



BLUE VALLEY DISTRICT CURRICULUM  
 World Language | Spanish 3.5  
 Intermediate Mid  
 Performance level



QTR	ORGANIZING THEME/TOPIC	COMMUNICATION STANDARDS & SKILLS
1	<p><b>UNIT 1: LAS VACACIONES INOLVIDABLES</b>            (AP: Contemporary Life &gt;travel and leisure)</p> <p><b>Time Frame:</b> 4 weeks      August/ mid-September</p> <p><b>Vocabulary Focus:</b> outdoor vacation events and activities, climate, nature &amp; animals</p>	<p><b>1.1 INTERPERSONAL SPEAKING.</b> Converse on every day and some global topics, using a variety and series of sentences in various time frames. (IM)</p> <ul style="list-style-type: none"> <li>• <b>Initiate, maintain and conclude 3-minute conversations</b> about vacation experiences. (1.1)</li> <li>• <b>Participate in a simulated conversation</b> with each exchange lasting 15 seconds. (1.1)</li> </ul> <p><b>1.2 INTERPRETIVE LISTENING.</b> Listen to, comprehend and identify main idea, purpose, supporting details, speaker’s perspective in authentic passages and conversations, sometimes supported by visuals. (IM)</p> <ul style="list-style-type: none"> <li>• <b>Listen and identify main idea and details</b> in authentic passages related to vacation travel and experiences. (1.2)</li> </ul> <p><b>1.2 INTERPRETIVE READING.</b> Read, comprehend, state and cite textual evidence to support main idea, details, meaning from context, author’s perspective and make inferences from a variety of authentic text types. (IM)</p> <ul style="list-style-type: none"> <li>• <b>Read and identify main idea, details and make inferences</b> in authentic text about travel and leisure experiences. (1.2)</li> </ul> <p><b>1.3 PRESENTATIONAL SPEAKING.</b> Present on topics of personal and wider community interest and give speeches in an organized way using various time frames. (IM)</p> <ul style="list-style-type: none"> <li>• Present organized and connected narration about a past vacation to a Spanish-speaking country</li> </ul>

1/  
2

**UNIT 2: PROTEGER EL PLANETA**

(AP: Global Challenges>environmental issues)

**Time Frame:** 4 weeks end of September-end of October

**Vocabulary Focus:** ecology and environment, social awareness & action

**1.1 INTERPERSONAL SPEAKING.** Converse on everyday events and some global topics, using a variety and series of sentences in various time frames. (IM)

- **Ask and answer questions and give opinions** about environmental issues and solutions and **make recommendations** about environmental issues in a 3-min. conversation.(1.1)

**1.2 INTERPRETIVE LISTENING.** Listen to comprehend and identify main idea, purpose, supporting details, speaker’s perspective in authentic passages and conversations, sometimes supported by visuals. (IM)

- **Listen and identify main ideas and details** in passages related to environmental issues. (1.2)

**1.2 INTERPRETIVE READING.** Read, comprehend, state and cite textual evidence to support main idea, details, meaning from context, author’s perspective and make inferences from a variety of authentic text types. (IM)

- **Read and identify main ideas, supporting details, and make inferences** in authentic texts related to environmental issues. (1.2)

**1.3 PRESENTATIONAL SPEAKING.** Present on topics of personal and wider community interest and give speeches in an organized way using various time frames. (IM)

- **Present organized information** about environmental issues and solutions in Central America. (1.3)

**1.3 PRESENTATIONAL WRITING.** Write on topics of personal and wider community interest in organized simple paragraphs, using various time frames. (IM)

- **Write to express opinions** regarding environmental issues and solutions in Central America. (1.3)

## 2

### UNIT 3: ¿QUIÉN TE INSPIRA?

(AP: Public & Personal Identities>Heroes and Historical figures)

**Time Frame:** 4 weeks November-December

**Vocabulary Focus:** traits and characteristics of role models and successful persons

**1.1 INTERPERSONAL SPEAKING.** Converse on everyday events and some global topics, using a variety and series of sentences in various time frames. (IM)

- ask and answer questions about common traits associated with a variety of professions and personal or pop culture role models. (1.1)

**1.2 INTERPERSONAL WRITING.** Correspond on every day and a few global topics, using a variety and series of organized sentences in various time frames. (IM)

- write an email or note to express admiration of someone. (1.2)

**1.2 INTERPRETIVE LISTENING.** Listen to comprehend and identify main idea, purpose, supporting details, speaker's perspective in authentic passages and conversations, sometimes supported by visuals. (IM)

- Listen and identify main ideas and supporting details in passages about role models and pop culture figures. (1.2)

**1.2 INTERPRETIVE READING.** Read, comprehend, state and cite textual evidence to support main idea, details, meaning from context, author's perspective and make inferences from a variety of authentic text types. (IM)

- read and identify main ideas, supporting details and make inferences in authentic passages. (1.2)

**1.3 PRESENTATIONAL SPEAKING.** Present on topics of personal and wider community interest and give speeches in an organized way using various time frames. (IM)

- orally present and describe the traits and characteristics of someone I admire. (1.3)

**1.3 PRESENTATIONAL WRITING.** Write on topics of personal and wider community interest in organized simple paragraphs, using various time frames. (IM)

- write 1-2 paragraphs to describe in detail traits that people need in order to be admired or successful in a variety of professions. (1.3)

# 3

## UNIT 4: POLITICAL CAMPAIGN

( AP: Global Challenges>social welfare, social conscience, economic issues)

**Time Frame:** 5 weeks January

**Vocabulary Focus:** political campaigning: political, social, economic issues related to governments in developing countries

**1.1 INTERPERSONAL SPEAKING.** Converse on every day events and some global topics, using a variety and series of sentences in various time frames. (IM)

- Ask and answer questions about political issues facing a country. (1.1)

**1.2 INTERPERSONAL WRITING.** Correspond on every day and a few global topics, using a variety and series of organized sentences in various time frames. (IM)

- Write a letter or email to explain and support one's position on political, social and economic issues facing a country of interest. (1.1)

**1.2 INTERPRETIVE LISTENING.** Listen to comprehend and identify main idea, purpose, supporting details, speaker's perspective in authentic passages and conversations, sometimes supported by visuals. (IM)

- Listen for main ideas, supporting details and perspectives in passages about political, social and economic issues facing a developing country. (1.2)

**1.2 INTERPRETIVE READING.** Read, comprehend, state and cite textual evidence to support main idea, details, meaning from context, author's perspective and make inferences from a variety of authentic text types. (IM)

- Read to understand literal information and interpret meaning in passages related to political, social and economic issues facing the government of a developing country. (1.2)
- Read and interpret meaning in political cartoons (1.2)

**1.3 PRESENTATIONAL SPEAKING.** Present on topics of personal and wider community interest and give speeches in an organized way using various time frames. (IM)

- Give a persuasive speech of 1-2 minutes in support of a political platform. (1.3)

**1.3 PRESENTATIONAL WRITING.** Write on topics of personal and wider community interest in organized simple paragraphs, using various time frames. (IM)

- write multiple paragraphs to state and support my opinions persuasively on political and social issues that countries face. (1.3)
- Create campaign signs, announcements and information for public distribution. (1.3)

# 3

## UNIT 5: LA HISTORIA Y LAS ARTES

( AP: Personal and Public Identities>heroes and historical figures; Aesthetics & Beauty >visual and performing arts)

**Time Frame:** 5 weeks mid February- March

**Vocabulary Focus:** artists and their place in history, art, periods movements of art,

**1.1 INTERPERSONAL SPEAKING.** Converse on everyday events and some global topics, using a variety and series of sentences in various time frames. (IM)

- **Initiate, maintain and conclude a 3-minute.conversation** to express my thoughts and ideas about works of art. (1.1)

**1.2 INTERPRETIVE LISTENING.** Listen to comprehend and identify main idea, purpose, supporting details, speaker’s perspective in authentic passages and conversations, sometimes supported by visuals. (IM)

- **Listen and take notes** about artists and works of art as presented by teacher and classmates. (1.1)

**1.2 INTERPRETIVE READING.** Read, comprehend, state and cite textual evidence to support main idea, details, meaning from context, author’s perspective and make inferences from a variety of authentic text types. (IM)

- **Read and identify main ideas, supporting details and make inferences** in authentic texts about Hispanic artists and their works. (1.2)

**1.3 PRESENTATIONAL SPEAKING.** Present on topics of personal and wider community interest and give speeches in an organized way using various time frames. (IM)

- Orally **present organized information** about artists, their place in history and their works with some preparation. (1.3)

# 4

## UNIT 6: DESASTRES NATURALES

( AP: Science & Technology >natural phenomena; Families & Communities>global citizenship)

**Time Frame:** 4 weeks mid April – May

**Vocabulary Focus:** natural disasters, weather, climate, geography

**1.1 INTERPERSONAL SPEAKING.** Converse on everyday events and some global topics, using a variety and series of sentences in various time frames. (IM)

- **Initiate, maintain and conclude a 3-minute conversation** about natural disasters and their consequences. (1.1)
- **Participate in a simulated conversation** with each exchange lasting 15 seconds. (1.1)

**1.2 INTERPRETIVE LISTENING.** Listen to comprehend and identify main idea, purpose, supporting details, speaker’s perspective in authentic passages and conversations, sometimes supported by visuals. (IM)

- **Listen and identify main ideas, supporting details and make inferences** in authentic passages about natural disasters around the world. (1.2)

**1.2 INTERPRETIVE READING.** Read, comprehend, state and cite textual evidence to support main idea, details, meaning from context, author’s perspective and make inferences from a variety of authentic text types. (IM)

- **Read and identify main ideas, supporting details and make inferences** in authentic text about natural disasters around the world. (1.2)

**1.3 PRESENTATIONAL WRITING.** Write on topics of personal and wider community interest in organized simple paragraphs, using various time frames. (IM)

- **Write organized simple paragraphs to retell a news story** about a natural disaster and its consequences. (1.3)