

DELAWARE VALLEY SCHOOL DISTRICT

**PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**Spanish 5**

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**Grade Level(s): 11-12**

**Date of Board Approval: \_\_\_\_\_ 2015 \_\_\_\_\_**

## Planned Instruction

**Title of Planned Instruction: Spanish 5**

**Subject Area: World Language**

**Grade(s): 11-12**

**Course Description:**

This is an advanced level course intended to prepare students for the rigor of upper language usage and learning by challenging them to develop critical thinking and problem solving skills in all areas of Spanish. This instruction and content are directed almost entirely in Spanish. Emphasis is placed on Spanish literature of both Spain and South America. As the students read the selections, they will gain greater insight into the structure of the Spanish language, learn to appreciate contemporary Spanish writing and lay the foundation for discussion of style and literary analysis. An overview of the most famous Spanish artists is also presented. The review and study of grammar is continued, but emphasis is placed on reading, writing, speaking, and listening. Students will have the opportunity to use a variety of learning methods to attain the mastery of the skills, concepts, and vocabulary necessary for success. These methodologies include communication, both personal and interpersonal, direct instruction, and guided inquiry. A command of the language through writing and oral presentations focusing on the themes of global challenges, science and technology, contemporary life, personal and public identities, families and communities and beauty and esthetics will be an integral part of the course. Technology is integrated whenever appropriate to support and enhance learning.

**Time/Credit for the Course: Full Year**

**Curriculum Writing Committee: Gary Cotroneo**

## Curriculum Map

### 1. Marking Period One -Overview with time range in days:

Introduction to the first two Advanced Placement Themes: Contemporary Life and Personal and Public Identities. How the changes in the lifestyle of the twenty-first century have affected our view of our personal lives. How our personal lives and social interactions will determine our place in the global society of the Hispanic world. 40-45 days

#### Marking Period One -Goals:

##### Understanding of:

- An introduction and discussion of Spanish culture and literature
- Alienation and assimilation
- National and ethnic identities
- Personal beliefs
- Self-image
- Lifestyles
- Identification and application of present tense
- Usage of possessive adjectives and pronouns
- Usage of demonstrative adjectives and pronouns
- Distinction between uses of ser v. estar
- Recall, use, and construct the present progressive tense
- Comprehension of gender and agreement of nouns and adjectives
- Recall, use, and construct adverbs
- The use of appropriate thematic vocabulary to enhance writing , reading, and speaking

### 2. Marking Period Two -Overview with time range in days:

Continuation of Contemporary Life and introduction of Advanced Placement Theme 3: Families and Communities. How can relationships with our family and friends have helped to develop our global outlook. How the development of personal relationships will influence our ability to interact socially and professionally. 40-45 days

#### Marking Period Two -Goals:

##### Understanding of:

- Spanish culture and literature
- Relationships
- Social and Familial customs and values
- Volunteerism
- Education communities
- Family structure
- Global citizenship

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- Human geography
- Social networking
- Recall preterite and imperfect tenses
- Distinguish the differences of preterite and imperfect tenses using context clues
- Recall, recognize, and construct phrases using prepositional, direct, and indirect object pronouns.
- Usage of future and conditional tenses
- Construction and use of past participle
- Usage of the perfect tenses
- Using context clues to distinguish between the usage of para vs. por
- Recall, use, and construct the various forms of the passive voice using context clues
- The use of appropriate thematic vocabulary to enhance writing , reading, and speaking

### 3. **Marking Period Three -Overview with time range in days:**

Advanced Placement Theme 4: Beauty and Aesthetics. How an understanding of beauty and aesthetics in enriches student understanding of the lifestyle and culture of the Hispanic world. 40-45 days

#### **Marking Period Three -Goals**

##### **Understanding of:**

- Spanish culture, art, and literature
- Architecture
- Beauty
- Creativity
- Fashion and Design
- Language and literature
- Visual and performing arts
- Identification and application of formal and informal commands
- Usage of the subjunctive according to context clues
- Usage of past subjunctive according to context clues
- The use of appropriate thematic vocabulary to enhance writing , reading, and speaking

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### 4. Marking Period Four –Overview with time range in days:

Advanced Placement Themes 5 and 6: Science and Technology and Global Challenges. How our scientific and technological advancements are helping or hindering the global challenges of Spain and other Spanish-speaking countries. 40-45 days

#### Marking Period Four -Goals:

##### Understanding of:

- Spanish culture and literature
- Access to technology
- Effects of technology on self and society
- Health care and medicine
- Innovations
- Natural phenomena
- Science and ethics
- Economic issues
- Environmental issues
- Philosophical thought and religion
- Population and demographics
- Social welfare
- Social conscience
- Recognize and construct diminutive and augmentative suffixes
- Recall, use, and construct the various forms of comparison and superlative phrases
- Recall and recognize indefinite and negative words to construct negative phrases
- Using context clues to distinguish between the usage of mas, pero, and sino
- Usage of relative pronouns using context clues

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## UNIT: 1

### Big Idea # 1: Communicate in Languages other than English

#### Essential Questions:

- How can we use the second language we know to exchange information from another person?

#### Concepts:

- Language (vocabulary, grammar, sound system) to exchange information about school, activities, friends.
- Vocabulary and cultural knowledge to “survive” in the language.
- Strategies to keep a conversation going beyond simple Question/Answer.

#### Competencies:

- Initiate, sustain, and close a conversation about a person or event.
- Ask and answer questions about their daily lives.
- Share personal reactions to ideas in authentic texts.

### Big Idea #2: Gain Knowledge and Understanding of Other Cultures

#### Essential Questions:

- How can learning about the practices of another culture give us insights into the perspectives of the people of that culture?

#### Concepts:

- Social interactions, practices, and perspectives Students know...Abstract practices of the culture such as economic or political dispositions.
- Social interactions, practices, and perspectives Students know... How to scan authentic materials (newspapers, articles, websites, magazines, TV) for practices and perspectives of the culture.

#### Competencies:

- Select and analyze a piece of literature or other art form from the culture.
- Research and discuss how the target culture views social relationships based upon age, education, social status.
- Obtain information (through interviews with native speakers, texts, films, and websites) and demonstrate the similarities and differences found.

### Big Idea #3: Connect with Other Disciplines and Acquire information

#### Essential Questions:

- How does second language learning reinforce and expand interdisciplinary studies?
- What print and non-print resources are available to help us connect with another language and culture?

#### Concepts:

- Authentic materials with visual support accompanied by language text in subject areas of interest and recent study.

#### Competencies:

- Authentic materials with visual support accompanied by language text in subject areas of interest and recent study.

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## Big Idea #4: Develop insight into the Nature of Language and Culture

### Essential Questions:

- How does comparing and contrasting the target language with our own language help us better understand the structure and vocabulary of English?
- Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand their own culture?

### Concepts:

- Expanded vocabulary and basic grammatical structures to compare with how they are similar or different from English.
- Cultural topics that deal with society, community norms to compare with one's own.

### Competencies:

- Enhance reading / listening skills in first and second languages by working with strategies such as drawing upon prior knowledge, guessing from context, expanding vocabulary.
- Describe cultural practices, products, perspectives in the target culture and their own to find similarities and differences (ex. Celebrations, religion, art, literature, music, dance, work and leisure philosophy, social and political issues, food traditions).

## Big Idea #5: Participate in Multilingual Communities at Home and Around the World

### Essential Questions:

- Where in the local or world community can we use the second language we are learning?
- How may contact with native speakers in the local or world community enhance our language proficiency?
- How can we use technology to communicate with native speakers anywhere in the world?
- How can we continue to study and enjoy a second language after leaving school?

### Concepts:

- Community events, performances, exhibits that relate to the target culture.
- Careers where language and cultural competence are important.

### Competencies:

- Name local, national, and global opportunities where language skills are used.
- Interview in person or electronically native speakers about school life, social and political issues.

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## Curriculum Plan

**Unit:** 1

**Time Range in Days:** 40-45

**Standard(s):** PA Common Core Standards, ACTFL Standards

**Standards Addressed:**

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

**Overview:** My personal and public identity

**Focus Question(s):** How can the study of Spain and Spanish speaking countries assist in our understanding of their culture, language development and social interaction?

**Goals:** Students will be able to discuss Spain and the evolution of other Spanish speaking countries and the contributions made by the influx of different tribes and peoples who migrated to the territories

**Objectives:**

1. Students will be able to use context clues to identify the meaning of unfamiliar words in order to acquire and use academic and content vocabulary. (DOK level 1, DOK level 2)
2. Students will be able to determine the who, what, when, where, why of the reading selection (DOK level 1)
3. Students will be able to determine the author's purpose and describe how it affects the interpretation of a reading selection as well as to make connections between literary texts and real-life situations. (DOK level 3, DOK level 4)
4. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)



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### Core Activities and Corresponding Instructional Methods:

1. Integrate academic and content grammar and vocabulary activities
  - a. Direct instruction and practice, small group/collaborative learning, graphic organizers, visualizations using Smartboard, speaking, listening, reading, and writing activities
2. Recall present tense (Galería de Arte y Vida, p. 26-32, Galería de Arte y Vida Workbook, p. 4-6)
3. Recall and distinguish between possessive adjectives and pronouns (Galería de Arte y Vida, p. 32-38, Galería de Arte y Vida Workbook, p. 6-7)
4. Recall and distinguish between demonstrative adjectives and pronouns (Galería de Arte y Vida, p. 39-40, Galería de Arte y Vida Workbook, p. 7-8)
5. Distinguish between ser and estar using context clues (Galería de Arte y Vida, p. 81-83, Galería de Arte y Vida Workbook, p. 16-17)
6. Recall formation of the present participle and the progressive tenses (Galería de Arte y Vida, p. 84-86, Galería de Arte y Vida Workbook, p. 18-19)
7. Connect background knowledge of preterite and imperfect to form and distinguish between the two (Galería de Arte y Vida, p. 151-162, Galería de Arte y Vida Workbook, p. 37-45)
8. Connect background knowledge of gender of nouns, articles, and adjectives (Repaso, p. 239-277)
9. Recall formation of adverbs, (Galería de Arte y Vida, p. 375-376, Galería de Arte y Vida Workbook, p. 115)
10. Analyze the lives and the extinction of the indigenous tribes (Abriendo Paso: Lectura, p. 283-287, p. 293-296, p. 334-343, Documentary DVDs)
  - a. *Palenque: La cultura maya en la selva mexicana*
  - b. *Los mayas de hoy*
  - c. *Cusco: La Capital del Imperio Inca*
  - d. *The Aztecs*
  - e. *The Incas*
  - f. *The Mayas*Small group/independent reading, collaborative learning

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11. Use context clues to respond to real-life situation writing prompts
12. Synthesize and use context clues to be able to respond to oral prompts (AP Spanish)
13. Use thematic vocabulary to assist in daily conversations and writing assignments

### Assessments:

**Diagnostic:** Oral questions, think/pair/share, guiding questions, graphic organizers

**Formative:** Short readings, informal writing assignments, guiding questions, vocabulary quizzes

**Summative:** Grammar tests, short answer essay test on literary selections, matching and short answer test on the indigenous tribes, formal writing assignments, performance based speaking assessment using thematic vocabulary

### Extensions:

1. Students will make up questions for the short story and share in a question and answer session with members of the class
2. Supplemental vocabulary and grammar activities from [www.studyspanish.com](http://www.studyspanish.com) and/or [www.ilovelanguages.com](http://www.ilovelanguages.com)

### Correctives:

1. More extensive in-class reading time (oral and independent)
2. More extensive direct instruction, modeling, and practice of reading, writing, listening, and speaking strategies
3. More supplemental activities to apply concepts correctly

### Materials and Resources:

**PRINT TEXTS:** Galería de Arte y Vida, Galería de Arte y Vida Workbook, Abriendo Paso: Lectura, Repaso, Abriendo Puertas: Lenguaje, AP Spanish

**NON-PRINT TEXTS:** DVDs on the Aztecs, Mayas, and Incas, AP Spanish CD

**OTHER RESOURCES:** Textbook website, websites for grammar practice, vocabulary games, and listening activities that incorporate current events, teacher-developed rubrics and AP scoring guides, teacher developed Smartboard files and activities, podcasts, and websites such as:

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### Suggested Internet Sites:

- a. [www.cnnspanol.cnn.com](http://www.cnnspanol.cnn.com)
- b. [www.studyspanish.com](http://www.studyspanish.com)
- c. [www.guia.com](http://www.guia.com)
- d. [www.ilovelanguages.com](http://www.ilovelanguages.com)
- e. [www.uni.edu/becker/Spanish3.html#grammar](http://www.uni.edu/becker/Spanish3.html#grammar)
- f. [www.collegeboard.org/ap](http://www.collegeboard.org/ap)

### Suggested Radio Stations:

- a. Spanish speaking online radios – [www.e-spanyol.hu/en/radio.php](http://www.e-spanyol.hu/en/radio.php)

### Suggested TV Programs:

- a. Spain on the Road Again – [www.spainontheroadagain.com](http://www.spainontheroadagain.com)
- b. [www.beelinetv.com/free spanish tv](http://www.beelinetv.com/free_spanish_tv)
- c. [www.antena3.noticias.com](http://www.antena3.noticias.com)

# DELAWARE VALLEY SCHOOL DISTRICT

## UNIT: 2

### Big Idea # 1: Communicate in Languages other than English

#### Essential Questions:

- How can we use the second language we know to exchange information from another person?

#### Concepts:

- Language (vocabulary, grammar, sound system) to exchange information about school, activities, friends.
- Vocabulary and cultural knowledge to “survive” in the language.
- Strategies to keep a conversation going beyond simple Question/Answer.

#### Competencies:

- Initiate, sustain, and close a conversation about a person or event.
- Ask and answer questions about their daily lives.
- Share personal reactions to ideas in authentic texts.

### Big Idea #2: Gain Knowledge and Understanding of Other Cultures

#### Essential Questions:

- How can learning about the practices of another culture give us insights into the perspectives of the people of that culture?

#### Concepts:

- Social interactions, practices, and perspectives Students know...Abstract practices of the culture such as economic or political dispositions.
- Social interactions, practices, and perspectives Students know... How to scan authentic materials (newspapers, articles, websites, magazines, TV) for practices and perspectives of the culture.

#### Competencies:

- Select and analyze a piece of literature or other art form from the culture.
- Research and discuss how the target culture views social relationships based upon age, education, social status.
- Obtain information (through interviews with native speakers, texts, films, and websites) and demonstrate the similarities and differences found.

### Big Idea #3: Connect with other Disciplines and Acquire information

#### Essential Questions:

- How does second language learning reinforce and expand interdisciplinary studies?
- What print and non-print resources are available to help us connect with another language and culture?

#### Concepts:

- Authentic materials with visual support accompanied by language text in subject areas of interest and recent study.

#### Competencies:

- Authentic materials with visual support accompanied by language text in subject areas of interest and recent study.

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## Big Idea #4: Develop Insight into the Nature of Language and Culture

### Essential Questions:

- How does comparing and contrasting the target language with our own language help us better understand the structure and vocabulary of English?
- Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand their own culture?

### Concepts:

- Expanded vocabulary and basic grammatical structures to compare with how they are similar or different from English.
- Cultural topics that deal with society, community norms to compare with one's own.

### Competencies:

- Enhance reading / listening skills in first and second languages by working with strategies such as drawing upon prior knowledge, guessing from context, expanding vocabulary.
- Describe cultural practices, products, perspectives in the target culture and their own to find similarities and differences (ex. Celebrations, religion, art, literature, music, dance, work and leisure philosophy, social and political issues, food traditions).

## Big Idea #5: Participate in Multilingual Communities at Home and Around the World

### Essential Questions:

- Where in the local or world community can we use the second language we are learning?
- How may contact with native speakers in the local or world community enhance our language proficiency?
- How can we use technology to communicate with native speakers anywhere in the world?
- How can we continue to study and enjoy a second language after leaving school?

### Concepts:

- Community events, performances, exhibits that relate to the target culture.
- Careers where language and cultural competence are important.

### Competencies:

- Name local, national, and global opportunities where language skills are used.
- Interview in person or electronically native speakers about school life, social and political issues.

## Curriculum Plan

**Unit:** 2

**Time Range in Days:** 40-45

**Standard(s):** PA Common Core Standards, ACTFL Standards

**Standards Addressed:**

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

**Overview: My viewpoint on contemporary life**

**Focus Question(s):** How do I relate to the people and the situations on a personal and global level? How are contemporary lifestyles, beliefs, and trends similar or different from my life style and upbringing? How has my family structure, beliefs, and customs affected my perception of individuals from diverse ethnic backgrounds?

**Goals:** Students will be able to describe and discuss their family's beliefs, traditions, celebrations, ideals in comparison to those of the Spanish-speaking world.

**Objectives:**

1. Students will be able to use context clues to identify the meaning of unfamiliar words in order to acquire and use academic and content vocabulary. (DOK level 1, DOK level 2)
2. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)

**Core Activities and Corresponding Instructional Methods:**

1. Integrate academic and content grammar and vocabulary activities
  - a. Direct instruction and practice, small group/collaborative learning, graphic organizers, visualizations using Smartboard, speaking, listening, reading, and writing activities
2. Recall future and conditional tenses (Galería de Arte y Vida, p. 237-239, Galería de Arte y Vida Workbook, p. 59-61)

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3. Distinguish between saber v. conocer using context clues (Galería de Arte y Vida, p. 242-243, Galería de Arte y Vida Workbook, p. 64)
4. Recall formation of the past participle and the perfect tenses (Galería de Arte y Vida, p. 201-203 and p. 241-242, Galería de Arte y Vida Workbook, p. 50-52 and p. 63)
5. Differentiate between the various forms of the passive voice using context clues (Galería de Arte y Vida, p. 118-120, Galería de Arte y Vida Workbook, p. 27-28)
6. Recall, recognize, and construct phrases using prepositional, direct, and indirect object pronouns (Galería de Arte y Vida, p. 309-313, Galería de Arte y Vida Workbook, p. 82-83, 85)
7. Analyze literature. (Abriendo Paso: Lectura, p. 40-59, p. 117-134)
  - a. *El décimo*
  - b. *No oyes ladrar los perros*Small group/independent reading, collaborative learning
8. Use context clues to respond to real-life situation writing prompts
9. Synthesize and use context clues to be able to respond to oral prompts (AP Spanish)
10. Use thematic vocabulary to assist in daily conversations and writing assignments

### Assessments:

**Diagnostic:** Oral questions, think/pair/share, guiding questions, graphic organizers

**Formative:** Short readings, informal writing assignments, guiding questions, vocabulary quizzes

**Summative:** Grammar tests, short answer essay test on literary selections, formal writing assignments, performance based speaking assessment using thematic vocabulary

### Extensions:

1. Students will make up questions for the short story and share in a question and answer session with members of the class
2. Supplemental vocabulary and grammar activities from [www.studyspanish.com](http://www.studyspanish.com) and/or [www.ilovelanguages.com](http://www.ilovelanguages.com)

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### Correctives:

1. More extensive in-class reading time (oral and independent)
2. More extensive direct instruction, modeling, and practice of reading, writing, listening, and speaking strategies
3. More supplemental activities to apply concepts correctly

### Materials and Resources:

**PRINT TEXTS:** Galería de Arte y Vida, Galería de Arte y Vida Workbook, Abriendo Paso: Lectura, Abriendo Puertas: Lenguaje, AP Spanish

**NON-PRINT TEXTS:** AP Spanish CD

**OTHER RESOURCES:** textbook website, websites for grammar practice, vocabulary games, and listening activities that incorporate current events, teacher-developed rubrics and AP scoring guides, teacher developed Smartboard files and activities, podcasts, and websites such as:

#### Suggested Internet Sites:

- a. [www.cnnspanol.cnn.com](http://www.cnnspanol.cnn.com)
- b. [www.studyspanish.com](http://www.studyspanish.com)
- c. [www.quia.com](http://www.quia.com)
- d. [www.ilovelanguages.com](http://www.ilovelanguages.com)
- e. [www.uni.edu/becker/Spanish3.html#grammar](http://www.uni.edu/becker/Spanish3.html#grammar)
- f. [www.collegeboard.org/ap](http://www.collegeboard.org/ap)

#### Suggested Radio Stations:

- a. Spanish speaking online radios – [www.e-spanyol.hu/en/radio.php](http://www.e-spanyol.hu/en/radio.php)

#### Suggested TV Programs:

- a. Spain on the Road Again – [www.spainontheroadagain.com](http://www.spainontheroadagain.com)
- b. [http://www.lomastv.com/www.beelinetv.com/free\\_spanish\\_tv](http://www.lomastv.com/www.beelinetv.com/free_spanish_tv)
- c. [www.antena3.noticias.com](http://www.antena3.noticias.com)



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## UNIT: 3

### Big Idea # 1: Communicate in Languages other than English

#### Essential Questions:

- How can we use the second language we know to exchange information from another person?

#### Concepts:

- Language (vocabulary, grammar, sound system) to exchange information about school, activities, friends.
- Vocabulary and cultural knowledge to “survive” in the language.
- Strategies to keep a conversation going beyond simple Question/Answer.

#### Competencies:

- Initiate, sustain, and close a conversation about a person or event.
- Ask and answer questions about their daily lives.
- Share personal reactions to ideas in authentic texts.

### Big Idea #2: Gain Knowledge and Understanding of Other Cultures

#### Essential Questions:

- How can learning about the practices of another culture give us insights into the perspectives of the people of that culture?

#### Concepts:

- Social interactions, practices, and perspectives Students know...Abstract practices of the culture such as economic or political dispositions.
- Social interactions, practices, and perspectives Students know... How to scan authentic materials (newspapers, articles, websites, magazines, TV) for practices and perspectives of the culture.

#### Competencies:

- Select and analyze a piece of literature or other art form from the culture.
- Research and discuss how the target culture views social relationships based upon age, education, social status.
- Obtain information (through interviews with native speakers, texts, films, and websites) and demonstrate the similarities and differences found.

### Big Idea #3: Connect with other Disciplines and Acquire information

#### Essential Questions:

- How does second language learning reinforce and expand interdisciplinary studies?
- What print and non-print resources are available to help us connect with another language and culture?

#### Concepts:

- Authentic materials with visual support accompanied by language text in subject areas of interest and recent study.

#### Competencies:

- Authentic materials with visual support accompanied by language text in subject areas of interest and recent study.

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## Big Idea #4: Develop Insight into the Nature of Language and culture

### Essential Questions:

- How does comparing and contrasting the target language with our own language help us better understand the structure and vocabulary of English?
- Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand their own culture?

### Concepts:

- Expanded vocabulary and basic grammatical structures to compare with how they are similar or different from English.
- Cultural topics that deal with society, community norms to compare with one's own.

### Competencies:

- Enhance reading / listening skills in first and second languages by working with strategies such as drawing upon prior knowledge, guessing from context, expanding vocabulary.
- Describe cultural practices, products, perspectives in the target culture and their own to find similarities and differences (ex. Celebrations, religion, art, literature, music, dance, work and leisure philosophy, social and political issues, food traditions).

## Big Idea #5: Participate in Multilingual Communities at Home and Around the World

### Essential Questions:

- Where in the local or world community can we use the second language we are learning?
- How may contact with native speakers in the local or world community enhance our language proficiency?
- How can we use technology to communicate with native speakers anywhere in the world?
- How can we continue to study and enjoy a second language after leaving school?

### Concepts:

- Community events, performances, exhibits that relate to the target culture.
- Careers where language and cultural competence are important.

### Competencies:

- Name local, national, and global opportunities where language skills are used.
- Interview in person or electronically native speakers about school life, social and political issues.

## Curriculum Plan

**Unit:** 3

**Time Range in Days:** 40-45

**Standard(s):** PA Common Core Standards, ACTFL Standards

**Standards Addressed:**

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

**Overview:** The world around me

**Focus Question(s):** How does an understanding of art and esthetics contribute to my understanding of myself and more clear conception of cultural diversity?

**Goals:** Students will be able to study and discuss Spanish art, music, and literature and its global impact

**Objectives:**

1. Students will be able to use context clues to identify the meaning of unfamiliar words in order to acquire and use academic and content vocabulary. (DOK level 1, DOK level 2)
2. Students will be able to determine the who, what, when, where, why of the reading selection (DOK level 1)
3. Students will be able to determine the author's purpose and describe how it affects the interpretation of a reading selection as well as to make connections between literary texts and real-life situations. (DOK level 3, DOK level 4)
4. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)

## DELAWARE VALLEY SCHOOL DISTRICT

### Core Activities and Corresponding Instructional Methods:

1. Integrate academic and content grammar and vocabulary activities
  - a. Direct instruction and practice, small group/collaborative learning, graphic organizers, visualizations using Smartboard, speaking, listening, reading, and writing activities
2. Recognize and recite formal and informal commands (Galería de Arte y Vida, p. 75-79, Galería de Arte y Vida Workbook, p. 13-15)
3. Connect background knowledge of commands in order to identify and construct indirect commands, present, and present perfect subjunctive phrases (Galería de Arte y Vida, p. 105-117, and p. 204, Galería de Arte y Vida Workbook, p. 25, 26 y 29)
4. Connect background knowledge of preterite and present subjunctive in order to identify and construct past and pluperfect subjunctive phrases (Galería de Arte y Vida, p. 268-269 and p. 314-315, p. 340-343, Galería de Arte y Vida Workbook, p. 94-100)
5. Recognize and analyze famous Spanish art and artists and analyze literature. (Galería de Arte y Vida, p. 2-17, *Abriendo Paso: Lectura*, p. 313-321)
  - a. *Seis Estrellas de la pintura hispana*
  - b. *Botero: El espejo convexo*Small group/independent reading, collaborative learning
6. Use context clues to respond to real-life situation writing prompts
7. Synthesize and use context clues to be able to respond to oral prompts (AP Spanish)
8. Use thematic vocabulary to assist in daily conversations and writing assignments

### Assessments:

**Diagnostic:** Oral questions, think/pair/share, guiding questions, graphic organizers

**Formative:** Short readings, informal writing assignments, guiding questions, vocabulary quizzes

**Summative:** Grammar tests, short answer essay test on literary selections, formal writing assignments, performance based speaking assessment using thematic vocabulary

## DELAWARE VALLEY SCHOOL DISTRICT

### Extensions:

1. Students will make up questions for the short story and share in a question and answer session with members of the class
2. Supplemental vocabulary and grammar activities from [www.studyspanish.com](http://www.studyspanish.com) and/or [www.ilovelanguages.com](http://www.ilovelanguages.com)

### Correctives:

1. More extensive in-class reading time (oral and independent)
2. More extensive direct instruction, modeling, and practice of reading, writing, listening, and speaking strategies
3. More supplemental activities to apply concepts correctly

### Materials and Resources:

**PRINT TEXTS:** Galería de Arte y Vida, Galería de Arte y Vida Workbook, Abriendo Paso: Lectura, Abriendo Puertas: Lenguaje, AP Spanish

**NON-PRINT TEXTS:** AP Spanish CD

**OTHER RESOURCES:** Textbook website, websites for grammar practice, vocabulary games, and listening activities that incorporate current events, teacher-developed rubrics and scoring guides, teacher developed Smartboard files and activities, podcasts, and websites such as:

#### Suggested Internet Sites:

- a. [www.cnnspanol.cnn.com](http://www.cnnspanol.cnn.com)
- b. [www.studyspanish.com](http://www.studyspanish.com)
- c. [www.quia.com](http://www.quia.com)
- d. [www.ilovelanguages.com](http://www.ilovelanguages.com)
- e. [www.uni.edu/becker/Spanish3.html#grammar](http://www.uni.edu/becker/Spanish3.html#grammar)
- f. [www.collegeboard.org/ap](http://www.collegeboard.org/ap)

#### Suggested Radio Stations:

- a. Spanish speaking online radios – [www.e-spanyol.hu/en/radio.php](http://www.e-spanyol.hu/en/radio.php)

#### Suggested TV Programs:

- a. Spain on the Road Again – [www.spainontheroadagain.com](http://www.spainontheroadagain.com)
- b. [www.beelinetv.com/free\\_spanish\\_tv](http://www.beelinetv.com/free_spanish_tv)
- c. [www.antena3.noticias.com](http://www.antena3.noticias.com)

# DELAWARE VALLEY SCHOOL DISTRICT

## UNIT: 4

### Big Idea # 1: Communicate in Languages other than English

#### Essential Questions:

- How can we use the second language we know to exchange information from another person?

#### Concepts:

- Language (vocabulary, grammar, sound system) to exchange information about school, activities, friends.
- Vocabulary and cultural knowledge to “survive” in the language.
- Strategies to keep a conversation going beyond simple Question/Answer.

#### Competencies:

- Initiate, sustain, and close a conversation about a person or event.
- Ask and answer questions about their daily lives.
- Share personal reactions to ideas in authentic texts.

### Big Idea #2: Gain Knowledge and Understanding of Other Cultures

#### Essential Questions:

- How can learning about the practices of another culture give us insights into the perspectives of the people of that culture?

#### Concepts:

- Social interactions, practices, and perspectives Students know...Abstract practices of the culture such as economic or political dispositions.
- Social interactions, practices, and perspectives Students know... How to scan authentic materials (newspapers, articles, websites, magazines, TV) for practices and perspectives of the culture.

#### Competencies:

- Select and analyze a piece of literature or other art form from the culture.
- Research and discuss how the target culture views social relationships based upon age, education, social status.
- Obtain information (through interviews with native speakers, texts, films, and websites) and demonstrate the similarities and differences found.

### Big Idea #3: Connect with other Disciplines and Acquire information

#### Essential Questions:

- How does second language learning reinforce and expand interdisciplinary studies?
- What print and non-print resources are available to help us connect with another language and culture?

#### Concepts:

- Authentic materials with visual support accompanied by language text in subject areas of interest and recent study.

#### Competencies:

- Authentic materials with visual support accompanied by language text in subject areas of interest and recent study.

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## Big Idea #4: Develop Insight into the Nature of Language and culture

### Essential Questions:

- How does comparing and contrasting the target language with our own language help us better understand the structure and vocabulary of English?
- Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand their own culture?

### Concepts:

- Expanded vocabulary and basic grammatical structures to compare with how they are similar or different from English.
- Cultural topics that deal with society, community norms to compare with one's own.

### Competencies:

- Enhance reading / listening skills in first and second languages by working with strategies such as drawing upon prior knowledge, guessing from context, expanding vocabulary.
- Describe cultural practices, products, perspectives in the target culture and their own to find similarities and differences (ex. Celebrations, religion, art, literature, music, dance, work and leisure philosophy, social and political issues, food traditions).

## Big Idea #5: Participate in Multilingual Communities at Home and Around the World

### Essential Questions:

- Where in the local or world community can we use the second language we are learning?
- How may contact with native speakers in the local or world community enhance our language proficiency?
- How can we use technology to communicate with native speakers anywhere in the world?
- How can we continue to study and enjoy a second language after leaving school?

### Concepts:

- Community events, performances, exhibits that relate to the target culture.
- Careers where language and cultural competence are important.

### Competencies:

- Name local, national, and global opportunities where language skills are used.
- Interview in person or electronically native speakers about school life, social and political issues.

DELAWARE VALLEY SCHOOL DISTRICT

# Curriculum Plan

**Unit:** 4

**Time Range in Days:** 45

**Standard(s):** PA Common Core Standards, ACTFL Standards

**Standards Addressed:**

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

**Overview:** My understanding of different social, emotional, and economic issues and how science and technology have assisted in understanding the global challenges of the Spanish speaking world.

**Focus Question(s):** How are scientific and technological advancements helping or hindering the global challenges of Spain and the Spanish-speaking world?

**Goals:** Students will be able to describe their family structure and how it pertains to their global/social development.

**Objectives:**

1. Students will be able to use context clues to identify the meaning of unfamiliar words in order to acquire and use academic and content vocabulary. (DOK level 1, DOK level 2)
2. Students will be able to determine the who, what, when, where, why of the reading selection (DOK level 1)
3. Students will be able to determine the author’s purpose and describe how it affects the interpretation of a reading selection as well as to make connections between literary texts and real-life situations. (DOK level 3, DOK level 4)
4. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)



## DELAWARE VALLEY SCHOOL DISTRICT

### Core Activities and Corresponding Instructional Methods:

1. Integrate academic and content grammar and vocabulary activities
  - a. Direct instruction and practice, small group/collaborative learning, graphic organizers, visualizations using Smartboard, speaking, listening, reading, and writing activities
2. Recognize and construct diminutive and augmentative suffixes (Galería de Arte y Vida, p. 277-280, Galería de Arte y Vida Workbook, p. 75-76)
3. Recall, recognize, and construct the various forms of comparison and superlative phrases (Galería de Arte y Vida, p. 345-347, Galería de Arte y Vida Workbook, p. 102-103)
4. Recall and recognize indefinite and negative words to construct negative phrases (Galería de Arte y Vida, p. 348-350, Galería de Arte y Vida Workbook, p. 104-105)
5. Distinguish between the usage of *mas*, *pero*, and *sino* using context clues (Galería de Arte y Vida, p. 306-308, Galería de Arte y Vida Workbook, p. 80-81)
6. Apply relative pronouns using context clues (Galería de Arte y Vida, p. 373-375, Galería de Arte y Vida Workbook, p. 111-114)
7. Analyze literature (Abriendo Paso: Lectura, p. 20-39, p. 74-96)
  - a. *Rosa*
  - b. *Cajas de Cartón*Small group/independent reading, collaborative learning
8. Analyze the roles of influential women during times of civil strife in Argentina and the Dominican Republic (Abriendo Paso: Lectura, p. 300-309, motion picture DVDs)
  - a. *Eva Perón: Vida y Leyenda*
  - b. *Evita*
  - c. *In the Time of the Butterflies*
8. Use context clues to respond to real-life situation writing prompts
9. Synthesize and use context clues to be able to respond to oral prompts (AP Spanish)
10. Use thematic vocabulary to assist in daily conversations and writing assignments

## DELAWARE VALLEY SCHOOL DISTRICT

### Assessments:

**Diagnostic:** Oral questions, think/pair/share, guiding questions, graphic organizers

**Formative:** Short readings, informal writing assignments, guiding questions, vocabulary quizzes

**Summative:** Grammar tests, short answer essay test on literary selections, formal writing assignments, performance based assessment using thematic vocabulary

### Extensions:

1. Students will make up questions for the short story and share in a question and answer session with members of the class.
2. Supplemental vocabulary and grammar activities from [www.studyspanish.com](http://www.studyspanish.com) and/or [www.ilovelanguages.com](http://www.ilovelanguages.com)

### Correctives:

1. More extensive in-class reading time (oral and independent)
2. More extensive direct instruction, modeling, and practice of reading, writing, listening, and speaking strategies
3. More supplemental activities to apply concepts correctly.

### Materials and Resources:

**PRINT TEXTS:** Galería de Arte y Vida, Galería de Arte y Vida Workbook, Triángulo Aprobado, Abriendo Puertas: Lenguaje, AP Spanish, Abriendo Paso: Lectura

**NON-PRINT TEXTS:** Triángulo Aprobado CD, AP Spanish CD, *Evita* and *In the Time of the Butterflies* DVDs

**OTHER RESOURCES:** Textbook website, websites for grammar practice, vocabulary games, and listening activities that incorporate current events, teacher-developed rubrics and AP scoring guides, teacher developed Smartboard files and activities, podcasts, and websites such as:

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- c. [www.quia.com](http://www.quia.com)
- d. [www.ilovelanguages.com](http://www.ilovelanguages.com)
- e. [www.uni.edu/becker/Spanish3.html#grammar](http://www.uni.edu/becker/Spanish3.html#grammar)
- f. [www.collegeboard.org/ap](http://www.collegeboard.org/ap)

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### Suggested Radio Stations:

- a. Spanish speaking online radios – [www.e-spanyol.hu/en/radio.php](http://www.e-spanyol.hu/en/radio.php)

### Suggested TV Programs:

- a. Spain on the Road Again – [www.spainontheroadagain.com](http://www.spainontheroadagain.com)
- b. [www.beelinetv.com/free\\_spanish\\_tv](http://www.beelinetv.com/free_spanish_tv)
- c. [www.antena3.noticias.com](http://www.antena3.noticias.com)

## **Primary Textbook(s) Used for this Course of Instruction**

Name of Textbooks: Galería de Arte y Vida, and Abriendo Paso: Lectura

Textbook ISBN #: 978-1-56765-806-4 (Galería), 978-0-13-317529-5 (Abriendo Paso)

Textbook Publisher & Year of Publication: Glencoe/McGraw Hill 2007 (Galería)  
Pearson 2012 (Abriendo Paso: Lectura)

Curriculum Textbooks are utilized in (title of course): Spanish 5

# DELAWARE VALLEY SCHOOL DISTRICT

## Appendix

### Common Core Standards: Reading

- 1.2 A – Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- 1.2 B – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 1.2 C – Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- 1.2 D – Assess how point of view or purpose shapes the content and style of a text.
- 1.2 F – Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 1.2 G – Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- 1.2 H – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 1.2 I – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author’s take.
- 1.3 E – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
- 1.3 K – Read and comprehend complex literary and informational texts independently and proficiently.

### ACTFL Standards aligned to Common Core Standards: Reading

#### Interpretive Communication (Standard 1.2)

- Demonstrate comprehension of content from authentic audio and visual resources.
- Derive meaning from expressions found in culturally authentic texts.
- Understand the purpose of a message and point of view of its author.
- Identify the distinguishing features (e.g. type of resource, intended audience, purpose) of authentic written and aural texts
- Interpret content from authentic multimedia and digital/print resources.
- Monitor comprehension and use other sources to enhance understanding
- Apply critical reading skills to authentic written and aural sources.

#### Cultures: Practices and Products (Standards 2.1 and 2.2)

- Examine, compare, and reflect on products, practices, and/or perspectives of the target culture(s) and one’s own culture.

#### Connections: Reinforce Other Disciplines (Standard 3.1)

- Demonstrate knowledge and understanding of content across disciplines.
- Make cross-curricular connections.

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Connections: Acquiring New Information (Standard 3.2)

- Acquire information from other content areas using authentic sources.

Comparisons: Language (Standard 4.1)

- Evaluate similarities and differences in language use and idiomatic expressions between the target language and one's native language.

Comparisons: Culture (Standard 4.2)

- Evaluate similarities and differences in the perspectives of the target culture(s) and one's own culture(s) as found in multimedia and digital/print resources.
- Compare and reflect on products, practices, and/or perspectives of the target culture(s) and one's own culture.

Communities: Beyond the School Setting (Standard 5.1)

- Analyze the features of target culture communities (e.g. geographic, historical, artistic, social and/or political).
- Interpret authentic written and aural texts within the communities of the target language.

### Common Core Standards: Writing

1.4 A – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

1.4 B – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

1.4 I – Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

1.4 M – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

1.4 S – Draw evidence from literary or informational texts to support analysis, reflection, and research.

1.4 T – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach.

1.4 U – Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

1.4 V – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

1.4 W – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

1.4 X – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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## ACTFL Standards aligned to Common Core Standards: Writing

### Interpretive Communication (Standard 1.2)

- Understand and interpret written and spoken language on a variety of topics.

### Presentational Communication (Standard 1.3)

- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  1. Produce a variety of creative and oral and written presentations (e.g. original story, personal narrative, script).
  2. Retell or summarize information in narrative form, demonstrating a consideration of audience.
  3. Create and give persuasive speeches and write persuasive essays.
  4. Produce expository writing.
  5. Self-edit written work for content, organization, and grammar.
  6. Self-monitor and adjust language production.

### Cultures: Practices and Perspectives (Standard 2.1)

- Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

### Cultures: Products and Perspectives (Standard 2.2)

- Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

### Connections: Reinforce Other Disciplines (Standard 3.1)

- Reinforce and further knowledge of other disciplines through the target language.

### Connections: Acquiring New Information (Standard 3.2)

- Acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.

### Comparisons: Language (Standard 4.1)

- Demonstrate understanding of the nature of language through comparisons of the language studied and one's own.

### Comparisons: Culture (Standard 4.2)

- Demonstrate understanding of the nature of culture through comparisons of the language studied and one's own.

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Communities: Beyond the School Setting (Standard 5.1)

- Use the language both within and beyond the school setting.

### Common Core Standards: Speaking and Listening

1.5 A – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

1.5 B – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

1.5 C – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

1.5 D – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

1.5 E & G – Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

1.5 F – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

### ACTFL Standards aligned to Common Core Standards: Speaking and Listening

Interpretive Communication (Standard 1.2)

- Engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.
  1. Engage in the oral exchange of ideas in formal and informal situations.
  2. Elicit information and clarify meaning by using a variety of strategies.
  3. State and support opinions in oral interactions.
  4. Self-monitor and adjust language production.
  5. Converse in ways that reflect knowledge of target culture communities (e.g., geographic, historical, artistic, social and/or political).

Presentational Communication (Standard 1.3)

- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  1. Produce a variety of creative oral presentations (e.g. original story, personal narrative, speech, performance).
  2. Retell or summarize information in narrative form, demonstrating a consideration of audience.
  3. Create and give persuasive speeches.
  4. Expound on familiar topics and those requiring research.
  5. Self-monitor and adjust language production.
  6. Use information about features or target culture communities (e.g. geographic, historical, artistic, social and/or political) in presentations.
  7. Incorporate content across disciplines in presentations.



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Cultures: Practices and Perspectives (Standard 2.1)

- Use appropriate verbal and non-verbal behavior in interpersonal communication.

Cultures: Products and Perspectives (Standard 2.2)

- Compare and contrast artifacts, themes, ideas, and perspectives across cultures.

Connections: Acquiring New Information (Standard 3.2)

- Use age-appropriate authentic sources to prepare for discussions.

Comparisons: Language (Standard 4.1)

- Demonstrate an awareness of formal and informal language expressions in other languages and one's own.

Communities: Lifelong Learning (Standard 5.2)

- Establish and/or maintain interpersonal relations with speakers of the target language.

### Common Core Standards: Business Computer and Information Technology

Computer and Information Technologies

15.4.12.A – Apply the creative and productive use of emerging technologies for educational and personal success.

15.4.12.G – Create an advanced digital project using sophisticated design and appropriate software/applications

15.4.12.K – Evaluate advanced multimedia work products and make recommendations based on the evaluation