ESSENTIAL QUESTION

How do I talk about what’s going on in the world?

BIG IDEAS

Students use the target language to understand and communicate about:

- news events that affect communities
- noteworthy events in the past
- trending news events

GUIDING QUESTIONS

How do I use language to

- retell a sequence of events using details and description
- tell what was happening when an event occurred
- ask follow-up questions to discern additional information about an event
- interpret and summarize authentic sources

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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**CULTURES**
- Relating Cultural Practices & Products to Perspectives
  - **Products:** Newscast
  - **Practices:** Newscasts focus on a variety of global issues from other countries.
  - **Perspectives:** Hispanic countries are not as US centered; Their proximity to other countries impact their daily lives.

**CONNECTIONS**
- Making Connections to Other Disciplines
  - Social Studies: current events
  - Career and Tech Education: Broadcast Journalism
- Acquiring Information & Diverse Viewpoints
  - What makes news in our communities is more common than not across cultures
  - News is conveyed across cultures in a variety of ways

**COMPARISONS**
- Language Comparisons
  - There was/were
- Cultural Comparisons
  - Types of news covered

**COMMUNITIES**
- School & Global Communities
  - Read and or listen to events from target culture
- Lifelong Learning
  - Follow a news feed
ESSENTIAL QUESTION

What makes a vacation special?

BIG IDEAS

Students use the target language to understand and talk about:

- The kinds of vacations people take and why (economics, interests, time, weather, tradition).
- How geography influences possible outdoor activities when vacationing in Mexico or other hispanic countries.
- A past unforgettable vacation. What made their vacation unforgettable?
- How people use transportation when traveling.

GUIDING QUESTIONS

How do I use language to

- communicate about various types of vacations and factors that influence those options.
- communicate about the connection between geography and outdoor recreation.
- make connections between traveling in various hispanic countries and the USA.
- narrate one of my past vacations.
- ask and answer questions to gather information about others’ outdoor experiences.
- ask and answer questions about how people got to and around destinations.

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|             | Present / plan vacation experience & explain what you DID |

### CULTURES
Relating Cultural Practices & Products to Perspectives
- **Products:** Food, Souvenirs, Family time, Transportation
- **Practice:** Vacations last for an extended period of time (multiple weeks); Connection between activities and place; beach camping; weekend family time
- **Perspective:** Different cultures place different values on vacation time. We are attracted to locations because of their unique geographical features and available outdoor recreation; Families do not have the financial resources to take extended vacations so local day trips are more common.

### CONNECTIONS
Making Connections to Other Disciplines
- Physical Education
- Geography
- Health
- Economics

### COMPARISONS
Language Comparisons
- Weather expressions
- Expressing reasons

### COMMUNITIES
School & Global Communities
- Lifelong Learning

### CULTURAL COMPARISONS
- Types of vacations
- Times of the year to take vacations (northern v. southern hemisphere)
- More alike than different in how people spend their vacation time
- Government has created campgrounds in the woods to help the economy, whereas other countries may not have the resources to create campgrounds.
• Applying knowledge and skills while traveling to Hispanic communities

• Self assess progress toward unit goal
Global Challenges: Let’s Conserve! (The Planet)

Spanish HS | Intermediate Low | Level 3 | 4-5 Weeks

ESSENTIAL QUESTION

How do our actions impact the environment?

BIG IDEAS

Students use the target language to understand and communicate about:
- Environmental issues
- Personal and societal solutions for environmental challenges.
- How other cultures approach protecting the environment

GUIDING QUESTIONS

How do I use language to
- Talk about how I and others take care of the planet?
- Compare different approaches to protecting the environment?
- Express opinions about problems and solutions to environmental issues?
- Express why it is important to protect the environment?

FOCUS STANDARDS

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**CULTURES**

Relating Cultural Practices & Products to Perspectives
- **Products to perspectives:**
  - **Product:** Recycling  
  - **Practice:** Recycle everywhere, don’t litter (no trash anywhere); governmental restrictions with regards to pollution and waste products, restrictions on where/what can be built.  
  - **Perspective:** Communities value recycling and environmental protection based on geographical location, resources, and practices.
- **Practices to perspectives:**
  - **Product:** Conservation of biodiversity and natural resources  
  - **Practice:** Usage of natural resources; laws protecting wildlife and biodiversity  
  - **Perspective:** Communities value conservation based on availability of natural resources and geography.

**CONNECTIONS**

Making Connections to Other Disciplines
- Science: Environment  
  Civics and global citizenship

Acquiring Information & Diverse Viewpoints
- Investigating different perspectives on protecting the environment

**COMPARISONS**

Language Comparisons
- Expressing hopes and wishes (Ojalá que)  
- Transition words for making comparisons (cada vez más)

Cultural Comparisons
- Compare environmental issues and preservation in the US and Spanish speaking countries  
- Investigating how different cultures protect the environment

**COMMUNITIES**

School & Global Communities
- Volunteer in the community  
- Take active steps to protect the environment

Lifelong Learning
- Self assess progress toward unit goal  
- Volunteerism
ESSENTIAL QUESTION
How does food reflect traditions and family life?

BIG IDEAS
Students use the target language to understand and communicate about:
- how they connect with others through food traditions in their families.
- how families in my community and in the target culture shop and prepare food
- How to broaden cultural perspectives through research of traditional foods

GUIDING QUESTIONS
How do I use language to
- Communicate popular foods and their role within my family
- describe traditional foods from the target language culture
- Make connections between foods in Spanish-speaking countries and the U.S.
- Communicate suggestions about foods to try
- read and listen to comprehend passages about family and regional traditions with food

FOCUS STANDARDS

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**CULTURES**

Relating Cultural Practices & Products to Perspectives

- **Products:** What people from Spanish-speaking countries eat
- **Perspectives:** How those foods are eaten (from a food truck, outside on a terrace, late at night, food eaten cold)
- **Practices to perspectives:** Food practices based on local ingredients, geography, work-life demands, family traditions, climate, etc.)

**CONNECTIONS**

Making Connections to Other Disciplines

- Geography
- Health
- Economics

Acquiring Information & Diverse Viewpoints

- Cultural perspectives in eating habits

**COMPARISONS**

Language Comparisons

- Opinions

Cultural Comparisons

- Traditional dishes
- Common ingredients across cultural dishes
- Similar ingredients with similar geographic locations

**COMMUNITIES**

School & Global Communities

- Applying knowledge and skills while traveling to and eating in hispanic communities

Lifelong Learning

- Self assess progress toward unit goal
ESSENTIAL QUESTION

How do heroes influence others?

BIG IDEAS

Students use the target language to understand and communicate about:
- how someone becomes a hero.
- the impact heroes have on individuals and communities

GUIDING QUESTIONS

How do I use language to
- describe the traits and actions of someone I admire.
- ask and answer questions about who I admire.
- discuss how my heroes have influenced my life and/or my community.

FOCUS STANDARDS

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**CULTURES**  
Relating Cultural Practices & Products to Perspectives  
- **Products:**  
- **Practices:** use of the phrase “afro-latino”  
- **Perspectives:** how labels affect identity

**CONNECTIONS**  
Making Connections to Other Disciplines  
- Connection to ELA unit on archetypes  
- Connection to sociology and history

**COMPARISONS**  
Language Comparisons  
- Location of object pronouns in target language vs in English  
- “First responders”

**COMMUNITIES**  
School & Global Communities  
- Thank you notes to teachers and/or other school personnel

**Acquiring Information & Diverse Viewpoints**  
- Authentic videos: Native speakers discuss issues of being a person of color in another culture

**Cultural Comparisons**  
- Comparison of personal heroes to admirable people from target culture

**Lifelong Learning**  
- Self-reflection and desire for continued personal growth based on examining admirable qualities of others