

**AP Connection- Contemporary Life****Overview**

In this unit students will explore nature and nature adventure activities. Students will be able to discuss some geological features which exist in Spanish-speaking countries. Students will also explore competitive athletic and scholastic events.

**Essential Questions:**

- How does geographic location affect an individual's choice for outdoor activities?
- What benefits do competition and athletics provide?

**Enduring Understandings:**

- Culture influences how people chose to spend their free time.
- Actions have consequences beyond our immediate knowledge and/or perception.
- Competition can be a strong motivator.

**Curriculum Standards****STANDARD 1.0: COMMUNICATION Communicate in languages other than English.****Goal 1.1 Interpersonal**

Students will exchange information orally and in writing in the target language in a culturally appropriate manner to provide and obtain information, express feelings and emotions, and exchange opinions.

**Indicator:** Students discuss and defend an opinion on selected topics from the personal to the abstract level in the target language.

**Objectives:** In the target language, students will be able to:

- Discuss camping and other outdoor adventure activities.
- Share information about personal preferences for outdoor adventure activities.
- Provide an opinion on the importance of National Parks.
- Express their feelings about competitive events.

**Goal 1.2 Interpretive**

Students will understand spoken and written language on very familiar topics in the target language that promote the learning of basic linguistic structures.

**Indicator:** Students understand spoken and written language on a variety of topics that incorporate abstract ideas and more advanced linguistic structures in the target language.

**Objectives:** In the target language, students will be able to:

- Listen to and read about outdoor adventure activities.
- Listen to and read about National Parks in Spanish-speaking countries.
- Listen to and read about a variety of competitive events both scholastic and athletic.
- Listen to and read about the Camino de Santiago.

### **Goal 1.3 Presentational**

Students will present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.

**Indicator:** Students make presentations and write paragraphs on selected topics from the personal to the abstract level in the target language.

**Objectives:** In the target language, students will be able to:

- Write about outdoor adventure activities.
- Write about geographical features in Spanish-speaking countries.
- Write about family outings.
- Write about competitive events.

## **STANDARD 2.0: CULTURE Gain knowledge and understanding of other cultures.**

### **Goal 2.1 Practices and Perspectives**

Students demonstrate knowledge and understanding of another people's way of life, the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.

**Indicator:** Students research and explain the relationship between the perspectives and cultural practices of countries and cultures studied in the target language.

**Objectives:** Students will be able to:

- Describe how outdoor adventure activities are influenced by geological features of where people live.
- Describe the importance of National Parks and conservation efforts to the people who live in those countries.

### **Goal 2.2 Products and Perspectives**

Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.

**Indicator:** Students research and explain the relationship between the perspectives and the products of the countries studied in the target language.

**Objectives:** Students will be able to:

- Describe how Ecocamps provide solutions to the problem of ecological impact on National Parks.
- Describe how National Anthems demonstrate cultural pride and unity.

### **STANDARD 3.0: CONNECTIONS Connect with other disciplines and acquire information.**

#### **Goal 3.1 Across Disciplines**

Students reinforce and further knowledge of other content areas through a language other than English.

**Indicator:** Students access new information and reinforce existing knowledge of other content areas through the target language.

**Objectives:** Students will be able to:

- Discuss geological features of Spanish-speaking countries.
- Discuss ecological impacts of tourism.
- Discuss competitive activities in Spanish-speaking countries.

#### **Goal 3.2 Added Perspectives**

Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.

**Indicator:** Students demonstrate a greater understanding of various topics by examining them from the perspectives of other cultures where the language is spoken.

**Objectives:** Students will be able to:

- Demonstrate an understanding of how outdoor adventures activities and competitive events provide leisure, enjoyment and relaxation for individuals.

### **STANDARD 4.0: COMPARISONS**

## **Develop insight into the nature of language and culture.**

### **Goal 4.1 Language**

Students demonstrate understanding of the nature of language through comparisons of the language studied and English.

**Indicator:** Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.

**Objectives:** Students will be able to:

- Compare the use of the preterit and imperfect to describe past events.

### **Goal 4.2 Culture**

Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

**Indicator:** Students identify and compare the products, practices, and perspectives from the target cultures to their own.

**Objectives:** Students will be able to:

- Compare outdoor adventure activities here in the U.S. to those in Spanish-speaking countries.

## **STANDARD 5.0: COMMUNITIES Participate in multilingual communities at home and around the world.**

### **Goal 5.1 Practical Applications**

Students use the language both within and beyond the school setting.

**Indicator:** Students use and extend their language proficiency and cultural knowledge through face-to-face encounters and/or the use of technology both within and beyond the school setting.

**Objectives:** Students will be able to:

- Interact with global websites about ecotourism and international competitions.

### **Goal 5.2 Personal Enrichment**

Students use the language for personal enjoyment and enrichment.

**Indicator:** Students explore opportunities to use the target language both at home and abroad while accessing a wide variety of resources where students can pursue topics of personal interest.

**Objectives:** Students will be able to:

- Explore a variety of outdoor adventure activities and competitive events of which they may wish to pursue.

## **LANGUAGE STRUCTURES**

### **Goal 1.0 Control of Language Structures**

The student will control language by applying select language structures orally and in writing in the target language.

**Objectives:** The student will be able to:

- Relate a story in the past using the preterit and imperfect tenses.

**AP Connection- Beauty and Aesthetics**

**Overview**

In this unit, students will explore the idea of beauty in the fine arts and performing arts. Students will discuss some important artists of the Spanish-speaking world and will give their opinions about a work of art. Students will also explore the performing arts and will discuss how people express themselves in a variety of ways.

**Essential Questions:**

- How do individuals express themselves artistically?
- What do art and expression reflect?

**Enduring Understandings:**

- Art and the performing arts are used to express a variety of human experiences and emotions.
- Art and the performing arts reflect a culture's perception of beauty.
- Perception of beauty varies among cultures and individuals.
- Art and media reflect the concept of beauty in a culture.

Students will meet the curricular goals and objectives by:

- Discussing various types of art
- Discussing various artists from the Spanish-speaking world
- Discussing personal views of art and through art
- Discussing opinions of art
- Discussing how art aids with self-expression

**Curriculum Standards**

**STANDARD 1.0: COMMUNICATION**    **Communicate in languages other than English.**

**Goal 1.1 Interpersonal**

Students will express and defend with detail personal preferences, feelings, and opinions of the concept of beauty.

**Indicator:** Students discuss and defend an opinion on selected topics from the personal to the abstract level in the target language.

**Objectives:** In the target language, students will be able to:

- Discuss various types of art.
- Discuss artists and artwork from the Spanish-speaking world.
- Give and defend their personal opinion of a work of art.

### **Goal 1.2 Interpretive**

Students will understand spoken and written language on very familiar topics in the target language that promote the learning of basic linguistic structures.

**Indicator:** Students understand spoken and written language on a variety of topics that incorporate abstract ideas and more advanced linguistic structures in the target language.

**Objectives:** In the target language, students will be able to:

- Use a variety of resources, prior experiences, and strategies to derive and negotiate meaning.
- Identify and summarize the main ideas and key supporting ideas of oral and written presentations from various media products and works of literature.
- Demonstrate understanding of developmentally appropriate information gained through active listening or reading by applying it to a different context.
- Identify concepts of beauty in authentic music and news sources and apply this information to new contexts.

### **Goal 1.3 Presentational**

Students will present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.

**Indicator:** Students make presentations and write paragraphs on selected topics from the personal to the abstract level in the target language.

**Objectives:** In the target language, students will be able to:

- Write and deliver presentations on selected topics.
- Present and write with description and detail in a variety of formats for multiple purposes and audiences.
- Present excerpts from authentic music, media, or literature.
- Research and deliver a presentation on interpretations of beauty and aspects of beauty in works of art or media across cultures.
- Write informative/explanatory texts to examine and convey how beauty is defined across cultures and how these ideals influence self-expression.

**STANDARD 2.0: CULTURE    Gain knowledge and understanding of other cultures.**

### **Goal 2.1 Practices and Perspectives**

Students demonstrate knowledge and understanding of another people's way of life, the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.

**Indicator:** Students research and explain the relationship between the perspectives and cultural practices of countries and cultures studied in the target language.

**Objectives:** Students will be able to:

- Interact according to the social and cultural patterns of behavior in real-life situations.
- Expand knowledge of, and participate in, a wider variety of cultural activities or experiences in the school and community.
- Refine their understanding of how beliefs and attitudes within the cultures studied are affected by national and international issues.
- Explain historic and contemporary influences on cultural patterns of behavior and use of language.
- Analyze and evaluate how beliefs and attitudes of Spanish-speaking cultures influence their practices concerning self-beautification.

## **Goal 2.2 Products and Perspectives**

Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.

**Indicator:** Students research and explain the relationship between the perspectives and the products of the countries studied in the target language.

**Objectives:** Students will be able to:

- Explain the historic background of objects and symbols and how they came to represent aspects of cultures studied.
- Explain the role of contributions, notable figures, and historic events of the cultures studied in today's world.
- Discuss how historic and contemporary influences from the cultures studied shape people's views of the world and their own attitudes toward issues facing the world.
- Discuss the geography of the countries studied with respect to the impact on politics, economics and history.
- Analyze the relationship between art and media to the underlying beliefs and values of culture concerning beauty.

**STANDARD 3.0: CONNECTIONS    Connect with other disciplines and acquire information.**

## **Goal 3.1 Across Disciplines**



Students reinforce and further knowledge of other content areas through a language other than English.

**Indicator:** Students access new information and reinforce existing knowledge of other content areas through the target language.

**Objectives:** Students will be able to:

- Use increasingly advanced vocabulary and structures in the target language to increase knowledge of other content areas.
- Apply knowledge and skills gained in the target language to make connections to other content areas and real world situations.
- Connect knowledge of the Spanish language and culture to analyze and describe art.

### **Goal 3.2 Added Perspectives**

Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.

**Indicator:** Students demonstrate a greater understanding of various topics by examining them from the perspectives of other cultures where the language is spoken.

**Objectives** Students will be able to:

- Describe and analyze the perspectives gained from appropriate print and non-print materials about familiar topics from the cultures studied.
- Apply knowledge of the perspectives of the cultures studied to other content areas or to real world situations.
- Apply perspectives of the cultures under study to solve problems about beauty and self-image in one's own culture.

## **STANDARD 4.0: COMPARISONS    Develop insight into the nature of language and culture.**

### **Goal 4.1 Language**

Students demonstrate understanding of the nature of language through comparisons of the language studied and English.

**Indicator:** Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.

**Objectives:** Students will be able to:

- Compare more advanced grammatical structures between the target language and English.

- Refine and use the sound-symbol association and compare it between the target language and English.
- Compare, identify, and use cognates, word roots, prefixes, suffixes, and sentence structures between the target language and English.
- Compare, identify, and use abstract idiomatic expressions between the target language and English.
- Compare cultural characteristics of the target language and demonstrate an understanding of these cultural characteristics through correct usage with adults and peers in the classroom setting and in authentic situations.
- Refine the use of the sound-symbol association with adjectives and compare it between the target language and English.

#### **Goal 4.2 Culture**

Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

**Indicator:** Students identify and compare the products, practices, and perspectives from the target cultures to their own.

**Objectives:** Students will be able to:

- Identify and discuss the meaning of a broader range of perspectives, practices, and products in different cultures as compared to their own.
- Analyze the form, meaning, and importance of perspectives, practices and products of the target culture and compare it to their own.
- Compare how beauty is represented in Spanish-speaking cultures to representations in one's own culture.

### **STANDARD 5.0: COMMUNITIES    Participate in multilingual communities at home and around the world.**

#### **Goal 5.1 Practical Applications**

Students use the language both within and beyond the school setting.

**Indicator:** Students use and extend their language proficiency and cultural knowledge through face-to-face encounters and/or the use of technology both within and beyond the school setting.

**Objectives:** Students will be able to:

- Communicate with people locally and/or around the world through avenues such as pen pals, E-mail, video, face-to-face encounters, and publications with exclusive use of the target language.

- Identify and describe available media (i.e., TV news, broadcasts), print (i.e., library), and commercial establishments in the local community that include or are presented exclusively in the target language.
- Create and present activities in the target language (i.e., drama, poetry, art, music) where communication is extended beyond the classroom (i.e., podcast).
- Maintain a personal account about how personal beliefs about beauty have been influenced due to the cultures studied.

## **Goal 5.2 Personal Enrichment**

Students use the language for personal enjoyment and enrichment.

**Indicator:** Students explore opportunities to use the target language both at home and abroad while accessing a wide variety of resources where students can pursue topics of personal interest.

**Objectives** Students will be able to:

- Create activities that utilize various media to ensure that students learn more about languages and cultures.
- Explore and create an exhibit of a chosen career cluster for which skills in another language and/or cross-cultural understanding are necessary.
- Research activities sponsored by local groups and communities (real/virtual) through which the target culture can be experienced in the target language.
- Relate Spanish-speaking cultural perspectives of self-image and beauty to personal beliefs and practices.

## **Spanish 3-**

## **Unit 3- ¿Qué haces para estar en forma?**

### **AP Connection- Science and Technology**

#### **Overview**

In this unit students will be able to communicate about illnesses and modern remedies. Students will be able to describe how fitness and nutrition impact health and give advice on maintaining a healthy lifestyle.

#### **Essential Questions:**

- What constitutes healthy eating, exercise habits and lifestyle?
- How can we give advice and make informed decisions about health and nutrition?

#### **Enduring Understandings:**

- Cultural factors influence health and lifestyle.
- Nutrition and eating habits are determined by economic and geographical factors.

#### **Students will meet the curricular goals and objectives by:**

- Talking about symptoms and remedies
- Giving advice about health and nutrition
- Expressing how they feel under certain circumstances
- Understanding cultural perspectives about health, physical fitness and nutrition

### **Curriculum Standards**

#### **STANDARD 1.0: COMMUNICATION Communicate in languages other than English.**

##### **Goal 1.1 Interpersonal**

Students will exchange information orally and in writing in the target language in a culturally appropriate manner to provide and obtain information, express feelings and emotions, and exchange opinions.

**Indicator:** Students discuss and defend an opinion on selected topics from the personal to the abstract level in the target language.

**Objectives:** In the target language, students will be able to:

- Discuss symptoms of illness and medicinal remedies.
- Discuss the elements of good nutrition
- Make recommendations about diet and exercise routines

- Discuss the value of exercise and health.
- Discuss ancient team sports.

### **Goal 1.2 Interpretive**

Students will understand spoken and written language on very familiar topics in the target language that promote the learning of basic linguistic structures.

**Indicator:** Students understand spoken and written language on a variety of topics that incorporate abstract ideas and more advanced linguistic structures in the target language.

**Objectives:** In the target language, students will be able to:

- Listen to suggestions about how to maintain good health
- Read about and analyze recipes that promote healthy eating
- Analyze study results of teenage eating habits.
- Listen to announcements for exercise clubs.

### **Goal 1.3 Presentational**

Students will present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.

**Indicator:** Students make presentations and write paragraphs on selected topics from the personal to the abstract level in the target language.

**Objectives:** In the target language, students will be able to:

- Write about an exercise and nutrition plan.
- Analyze the value of physical education programs in Spanish-speaking countries.
- Make suggestions for improved nutrition and exercise.

## **STANDARD 2.0: CULTURE Gain knowledge and understanding of other cultures.**

### **Goal 2.1 Practices and Perspectives**

Students demonstrate knowledge and understanding of another people's way of life, the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.

**Indicator:** Students research and explain the relationship between the perspectives and cultural practices of countries and cultures studied in the target language.

**Objectives:** Students will be able to:

- Analyze the diets of people of Spanish-speaking countries.

## **Goal 2.2 Products and Perspectives**

Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.

**Indicator:** Students research and explain the relationship between the perspectives and the products of the countries studied in the target language.

**Objectives:** Students will be able to:

- Understand the cultural significance of La Pelota.

## **STANDARD 3.0: CONNECTIONS Connect with other disciplines and acquire information.**

### **Goal 3.1 Across Disciplines**

Students reinforce and further knowledge of other content areas through a language other than English.

**Indicator:** Students access new information and reinforce existing knowledge of other content areas through the target language.

**Objectives:** Students will be able to:

- Demonstrate a deeper understanding of biology and nutrition.
- Demonstrate a deeper understanding of physiology and exercise.
- Demonstrate a deeper understanding of the indigenous peoples of Latin America.

### **Goal 3.2 Added Perspectives**

Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.

**Indicator:** Students demonstrate a greater understanding of various topics by examining them from the perspectives of other cultures where the language is spoken.

**Objectives:** Students will be able to:

- Evaluate the cultural perspective on food, nutrition and exercise.

## **STANDARD 4.0: COMPARISONS**

## **Develop insight into the nature of language and culture.**

### **Goal 4.1 Language**

Students demonstrate understanding of the nature of language through comparisons of the language studied and English.

**Indicator:** Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.

**Objectives:** Students will be able to:

- Demonstrate the proper use of commands, both formally and informally.
- Demonstrate how to make suggestions and give advice using the subjunctive mood.

### **Goal 4.2 Culture**

Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

**Indicator:** Students identify and compare the products, practices, and perspectives from the target cultures to their own.

**Objectives:** Students will be able to:

- Compare the use of medicine and natural remedies to practices in Spanish-speaking countries.
- Compare the physical education requirements in schools in the United States to those in Spanish-speaking countries

## **STANDARD 5.0: COMMUNITIES Participate in multilingual communities at home and around the world.**

### **Goal 5.1 Practical Applications**

Students use the language both within and beyond the school setting.

**Indicator:** Students use and extend their language proficiency and cultural knowledge through face-to-face encounters and/or the use of technology both within and beyond the school setting.

**Objectives:** Students will be able to:

- Use and understand global websites pertaining to nutrition and exercise.

### **Goal 5.2 Personal Enrichment**

Students use the language for personal enjoyment and enrichment.

**Indicator:** Students explore opportunities to use the target language both at home and abroad while accessing a wide variety of resources where students can pursue topics of personal interest.

**Objectives:** Students will be able to:

- Form opinions and express preferences related to diet and exercise.

## **LANGUAGE STRUCTURES**

### **Goal 1.0 Control of Language Structures**

The student will control language by applying select language structures orally and in writing in the target language.

**Objectives:** The student will be able to:

- Use commands to give instructions on diet and exercise.
- Use the subjunctive mood to give advice on diet and exercise.



## **Spanish 3**

## **Unit 4- ¿Cómo te llevas con los demás?**

### **AP Connection- Families and Communities**

#### **Overview**

In this unit students will describe love and friendship, describe personality traits and express their social relationships with family and friends.

#### **Essential Questions:**

- How do family and friends relate to one another through different cultural perspectives?
- What is necessary to maintain relationships?
- How does one resolve conflicts in relationships?

#### **Enduring Understandings:**

- The family structure is a vehicle for learning culture and values.
- Human conflict is universal.
- Resolution of conflict requires choice and compromise.

### **Curriculum Standards**

#### **STANDARD 1.0: COMMUNICATION**

##### **Communicate in languages other than English.**

##### **Goal 1.1 Interpersonal**

Students will exchange information orally and in writing in the target language in a culturally appropriate manner to provide and obtain information, express feelings and emotions, and exchange opinions.

**Indicator:** Students discuss and defend an opinion on selected topics from the personal to the abstract level in the target language.

**Objectives:** In the target language, students will be able to:

- Discuss friendships and personality traits.
- Distinguish between positive and negative personal qualities.
- Discuss conflicts and how to resolve them.
- Discuss relationships between family and friends.
- Discuss what is needed to maintain friendships.

- Express feelings under certain circumstances.

### **Goal 1.2 Interpretive**

Students will understand spoken and written language on very familiar topics in the target language that promote the learning of basic linguistic structures.

**Indicator:** Students understand spoken and written language on a variety of topics that incorporate abstract ideas and more advanced linguistic structures in the target language.

**Objectives:** In the target language, students will be able to:

- Read and listen to information about personality traits, friendship, conflict resolution and family routines.
- Read about known artists, musicians, and poets and their work.
- Read about and listen to how relationships are portrayed in media and the arts.

### **Goal 1.3 Presentational**

Students will present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.

**Indicator:** Students make presentations and write paragraphs on selected topics from the personal to the abstract level in the target language.

**Objectives:** In the target language, students will be able to:

- Write about their friendships and family relationships.
- Write about how to solve conflicts in relationships.
- Write about how love is portrayed in media and the arts.

## **STANDARD 2.0: CULTURE**

**Gain knowledge and understanding of other cultures.**

### **Goal 2.1 Practices and Perspectives**

Students demonstrate knowledge and understanding of another person's way of life, the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.

**Indicator:** Students research and explain the relationship between the perspectives and cultural practices of countries and cultures studied in the target language.

**Objectives:** Students will be able to:

- Explain friendship and family structure in Spanish-speaking cultures.
- Analyze conflicts and resolutions in Spanish-speaking cultures.
- Analyze how love is represented in the media and the arts.

## **Goal 2.2 Products and Perspectives**

Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.

**Indicator:** Students research and explain the relationship between the perspectives and the products of the countries studied in the target language.

**Objectives:** Students will be able to:

- Talk about known artists, musicians, and poets and their work.
- Talk about telenovelas.

## **STANDARD 3.0: CONNECTIONS**

**Connect with other disciplines and acquire information.**

### **Goal 3.1 Across Disciplines**

Students reinforce and further knowledge of other content areas through a language other than English.

**Indicator:** Students access new information and reinforce existing knowledge of other content areas through the target language.

**Objectives:** Students will be able to:

- Talk about psychology, conflict resolution, and interpersonal dynamics.
- Talk about known artists, musicians, and poets and their work.
- Analyze mathematical percentages and surveys.
- Analyze the history of the handshake.
- Discuss conflict resolution in fiction and drama.

### **Goal 3.2 Added Perspectives**

Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.

**Indicator:** Students demonstrate a greater understanding of various topics by examining them from the perspectives of other cultures where the language is spoken.

**Objectives:** Students will be able to:

- Demonstrate an understanding of the extended family structure in Spanish-speaking countries.
- Demonstrate an understanding of the difference between acquaintances and friends in Spanish-speaking countries.

## **STANDARD 4.0: COMPARISONS**

**Develop insight into the nature of language and culture.**

### **Goal 4.1 Language**

Students demonstrate understanding of the nature of language through comparisons of the language studied and English.

**Indicator:** Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.

**Objectives:** Students will be able to:

- Compare Spanish words to their English counterparts.
- Compare English and Spanish reflexive verbs.
- Compare the use of the Subjunctive mood with emotion.
- Compare the uses of **Por** and **Para**.
- Compare the use of the nosotros commands with their English counterparts.

### **Goal 4.2 Culture**

Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

**Indicator:** Students identify and compare the products, practices, and perspectives from the target cultures to their own.

**Objectives:** Students will be able to:

- Compare teen relationships in Spanish-speaking countries and the U.S.
- Compare holidays and television shows in Spanish-speaking countries and the U.S.

## **STANDARD 5.0: COMMUNITIES**

**Participate in multilingual communities at home and around the world.**

### **Goal 5.1 Practical Applications/Beyond the School**

Students use the language both within and beyond the school setting.

**Indicator:** Students use and extend their language proficiency and cultural knowledge through face-to-face encounters and/or the use of technology both within and beyond the school setting.

**Objectives:** Students will be able to:

- Link to Web sites from around the Spanish-speaking world.

### **Goal 5.2 Personal Enrichment/Lifelong Learner**

Students use the language for personal enjoyment and enrichment.

**Indicator:** Students explore opportunities to use the target language both at home and abroad while accessing a wide variety of resources where students can pursue topics of personal interest.

**Objectives:** Students will be able to:

- Describe their own personalities.
- Discuss techniques for conflict resolution.
- Develop an appreciation of poetry.

**AP Connection- Families and Communities/ Science and Technology**

**Overview**

In this unit students will be able to discuss the skills and characteristics necessary to obtain a career, explain how one would help his/her community through volunteer activities, and understand cultural perspectives on student jobs and volunteer work.

**Essential Questions:**

- How does one promote him/herself in an interview or on an application?
- How does culture influence one's perspective on work?
- How does volunteering contribute to the community?

**Enduring Understandings:**

- Working contributes to society and community.
- Each individual has skills and abilities to contribute.
- Volunteering supports the greater community.

**Curriculum Standards**

**STANDARD 1.0: COMMUNICATION**

**Communicate in languages other than English.**

**Goal 1.1 Interpersonal**

Students will exchange information orally and in writing in the target language in a culturally appropriate manner to provide and obtain information, express feelings and emotions, and exchange opinions.

**Indicator:** Students discuss and defend an opinion on selected topics from the personal to the abstract level in the target language.

**Objectives:** In the target language, students will be able to:

- Discuss various types of jobs available in their community.
- Discuss various types of jobs in the Spanish-speaking world.
- Discuss personal views of work and volunteering.
- Discuss their view of what makes a desirable employee/employer.
- Discuss how they can help their community through volunteer work.

## **Goal 1.2 Interpretive**

Students will understand spoken and written language on very familiar topics in the target language that promote the learning of basic linguistic structures.

**Indicator:** Students understand spoken and written language on a variety of topics that incorporate abstract ideas and more advanced linguistic structures in the target language.

**Objectives:** In the target language, students will be able to:

- Read and listen to information about work, job searches, and employment types, sites, and skills.
- Read and listen to information about skills and abilities needed to perform a job.
- Read about community gardens.
- Read and listen to information about emergencies, volunteer community organizations, and community activism.
- Read about the contributions of the Spanish-speaking community in the United States.

## **Goal 1.3 Presentational**

Students will present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.

**Indicator:** Students make presentations and write paragraphs on selected topics from the personal to the abstract level in the target language.

**Objectives:** In the target language, students will be able to:

- Write about work, job searches, and employment types, sites, and skills.
- Write about personality traits and personal goals.
- Write about volunteer community organizations.
- Write about the contributions of the Spanish-speaking community in the United States.

## **STANDARD 2.0: CULTURE**

**Gain knowledge and understanding of other cultures.**

### **Goal 2.1 Practices and Perspectives**

Students demonstrate knowledge and understanding of another person's way of life, the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.

**Indicator:** Students research and explain the relationship between the perspectives and cultural practices of countries and cultures studied in the target language.

**Objectives:** Students will be able to:

- Discuss community gardens in Latin America.
- Analyze teenage employment in Latin America.
- Evaluate the contributions of the Spanish-Speaking community in the United States.

## **Goal 2.2 Products and Perspectives**

Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.

**Indicator:** Students research and explain the relationship between the perspectives and the products of the countries studied in the target language.

**Objectives:** Students will be able to:

- Discuss poetry and stories from Spanish-speaking writers.
- Talk about community organizations for Spanish-speakers in the United States.

## **STANDARD 3.0: CONNECTIONS**

**Connect with other disciplines and acquire information.**

### **Goal 3.1 Across Disciplines**

Students reinforce and further knowledge of other content areas through a language other than English.

**Indicator:** Students access new information and reinforce existing knowledge of other content areas through the target language.

**Objectives:** Students will be able to:

- Talk about economics and workforce development.
- Talk about community activism.
- Talk about governmental rights and responsibilities.
- Talk about Hispanic American contributions to American society.

### **Goal 3.2 Added Perspectives**

Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.



**Indicator:** Students demonstrate a greater understanding of various topics by examining them from the perspectives of other cultures where the language is spoken.

**Objectives:** Students will be able to:

- Demonstrate an understanding of challenges of employment.
- Demonstrate an understanding of the value of contributing to the community and society.

## **STANDARD 4.0: COMPARISONS**

**Develop insight into the nature of language and culture.**

### **Goal 4.1 Language**

Students demonstrate understanding of the nature of language through comparisons of the language studied and English.

**Indicator:** Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.

**Objectives:** Students will be able to:

- Compare Spanish words to their English counterparts.
- Compare the English pluperfect tense to the Spanish pluscuamperfecto.
- Compare the Spanish present perfect subjunctive to its expression in English.

### **Goal 4.2 Culture**

Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

**Indicator:** Students identify and compare the products, practices, and perspectives from the target cultures to their own.

**Objectives:** Students will be able to:

- Compare Latin American community gardens to those in the United States.
- Compare Latin American teenage employment to that in the United States.
- Compare centers in the United States which serve Spanish-speaking communities to those of American society in general.

## **STANDARD 5.0: COMMUNITIES Participate in multilingual communities at home and around the world.**

### **Goal 5.1 Practical Applications**

Students use the language both within and beyond the school setting.

**Indicator:** Students use and extend their language proficiency and cultural knowledge through face-to-face encounters and/or the use of technology both within and beyond the school setting.

**Objectives:** Students will be able to:

- Discuss how to get involved in community activities and volunteer work.
- Discuss job solicitation skills.
- Link to Web sites from around the Spanish-speaking world.

## **Goal 5.2 Personal Enrichment**

Students use the language for personal enjoyment and enrichment.

**Indicator:** Students explore opportunities to use the target language both at home and abroad while accessing a wide variety of resources where students can pursue topics of personal interest.

**Objectives:** Students will be able to:

- Develop an appreciation for poetry and fiction.
- Discuss the value of community activity.

**AP Connection- Science and Technology**

**Overview**

In this unit students will be able to talk about careers, professions, and their plans for the future. Students will also explore the impact of science and technology on our lives and understand cultural perspectives on jobs and technology.

**Essential Questions:**

- What role does technology play in one's life?
- How do cultural perspectives impact one's understanding of technology?
- How do technology and career options affect one's career choice in the future?

**Enduring Understandings:**

- Technological advances affect society, community and individuals.
- Changes in technology will impact career opportunities in the future.

**Curriculum Standards**

**STANDARD 1.0: COMMUNICATION**

**Communicate in languages other than English.**

**Goal 1.1 Interpersonal**

Students will exchange information orally and in writing in the target language in a culturally appropriate manner to provide and obtain information, express feelings and emotions, and exchange opinions.

**Indicator:** Students discuss and defend an opinion on selected topics from the personal to the abstract level in the target language.

**Objectives:** In the target language, students will be able to:

- Discuss professions and careers.
- Discuss future relationships.
- Discuss the effects of technology on society.
- Discuss cultural perspectives on careers.

## **Goal 1.2 Interpretive**

Students will understand spoken and written language on very familiar topics in the target language that promote the learning of basic linguistic structures.

**Indicator:** Students understand spoken and written language on a variety of topics that incorporate abstract ideas and more advanced linguistic structures in the target language.

**Objectives:** In the target language, students will be able to:

- Read and listen to information about careers and professions and necessary qualities for employment.
- Read about virtual and physical communities.
- Read and listen to information about past, present, and future changes in technology.
- Read about educational organizations in Spanish-speaking countries.

## **Goal 1.3 Presentational**

Students will present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.

**Indicator:** Students make presentations and write paragraphs on selected topics from the personal to the abstract level in the target language.

**Objectives:** In the target language, students will be able to:

- Write and present information orally about careers and professions and necessary qualities for them
- Write and present information orally about past, present, and future changes

## **STANDARD 2.0: CULTURE**

**Gain knowledge and understanding of other cultures.**

### **Goal 2.1 Practices and Perspectives**

Students demonstrate knowledge and understanding of another person's way of life, the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.

**Indicator:** Students research and explain the relationship between the perspectives and cultural practices of countries and cultures studied in the target language.

**Objectives:** Students will be able to:

- Demonstrate an understanding of the practice of young working adults living with their families.
- Demonstrate an understanding of the benefit of internships as gaining valuable work experience.

## **Goal 2.2 Products and Perspectives**

Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.

**Indicator:** Students research and explain the relationship between the perspectives and the products of the countries studied in the target language.

**Objective:** Students will be able to:

- Discuss poetry and fictional works.
- Discuss the products of Spanish-speaking architects.

## **STANDARD 3.0: CONNECTIONS**

**Connect with other disciplines and acquire information.**

### **Goal 3.1 Across Disciplines**

Students reinforce and further knowledge of other content areas through a language other than English.

**Indicator:** Students access new information and reinforce existing knowledge of other content areas through the target language.

**Objectives:** Students will be able to:

- Demonstrate a deeper understanding of educational programs for the future.
- Demonstrate a deeper understanding of employment demographics and futurology.
- Demonstrate a deeper understanding about architectural structures.
- Use Language Arts Strategies: circumlocution, compare and contrast, mapping your speech using main idea and details, coping with unknown words.

### **Goal 3.2 Added Perspectives**

Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.

**Indicator:** Students demonstrate a greater understanding of various topics by examining them from the perspectives of other cultures where the language is spoken.

**Objectives:** Students will be able to:

- Discuss how technology is shaping the future of global society.
- Discuss the impact of technology on culture.

## **STANDARD 4.0: COMPARISONS**

**Develop insight into the nature of language and culture.**

### **Goal 4.1 Language**

Students demonstrate understanding of the nature of language through comparisons of the language studied and English.

**Indicator:** Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.

**Objectives:** Students will be able to:

- Compare the Spanish impersonal *se* to the English passive voice.
- Compare Spanish and English future and future perfect tenses.
- Compare Spanish words to their English future and future perfect tenses.

### **Goal 4.2 Culture**

Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

**Indicator:** Students identify and compare the products, practices, and perspectives from the target cultures to their own.

**Objectives:** Students will be able to:

- Compare the lifestyles of young people from Spain and the United States.
- Compare the roles of television in Mexico and in the United States.
- Compare distance education in Puerto Rico and in the United States.

## **STANDARD 5.0: COMMUNITIES**

**Participate in multilingual communities at home and around the world.**

### **Goal 5.1 Practical Applications**

Students use the language both within and beyond the school setting.

**Indicator:** Students use and extend their language proficiency and cultural knowledge through face-to-face encounters and/or the use of technology both within and beyond the school setting.

**Objectives:** Students will be able to:

- Link to websites from around the Spanish-speaking world.
- Describe strategies for obtaining employment and keeping up with the employment trends.
- Discuss distance education and attending universities abroad.

### **Goal 5.2 Personal Enrichment**

Students use the language for personal enjoyment and enrichment.

**Indicator:** Students explore opportunities to use the target language both at home and abroad while accessing a wide variety of resources where students can pursue topics of personal interest.

**Objectives:** Students will be able to:

- Discuss important facts about going to college.
- Prepare for the future.
- Develop an appreciation for poetry and fiction.

**AP Connection: Science and Technology****Overview**

In this unit, students will describe what archeologists do, identify and describe extraordinary phenomena and express their opinion about mysterious events. Students will also talk about pre-Columbian indigenous civilizations, and compare myths and legends from Spanish-speaking countries with those of the United States.

**Essential Questions**

- How can mysteries from the past be explained?
- How does science contribute to the explanation of past mysteries?
- What cultural perspectives are represented in myths and legends?

**Enduring Understandings**

- An understanding of past events promotes an understanding of the present.
- An individual's beliefs affect their understanding of mysteries.
- Myths and legends provide insight to cultural beliefs and values.

**Curriculum Standards****STANDARD 1.0: COMMUNICATION****Communicate in languages other than English.****Goal 1.1 Interpersonal**

Students will express and defend with detail personal preferences, feelings, and opinions of the concept of mysteries, myths and legends.

**Indicator:** Students discuss and defend an opinion on selected topics from the personal to the abstract level in the target language.

**Objectives:** In the target language, students will be able to:

- Describe archeological work and discoveries.
- Explain and defend extraordinary archeological mysteries.
- Discuss the difference between mysteries and historical events.
- Compare myths and legends from the Spanish-speaking world with those in the United States.
- Analyze the contributions of the pre-Columbian indigenous civilizations in the Americas.



## **Goal 1.2 Interpretive**

Students will understand spoken and written language on very familiar topics in the target language that promote the learning of basic linguistic structures.

**Indicator:** Students understand spoken and written language on a variety of topics that incorporate abstract ideas and more advanced linguistic structures in the target language.

**Objectives:** In the target language, students will be able to:

- Read about tourist sites, animals, and natural phenomena.
- Read and listen to information about present and past archeology and mysteries.
- Read and listen to information about pre-Columbian indigenous civilizations in America.

## **Goal 1.3 Presentational**

Students will present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.

**Indicator:** Students make presentations and write paragraphs on selected topics from the personal to the abstract level in the target language.

**Objectives:** In the target language, students will be able to:

- Write and present information orally about tourist sites and natural phenomena.
- Write and present information orally about archeology and mysteries past and present.
- Write and present information orally about shapes and measurements used in archeology.
- Write about pre-Columbian indigenous civilizations in America.

## **STANDARD 2.0: CULTURE**

**Gain knowledge and understanding of other cultures.**

### **Goal 2.1 Practices and Perspectives**

Students demonstrate knowledge and understanding of another people's way of life, the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.

**Indicator:** Students research and explain the relationship between the perspectives and cultural practices of countries and cultures studied in the target language.

**Objectives:** Students will be able to:

- Describe the archaeological and mathematical achievements of pre-Columbian indigenous civilizations in America.
- Describe the works of indigenous Latin American writers.

### **Goal 2.2 Products and Perspectives**

Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.

**Indicator:** Students research and explain the relationship between the perspectives and the products of the countries studied in the target language.

**Objectives:** Students will be able to:

- Analyze the creations and contributions of ancient civilizations.

## **STANDARD 3.0: CONNECTIONS    Connect with other disciplines and acquire information.**

### **Goal 3.1 Across Disciplines**

Students reinforce and further knowledge of other content areas through a language other than English.

**Indicator:** Students access new information and reinforce existing knowledge of other content areas through the target language.

**Objectives:** Students will be able to:

- Demonstrate an understanding of ancient civilizations and their contributions to society.
- Demonstrate a deeper understanding of archaeology, astronomy, mathematics and science.
- Analyze myths and legends from Latin American cultures.

### **Goal 3.2 Added Perspectives**

Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.

**Indicator:** Students demonstrate a greater understanding of various topics by examining them from the perspectives of other cultures where the language is spoken.

**Objectives:** Students will be able to:

- Describe the creation of the Universe based on ancient civilizations understandings.
- Describe the societal structure of ancient civilizations of the Americas.
- Describe the mysteries of past civilizations in Latin America.

## **STANDARD 4.0: COMPARISONS**

**Develop insight into the nature of language and culture.**

### **Goal 4.1 Language**

Students demonstrate understanding of the nature of language through comparisons of the language studied and English.

**Indicator:** Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.

**Objectives:** Between the two languages, students will be able to:

- Compare the use of the present and present perfect subjunctive with expressions of doubt.
- Compare the uses of Pero and Sino to their English counterparts.
- Compare the use of the Subjunctive mood in adjective clauses.
- Compare, identify, and use cognates, word roots, prefixes, suffixes, and sentence structures between the target language and English.
- Compare, identify, and use abstract idiomatic expressions between the target language and English.

### **Goal 4.2 Culture**

Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

**Indicator:** Students identify and compare the products, practices, and perspectives from the target cultures to their own.

**Objectives:** Students will be able to:

- Compare the archaeological sites of Pre-Columbian civilizations to others globally.
- Compare the explanation of mysterious events to scientific explanations of phenomena.
- Analyze the belief system of the Aztecs to the belief systems of the world today.

## **STANDARD 5.0: COMMUNITIES    Participate in multilingual communities at home and around the world.**

### **Goal 5.1 Practical Applications**

Students use the language both within and beyond the school setting.

**Indicator:** Students use and extend their language proficiency and cultural knowledge through face-to-face encounters and/or the use of technology both within and beyond the school setting.

**Objectives:** Students will be able to:

- Interact with global websites on the topics of scientific mysteries, discoveries and ancient civilizations.

## **Goal 5.2 Personal Enrichment**

Students use the language for personal enjoyment and enrichment.

**Indicator:** Students explore opportunities to use the target language both at home and abroad while accessing a wide variety of resources where students can pursue topics of personal interest.

**Objectives** Students will be able to:

- Research archaeological excavation sites sponsored by target culture groups and communities (real/virtual) through which the target culture can be experienced in the target language.
- Investigate additional myths and unexplained mysteries of cultures in the Spanish-speaking world.

**AP Connection- Public and Personal Identities****Overview**

In this unit, students will describe how different cultures interact, the fusion of cultures in Spain before 1492, the fusion of cultures in the Americas during colonization, and different cultural perspectives of different ethnic groups in the United States.

**Essential Questions**

- What were the major cultural influences which developed the Spanish identity?
- What indigenous cultural groups existed in the Americas prior to the arrival of the Europeans?
- How did colonization impact the fusion of cultures?
- What are the cultural perspectives of different ethnic groups in the United States?

**Enduring Understandings:**

- Historical cultural interactions continue to influence culture today.
- Different groups can have different cultural perspectives.
- Cultural interaction can create conflict, promote cultural advancement and eventually create new cultures.

**Curriculum Standards****STANDARD 1.0: COMMUNICATION****Communicate in languages other than English.****Goal 1.1 Interpersonal**

Students will exchange information orally and in writing in the target language in a culturally appropriate manner to provide and obtain information, express feelings and emotions, and exchange opinions.

**Indicator:** Students discuss and defend an opinion on selected topics from the personal to the abstract level in the target language.

**Objectives:** In the target language, students will be able to:

- Discuss the fusion of cultures in Spain prior to 1492.

- Discuss how those cultural fusions are still present in the language and culture of today.
- Discuss the indigenous cultures of the Americas prior to the arrival of the Europeans.
- Discuss the African influence in the Caribbean.
- Discuss other European cultural and ethnic groups which have influenced Spanish-speaking countries.
- Discuss the colonization of the Americas and cultural integration and assimilation.
- Discuss the fusion of cultures and ethnic groups in the United States.

### **Goal 1.2 Interpretive**

Students will understand spoken and written language on very familiar topics in the target language that promote the learning of basic linguistic structures.

**Indicator:** Students understand spoken and written language on a variety of topics that incorporate abstract ideas and more advanced linguistic structures in the target language.

**Objectives:** In the target language, students will be able to:

- Read and listen to information about the fusion of cultures in Spain prior to 1492.
- Read and listen to how those cultural influences are represented in architecture, language, and culture.
- Read and listen to information about the indigenous cultures of the Americas prior to the arrival of the Europeans.
- Read and listen to information about the colonization of the Americas and cultural integration and assimilation.
- Read and listen to information about other European cultural and ethnic groups that have influenced Spanish-speaking countries.
- Read and listen to information about the fusion of cultures and ethnic groups in the United States.

### **Goal 1.3 Presentational**

Students will present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.

**Indicator:** Students make presentations and write paragraphs on selected topics from the personal to the abstract level in the target language.

**Objectives:** In the target language, students will be able to:

- Write about the fusion of cultures in Spain prior to 1492.
- Write about how those cultural influences are represented in architecture, language, and culture.
- Write about the indigenous cultures of the Americas prior to the arrival of the Europeans.

- Write about the colonization of the Americas and cultural integration and assimilation.
- Write about other European cultural and ethnic groups that have influenced Spanish-speaking countries.
- Write about the fusion of cultures and ethnic groups in the United States.

## **STANDARD 2.0: CULTURE**

**Gain knowledge and understanding of other cultures.**

### **Goal 2.1 Practices and Perspectives**

Students demonstrate knowledge and understanding of another person's way of life, the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.

**Indicator:** Students research and explain the relationship between the perspectives and cultural practices of countries and cultures studied in the target language.

**Objectives:** Students will be able to:

- Explain the fusion of Jewish, Christian and Arabic culture in Spain prior to 1492.
- Explain the fusion of culture as it is represented in architecture, language and cultural beliefs.
- Explain the colonization of the Americas from distinctive viewpoints.
- Explain the different ethnic groups of the United States.

### **Goal 2.2 Products and Perspectives**

Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.

**Indicator:** Students research and explain the relationship between the perspectives and the products of the countries studied in the target language.

**Objectives:** Students will be able to:

- Discuss poetry and stories from Spanish-speaking writers.
- Talk about the purpose and organization of the Spanish Missions.

## **STANDARD 3.0: CONNECTIONS**

## **Connect with other disciplines and acquire information.**

### **Goal 3.1 Across Disciplines**

Students reinforce and further knowledge of other content areas through a language other than English.

**Indicator:** Students access new information and reinforce existing knowledge of other content areas through the target language.

**Objectives:** Students will be able to:

- Discuss historical events prior to 1492.
- Discuss the colonial period of the Americas.
- Discuss the challenges of colonization and the resulting fusion of cultures.
- Discuss historical figures of the independence movements.
- Discuss the ethnic groups of the United States and their impact on American culture.

### **Goal 3.2 Added Perspectives**

Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.

**Indicator:** Students demonstrate a greater understanding of various topics by examining them from the perspectives of other cultures where the language is spoken.

**Objectives:** Students will be able to:

- Develop an historically accurate understanding of time from the Roman Empire in the Iberian Peninsula through the Reconquest.
- Develop an understanding of the fusion of Jewish, Arab and Christian cultures with regards to language, architecture and culture.
- Develop an understanding of the impact of the discovery of the Americas on the indigenous cultures.
- Develop an understanding of the African influence in Caribbean nations.
- Develop an understanding of the other European influences in Argentina.

## **STANDARD 4.0: COMPARISONS**

**Develop insight into the nature of language and culture.**

### **Goal 4.1 Language**



Students demonstrate understanding of the nature of language through comparisons of the language studied and English.

**Indicator:** Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.

**Objectives:** Students will be able to:

- Compare Spanish words to their English counterparts.
- Identify derivatives in language from Latin, Greek, and Arabic.
- Compare the use of the Conditional tense in Spanish and English.
- Compare the use of the Subjunctive Mood in the past (Imperfect Subjunctive)
- Compare the use of Imperfect Subjunctive with si clauses with English.

#### **Goal 4.2 Culture**

Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

**Indicator:** Students identify and compare the products, practices, and perspectives from the target cultures to their own.

**Objectives:** Students will be able to:

- Compare the cultural fusion in Spain and Latin America with cultural fusion of ethnic groups in the United States.

#### **STANDARD 5.0: COMMUNITIES Participate in multilingual communities at home and around the world.**

##### **Goal 5.1 Practical Applications**

Students use the language both within and beyond the school setting.

**Indicator:** Students use and extend their language proficiency and cultural knowledge through face-to-face encounters and/or the use of technology both within and beyond the school setting.

**Objectives:** Students will be able to:

- Discuss how to become involved with Latino communities here in the United States.
- Interact via Spanish speaking web sites.

##### **Goal 5.2 Personal Enrichment**

Students use the language for personal enjoyment and enrichment.

**Indicator:** Students explore opportunities to use the target language both at home and abroad while accessing a wide variety of resources where students can pursue topics of personal interest.

**Objectives:** Students will be able to:

- Develop an appreciation for poetry and fiction.
- Discuss how historical events might relate to their current cultural experience.

**AP Connection- Los Desafios Globales**

**Overview**

In this unit, students will describe environmental concerns, discuss solutions to local and global environmental problems, express their attitudes and opinions about the environment and understand cultural perspectives that deal with conservation and the environment.

**Essential Questions**

- What are some environmental issues in my community and globally?
- How does one's actions and choices affect the environment?
- What are some endangered species and the efforts to protect them?

**Enduring Understandings:**

- Environmental issues affect individuals, communities and society in general.
- One's actions and choices have repercussions beyond what one might realize.

**Curriculum Standards**

**STANDARD 1.0: COMMUNICATION**

**Communicate in languages other than English.**

**Goal 1.1 Interpersonal**

Students will exchange information orally and in writing in the target language in a culturally appropriate manner to provide and obtain information, express feelings and emotions, and exchange opinions.

**Indicator:** Students discuss and defend an opinion on selected topics from the personal to the abstract level in the target language.

**Objectives:** In the target language, students will be able to:

- Discuss local and global environmental issues.
- Discuss environmental problems and possible solutions.
- Examine how an individual's actions and choices affect the environment.
- Identify endangered species.
- Discuss environmental conservation and protection efforts.

## **Goal 1.2 Interpretive**

Students will understand spoken and written language on very familiar topics in the target language that promote the learning of basic linguistic structures.

**Indicator:** Students understand spoken and written language on a variety of topics that incorporate abstract ideas and more advanced linguistic structures in the target language.

**Objectives:** In the target language, students will be able to:

- Read and listen to information about environmental issues.
- Read and listen to information about environmental conservation and protection efforts.
- Read about how present actions affect environmental problems of the future.
- Read about how human activities affect the environment.
- Read about endangered species.
- Read about ecotourism and its effect on the environment.

## **Goal 1.3 Presentational**

Students will present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.

**Indicator:** Students make presentations and write paragraphs on selected topics from the personal to the abstract level in the target language.

**Objectives:** In the target language, students will be able to:

- Write about environmental issues.
- Write about environmental conservation and protection efforts.
- Write about how present actions affect environmental problems of the future.
- Write about how human activities affect the environment.
- Write about endangered species.
- Write about ecotourism and its effect on the environment.

## **STANDARD 2.0: CULTURE**

**Gain knowledge and understanding of other cultures.**

### **Goal 2.1 Practices and Perspectives**

Students demonstrate knowledge and understanding of another person's way of life, the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.

**Indicator:** Students research and explain the relationship between the perspectives and cultural practices of countries and cultures studied in the target language.

**Objectives:** Students will be able to:

- Explain environmental issues affecting Spanish-speaking countries.
- Explain cultural perspectives about environmental issues and conservation efforts in Spanish-speaking countries.
- Evaluate the rich environmental resources that exist in Latin America.
- Analyze how one's environment impacts them personally.

## **Goal 2.2 Products and Perspectives**

Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.

**Indicator:** Students research and explain the relationship between the perspectives and the products of the countries studied in the target language.

**Objectives:** Students will be able to:

- Discuss poetry and stories from Spanish-speaking writers.
- Talk about environmental community organizations.

## **STANDARD 3.0: CONNECTIONS**

**Connect with other disciplines and acquire information.**

### **Goal 3.1 Across Disciplines**

Students reinforce and further knowledge of other content areas through a language other than English.

**Indicator:** Students access new information and reinforce existing knowledge of other content areas through the target language.

**Objectives:** Students will be able to:

- Develop a deeper understanding of ecological and environmental issues.
- Develop an appreciation for Spanish and Latin American poetry, fiction, music, and visual art.
- Develop a deeper understanding of Spanish-speaking environmental activists.

- Discuss Language Arts strategies: scanning, reading for comprehension, using visual aids, writing to persuade, using context clues.

### **Goal 3.2 Added Perspectives**

Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.

**Indicator:** Students demonstrate a greater understanding of various topics by examining them from the perspectives of other cultures where the language is spoken.

**Objectives:** Students will be able to:

- Read a poem excerpt by Jose Martí.
- Read about the Galapagos Islands.

### **STANDARD 4.0: COMPARISONS**

**Develop insight into the nature of language and culture.**

#### **Goal 4.1 Language**

Students demonstrate understanding of the nature of language through comparisons of the language studied and English.

**Indicator:** Students gain insight into the nature of English by comparing how a different language system expresses meaning and reflects culture.

**Objectives:** Students will be able to:

- Compare Spanish words to their English counterparts.
- Compare the use of the Indicative and Subjunctive Moods to express actions relative to the time in which they occur.
- Compare the use of Relative Pronouns to clarify information.

#### **Goal 4.2 Culture**

Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

**Indicator:** Students identify and compare the products, practices, and perspectives from the target cultures to their own.

**Objectives:** Students will be able to:

- Compare environmental issues that affect Spanish-speaking countries to those which affect the United States.
- Compare environmental conservation and protection efforts in Spanish-speaking countries to that in the United States.
- Compare environmental activism in Spanish-speaking countries to activism in the United States.

**STANDARD 5.0: COMMUNITIES Participate in multilingual communities at home and around the world.**

**Goal 5.1 Practical Applications**

Students use the language both within and beyond the school setting.

**Indicator:** Students use and extend their language proficiency and cultural knowledge through face-to-face encounters and/or the use of technology both within and beyond the school setting.

**Objectives:** Students will be able to:

- Discuss how to get involved in environmental and ecological conservation and protection efforts.
- Link to Web sites from around the Spanish-speaking world.

**Goal 5.2 Personal Enrichment**

Students use the language for personal enjoyment and enrichment.

**Indicator:** Students explore opportunities to use the target language both at home and abroad while accessing a wide variety of resources where students can pursue topics of personal interest.

**Objectives:** Students will be able to:

- Develop an appreciation for poetry and fiction.
- Discuss the value environmental activism.