 5. How do you make detailed descriptions in Spanish? 6. How do you make comparisons in Spanish?	Students will understand that... 1. Often appearances and knowledge acquired through media or family conversations will influence the way we perceive others. 2. The verb "ser" is used to describe a person's physical traits and personality. 3. "estar" is used to express location of people places and objects, temporary states or condition, and emotions. 4. There is gender and number agreement in Spanish. 5. Past participles can be used as adjectives. 6. Adjectives must agree with nouns they modify.

	7. To make comparisons you must used the following formulas: “tan...como”, “tanto/a/os/as...como”, “más/ menos...que”
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**LESSONS**
Students will: **Interpretative mode:** 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes. 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.	Instructional Focus: In the target language students will be able to: ● describe physical and personality traits ● analyze and break down first impressions and stereotypes ● propose strategies to avoid stereotyping people ● use ser and estar correctly ● use noun adjective agreement ● use the correct gender and number of words ● use some past participles as adjectives ● make comparisons Instructional Strategies: **Interpretive:** Paintings: “Paseo a orillas del mar”, de Joaquin Sorolla. “La tragedia” de Pablo Picasso Readings: Interview with Zoe Saldaña Article about stereotypes Article about the variations in the concept of beauty in different countries Short film: “Hiyab” Film: ”McFarland USA” Poem: “Tú me quieres blanca” by Alfonsina Storni **Interpersonal:** ● Debate: Reality TV “Tele basura” ● In pairs, read a classmate’s composition about the life of a new famous person then spontaneously act as a reporter interviewing the famous person. ● Write an email to a Hollywood director exposing the problem of stereotypes using real examples and propose ways to avoid stereotyping. Include a plan for a more inclusive Hollywood.

Interpersonal mode: 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.	● Debate: the right to dress as we please. ● Discuss the advantages and challenges of being a multicultural relationship in Parlay or Google classroom **Presentational:** ● Pick a region or country and present a cultural practice that is not typically associated with the country (unlike the stereotype). ● Composition: Movie review of "Hiyab" and "McFarland USA" ● Composition: Imagine someone you know won a reality TV show. His or her life has changed completely. Write an article for a gossip magazine describing his or her new life.
Presentational mode: 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences. 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences. 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.	

7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences. Career-Ready Practices CRP1: Act as a responsible and contributing citizen and employee. 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 impacts 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. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	
Differentiation	**Assessments**
Interdisciplinary Connections: Psychology: Understanding how stereotypes can influence a person's self-esteem and become limiting factors in their lives.	*Formative* ● Google classroom responses/posts such as: o After reading the interview with Zoe Saldaña, students will post a question on Google classroom that they would ask her. o After seeing a scene from "Macfarland USA"

Social studies: understand regional differences in the US as depicted in McFarland USA.

Discussing the themes of integration, assimilation and personal identity in the film "Hiyab"

Technology Integration:
Google slides to help with the project of creating a reality TV show.

Media Literacy Integration:
Read articles, films, and short stories to analyze the purpose of stereotypes and how to go beyond the stereotype to really get to know individuals and communities.

Global Perspectives:
Students will provide examples of how stereotypes can influence and limit the way we interact with people of other cultures.

Culturally Responsive Teaching:
Survey students about their own experiences with first impressions and perceptions

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group

students will engage in a socratic seminar about the challenges immigrants day laborers and their children face in achieving the American Dream .

- Do Nows and Exit tickets such as:
  - Do Now: *What is the first thing you notice about a person the first time you meet her or him? How do you decide this a person you can approach and talk to or not? What are some of the first things you would talk about?*
  - Exit ticket - Comparisons as Provide 2 pictures and ask them to write 3 comparative sentences.

Summative

- Vocabulary and grammar quizzes
- Unit Test
- Individual and/or group projects, presentations and compositions such as:

(Individual or group) project: Present your own idea for a reality TV show to the class as if your classmates were a group of producers. Must include props/visuals, descriptions of the main characters and first episode.

Composition: Analyze the purpose of some stereotypes as seen in the film "MCFarland USA". What is the director trying to achieve by using those stereotypes? What stereotypes do the Hispanic boys break from?

Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory	Modified assessment grading

	guides, and semantic mapping		

RESOURCES:
https://thelinebreak.wordpress.com/2014/01/19/tu-me-quieres-blanca-a-translation/
https://www.youtube.com/watch?v=KnlWM3g-N-w
https://www.vice.com/es/article/43agwq/esther-honig-canon-de-belleza-photoshop
https://www.youtube.com/watch?v=2-wq4cC6snI
http://senoraburak.weebly.com/uploads/1/3/9/0/13908307/lectura_cultural_-_zoe_saldana.pdf
https://www.youtube.com/watch?v=rPj7kSJhe88
https://newsela.com/read/lib-what-is-stereotype-spanish/id/37647/?collection_id=339
https://chinohillsgarcia.weebly.com/uploads/2/3/2/6/23264818/pp10-12.pdf
https://www.youtube.com/watch?v=yNZ66liOUNg&t=9s
https://www.diariolibre.com/actualidad/video-joven-dice-que-empresa-le-nego-empleo-por-los-tatuajes-y-el-peinado-BB27622737
https://www.youtube.com/watch?v=_hr70LytvbI

Unit 2: Nuestras raíces **Big Ideas:** *Course Objectives / Content Statement(s)* **In this unit you will explore the ties that bind you to your family and the place where you were born or raised.**	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*

1. How do you compare to your parents? 2. Is it natural for there to be conflicts between family members of different generations? 3. How would you feel if you had to leave your country of origin and could never return? 4. What traditions do your family have that reflect your ethnic or cultural roots? 5. Is it rare or common to see members of different generations interacting in the community you reside? 6. How do you express events in the past?	Students will understand that… 1. Intergenerational relationships may vary by culture. 2. The experiences of each generation will mold the way they see the world and sometimes those perspectives will lead to conflicts/different viewpoints among the generations. 3. the **preterite and imperfect** tenses each have a different purpose to narrate in the past 4. the **present perfect** is used to describe a past action that continues into the present or continues to affect the present
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**LESSONS**
Students will: **Interpretative mode:** 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes. 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral	Instructional Focus: ● In the target language students will be able to: ● describe their relatives, young and old ● describe family relationships ● analyze intergenerational relationships with its benefits and differences ● discuss the changes immigrants face in their new place of residence ● use both the preterite and imperfect to describe past events or their childhood ● conjugate the present perfect to describe actions that happened recently Instructional Strategies: **Interpretative** Readings: “Padre, papá, papi” por Daniel Samper Pizano “Sonia Sotomayor: La niña que soñaba” “Dos vidas” por Bruno Aceves Films: “Como caido del cielo” o “Bajo la misma Luna” Short films: “La luna”, “la familia digital” and “Bao” Tedx “la brecha generacional”

or written descriptions of people, places, objects, daily activities. 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.	Song: "Mi novia se me está poniendo vieja" **Interpersonal** ● Debate: Helicopter parents advantages and disadvantages ● Role play: A father decides to bring back the tradition of the authority male figure and presents the new rules to the house, however the children do not agree. Act out the family conversation. ● Role play: A conversation between a grandfather/mother and a grandson/daughter who is growing up in America and is adopting American customs which are in conflict with their family traditions or culture. ● Debate: how machismo has changed over time as seen in the film about Pedro Infante "Como caido del cielo"
Interpersonal mode: 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.	**Presentational** ● Interview a grandparent about his or her relationship with his or her parents, and ask her or him to compare it with relationships between children and parents today. Then give a class presentation about the experiences shared with you and what you have learned or taken away from the interview. ● Write an email to a family member in the US in which you explain how you are adapting to living in a Spanish speaking country. Use real cultural references and compare life as it used to be in the US to life now in the new place of residence. ● Students describe family origins and how their ancestors came to this country. They may also talk about someone they know. ● Students write a blog entry or record a podcast about how Sonia Sotomayor's parents influenced her as well as how their own family members have influenced them.

7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.	
Presentational mode: 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences. 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences. 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences. 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture. Career-Ready Practices CRP1: Act as a responsible and contributing citizen and employee.	

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 impacts 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. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	
Differentiation	**Assessments**
Interdisciplinary Connections: Sociology: Analysis of interactions between people of different age groups. Technology Integration: wevideo.com to make a video activity describing a generational conflict Media Literacy Integration: Analysis of articles, films, short stories to explore family traditions and relationships, and intergenerational relationships. Global Perspectives: Explore the family or community role of older adults as seen in different cultures. Culturally Responsive Teaching	*Formative* ● Google classroom responses/posts such as: Post an interaction you had with a senior citizen this week. Post a link to a news event and summarize what happened narrating in the past tense. ● Participation during class discussions, activities and games ● Do Now and Exit tickets such as Do Now: Think of a family tradition, and draw what comes to mind when you think of that tradition. Present your drawing and tradition to the class. Do Now: Look at a screenshot of a movie scene from the previous day showing of "Como caido del cielo" and describe what happened narrating in the past.

Survey students about family relationships, traditions and cultural practices.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal	Multi-sensory techniques	Modified tasks/expecta

Exit ticket: What strategy did you learn today to help you remember when to use preterite versus imperfect?

Summative

- Vocabulary and grammar quizzes
- Unit Test
- Individual and/or group projects, presentations and compositions such as:

Project: Make us part of your family traditions. Bring to life a family tradition in the classroom and have us be a part of it.

Compositions:
Write an email to a friend in another country in which you describe a recent family gathering in detail.

Video: Make a video seeking advice after having a conflict with a parent or grandparent over what you consider a conflict of generations.

responses		tions
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Resources:

https://www.nytimes.com/es/2019/03/25/espanol/america-latina/migrantes-centroamericanos-estados-unidos.html
https://www.youtube.com/watch?v=kmBUvWVDtcA
https://www.youtube.com/watch?v=gH18SJWgjMc
https://edpuzzle.com/media/5fa9ee00f1985e4158239b1f
https://www.profedeele.es/actividad/gramatica/participios-regulares-irregulares/
https://chinohillsgarcia.weebly.com/uploads/2/3/2/6/23264818/sonia.pdf
https://www.eltiempo.com/archivo/documento/CMS-5406927
https://museo.ficticia.com/cuentos/dosvidas.html.html
https://www.youtube.com/watch?v=pbx2ZkFhnYc&t=1s
https://www.spanishdict.com/guide/preterite-vs-imperfect-in-spanish
https://www.pxu.org/cms/lib/AZ01001825/Centricity/Domain/4078/Manana%20de%20Sol.pdf
https://museo.ficticia.com/cuentos/dosvidas.html.html
https://genial.guru/inspiracion-psicologia/13-pruebas-de-que-cada-generacion-aprecia-sus-valores-y-todos-tienen-su-encanto-1454684/

Unit 3: Las relaciones humanas

Big Ideas: *Course Objectives / Content Statement(s)*

In this unit you will explore feelings, passions and sentimental relationships.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. What attracts us to another person? 2. What makes a relationship long lasting or short lived? 3. What makes a relationship healthy versus non-healthy?	Students will understand that… 1. Many factors affect the relationships we keep and discard such as cultural, religious, social, economical, etc. 2. People of different backgrounds may react differently to the same situation.

4. What types of emotions surge in human relationships? 5. How does our family influence the selection of our significant other or our selection of friends? 6. How do we make recommendations to others in Spanish? 7. How do we express emotions about current events or future events? 8. How do I tell a peer what to do versus an adult?	3. The **present subjunctive** is used to react emotionally and to make recommendations. 4. **Informal commands** are used to tell our peers what to do. 5. Formal commands are used to tell strangers or adults in formal relationships/situations what to do.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**LESSONS**
Students will: **Interpretative mode:** 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes. 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.	Instructional Focus: In the target language students will be able to: ● describe sentimental relationships ● describe emotions ● make recommendations ● use commands to tell others what to do ● discuss the relationship of Diego Rivera and Frida Kahlo ● evaluate how technology has changed the way relationships are made and how people communicate feelings and opinions Instructional strategies **Interpretative:** ● Short films: “La aventura de Rosa”, “Ella o yo” ● Article: “Lo que dure el amor” de Mex Ustizberea ● Reading: “Cine y Malabarismo” por Angeles Mastretta ● Play: “No hay que complicar la felicidad” de Marco Denevi ● Movie: “A la mala” **Interpersonal** ● Role-play: Love problems. Situation and roles will be given to different groups of students and a member of

7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.	each group will have to act until a solution is found to the problem. Members of each group will rotate during the scenario (2 mins. each) ● Role-play: You just told a friend you met someone online and you are going to meet. You feel he or she is perfect for you, your friends do not think it is wise. ● Role-play: You just received an online greeting card for Valentine's from your significant other. You are very upset and he or she does not understand. ● Socratic seminar: how has technology changed the way we relate? What are the pros and cons of this phenomenon? **Presentational** ● Create your own play with a classmate following a similar plot to the play we read in class and present to the class. ● Make a video in which you describe a problem with a friend or loved one. ● After viewing a classmate's video about a problem with a loved one, you will create your own giving him or her advice. ● Elaborate an idea for an online website or app where people can meet and build lasting friendships
Interpersonal mode: 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.	
Presentational mode: 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences. 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community,	

school, and personal situations, using sentences and strings of connected sentences. 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences. Career-Ready Practices CRP1: Act as a responsible and contributing citizen and employee. 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 impacts 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. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	

Differentiation

Interdisciplinary Connections:
Psychology: Analyze the role of self-esteem in relationships.

Health: Building healthy relationships and identifying and getting out of unhealthy ones.

Technology Integration
Use wevideo.com to make a monologue about advantages of having multicultural friends.

Media Literacy Integration:
Analysis of articles, films, and short stories to discuss what makes a relationship long lasting and healthy, and what factors influence the relationships we build or discard.

Global Perspectives
Comparing cultural practices related to dating in Spanish speaking countries. Comparing traditional dating customs with modern life dating.

Culturally Responsive Teaching
Survey students on what binds them to their friends. Survey students on the rules of dating in their families.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups

Assessments

Formative

- Google classroom responses/posts such as: Post an informal command telling a friend what to do if he sees his girlfriend out in town with another guy when she said she would be home.
- Participation during class discussions, activities and games
- Do Now and Exit tickets such as

Do Now: Describe the qualities of a long lasting relationship.
Do Now: What are the ties that bind you to your friends?
Exit ticket: Your friend's boyfriend is talking to another girl at a party. Your friend feels jealous. Give her advice using the subjunctive tense and one informal command.
Exit ticket: From memory, write the formula needed to write nominal sentences with the subjunctive tense (subject 1 + verb 1 in present + que + subject 2 + verb 2 in subjunctive)

Summative

- Vocabulary and grammar quizzes
- Unit Test
- Individual and/or group projects, presentations and compositions such as:

Project: Create a "recipe" listing the ingredients and steps for a healthy relationship. Steps should be in command forms or subjunctive mood.

Video monologue project: Your parents want all your friends to share the same cultural background as you. Provide them with the advantages of having friendships with people of various cultural backgrounds. Use the subjunctive tense in your monologue.

Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need

Composition: Write an email to the girl in "Cine y Malabarismo" giving her love advice.

Pamphlet: Create a pamphlet contrasting the signs of a healthy relationship versus a non-healthy relationship and providing a phone number or email address to reach out for help.

Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Resources:

https://www.youtube.com/watch?v=NV6m2_YGPY0&feature=emb_logo
https://www.caras.com.mx/personalidades/frida-kahlo-diego-rivera-amor-historia/
https://www.youtube.com/watch?v=V2FSBUraGcI&feature=emb_logo
https://cuentos.rll.lsa.umich.edu/blog/2018/01/03/no-hay-que-complicar-la-felicidad/
https://universe.parlayideas.com/roundtables/43366472-1568-4d5e-887f-e44db9803b45
https://lspa230.wordpress.com/2015/04/02/cine-y-malabarismo-angeles-mastretta/
https://www.lanacion.com.ar/opinion/lo-que-dure-el-amor-nid947997/
https://www.fucsia.co/relaciones/sexo-y-pareja/articulo/consejos-para-que-dure-el-amor/66829
https://www.enbuenasmanos.com/relaciones-personales
https://videoele.com/B1-Consejos-ser-feliz.html
https://www.profedeele.es/actividad/cancion/juanes-a-dios-le-pido/
https://www.profe-de-espanol.de/2016/11/28/que-me-quedes-tu/
https://www.fluencyprof.com/free-spanish-audio.html

Unit 4: Las obligaciones y el tiempo libre

Big Ideas: *Course Objectives / Content Statement(s)*

In this Unit you will explore the topics of obligations such as school and work and what you do for enjoyment and to relax.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. How do obligations at home change with age, gender, or even ethnic/cultural background? 2. What do you do to alleviate the stress of school or other obligations? 3. What kinds of places or events are there in your city or town for the enjoyment of your community? 4. How do those places or events compare or contrast those available in Spanish speaking countries? 5. What are the advantages and disadvantages of having constant access to technology? 6. How does social media create stress in your life? What can you do to reduce that stress?	Students will understand that… 1. Americans and Hispanics share some of the same leisure activities. 2. Stereotypically, Americans are perceived as being obsessed with work and Hispanics are perceived as having too much leisure time. 3. Technology use is a modern day source of stress and anxiety. 4. To express likes/dislikes and opinions you must use verbs like "gustar" 5. Indirect object pronouns must accompany verbs like "gustar". 6. The subjunctive must be used after "me gusta que…", "no creo que…" and "no pienso que…" 7. Transitions words are needed to express cause and effect, reason and result.

7. How do you express preferences in Spanish without using the verb "gustar"? 8. How do you transition from one idea to another or link two ideas together in Spanish? 9. How do you express cause and effect or reason and result in Spanish?	
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**LESSONS**
Students will: **Interpretative mode:** 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes. 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.	Instructional Focus: ● In the target language students will be able to: ● describe obligations ● describe emotional states ● identify leisure activities ● describe their leisure activities ● describe how they use social media and technology ● analyze advantages and disadvantages of social media ● express preferences using verbs like gustar ● use indirect object pronouns with verbs like gustar ● conjugate the subjunctive tense ● use transition words to express cause and effect, reason and result ● identify the origin and describe the popularity of rugby in Chile and Argentina ● describe different styles of music in Chile and Argentina Instructional Strategies: **Interpretive:** Readings: Article: "Cara y cruz de las tecnologías de la información" por Iñigo Javaloyes Article: "Las cuatro fórmulas científicas de la felicidad" Article: "El toreo: ¿Cultura o tortura?" Comic strips: "Teléfono, una enfermedad celular"

7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.	Short films: "No hay nada que perder" and "Lionel Messi: el chico que solo quería jugar" Music by La ley, Charlie Garcia, Carlos Gardel and folkloric music from Argentina **Interpersonal:** ● BINGO: Find people with the interests listed in the chart. When the entire chart is complete, call out Bingo. ● Students bring to class comic strips by Maitena and Quino and then in groups of 3 they will compare the strips in terms of style of drawings, themes and how comical they are ● In pairs listen to the different music and artists from el "Cono Sur" provided by the teacher and discuss your preferences and make recommendations to the class ● **Presentational:** ● Composition: Create your own recipe for happiness ● Create your own addition to the comic strip seen in class in which a person cannot contain their laughter ● Create a playlist of Spanish music (10 songs) and then present it to the class using expressions with gustar and making recommendations
Interpersonal mode: 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.	
Presentational mode: 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences. 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the	

community, school, and personal situations, using sentences and strings of connected sentences. 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences. Career-Ready Practices CRP1: Act as a responsible and contributing citizen and employee. 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 impacts 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. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity.	

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

Differentiation

Interdisciplinary Connections:
Sociology – Cultural comparisons by country on how groups of people use their leisure time

Technology Integration:
Spanish music playlist on Spotify

Create online comic strip using www.stripgenerator.com

Media Literacy Integration:
Analysis of Hispanic cultural products (comics, readings, films, and music) to compare and contrast cultural perspectives and practices regarding work and leisure activities.

Global Perspectives:
Students will be exposed to the music styles of South America, and the approach to humor in South America as seen in comics and compare them to their own culture.

Culturally Responsive Teaching:
Survey students on music tastes and leisure activities. Students will be able to share their own personal likes and preferences by presenting to the class.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**

Assessments

Formative

- Google classroom responses/posts: Post a comment about the song "Duele el amor" by La ley.
  Write a comment below the article "Las cuatro fórmulas científicas de la felicidad" either praising, criticizing or adding on to what the author or another classmates says in/about the article.

- Participation during class discussions, activities and games
- Do Now and Exit tickets for example:

Do Now: Make a list of your leisure activities and the types of music you enjoy. Then interview 2 classmates and find out if you have things in common. Be ready to share with the class what you enjoy and what you and a classmate have in common.

Exit ticket: Write 2 different ways to say that you enjoy doing an activity without using the verb gustar.

Summative

- Vocabulary and grammar quizzes

- Unit Test
- Individual and/or group projects, presentations and compositions such as:

Composition: Create a diamond poem about one of your leisure activities.

Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials

Project: Present one cultural product from Argentina to the class (dulce de leche, mate,empanadas, tango, music by Carlos Gardel, etc)

Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Resources

https://www.agenciasinc.es/Noticias/Una-formula-matematica-para-la-felicidad
https://www.pinterest.com/pin/353110427026758596/
https://www.hoyhablamos.com/169-los-toros-tortura-cultura/
https://www.youtube.com/watch?v=r4hQAbQ8k2I
https://www.youtube.com/watch?v=EG6tv2jqT0Y
https://videoele.com/B1-Musica-en-calle.html
https://www.lavanguardia.com/cultura/20200930/483769290006/mejores-vinetas-mafalda-quino-dibujante-ilustrador.html#foto-5
https://www.infobae.com/america/mexico/2019/04/25/el-pais-sin-vacaciones-y-la-ley-que-impide-a-sus-trabajadores-descansar-mas-dias-durante-el-ano/
https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Spanish/Como%20se%20Puede%20Ayudar-a-los-Adolescentes-con-Estres-066.aspx
https://www.youtube.com/watch?v=bCdpZQq-BlA

Unit 5: Nuestro futuro en un mundo globalizado

Big Ideas: *Course Objectives / Content Statement(s)*
In this Unit you will make predictions about the future, describe the careers of the future and describe social responsibilities to preserve the planet for future generations.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. What careers will have good prospects in the future? 2. In a globalized world, will it be necessary to speak multiple languages? 3. What kind of formation will young people need to resolve global problems? 4. What are your criteria when it comes to choosing a profession or career? 5. How will traditional communities change with globalization? 6. How can technology benefit indigenous communities in Latin America? 7. How do you differentiate the indicative mood from the subjunctive mood when using adverbial clauses? 8. What strategies can I use to be better at debating?	Students will understand that… 1. Sometimes actions at the local level can have global repercussions. 2. To discuss future events in Spanish they must use the future tense conjugations. 3. With some adverbial clauses the subjunctive mood might be needed instead of the indicative mood. 4. In order to have a debate and to converse better, one must control the present subjunctive in nominal and adverbial clauses.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**LESSONS**
Students will:	Instructional Focus:

Interpretative mode: 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes. 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.	In the target language students will be able to: ● describe globalization ● research specific global policy that either benefits or does not benefit a Spanish speaking country ● describe careers and professions ● describing how to get ready for our professions or careers ● describe a boss (good or bad) ● research how traditional communities (indigenous communities) can benefit from globalization or how they do not benefit ● compare your views of the future as a child to your views today Instructional Strategies: **Interpretive:** Comic: "Yo le diría a Ricardo Reyes" Short film: "Bienvenidos" Reading: "La declaración de los derechos humanos" and "La conservación de Vieques" Film: "Living on a dollar a day" and "Cesar Chávez" **Interpersonal:** ● Research internship opportunities in Latin America then write an email to a classmate describing the internship and making recommendations based on your classmate's career interests ● Role-play. Class is divided into two groups. One group is a student, the other group is the manager of the school's kitchen. The "student" must convince the "manager" to use organic and fair trade ingredients in their food. The 'manager' is worried about the price of those services.

Interpersonal mode: 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.	Students will have time to plan arguments for their respective groups then students from each group will come up for 2 mins. each and hold a conversation until a resolution is found. ● Role-play. Students will research famous people who do volunteer work from a list provided by the teacher. Next, individual students will be assigned to be one of those people. The class must ask questions to find out who the person is from the list. ● **Presentational:** ● Describe a person you consider a great leader and present to class ● Create a classified ad searching for a leader ● Present how the career you choose can give you the opportunity to make a positive change/impact in the world ● Create a web ad for an internship in a Spanish speaking country
Presentational mode: 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.	

7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences. 7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. 7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. 7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims. 7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences. 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture. Career-Ready Practices CRP1: Act as a responsible and contributing citizen and employee. 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 impacts 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. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	
Differentiation	**Assessments**
Interdisciplinary Connections - Science: A look a bioengineering and ethical problems that arise with some scientific discoveries. Environmental Science: Using renewable sources of energy to address the needs of isolated traditional communities. Economy, politics: Analyze the effects of globalization on the economy of various communities. History: A look at leaders who made positive changes in the world. Culturally Responsive Teaching: Survey students on career interests Technology Integration: Google slides to create multimedia rich presentations Media Literacy Integration: Synthesize information found in comics, short films, short stories and articles to compare and contrast cultural perspectives in the target culture with one's own in	*Formative* ● Google classroom responses/posts such as: Post a link to an article that talks about a consequence of globalization. Provide the main idea. Post a link to an invention that is cost effective and is helping people in isolated communities. Provide a brief description of invention. Post the name of a book, or movie about a person who tried to change their country or community with a short description OR post the name of an artist or link to a song that communicates a desire for social conscience/change with a short description. Cannot repeat what other classmates posted! ● Participation during class discussions, activities and games ● Do Now and Exit tickets such as: Do Now: Provide one advantage and one disadvantage of globalization

regards to globalization, biomedical engineering and building a better future for the upcoming generations.

Global Perspectives:
Research how American policy in regards to globalization affects traditional communities in the target culture.

Understanding how we can meet our current needs without diminishing the quality of the environment for future generations.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos &		In the home

Do Now: what challenges are the most pressing in our modern societies? Pair and share with a classmate. Then share out loud.

Exit ticket: How do you know when to use the indicative or subjunctive mood after "cuando"? Provide an example for each.

Summative

- Vocabulary and grammar quizzes
- Unit Test
- Individual and/or group projects, presentations and compositions such as:

Composition: I the poet: Write a simple poem "quintanilla"style, which consists of 5 lines using one topic from this Unit.
line 1: the topic in noun form
line 2: the topic with 2 words (2 adjectives or 1 noun and 1 adjective)
line 3: actions related to the topic (verbs in the infinitive or gerund)
line 4: one emotion about the topic in 4 or 5 words
line 5: the topic on another word that reflects the content of the poem (a noun)
For example:
Esperanza
Sueño lindo
Amar, animar, asegurar
Un mundo feliz y justo
Sueño

Multimedia rich presentation: If you could do an internship abroad where would you go and what would you do there? How can that experience benefit you when you return to the United States in your future career aspirations? You must research actual companies, organizations or university programs that you can realistically work for while abroad.

Group project: Research an isolated community in Latin American. What are

Film		language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

some of the challenges they face daily? Think of 1 problem and propose a cost effective solution that can help the most people and have an immediate impact on the quality of people's lives. Use Google slides to create a multimedia rich presentation to the class.

Resources:
https://aprende.guatemala.com/historia/personajes/biografia-rigoberta-menchu/
https://www.youtube.com/watch?v=3TzoY99oNKI&t=1411s
https://www.youtube.com/watch?v=TBjoQi1p21Q&t=2240s
https://oei.int/pt/luces-para-aprender/bienvenidos
https://www.profedeele.es/actividad/video/entrevista/
https://www.oficinaempleo.mx/blog/las-10-carreras-mejor-pagadas-de-america-latina/
https://www.palmyraportal.org/files/uploads/website/teacherweb/facultyfiles/cynthia_hitz/raz_La_vida_de_Cesar_Chavez.pdf
http://spanishlistening.org/content/324-daniel-work.html
https://www.fluencyprof.com/el-trabajo.html
https://apspanlang.com/2020/03/30/haciendo-una-diferencia/
https://www.eltiempo.com/vida/medio-ambiente/francia-marquez-la-colombiana-que-gano-el-nobel-de-medio-ambiente-208608
https://www.unicef.org/es/que-hacemos
https://www.un.org/es/about-us/universal-declaration-of-human-rights

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José A. Blanco and C. Cecilia Tocaimaza-Hatch. *Imagina*. Boston: Vista Higher Learning, 2015. Print

José A. Blanco. *Revista*. Boston: Vista Higher Learning, 2014. Print