



# PISCATAWAY TOWNSHIP SCHOOLS

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Content Area: Spanish 4 Honors  
Grade Span: 10-12  
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Approval date: August 2021

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## COURSE OVERVIEW

### Description

#### Course description:

This course is designed for students who have successfully completed Spanish 3 Honors and continues the development of communication skills in the three modes of communication: interpretive, interpersonal, and presentational as well as interculturality. Spanish 4 Honors is a Pre-AP course in its scope and sequence and is designed to meet the needs of students (grades 10-12) interested in continuing a rigorous study of the Spanish language leading into AP Spanish. This course is aimed at refining and improving the following language skills: listening, speaking, reading, and writing with more intensive grammar study, as well as increased vocabulary on a literary and practical level. Through the use and interpretation of authentic texts and media (poetry, novels, movies, newspapers, and the internet) students will increase their cultural awareness as well as develop fluency and mastery of the language by engaging in meaningful communication.

The target proficiency level for this course is Intermediate-Mid according to ACTFL proficiency guidelines. This course integrates the ACTFL's Core Ideas and practices (5 C's -communication, cultures, communities, comparisons, and connections), Intercultural Communication standards (products, practices, and perspectives), and current global themes. In addition, this course infuses information and instruction regarding the Amistad, Holocaust, LGBTQ, and Disabilities Laws as per the district initiative as well as 21st Century themes and skills. The overall objectives of the Spanish 4 Honors course are to develop, reinforce, and refine proficiency in the three modes of communication and expand the learners' interculturality. By developing and refining their skills of observation, students also acquire an understanding and appreciation of the diversity of cultures in the Spanish-speaking world, preparing them to be independent and global citizens.

### Goals

World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world (NJSLS-WL, 2020). The goal of the World Languages Department is to foster an appreciation of language learning that will promote biliteracy, critical thinking skills in a second language and intercultural competence. Students will arrive at this in a learning environment that is led by culture, is standards-based, student-centered, encourages proficiency gains, and has measurable outcomes.

This course is centered on ACTFL'S Core ideas that help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of the course (NJSLS-WL, 2020)

- Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
- Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.
- Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Intermediate Mid

Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.

Intermediate Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

Overall, Intermediate Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.

<https://www.actfl.org/resources/actfl-proficiency-guidelines-2012/english/speaking#intermediate>

Additionally, this course aims to:

- Foster an appreciation and appropriate understanding of Spanish language learning, cultural practices and perspectives with comparison to their native language and culture.
- Provide opportunities to make connections with local and global Spanish communities to foster deeper appreciation and motivation for language learning and functional communication.
- Promote life-long active language learning.

### Scope and Sequence

Unit	Topic	Length
1	El Arte y La Creatividad / Art and Creativity	22 days
2	La Salud y El Bienestar / Health and Wellbeing	22 days
3	Las Relaciones Interpersonales / Interpersonal Relationships	22 days
4	Trabajo y Comunidad / Work and Community	22 days

### Resources

Core Text:

Suggested Resources:

Authentic source material in the target language.

Technology resources and platforms that develop linguistic skills (vocabulary, grammar, speaking, etc.)

Authentic realia

Literary texts as curated by WL Department and teacher

Teacher generated instructional materials

## UNIT 1: ART & CREATIVITY (BEAUTY & AESTHETICS)

### Summary and Rationale

#### UNIT 1: ART & CREATIVITY (Beauty & Aesthetics)

Unit overview: This unit will focus on the study of culturally authentic artistic expressions (visual and performing arts) and historically prominent figures by analyzing different styles and artistic products. The thematic focus will be on the concept of creativity as a driving force applicable to many areas of life; self-analysis and discovery of the creative potential in all of us. Students will analyze the works of prominent artists and identify popular cultural iconography related to artistic styles and expressions.

### Recommended Pacing

22 Days or 1 Marking Period

### State Standards

#### Standard

#### Vision

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

#### Intent and Spirit of the World Languages Standard

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8<sup>th</sup>-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the state- designated proficiency level of Novice-High. The data showed that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well- articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

#### PROFICIENCY

Proficiency is the ability to use language in real-world situations in a spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language. Proficiency demonstrates what a language user is able to do regardless of where, when or how the language was acquired. The demonstration is independent of how the language was learned; the context may or may not be familiar; the evaluation of proficiency is not limited to the content of a particular curriculum that has been taught and learned. An assessment of proficiency determines if the language user provides sufficient evidence of all of the assessment criteria of a particular level according to the ACTFL Proficiency Guidelines. The individual must do everything expected at a level in a sustained fashion, that is, all of the time, in order to be rated at that level.

#### INTERPRETIVE

Interpretive Mode of Communication: In the Interpretive mode of communication students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Interpretive communication is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer/speaker, including the cultural interpretation of texts, movies, radio and television broadcasts, and speeches, not to be confused with the concept of “comprehension”.

<https://www.actfl.org/sites/default/files/publications/standards/Communication.pdf>

ACTFL Proficiency Guidelines considers how each skill is used, for example, describing both interpersonal and presentational aspects of speaking.

At the Intermediate range, learners are able to understand main ideas and some supporting details on familiar topics from a variety of texts.

<https://www.actfl.org/sites/default/files/caep/AppendixN-ACTFLPerformanceDescriptorsLanguageLearners.pdf>

At the Intermediate Mid sublevel, listeners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly

familiar and predictable topics although a few misunderstandings may occur. Intermediate Mid listeners may get some meaning from oral texts typically understood by Advanced-level listeners.

At the Intermediate Mid sublevel, readers are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics.

<https://www.actfl.org/sites/default/files/guidelines/ACTFLProficiencyGuidelines2012.pdf>

Although the target proficiency for this course is Intermediate-Mid, the rigor of this course’s scope and sequence will frequently propel student proficiency upwards into the Intermediate-High level.

Interpretive Mode of Communication: Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf>

CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.IPRET.1:	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2:	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3:	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4:	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5:	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
7.1.IM.IPRET.6:	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7:	Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.IPRET.8:	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1.IM.IPRET.9:	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Immigration, history, visual and performing arts, literature, climate, subject area content, population.
Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.	Awareness of climate change in the target language areas of the world, immigration effects on the target culture and the students' own cultures, population trends in the target culture(s) and the students' own cultures, reflection of a society in its fine and practical arts.
<p>Interpersonal Mode of Communication: Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.</p> <p>Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p> <p><a href="https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf">https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf</a></p>	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.IPERS.1:	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2:	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
7.1.IM.IPERS.3:	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.



7.1.IM.IPERS.4:	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5:	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
7.1.IM.IPERS 6:	Exchange information from a variety of resources with classmates about global issues, including climate change.
Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Immigration, climate change, population, visual and performing arts, literature
Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.	The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of climate change in the target language areas of the world, population trends in the target culture(s), reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes.
<p><b>PRESENTATIONAL</b></p> <p>Presentational Mode of Communication: Writers at the Intermediate Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse. Writers at the Intermediate Mid sublevel show evidence of control of basic sentence structure and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate Mid writers can be understood readily by natives used to the writing of non-natives. When Intermediate Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.</p> <p><a href="https://www.actfl.org/resources/actfl-proficiency-guidelines-2012/english/writing">https://www.actfl.org/resources/actfl-proficiency-guidelines-2012/english/writing</a></p> <p>Presentational communication is the creation of messages, one way communication intended to facilitate interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exist. To ensure the intended audience is successful in its interpretation, the "presenter" needs knowledge of the audience's language and culture. These include writing (messages, articles, reports), speaking (telling a story, giving a speech, describing a poster), or visually representing (video or PowerPoint).</p> <p><a href="https://www.actfl.org/sites/default/files/caep/AppendixN-ACTFLPerformanceDescriptorsLanguageLearners.pdf">https://www.actfl.org/sites/default/files/caep/AppendixN-ACTFLPerformanceDescriptorsLanguageLearners.pdf</a></p>	

<p>Presentational Mode of Communication: Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives</p> <p>Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum</p> <p><a href="https://www.nj.gov/education/cccs/2020/2020%20NJSLs-WL.pdf">https://www.nj.gov/education/cccs/2020/2020%20NJSLs-WL.pdf</a></p>	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.PRSNT.1:	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
7.1.IM.PRSNT.2:	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
7.1.IM.PRSNT.3:	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.PRSNT.4:	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
7.1.IM.PRSNT.5:	When expressing viewpoints, give reasons to support the claims.
7.1.IM.PRSNT.6:	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
7.1.IM.PRSNT.7:	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.
Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Immigration, climate change, population, visual and performing arts, literature.

Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.	The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of the effects of climate change in the target language areas of the world and in the students' own region of the world, population trends in the target culture(s) and in the students' own region of the world, reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes.
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**Instructional Focus**

**Unit Enduring Understandings**

- Art history is a reflection of culture and we can trace the current products and practices of a culture by learning about important artists and artistic expressions of the past.
- Creativity is not just an artistic quality; it can be applied to any area in life to help transform our worldview.

**Unit Essential Questions**

- How does art express culture?
- What is my own creative potential?
- How do I apply creativity in other areas of life?

**Objectives**

Students will know:  
Vocabulary:  
Students will know how to identify vocabulary from Spanish to English, as well as through definitions in the target language obtained from the Diccionario de la Real Academia Española <https://dle.rae.es/> and from the Diccionario de la Lengua Mexicana <https://dem.colmex.mx/>

- Vocabulary to discuss creativity, art, artists' styles and techniques.

la cerámica      pottery  
la escultura      sculpture  
el mural          mural  
la pintura        painting  
el autorretrato self-portrait  
la naturaleza muerta still life  
el retrato        portrait  
la paleta         palette  
el pincel         brush  
el escritor        writer  
abstracto        abstract  
famoso famous  
la figura          figure  
el primer plano foreground  
el fondo          background  
el sentimiento feeling  
la fuente de inspiración source of inspiration  
la imagen         image

volverse	to become
expresarse	to express (oneself)
representar	to represent
mostrar	to show
influir	to influence
inspirar	to inspire
la obra de arte	work of art
el siglo	century
el tema	subject, theme
a través de	through
parado	to be standing (adj.)
pararse	to stand up (verbo)
parecerse (a)	to look, seem (like)
sentado	to be seated (adj.)
el taller	workshop
el movimiento	movement
sentarse	to sit down (verbo)
la galería	gallery
la exposición	exhibition
la instalación	art installation
el museo	museum
la estatua	statue
el lienzo	canvas
el paisaje	landscape
la cerámica	Material que se usa para hacer vasos, platos, vasijas u otros objetos, no es metálico.
la escultura	Arte de modelar, tallar y esculpir figuras para crear una figura, similar a una estatua.
el mural	Pintura o decoración que se hace sobre una pared.
la pintura	Obra de arte que se pinta sobre lienzo, por ejemplo "un cuadro".
el autorretrato	Cuando un artista pinta la imagen de sí mismo en una pintura.
la naturaleza muerta	Cuando el tema de una obra de arte son objetos inanimados, que no incluyen personas.
el retrato	Cuando se pinta la imagen de una persona en un cuadro.
la paleta	Tabla o tableta pequeña, ovalada o rectangular, donde el pintor ordena sus colores. El pintor la usa para pintar sus cuadros.
el pincel	Instrumento que usa un pintor para aplicar pintura a un lienzo.
el escritor	El artista que escribe novelas, poemas y obras escritas.
famoso	Cuando una persona o un objeto es muy popular, tiene mucha fama (adjetivo).
abstracto	Que no representa cosas concretas, solo elementos de forma o figuras que no son reales.
la figura	En una pintura u obra de arte, lo que representa el cuerpo de un hombre o animal, la imagen central de una obra.
el primer plano	Lo que vemos más al frente en una pintura u obra de arte, hacia la parte de adelante de una imagen.
el fondo	Lo que vemos hacia atrás o detrás en una pintura u obra de arte.
el sentimiento	Emoción que uno siente.
inspirar	El acto de motivar a un artista a crear una obra de arte (verbo)
la imagen	Lo que vemos en una obra de arte, las figuras, el fondo y el primer plano, los colores, etc.
volverse	Cambiar a una persona o cosa de aspecto, estado, opinión (en sí mismo).

expresarse	La acción de decir, manifestar con palabras o acciones, o con otros signos exteriores lo que uno siente o piensa.
representar	El acto de ilustrar o mostrar en imágenes algo de la imaginación en una obra de arte
mostrar	El acto de dar a ver algo a otra persona o a los demás (verbo)
influir	El acto de tener efecto en las ideas o decisiones de los demás (verbo)
la fuente de inspiración	La motivación intelectual y espiritual que inspira la creación artística (sustantivo)
la obra de arte	Productos artísticos, lo que produce un artista
el siglo	Periodo de tiempo de cien años
el tema	Asunto o tópico de un producto artístico, por ejemplo el amor, la pobreza, etc.
a través de	Preposición que significa pasando de un lado a otro, por entre, por intermedio de...
parado	La descripción de una persona que está de pie (adjetivo)
pararse	El acto de ponerse de pie (verbo)
parecerse (a)	La acción de ser similar a otra persona o cosa (verbo reflexivo)
sentado	La descripción de una persona que toma asiento (adjetivo)
el taller	El lugar donde trabaja el artista
el movimiento	La acción y el efecto de mover o moverse
sentarse	El acto de tomar asiento (verbo)
la galería	No es un museo, pero es un lugar o localidad más pequeña dedicada a mostrar obras de arte.
la exposición	Presentación pública de objetos artísticos, puede ser de un mismo artista o de un tema específico. En general se puede ver dentro de un museo o espacio público.
la instalación	Obra de arte que necesita un espacio determinado; Organización de un espacio o conjunto de objetos con fines artísticos.
el museo	Edificio o lugar físico donde van las personas para ver obras de arte e instalaciones de arte.
la estatua	Obra de arte en la categoría de esculturas que representan personas o animales.
el lienzo	Material o tela sobre el cual se pintan cuadros.
el paisaje	El panorama o la vista que vemos cuando miramos hacia un espacio determinado en la naturaleza.
Espacio natural	admirable por su aspecto artístico.

- Vocabulary to discuss music and the performing arts

las influencias	influences
la inspiración	inspiration
el tema	subject
el aplauso	applause
la entrada	ticket
el escenario	stage
el espectáculo	show
el micrófono	microphone
a través de	through
mostrarte	show
parecerse (a)	to look, seem (like)
el poema	poem
la reseña	review
sonar	to sound like
volverse	to become
clásico	classic
el compás	rhythm
el conjunto	band

la danza	dance
la letra	lyrics
la melodía	melody
el movimiento	movement
el paso	step
el ritmo	rhythm
actuar	to perform
destacarse	to stand out
el entusiasmo	enthusiasm
exagerar	to exaggerate
el gesto	gesture
identificarse con	to identify oneself with
la interpretación	interpretation, performance
interpretar	to interpret; to perform
protagonista	protagonist
el compositor	composer
el conductor	conductor
la batería	drum set
cantautor/cantautora	singer-songwriter
actor/actriz	actor/actress
el baile	dance, dancing
la moda	fashion
las artes escénicas	performing arts

- Adjectives to describe the beauty and aesthetics and the visual arts

El sentimiento (expresar. . .).	Feeling
El tema	Topic/Theme
El movimiento (artístico)	Artistic movement
Ilustrar	Illustrate
Expresar (La obra/figura expresa...)	To express (the artwork itself)
Expresarse (El artista se expresa....)	To express (the artist)
Influir (i-y)	To influence
Inspirar	To inspire
Representar	To represent
Mostrar (o-UE)	To show
Abarcar	To encompass/to cover
Abstracto/a	Abstract
Antiguo/a	Old/ancient
Contemporáneo/a	Contemporary
Complicado/a	Complicated
Exagerado/a	Exaggerated
Fascinante	Fascinating
Perturbador	Disturbing
Inquietante	Unsettling
Moderno/a	Modern
Sencillo/a	Simple
Tranquilo	Tranquil/Calm

Saturado	Saturated
Realista	Realistic
Contraste/Contrastante	Contrast/contrasting
Sereno	Serene/Calm
Tangible	Tangible
Inanimado	Inanimate
Celeste	Light blue
Gris	Gray
Marrón (marrones)	Brown
Claro/a	Light (adj.)
Oscuro/a	Dark
Claroscuro	Light and dark
Vivo/a	Vivid/Intense
Sombra	Shadow
Suave	Soft
Brillante	Bright
Alegre	Joyous
colores fuertes/intensos/vivos	Strong/Intense/vivid colors
La luz	light
La sombra	shade, shadow
la reseña	review or critique

Grammar:

- Preterit vs. Imperfect
- Pronouns (direct, indirect, reflexive)
- Identifying the pronoun “SE” when it is being used in the Impersonal vs. Reflexive form.
- Transition words and phrases

Students will be able to: (at the INTERMEDIATE range)

- I can use the target language to describe conceptual ideas related to beauty and aesthetics (love, beauty, destruction, etc.).
- I can describe the visual and stylistic elements of artwork from prominent Hispanic artists.
- I can identify important artistic styles and movements of the Hispanic world that have defined beauty and aesthetics at a global scale.
- I can identify popular iconography derived from indigenous rituals, cultural practices and historical periods (La Catrina, calacas, Día de los Muertos, Zapatistas, Garbanceros, typical dress & ornamentation, etc.).
- I can describe the intangible, going from “transactional Spanish” (Indicative) to “conceptual Spanish” (Subjunctive).
- I can have conversations about likes and dislikes on aesthetics and beauty at a deeper level with a greater level of understanding of cultural references and historical background.
- I can use grammar as a vehicle and a means to finding my own voice as a writer.
- I can use keywords to conduct searches for information on prominent artists and historical figures.
- I can summarize and synthesize information found in authentic electronic sources.
- I can recycle information obtained from authentic electronic sources and use them in narratives.

- I can combine and recombine words to create original narratives and identify when language is being re-purposed vs. plagiarized.

#### COMMUNICATION

Interpretive: I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

Interpersonal: I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

Presentational: I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

#### INTERCULTURAL COMMUNICATION

Investigate: In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.

Interact: I can interact at a functional level in some familiar contexts.

#### INTERPRETIVE COMMUNICATION PROFICIENCY BENCHMARK

I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

- What can I understand, interpret or analyze in authentic informational texts that I hear, read or view?  
⇒ I can understand the main idea and key information in short straightforward informational texts
- What can I understand, interpret or analyze in authentic fictional texts that I hear, read or view?  
⇒ I can understand the main idea and key information in short straightforward fictional texts.
- What can I understand, interpret or analyze in conversations and discussions that I hear, read or view, in which I am not a participant?  
⇒ I can identify the main idea and key information in short straightforward conversations.

#### INTERPERSONAL COMMUNICATION PROFICIENCY BENCHMARK

I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

- How can I exchange information and ideas in conversations?  
⇒ I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.



- How can I meet my needs or address situations in conversations?
  - ⇒ I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.
  
- How can I express, react to, and support preferences and opinions in conversations?
  - ⇒ I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.

**PRESENTATIONAL COMMUNICATION PROFICIENCY BENCHMARK**

I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

- How can I present information to narrate about my life, experiences and events?
  - ⇒ I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.
  
- How can I present information to give a preference, opinion or persuasive argument?
  - ⇒ I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.
  
- How can I present information to inform, describe, or explain?
  - ⇒ I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.

**INTERCULTURAL COMMUNICATION PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS**

**INVESTIGATE**

Investigate products and practices to understand cultural perspectives:

In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives.

- Products: In my own and other cultures I can compare products related to everyday life and personal interests or studies.
- Practices: In my own and other cultures I can compare practices related to everyday life and personal interests or studies.

**INTERACT**

Interact with others in and from another culture

- Language: I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.

- Behavior: I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

<https://www.actfl.org/sites/default/files/can-dos/Intermediate%20Can-Do%20Statements.pdf>

### Resources

Core Text:

Suggested Resources:

Diccionario de la Real Academia Española

Diccionario de la lengua Mexicana

Current news and informational sources in the target language (ex. BBC Mundo, El País, El Diario, CNN en Español, Museo del Prado, Museo Frida Kahlo, Museo Metropolitano de Arte, MOMA, etc.)

Digital platforms:

Quizlet

Conjuguemos.com

Actively Learn

Gimkit

Blooket

Extempore

Kahoot

Padlet

## UNIT 2: HEALTH & WELLBEING (GLOBAL ISSUES AND CHALLENGES, INTERDISCIPLINARY/STEM)

### Summary and Rationale

UNIT 2: HEALTH & WELLBEING (Global Issues and Challenges, Interdisciplinary/STEM)

Unit overview: This unit will focus on the study of health and wellbeing as it relates to personal choices, access to services and its impact on public policy as a factor in revealing social inequities. We will analyze how social and cultural mores shape the health and wellbeing of a community and its ability to thrive.

### Recommended Pacing

22 Days or 1 Marking Period

### State Standards

Standard

Vision

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

#### Intent and Spirit of the World Languages Standard

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8<sup>th</sup>-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the state- designated proficiency level of Novice-High. The data showed that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well- articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

#### PROFICIENCY

Proficiency is the ability to use language in real-world situations in a spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language. Proficiency demonstrates what a language user is able to do regardless of where, when or how the language was acquired. The demonstration is independent of how the language was learned; the context may or may not be familiar; the evaluation of proficiency is not limited to the content of a particular curriculum that has been taught and learned. An assessment of proficiency determines if the language user provides sufficient evidence of all of the assessment criteria of a particular level according to the ACTFL Proficiency Guidelines. The individual must do everything expected at a level in a sustained fashion, that is, all of the time, in order to be rated at that level.

## INTERPRETIVE

Interpretive Mode of Communication: In the Interpretive mode of communication students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Interpretive communication is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer/speaker, including the cultural interpretation of texts, movies, radio and television broadcasts, and speeches, not to be confused with the concept of “comprehension”.

<https://www.actfl.org/sites/default/files/publications/standards/Communication.pdf>

ACTFL Proficiency Guidelines considers how each skill is used, for example, describing both interpersonal and presentational aspects of speaking.

At the Intermediate range, learners are able to understand main ideas and some supporting details on familiar topics from a variety of texts.

<https://www.actfl.org/sites/default/files/caep/AppendixN-ACTFLPerformanceDescriptorsLanguageLearners.pdf>

At the Intermediate Mid sublevel, listeners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. Intermediate Mid listeners may get some meaning from oral texts typically understood by Advanced-level listeners.

At the Intermediate Mid sublevel, readers are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics.

<https://www.actfl.org/sites/default/files/guidelines/ACTFLProficiencyGuidelines2012.pdf>

Although the target proficiency for this course is Intermediate-Mid, the rigor of this course’s scope and sequence will frequently propel student proficiency upwards into the Intermediate-High level.

Interpretive Mode of Communication: Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

<https://www.nj.gov/education/cccs/2020/2020%20NJSLs-WL.pdf>

CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.IPRET.1:	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2:	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3:	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4:	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5:	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
7.1.IM.IPRET.6:	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7:	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.IPRET.8:	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1.IM.IPRET.9:	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Immigration, history, visual and performing arts, literature, climate, subject area content, population.
Learners recognize and identify a few typical practices of the target culture in order to gain understanding of	Awareness of climate change in the target language areas of the world, immigration effects on the target culture and the students' own cultures, population trends in the

the perspectives of the target culture(s) and their societies.	target culture(s) and the students' own cultures, reflection of a society in its fine and practical arts.
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**INTERPERSONAL**

Interpersonal Mode of Communication: Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging. Intermediate Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution. Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives. Overall, Intermediate Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.

<https://www.actfl.org/sites/default/files/guidelines/ACTFLProficiencyGuidelines2012.pdf>

Interpersonal communication requires active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications are made accordingly. These can manifest in the form of speaking and listening (conversation), and in reading and writing (text message or via social media).

<https://www.actfl.org/sites/default/files/caep/AppendixN-ACTFLPerformanceDescriptorsLanguageLearners.pdf>

At the Intermediate range, learners are able to express self and participate in conversations on familiar topics using sentences and series of sentences. They can handle short social interactions in everyday situations by asking and answering a variety of questions. They can communicate about self, others, and everyday life.

<https://www.actfl.org/sites/default/files/caep/AppendixN-ACTFLPerformanceDescriptorsLanguageLearners.pdf>

Interpersonal Mode of Communication: Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-S-WL.pdf>

CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.IPERS.1:	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2:	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
7.1.IM.IPERS.3:	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4:	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5:	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
7.1.IM.IPERS 6:	Exchange information from a variety of resources with classmates about global issues, including climate change.
Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Immigration, climate change, population, visual and performing arts, literature
Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.	The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of climate change in the target language areas of the world, population trends in the target culture(s), reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes.
<b>PRESENTATIONAL</b>	
Presentational Mode of Communication: Writers at the Intermediate Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely	

resembles oral discourse. Writers at the Intermediate Mid sublevel show evidence of control of basic sentence structure and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate Mid writers can be understood readily by natives used to the writing of non-natives. When Intermediate Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.

<https://www.actfl.org/resources/actfl-proficiency-guidelines-2012/english/writing>

Presentational communication is the creation of messages, one way communication intended to facilitate interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exist. To ensure the intended audience is successful in its interpretation, the “presenter” needs knowledge of the audience’s language and culture. These include writing (messages, articles, reports), speaking (telling a story, giving a speech, describing a poster), or visually representing (video or PowerPoint).

<https://www.actfl.org/sites/default/files/caep/AppendixN-ACTFLPerformanceDescriptorsLanguageLearners.pdf>

Presentational Mode of Communication: Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf>

CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.PRSNT.1:	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
7.1.IM.PRSNT.2:	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
7.1.IM.PRSNT.3:	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.PRSNT.4:	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
7.1.IM.PRSNT.5:	When expressing viewpoints, give reasons to support the claims.



7.1.IM.PRSNT.6:	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
7.1.IM.PRSNT.7:	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.
Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Immigration, climate change, population, visual and performing arts, literature.
Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.	The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of the effects of climate change in the target language areas of the world and in the students' own region of the world, population trends in the target culture(s) and in the students' own region of the world, reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes.

Instructional Focus
Unit Enduring Understandings
<ul style="list-style-type: none"> <li>● Personal choices driven by science and data can have a significant impact on the overall well being of a community.</li> <li>● Public policy can significantly impact access to healthcare and reveal social inequities.</li> </ul>
Unit Essential Questions
<ul style="list-style-type: none"> <li>● How does healthcare drive social wellbeing?</li> <li>● How do my choices impact my wellbeing?</li> <li>● How does public health drive scientific innovation?</li> <li>● What impact do my choices have on public health decisions?</li> </ul>
Objectives
Students will know:
Vocabulary:

Students will know how to identify vocabulary from Spanish to English, as well as through definitions in the target language obtained from the Diccionario de la Real Academia Española <https://dle.rae.es/> and from the Diccionario de la Lengua Mexicana <https://dem.colmex.mx/>

- Vocabulary to discuss health and wellbeing.

la alergia	allergy
el antibiótico	antibiotic
la aspirina	aspirin
estar resfriado/a	to have a cold
estornudar	to sneeze
la fiebre	the fever
el grado centígrado	centigrade degree
la gripe	flu
el jarabe	(cough) syrup
la tos	cough
el corazón	heart
el músculo	muscle
el oído	ear
el pecho	chest
aconsejar	to advise
contener	to contain
desarrollar	to develop
evitar	to avoid
exigir	to demand
incluir	to include
quejarse	to complain
saltar (una comida)	to skip (a meal)
tomar	to take / drink
relajar(se)	to relax
respirar	to breathe
apropiado/a	appropriate
el calcio	calcium
el carbohidrato	carbohydrate
la comida basura	junk food
la dieta	diet
la edad	age
la energía	energy
equilibrado/a	balanced
la estatura	height
la fibra	fiber
el hábito alimenticio	eating habit
el hierro	iron
la merienda	snack
nutritivo/a	nutritious
el peso	weight
la proteína	protein
saludable	healthy / healthful
vacío/a	empty

lleno/a full  
 la vitamina vitamin  
 aguantar to endure, tolerate  
 aunque even though, despite, although  
 el consejo advice  
 la manera way (manner)  
 el nivel level  
 caerse de sueño to be exhausted, sleepy  
 concentrarse to concentrate (oneself)  
 confianza en sí mismo/a self-confidence  
 estar de buen humor to be in a good mood  
 estar de mal humor to be in a bad mood  
 el estrés stress  
 estresado/a stressed-out  
 preocuparse to worry  
 sentirse fatal to feel awful  
 los pulmones lungs  
 estado de ánimo, humor mood, state of mind

la alergia Una reacción de su sistema inmunitario hacia algo que no molesta a la mayoría de las demás personas.  
 el antibiótico Medicamento que se toma cuando tienes una infección; se necesita una receta.  
 la aspirina Medicamento que se toma comúnmente para dolores del cuerpo; no se necesita receta.  
 estar resfriado / a Cuando uno está enfermo y estornuda mucho, pero no tiene fiebre.  
 estornudar Lo que uno hace con la nariz cuando está resfriado.  
 la fiebre Cuando la temperatura del cuerpo está encima de 38 grados centígrados.  
 el grado centígrado Nombre de la unidad termométrica que se usa en países hispanos para medir temperatura.  
 la gripe Una enfermedad muy común en el invierno que trae fiebre, dolor de cuerpo, estornudos y requiere antibióticos.  
 el jarabe Medicamento que bebes cuando tienes tos o dolor de pecho.  
 la tos Reacción con sonido y movimiento que produce el pecho y la garganta para eliminar sustancias que irritan los pulmones y las vías respiratorias.  
 el corazón Órgano de naturaleza muscular que actúa como impulsor de la sangre y que en el hombre está situado en la cavidad torácica.  
 el músculo Los músculos son tejidos del cuerpo humano compuestos por fibra muscular, que se contraen durante los movimientos corporales.  
 el oído Órgano interno de la oreja que sirve para escuchar.  
 el pecho Parte del cuerpo humano, que se extiende desde el cuello hasta el vientre, y en cuya cavidad se contienen el corazón y los pulmones.  
 aconsejar Cuando damos recomendaciones; decir a alguien que algo es bueno o beneficioso.  
 contener Encerrar dentro de sí una cosa a otra,; cuando pones algo dentro de otra cosa.  
 desarrollar Realizar o llevar a cabo algo. Proceso de llevar a cabo, realizar una idea, proyecto, etc.  
 evitar Intentar evadirse o escaparse de alguna situación.  
 exigir Demandar enérgicamente.  
 incluir Poner o agregar algo/alguien dentro de una cosa o de un conjunto o grupo.  
 quejarse Expresar dolor, pena, o manifestar disconformidad con algo o alguien.

saltar (una comida) Cuando uno evita comer; cuando no comes desayuno, almuerzo o cena.  
 tomar Otra manera de decir "beber".  
 relajar(se) Distraer la mente de problemas y preocupaciones; un estado de reposo físico y mental.  
 respirar Absorber y expulsar aire a través de la nariz o boca usando los pulmones.  
 apropiado / a Ajustado y conforme a las condiciones o a las necesidades de alguien o de algo.  
 el calcio Elemento químico esencial para la formación de huesos, el sistema óseo y el esqueleto.  
 el carbohidrato Componente alimenticio también llamados glúcidos, hidratos de carbono o sacáridos, que se encuentran principalmente en azúcares, almidones y fibra que nos dan energía.  
 la comida basura Comidas o meriendas que no tienen valor nutritivo, que son malas para la salud.  
 la dieta Conjunto o grupo de comidas y bebidas que componen un régimen alimenticio.  
 la edad La cantidad de años de vida que tenemos.  
 la energía Fuerza o poder, habilidad de tener vigor, fortaleza en el cuerpo. También en ciencias se define como la capacidad para realizar un trabajo. Se mide en julios.  
 equilibrado / a Cuando hay simetría de peso, cuando el peso está balanceado entre dos objetos.  
 la estatura La medida para determinar la altura de una persona.  
 la fibra Filamentos que son parte de los tejidos orgánicos de vegetales o animales, de ciertos minerales y de algunos productos químicos. En alimentos es bueno para la digestión.  
 el hábito alimenticio La serie de conductas que tiene una persona en relación a lo que come.  
 el hierro Elemento químico metálico dúctil, maleable y muy tenaz, de color gris azulado, magnético y oxidable, muy usado en la industria y en las artes. Su símbolo es Fe, y su número atómico  
 lleno / a Cuando algo está a la máxima capacidad.  
 la merienda Comida que comemos entre comidas.  
 nutritivo / a Comida que es buena para la salud y tiene mucho valor alimenticio.  
 el peso El valor numérico del cuerpo humano en kilogramos o libras.  
 la proteína Sustancias químicas formadas por aminoácidos que forman parte de la materia fundamental de las células y de las sustancias de vegetales y animales:  
 saludable Cuando una persona está en buena condición física y mental.  
 vacío / a Falta de contenido; cuando no hay nada.  
 la vitamina Sustancias orgánicas que forman parte de los alimentos que al ingerirlos de forma equilibrada promueven el correcto funcionamiento fisiológico.  
 aguantar Soportar o tolerar algo.  
 aunque Conjunción que expresa una objeción que no impide el desarrollo de la acción principal; expresa la coordinación de dos o más acciones opuestas  
 el consejo Cuando uno da recomendaciones.  
 la manera Modo o forma de hacer algo.  
 el nivel Relacionado con altura o capacidad; medida de una cantidad con referencia a una escala determinada.  
 caerse de sueño Cuando uno está extremadamente cansado y necesita dormir.  
 concentrarse Poner mucha atención en una actividad, enfocar toda la energía en una acción física o intelectual.  
 confianza en sí mismo / a Cuando una persona siente un alto nivel de autoestima.  
 estar de buen humor Estado de ánimo en que uno se siente contento y alegre.  
 estar de mal humor Estado de ánimo en que uno está irritado y enfadado.  
 el estrés Una emoción o estado físico de una persona por exigir a su cuerpo un rendimiento superior al normal, un extremo de preocupación (sustantivo).  
 estresado / a El estado de ánimo cuando uno se siente muy preocupado (adjetivo).  
 preocuparse Causar intranquilidad, inquietud o angustia, tener la mente ocupada con problemas que causan estrés.  
 sentirse fatal Cuando uno se siente muy mal.

los pulmones Órganos de respiración aérea del hombre y de la mayor parte de los vertebrados  
estado de ánimo, humor Es un estado, una forma de permanecer, de estar. Es una forma de sentirse en sí mismo que es más duradero y menos dado a ser activado por un determinado estímulo o evento.

- Vocabulary to discuss exercise and physical activity

abdominales crunches, sit ups

el calambre muscle cramp

débil weak

ejercicios aeróbicos aerobic exercises

estar en forma to be in shape

estirar to stretch

flexionar to flex, to stretch

fuerte strong

la fuerza strength

hacer bicicleta to use a stationary bike

hacer cinta to use a treadmill

hacer flexiones/lagartijas to do push-ups

relajar(se) to relax

respirar to breathe

yoga yoga

la alimentación diet (nutrition)

los alimentos food products

apropiado/a appropriate

equilibrado/a balanced

la estatura height, stature

la fibra fiber

el hábito alimenticio eating habit

el hierro iron

lleno/a full

saludable healthy

vacío/a empty

aguantar to put up with, to tolerate

aunque although

la manera way, manner

el nivel level, height

caerse de sueño to be exhausted, sleepy

concentrarse to concentrate

confianza en sí mismo/a self-confidence

los músculos muscles

los huesos bones

la sangre blood

el metabolismo metabolism

entrar en calor to warm up

la alergia Una reacción de su sistema inmunitario hacia algo que no molesta a la mayoría de las demás personas.

el antibiótico Medicamento que se toma cuando tienes una infección; se necesita una receta.

la aspirina	Medicamento que se toma comúnmente para dolores del cuerpo; no se necesita receta.
estar resfriado / a	Cuando uno está enfermo y estornuda mucho, pero no tiene fiebre.
estornudar	Lo que uno hace con la nariz cuando está resfriado.
la fiebre	Cuando la temperatura del cuerpo está encima de 38 grados centígrados.
el grado centígrado	Nombre de la unidad termométrica que se usa en países hispanos para medir temperatura.
la gripe	Una enfermedad muy común en el invierno que trae fiebre, dolor de cuerpo, estornudos y requiere antibióticos.
el jarabe	Medicamento que bebes cuando tienes tos o dolor de pecho.
la tos	Reacción con sonido y movimiento que produce el pecho y la garganta para eliminar sustancias que irritan los pulmones y las vías respiratorias.
el corazón	Órgano de naturaleza muscular que actúa como impulsor de la sangre y que en el hombre está situado en la cavidad torácica.
el músculo	Los músculos son tejidos del cuerpo humano compuestos por fibra muscular, que se contraen durante los movimientos corporales.
el oído	Órgano interno de la oreja que sirve para escuchar.
el pecho	Parte del cuerpo humano, que se extiende desde el cuello hasta el vientre, y en cuya cavidad se contienen el corazón y los pulmones.
aconsejar	Cuando damos recomendaciones; decir a alguien que algo es bueno o beneficioso.
contener	Encerrar dentro de sí una cosa a otra; cuando pones algo dentro de otra cosa.
desarrollar	Realizar o llevar a cabo algo. Proceso de llevar a cabo, realizar una idea, proyecto, etc.
evitar	Intentar evadirse o escaparse de alguna situación.
exigir	Demandar enérgicamente.
incluir	Poner o agregar algo/alguien dentro de una cosa o de un conjunto o grupo.
quejarse	Expresar dolor, pena, o manifestar disconformidad con algo o alguien.
saltar (una comida)	Cuando uno evita comer; cuando no comes desayuno, almuerzo o cena.
tomar	Otra manera de decir "beber".
relajar(se)	Distraer la mente de problemas y preocupaciones; un estado de reposo físico y mental.
respirar	Absorber y expulsar aire a través de la nariz o boca usando los pulmones.
apropiado / a	Ajustado y conforme a las condiciones o a las necesidades de alguien o de algo.
el calcio	Elemento químico esencial para la formación de huesos, el sistema óseo y el esqueleto.
el carbohidrato	Componente alimenticio también llamados glúcidos, hidratos de carbono o sacáridos, que se encuentran principalmente en azúcares, almidones y fibra que nos dan energía.
la comida basura	Comidas o meriendas que no tienen valor nutritivo, que son malas para la salud.
la dieta	Conjunto o grupo de comidas y bebidas que componen un régimen alimenticio.
la edad	La cantidad de años de vida que tenemos.
la energía	Fuerza o poder, habilidad de tener vigor, fortaleza en el cuerpo. También en ciencias se define como la capacidad para realizar un trabajo. Se mide en julios.
equilibrado / a	Cuando hay simetría de peso, cuando el peso está balanceado entre dos objetos.
la estatura	La medida para determinar la altura de una persona.
la fibra	Filamentos que son parte de los tejidos orgánicos de vegetales o animales, de ciertos minerales y de algunos productos químicos. En alimentos es bueno para la digestión.
el hábito alimenticio	La serie de conductas que tiene una persona en relación a lo que come.
el hierro	Elemento químico metálico dúctil, maleable y muy tenaz, de color gris azulado, magnético y oxidable, muy usado en la industria y en las artes. Su símbolo es Fe, y su número atómico
lleno / a	Cuando algo está a la máxima capacidad.
la merienda	Comida que comemos entre comidas.

nutritivo / a Comida que es buena para la salud y tiene mucho valor alimenticio.  
 el peso El valor numérico del cuerpo humano en kilogramos o libras.  
 la proteína Sustancias química formadas por aminoácidos que forman parte de la materia fundamental de las células y de las sustancias de vegetales y animales:  
 saludable Cuando una persona esta en buena condición física y mental.  
 vacío / a Falta de contenido; cuando no hay nada.  
 la vitamina Sustancias orgánicas que forman parte de los alimentos que al ingerirlos de forma equilibrada promueven el correcto funcionamiento fisiológico.  
 aguantar Soportar o tolerar algo.  
 aunque Conjunción que expresa una objeción que no impide el desarrollo de la acción principal; expresa la coordinación de dos o más acciones opuestas  
 el consejo Cuando uno da recomendaciones.  
 la manera Modo o forma de hacer algo.  
 el nivel Relacionado con altura o capacidad; medida de una cantidad con referencia a una escala determinada.  
 caerse de sueño Cuando uno esta extremadamente cansado y necesita dormir.  
 concentrarse Poner mucha atención en una actividad, enfocar toda la energía en una acción física o intelectual.  
 confianza en sí mismo / a Cuando una persona siente un alto nivel de autoestima.  
 estar de buen humor Estado de ánimo en que uno se siente contento y alegre.  
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 el estrés Una emoción o estado físico de una persona por exigir a su cuerpo un rendimiento superior al normal, un extremo de preocupación (sustantivo).  
 estresado / a El estado de ánimo cuando una se siente muy preocupado (adjetivo).  
 preocuparse Causar intranquilidad, inquietud o angustia, tener la mente ocupada con problemas que causan estrés.  
 sentirse fatal Cuando uno se siente muy mal.  
 los pulmones Órganos de respiración aérea del hombre y de la mayor parte de los vertebrados  
 estado de ánimo, humor Es un estado, una forma de permanecer, de estar. Es una forma de sentirse en si mismo que es más duradero y menos dado a ser activado por un determinado estímulo o evento.

Grammar:

- Contrast between the present (progressive, gerunds, participles) and forms of future (simple future, IR + infinitive, conditional)
- Future vs. Conditional
- Tense vs. Mood
- Indicative vs. Subjunctive
- Present Subjunctive to give recommendations

Students will be able to: (at the INTERMEDIATE range)

- I can use the target language to express how I feel, my state of health and wellbeing and analyze my areas of improvement.
- I can identify important information from authentic sources that helps me understand the cultural context of healthcare choices.
- I can have a conversation with peers about healthcare concerns and making informed choices.
- I can discuss how immigration laws impact the access of Hispanic communities to adequate healthcare services.
- I can make recommendations about personal wellbeing and healthcare options.

- I can use keywords to conduct searches for information on topics related to health and wellbeing.
- I can summarize and synthesize information found in authentic electronic sources.
- I can recycle information obtained from authentic electronic sources and use them in narratives about health and wellbeing.
- I can combine and re-combine information from authentic sources to draw conclusions on how communities engage with healthcare.
- I can compare and contrast cultural mores that prevent communities from seeking adequate and timely healthcare services.
- I can extract information from multiple sources and cite them in an extended narrative to make a point about Hispanic communities' healthcare options and access as part of public policy and legislation (anticipating the AP Spanish and Culture exam's 5 paragraph essay with 3 sources).
- I can use grammar as a vehicle and a means to finding my own voice as a writer when crafting extended narratives to make a point.

#### COMMUNICATION

Interpretive: I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

Interpersonal: I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

Presentational: I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

#### INTERCULTURAL COMMUNICATION

Investigate: In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.

Interact: I can interact at a functional level in some familiar contexts.

#### INTERPRETIVE COMMUNICATION PROFICIENCY BENCHMARK

I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

- What can I understand, interpret or analyze in authentic informational texts that I hear, read or view?
- I can understand the main idea and key information in short straightforward informational texts
- What can I understand, interpret or analyze in authentic fictional texts that I hear, read or view?
- I can understand the main idea and key information in short straightforward fictional texts.
- What can I understand, interpret or analyze in conversations and discussions that I hear, read or view, in which I am not a participant?
- I can identify the main idea and key information in short straightforward conversations.



### INTERPERSONAL COMMUNICATION PROFICIENCY BENCHMARK

I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

- How can I exchange information and ideas in conversations?
- I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.
- How can I meet my needs or address situations in conversations?
- I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.
- How can I express, react to, and support preferences and opinions in conversations?
- I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.

### PRESENTATIONAL COMMUNICATION PROFICIENCY BENCHMARK

I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

- How can I present information to narrate about my life, experiences and events?
- I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.
- How can I present information to give a preference, opinion or persuasive argument?
- I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.
- How can I present information to inform, describe, or explain?
- I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.

### INTERCULTURAL COMMUNICATION PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

#### INVESTIGATE

Investigate products and practices to understand cultural perspectives:

In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives.

- Products: In my own and other cultures I can compare products related to everyday life and personal interests or studies.
- Practices: In my own and other cultures I can compare practices related to everyday life and personal interests or studies.

#### INTERACT

Interact with others in and from another culture

- Language: I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
- Behavior: I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

<https://www.actfl.org/sites/default/files/can-dos/Intermediate%20Can-Do%20Statements.pdf>

### Resources

Core Text:

Suggested Resources:

Diccionario de la Real Academia Española

Diccionario de la lengua Mexicana

Current news and informational sources in the target language (ex. BBC Mundo, El País, El Diario, CNN en Español, World Health Organization/Organización Mundial de la Salud, Pan-American Health Organization/Organización Panamericana de la Salud, CDC, <https://www.usa.gov/espanol/agencias-federales/institutos-nacionales-de-la-salud> , etc.)

Digital platforms:

Quizlet

Conjuguemos.com

Actively Learn

Gimkit

Blooket

Extempore

Kahoot

Padlet

## UNIT 3: INTERPERSONAL RELATIONSHIPS (FAMILIES AND COMMUNITIES/SOCIAL RELATIONSHIPS, PERSONAL AND PUBLIC IDENTITIES)

### Summary and Rationale

UNIT 3: INTERPERSONAL RELATIONSHIPS (Families and Communities/Social Relationships, Personal and Public Identities)

Unit overview: This unit will focus on the psychological analysis of one’s character and personality by researching ways in which the study of personal, familial, virtual relationships impacts personal and societal behavior. It will also analyze how culture influences relationships, character development and self-analysis.

## Recommended Pacing

22 Days or 1 Marking Period

## State Standards

### Standard

#### Vision

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

#### Intent and Spirit of the World Languages Standard

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8<sup>th</sup>-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the state- designated proficiency level of Novice-High. The data showed that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well- articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

PROFICIENCY

Proficiency is the ability to use language in real-world situations in a spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language. Proficiency demonstrates what a language user is able to do regardless of where, when or how the language was acquired. The demonstration is independent of how the language was learned; the context may or may not be familiar; the evaluation of proficiency is not limited to the content of a particular curriculum that has been taught and learned. An assessment of proficiency determines if the language user provides sufficient evidence of all of the assessment criteria of a particular level according to the ACTFL Proficiency Guidelines. The individual must do everything expected at a level in a sustained fashion, that is, all of the time, in order to be rated at that level.

## INTERPRETIVE

Interpretive Mode of Communication: In the Interpretive mode of communication students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Interpretive communication is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer/speaker, including the cultural interpretation of texts, movies, radio and television broadcasts, and speeches, not to be confused with the concept of “comprehension”.

<https://www.actfl.org/sites/default/files/publications/standards/Communication.pdf>

ACTFL Proficiency Guidelines considers how each skill is used, for example, describing both interpersonal and presentational aspects of speaking.

At the Intermediate range, learners are able to understand main ideas and some supporting details on familiar topics from a variety of texts.

<https://www.actfl.org/sites/default/files/caep/AppendixN-ACTFLPerformanceDescriptorsLanguageLearners.pdf>

At the Intermediate Mid sublevel, listeners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. Intermediate Mid listeners may get some meaning from oral texts typically understood by Advanced-level listeners.

At the Intermediate Mid sublevel, readers are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics.

<https://www.actfl.org/sites/default/files/guidelines/ACTFLProficiencyGuidelines2012.pdf>

Although the target proficiency for this course is Intermediate-Mid, the rigor of this course’s scope and sequence will frequently propel student proficiency upwards into the Intermediate-High level.

Interpretive Mode of Communication: Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf>

CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.IPRET.1:	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2:	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3:	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4:	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5:	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
7.1.IM.IPRET.6:	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7:	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.IPRET.8:	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1.IM.IPRET.9:	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture.	Immigration, history, visual and performing arts, literature, climate, subject area content, population.

<p>They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p>	
<p>Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.</p>	<p>Awareness of climate change in the target language areas of the world, immigration effects on the target culture and the students' own cultures, population trends in the target culture(s) and the students' own cultures, reflection of a society in its fine and practical arts.</p>

**INTERPERSONAL**

Interpersonal Mode of Communication: Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging. Intermediate Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution. Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives. Overall, Intermediate Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.

<https://www.actfl.org/sites/default/files/guidelines/ACTFLProficiencyGuidelines2012.pdf>

Interpersonal communication requires active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications are made accordingly. These can manifest in the form of speaking and listening (conversation), and in reading and writing (text message or via social media).

<https://www.actfl.org/sites/default/files/caep/AppendixN-ACTFLPerformanceDescriptorsLanguageLearners.pdf>

At the Intermediate range, learners are able to express self and participate in conversations on familiar topics using sentences and series of sentences. They can handle short social interactions in everyday situations by asking and answering a variety of questions. They can communicate about self, others, and everyday life.

<https://www.actfl.org/sites/default/files/caep/AppendixN-ACTFLPerformanceDescriptorsLanguageLearners.pdf>

Interpersonal Mode of Communication: Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

<https://www.nj.gov/education/cccs/2020/2020%20NJSLs-WL.pdf>

CPI #	Cumulative Progress Indicator (CPI)	
7.1.IM.IPERS.1:	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.	
7.1.IM.IPERS.2:	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.	
7.1.IM.IPERS.3:	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.	
7.1.IM.IPERS.4:	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.	
7.1.IM.IPERS.5:	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.	
7.1.IM.IPERS 6:	Exchange information from a variety of resources with classmates about global issues, including climate change.	
Intercultural Statements		Possible Topics
Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.		Immigration, climate change, population, visual and performing arts, literature
Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.		The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of climate change in the target language areas of the world, population trends in the target culture(s), reflection of a society in its fine and

	practical arts, role of literature in conveying cultural norms and attitudes.
<p><b>PRESENTATIONAL</b></p> <p>Presentational Mode of Communication: Writers at the Intermediate Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse. Writers at the Intermediate Mid sublevel show evidence of control of basic sentence structure and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate Mid writers can be understood readily by natives used to the writing of non-natives. When Intermediate Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.</p> <p><a href="https://www.actfl.org/resources/actfl-proficiency-guidelines-2012/english/writing">https://www.actfl.org/resources/actfl-proficiency-guidelines-2012/english/writing</a></p> <p>Presentational communication is the creation of messages, one way communication intended to facilitate interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exist. To ensure the intended audience is successful in its interpretation, the “presenter” needs knowledge of the audience’s language and culture. These include writing (messages, articles, reports), speaking (telling a story, giving a speech, describing a poster), or visually representing (video or PowerPoint).</p> <p><a href="https://www.actfl.org/sites/default/files/caep/AppendixN-ACTFLPerformanceDescriptorsLanguageLearners.pdf">https://www.actfl.org/sites/default/files/caep/AppendixN-ACTFLPerformanceDescriptorsLanguageLearners.pdf</a></p>	
<p>Presentational Mode of Communication: Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives</p> <p>Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum</p> <p><a href="https://www.nj.gov/education/cccs/2020/2020%20NJSL-S-WL.pdf">https://www.nj.gov/education/cccs/2020/2020%20NJSL-S-WL.pdf</a></p>	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.PRSNT.1:	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
7.1.IM.PRSNT.2:	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.



7.1.IM.PRSNT.3:	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.PRSNT.4:	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
7.1.IM.PRSNT.5:	When expressing viewpoints, give reasons to support the claims.
7.1.IM.PRSNT.6:	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
7.1.IM.PRSNT.7:	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.
Intercultural Statements	
Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Possible Topics Immigration, climate change, population, visual and performing arts, literature.
Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.	The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of the effects of climate change in the target language areas of the world and in the students' own region of the world, population trends in the target culture(s) and in the students' own region of the world, reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes.

Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> <li>● Self-awareness of character and personality can influence our choices and shape the way we approach people and relationships.</li> <li>● Social relationships significantly impact the way we view the world and how we confront different situations.</li> <li>● Cultural mores and attitudes can shape the way we relate to others.</li> </ul>	
Unit Essential Questions	

- How can self-analysis help me understand who I am?
- How do I relate to others in different situations?
- What roles do I have or represent to others?
- What can I do to modify negative behaviors?

## Objectives

Students will know:

Vocabulary:

Students will know how to identify vocabulary from Spanish to English, as well as through definitions in the target language obtained from the Diccionario de la Real Academia Española <https://dle.rae.es/> and from the Diccionario de la Lengua Mexicana <https://dem.colmex.mx/>

- Vocab to talk about character, personality, society and relationships.

amable kind

cariñoso loving, affectionate

celoso jealous

chismoso gossipy

comprensivo understanding

considerado considerate

egoísta selfish

entrometido meddlesome, nosy

honesto honest

íntimo intimate, close friend

sincero sincere

vanidoso vain, conceited

la amistad friendship

la armonía harmony

el comportamiento behavior, conduct

el conflicto conflict, problem

la cualidad, el atributo quality, attribute

la explicación explanation

el malentendido misunderstanding

la pelea, pelear fight, to fight

el secreto secret

acusar to accuse, blame

alegrarse to be delighted, to be happy

apoyar(se) to support, to back each other up

atreverse to dare to

colaborar to collaborate

confiar en to trust (someone)

contar con to count on (someone)

criticar to criticize

desconfiar to mistrust

esperar que to hope for, to wait

estar equivocado, equivocada to be mistaken, wrong

guardar (un secreto) to keep (a secret)

ignorar to ignore

mejorar to improve  
 pedir perdón to ask for forgiveness, apologize  
 perdonar to forgive  
 ponerse de acuerdo to reach an agreement  
 reaccionar to react  
 reconciliarse to reconcile, become friends again  
 reconocer (reconozco) to admit, recognize  
 resolver un problema to resolve a problem  
 sorprenderse to be surprised  
 temer to fear  
 aceptar tal como (soy/eres/es) to accept (one) like they are  
 cambiar de opinión to change one's mind, opinion  
 la diferencia de opinión difference of opinion  
 hacer caso to pay attention to, to obey, to listen to  
 hacer las paces to make peace  
 juntos, -as together  
 ojalá que I wish, I hope  
 pensar en sí mismo to think of oneself  
 tener en común to have in common  
 tener celos (de) to be jealous (of)  
 tener la culpa to be guilty  
 ¡Yo no fui! It wasn't me!  
 odioso, odiosa hateful, hater  
 burlarse de alguien to make fun of someone  
 odiar to hate  
 atrevido, atrevida daring (also disrespectful in a daring way)  
 aislamiento isolation  
 aislado, aislada isolated  
 distanciamiento distancing  
 distanciado, distanciado remote, far apart

amable Que es agradable y cordial; que gusta y se disfruta. Que trata a las demás personas con cortesía y educación; que es atento, agradable y afectuoso.

cariñoso, cariñosa Adjetivo que describe un sentimiento de afecto y ternura de una persona por otra, por un animal o por alguna cosa.

celoso, celosa Adjetivo que describe un sentimiento de sospecha y posesión, que despierta el amor egoísta hacia otra persona.

chismoso, chismosa Persona que habla y hace circular información, bien sea verdadero o falso, sobre una persona, que puede enemistar y causar conflictos o confundir a quienes lo reciben.

comprensivo, comprensiva Que tiene una buena actitud para entender el comportamiento y los sentimientos de los demás.

considerado, considerada Que trata a alguien con atención, amabilidad y respeto

egoísta Una persona que sólo piensa en sí misma; actitud y comportamiento del que piensa siempre en sí mismo y en sus intereses, olvidándose de los demás

entrometido, entrometida Que se mete en asuntos que no le conciernen, se mete en los asuntos de otros, metiche.

honesto, honesta Persona que dice la verdad, que no miente ni siente inclinación por los bienes ajenos, y vive de su propio trabajo y de sus logros.

íntimo, íntima Que pertenece a lo más interno o profundo de alguien; especialmente a los afectos, sentimientos o pensamientos de una persona. Que pertenece a las relaciones familiares estrechas o a las amistades muy cercanas: conocer una persona bien.

sincero, sincera Que obedece a lo que realmente se piensa o se siente, se origina en ello o lo manifiesta; que dice lo que considera verdadero y actúa como lo que es, sin encubrimientos ni engaños.

vanidoso, vanidosa Persona que siente aprecio o admiración excesiva por sus propias virtudes, cualidades, rasgos o características; egoísta, contrario de humilde

la amistad Relación entre dos o más personas basada en el aprecio, la confianza, la solidaridad y el conocimiento mutuo.

la armonía Relación de equilibrio, proporcionalidad, pertinencia y unidad que existe entre los diferentes elementos de un conjunto. En una relación interpersonal se refiere a la tranquilidad, paz y equilibrio en la relación.

el comportamiento Manera de comportarse o conducirse alguien. Modo de actuar o de proceder; la conducta personal.

el conflicto Oposición o enfrentamiento de dos o más hechos (events), ideas, sentimientos, etc, justificados, válidos o legítimos por sí mismos, pero que se oponen unos a otros. Problema que crea oposición entre los respectivos intereses o posiciones que defienden.

la cualidad, el atributo Propiedad o condición que tiene algo o alguien, rasgo o circunstancia peculiar que lo distingue. Virtud que tiene alguien o ventaja que presenta algo en comparación con otra cosa. Rasgo, cualidad o facultad que alguien o algo tiene como propio.

la explicación Razón o motivo con que alguien justifica sus actos, para que otra persona los comprenda o no se sienta ofendida por ellos. Causa, razón, condición o justificación de algo; lo que aclara, define, justifica

el malentendido Error de interpretación de los dichos o los actos de una persona por otra. Equivocación, mala interpretación o desacuerdo en la forma de entender una cosa.

la pelea, pelear Luchar, discutir, oponerse a otros e intentar derrotarlos o dominarlos.

el secreto Conocimiento de algo que alguien mantiene oculto o que sólo es compartido por un número reducido de personas; cosa que no se hace pública, se disimula o disfraza para evitar que se descubra, conozca o divulgue; información confidencial y privada.

acusar Denunciar a alguien como culpable de algo.

alegrarse Causar o dar alegría a alguien, estar contento.

apoyar(se) Contribuir para que alguna causa alcance sus objetivos o para que alguien logre lo que se propone o supere alguna dificultad. Dar ayuda y animar para consolar a otra persona.

atreverse Hacer uno con determinación y valor algo que supone o implica riesgo o peligro; tomar un riesgo en las acciones decididas.

colaborar Trabajar con alguien, en equipo, o trabajar juntas varias personas en la realización de algo, o para alcanzar cierto fin.

confiar en Esperar con seguridad que alguien actúe de una forma determinada, que algo suceda o que algo funcione como se espera; tener seguridad en alguien o algo.

contar con Dependere de algo o alguien, fiarse de alguien o algo para algún fin.

criticar Examinar algo, valorar y expresar una opinión sobre ello. Opinar negativamente de algo o alguien.

desconfiar No tenerle confianza a alguien o algo; temer que algo no corresponda a lo que debe ser o a lo que se desea.

esperar que Expresión similar a "ojalá que"; es una cláusula con "que" ("que" clauses)

estar equivocado, equivocada Que no es correcto; que se está en el error; adjetivo.

guardar (un secreto) La habilidad de conservar algo, información o conocimiento, sin que se haga manifiesto.

Conocimiento de algo que alguien mantiene oculto o privado, que sólo es compartido por un número reducido de personas.

ignorar No saber algo, desconocer alguna cosa. Pasar por alto a propósito, no prestarle atención o no hacerle caso.

mejorar Pasar o hacer pasar algo o a alguien de cierto estado o situación a otro mejor o preferible. Tener alivio o recuperarse la salud de alguien.

pedir perdón El acto de decir lo siento, de disculparse por haber hecho un error.

perdonar No tener en cuenta la ofensa o falta que otro ha cometido, renunciar a castigar una culpa, una falta, una ofensa; absolver o disculpar.

ponerse de acuerdo Llegar a una resolución o hacer un pacto en que ambas partes están satisfechas con las condiciones establecidas.

reaccionar Responder en cierta forma una persona a algún estímulo o a algún acontecimiento.

reconciliarse Restablecer el acuerdo, la amistad o el amor entre dos o más personas que se habían alejado o enemistado; estar en armonía otra vez, hacer las paces, ser amigo otra vez.

reconocer (reconozco) Identificar o distinguir algo o a alguien que se conocía de antemano. Aceptar que algo es cierto o verdadero, particularmente si antes se había dudado de ello o se lo había tomado por falso.

resolver un problema Encontrar la solución o la respuesta a una duda, problema o dificultad; resolución de un conflicto.

sorprenderse Que provoca sorpresa, asombro o admiración por ser extraordinario, fuera de lo común, maravilloso.

temer Tener la sensación de que puede suceder algo malo o dañino, sentir miedo de alguien o de alguna cosa.

Dar a conocer a alguien, cortésmente, la suposición o la sospecha de algo.

aceptar tal como (soy/eres/es) Recibir o reconocer a alguien, o a uno mismo, de manera voluntaria sin querer cambiar la esencia de la persona o su personalidad.

cambiar de opinión Cuándo una persona modifica su punto de vista, qué piensa de una manera diferente a lo que pensaba anteriormente.

la diferencia de opinión Cuando dos o más personas no están de acuerdo porque piensan de manera diferente; no piensan lo mismo y tienen diferentes puntos de vista.

hacer caso Expresión que significa poner atención, prestar atención, obedecer.

hacer las paces Expresión que se usa para indicar que dos o más personas han llegado a un acuerdo después de haber tenido un conflicto; reconciliarse, volver a ser amigos.

juntos, -as Que están unidos o cercanos dos o más objetos o personas; cercano, próximo, unido.

ojalá que Expresión similar a "esperar que"; es una cláusula con "que" ("que" clauses)

pensar en sí mismo Similar a ser egoísta, cuando una persona solamente considera las necesidades de uno mismo.

tener en común Cuando dos o más personas comparten características o intereses similares; pensar de manera similar, ser parecido.

tener celos (de) Sentimiento de sospecha y posesión, que despierta el amor egoísta hacia otra persona; tener envidia de otros por lo que son o lo que poseen.

tener la culpa Cuándo una persona o alguien comete una falta y reconoce o acepta que es responsable.

¡Yo no fui! Expresión exclamativa que comunica que una persona no es responsable por un hecho, evento o situación; que no lo hizo.

odioso, odiosa Adjetivo que describe a algo o alguien que resulta insoportable por ser muy molesto, desagradable o antipático.

burlarse de alguien Tomar algo o a alguien como motivo de diversión o de risa o para ponerlo en ridículo.

Engañar a una persona aprovechándose de su ingenuidad, buena fe o falta de malicia para ridiculizar.

odiar Sentimiento profundo y violento de rechazo, intolerancia y hostilidad que se experimenta hacia algo o hacia alguien al que se considera enemigo, el causante de graves daños o extremadamente desagradable.

atrevido, atrevida Que es valiente, que tiene el valor de hacer algo que puede ser peligroso. También puede significar faltar el respeto a alguien, tener la desvergüenza de hacer algo..

aislamiento Sustantivo (noun) que representa un estado de soledad e incomunicación.

aislado, aislada Adjetivo que describe estar apartado de los demás o que no tiene trato con otras personas, estar separado.

distanciamiento Sustantivo (noun) que describe el acto de estar lejos unas personas de otras o unos grupos de otros. Alejamiento en el tiempo o en el espacio.

distanciado, distanciada Adjetivo que describe estar lejos de los demás o de un lugar o situación.

Grammar:

- Tense vs. Mood, what is the intent behind what we say.
- INDICATIVE vs. SUBJUNCTIVE
- SUBJUNCTIVE mode with emphasis on Present Subjunctive and clauses to give advice and recommendations.
- SUBJUNCTIVE mode with emphasis on Present Subjunctive to formulate theories, hypothesizes and conclusions
- SUBJUNCTIVE mode and using Imperfect Subjunctive to state “If I...” or “What if...” situations

Students will be able to: (at the INTERMEDIATE range)

- I can use the target language to describe my character and personality at a deeper level with more sophisticated language.
- I can describe abstract and intangible concepts about character and personality such as emotions and feelings, states of being.
- I can understand complex personality tests that require me to evaluate how I act in different contexts and situations (ex. Meyers-Briggs test).
- I can draw conclusions and formulate opinions from the results of self-tests that analyze different aspects of my character and personality.
- I can present information and recommendations as part of a public health campaign to improve mental health.
- I can create an informal questionnaire or “self-test” to determine character traits or preferences.
- I can analyze how social and emotional conditions and contexts influence my everyday life and how I relate to others.
- I can understand and discuss ways in which cultural precepts influence personality analysis and mental health.
- I can discuss how my character traits influence the way I relate to others.
- I can discuss how culture influences the way I relate to family, friends and society in general.
- I can use grammar as a vehicle and a means to finding my own voice as a writer.
- I can use keywords to conduct searches for information on psychology and mental healthcare.
- I can summarize and synthesize information found in authentic electronic sources.
- I can recycle information obtained from authentic electronic sources and use them in narratives and presentations.
- I can combine and recombine words to create original narratives and identify when language is being re-purposed vs. plagiarized

## COMMUNICATION

Interpretive: I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

Interpersonal: I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

Presentational: I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

## INTERCULTURAL COMMUNICATION

Investigate: In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.

Interact: I can interact at a functional level in some familiar contexts.

## INTERPRETIVE COMMUNICATION PROFICIENCY BENCHMARK

I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

- What can I understand, interpret or analyze in authentic informational texts that I hear, read or view?
- I can understand the main idea and key information in short straightforward informational texts
  
- What can I understand, interpret or analyze in authentic fictional texts that I hear, read or view?
- I can understand the main idea and key information in short straightforward fictional texts.
  
- What can I understand, interpret or analyze in conversations and discussions that I hear, read or view, in which I am not a participant?
- I can identify the main idea and key information in short straightforward conversations.

## INTERPERSONAL COMMUNICATION PROFICIENCY BENCHMARK

I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

- How can I exchange information and ideas in conversations?
- I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.
  
- How can I meet my needs or address situations in conversations?
- I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.
  
- How can I express, react to, and support preferences and opinions in conversations?

- I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.

**PRESENTATIONAL COMMUNICATION PROFICIENCY BENCHMARK**

I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

- How can I present information to narrate about my life, experiences and events?
- I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.
- How can I present information to give a preference, opinion or persuasive argument?
- I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.
- How can I present information to inform, describe, or explain?
- I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.

**INTERCULTURAL COMMUNICATION PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS**

**INVESTIGATE**

Investigate products and practices to understand cultural perspectives:

In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives.

- Products: In my own and other cultures I can compare products related to everyday life and personal interests or studies.
- Practices: In my own and other cultures I can compare practices related to everyday life and personal interests or studies.

**INTERACT**

Interact with others in and from another culture

- Language: I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
- Behavior: I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

<https://www.actfl.org/sites/default/files/can-dos/Intermediate%20Can-Do%20Statements.pdf>

**Resources**

Core Text:

Suggested Resources:



Diccionario de la Real Academia Española

Diccionario de la lengua Mexicana

Current news and informational sources in the target language (ex. BBC Mundo, El País, El Diario, CNN en Español, test Myers-Briggs <https://www.16personalities.com/es/test-de-personalidad> ,

<https://www.psicoadactiva.com/test/diagnosticos/> , <https://chilepsicologos.cl/test-psicologico> ,

<https://www.typeform.com/es/tests/> , <https://pregunta2.com/crear/test-personalidad> ,etc.)

Digital platforms:

Quizlet

Conjuguemos.com

Actively Learn

Gimkit

Blooket

Extempore

Kahoot

Padlet

## UNIT 4: COMMUNITY & WORK (CAREER CONNECTIONS)

### Summary and Rationale

UNIT 4: COMMUNITY & WORK (Career Connections)

Unit overview: This unit will focus on career readiness, vocational preferences and how we plan for the future. It will explore career and vocational options, how bilingualism enhances choices in education and the professional world, as well as the process involved in presenting one’s education and work history when applying for different study programs and jobs.

### Recommended Pacing

22 Days or 1 Marking Period

### State Standards

Standard

Vision

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.

- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

**Intent and Spirit of the World Languages Standard**

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8<sup>th</sup>-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the state- designated proficiency level of Novice-High. The data showed that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well- articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

**PROFICIENCY**

Proficiency is the ability to use language in real-world situations in a spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language. Proficiency demonstrates what a language user is able to do regardless of where, when or how the language was acquired. The demonstration is independent of how the language was learned; the context may or may not be familiar; the evaluation of proficiency is not limited to the content of a particular curriculum that has been taught and learned. An assessment of proficiency determines if the language user provides sufficient evidence of all of the assessment criteria of a particular level according to the ACTFL Proficiency Guidelines. The individual must do everything expected at a level in a sustained fashion, that is, all of the time, in order to be rated at that level.

**INTERPRETIVE**

Interpretive Mode of Communication: In the Interpretive mode of communication students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Interpretive communication is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer/speaker, including the cultural interpretation of texts, movies, radio and television broadcasts, and speeches, not to be confused with the concept of “comprehension”.

<https://www.actfl.org/sites/default/files/publications/standards/Communication.pdf>

ACTFL Proficiency Guidelines considers how each skill is used, for example, describing both interpersonal and presentational aspects of speaking.

At the Intermediate range, learners are able to understand main ideas and some supporting details on familiar topics from a variety of texts.

<https://www.actfl.org/sites/default/files/caep/AppendixN-ACTFLPerformanceDescriptorsLanguageLearners.pdf>

At the Intermediate Mid sublevel, listeners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. Intermediate Mid listeners may get some meaning from oral texts typically understood by Advanced-level listeners.

At the Intermediate Mid sublevel, readers are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics.

<https://www.actfl.org/sites/default/files/guidelines/ACTFLProficiencyGuidelines2012.pdf>

Although the target proficiency for this course is Intermediate-Mid, the rigor of this course’s scope and sequence will frequently propel student proficiency upwards into the Intermediate-High level.

Interpretive Mode of Communication: Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf>

CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.IPRET.1:	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

7.1.IM.IPRET.2:	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3:	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4:	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5:	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
7.1.IM.IPRET.6:	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7:	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.IPRET.8:	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1.IM.IPRET.9:	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Immigration, history, visual and performing arts, literature, climate, subject area content, population.
Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.	Awareness of climate change in the target language areas of the world, immigration effects on the target culture and the students' own cultures, population trends in the target culture(s) and the students' own cultures, reflection of a society in its fine and practical arts.

**INTERPERSONAL**

Interpersonal Mode of Communication: Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as

physical and social needs, such as food, shopping, travel, and lodging. Intermediate Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution. Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives. Overall, Intermediate Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.

<https://www.actfl.org/sites/default/files/guidelines/ACTFLProficiencyGuidelines2012.pdf>

Interpersonal communication requires active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications are made accordingly. These can manifest in the form of speaking and listening (conversation), and in reading and writing (text message or via social media).

<https://www.actfl.org/sites/default/files/caep/AppendixN-ACTFLPerformanceDescriptorsLanguageLearners.pdf>

At the Intermediate range, learners are able to express self and participate in conversations on familiar topics using sentences and series of sentences. They can handle short social interactions in everyday situations by asking and answering a variety of questions. They can communicate about self, others, and everyday life.

<https://www.actfl.org/sites/default/files/caep/AppendixN-ACTFLPerformanceDescriptorsLanguageLearners.pdf>

Interpersonal Mode of Communication: Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-S-WL.pdf>

CPI #	Cumulative Progress Indicator (CPI)
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7.1.IM.IPERS.1:	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2:	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
7.1.IM.IPERS.3:	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4:	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5:	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
7.1.IM.IPERS 6:	Exchange information from a variety of resources with classmates about global issues, including climate change.
Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Immigration, climate change, population, visual and performing arts, literature
Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.	The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of climate change in the target language areas of the world, population trends in the target culture(s), reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes.
<p><b>PRESENTATIONAL</b></p> <p>Presentational Mode of Communication: Writers at the Intermediate Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse. Writers at the Intermediate Mid sublevel show evidence of control of basic sentence structure and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate Mid writers can be understood readily by natives used to the writing of non-natives. When Intermediate Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.</p> <p><a href="https://www.actfl.org/resources/actfl-proficiency-guidelines-2012/english/writing">https://www.actfl.org/resources/actfl-proficiency-guidelines-2012/english/writing</a></p>	

Presentational communication is the creation of messages, one way communication intended to facilitate interpretation by members of the other culture were no direct opportunity for the active negotiation of meaning between members of the two cultures exist. To ensure the intended audience is successful in its interpretation, the “presenter” needs knowledge of the audience’s language and culture. These include writing (messages, articles, reports), speaking (telling a story, giving a speech, describing a poster), or visually representing (video or PowerPoint).

<https://www.actfl.org/sites/default/files/caep/AppendixN-ACTFLPerformanceDescriptorsLanguageLearners.pdf>

Presentational Mode of Communication: Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives

Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-WL.pdf>

CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.PRSNT.1:	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
7.1.IM.PRSNT.2:	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
7.1.IM.PRSNT.3:	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.PRSNT.4:	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
7.1.IM.PRSNT.5:	When expressing viewpoints, give reasons to support the claims.
7.1.IM.PRSNT.6:	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
7.1.IM.PRSNT.7:	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students’ own culture.
Intercultural Statements	Possible Topics

Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Immigration, climate change, population, visual and performing arts, literature.
Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.	The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of the effects of climate change in the target language areas of the world and in the students' own region of the world, population trends in the target culture(s) and in the students' own region of the world, reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes.

Instructional Focus
Unit Enduring Understandings
<ul style="list-style-type: none"> <li>Careful analysis on one's personal preferences, talents and likes can help determine career choice and preferred field of study.</li> <li>Being well prepared and showcasing one's talents can determine future career paths.</li> </ul>
Unit Essential Questions
<ul style="list-style-type: none"> <li>Which skills, talent and education are valued by potential employers?</li> <li>How do I evaluate my skills and aptitudes to find a suitable career?</li> <li>How do I develop my goals for the future to prepare me for potential careers?</li> </ul>
Objectives
<p>Students will know:</p> <p>Vocabulary:</p> <p>Students will know how to identify vocabulary from Spanish to English, as well as through definitions in the target language obtained from the Diccionario de la Real Academia Española <a href="https://dle.rae.es/">https://dle.rae.es/</a> and from the Diccionario de la Lengua Mexicana <a href="https://dem.colmex.mx/">https://dem.colmex.mx/</a></p> <ul style="list-style-type: none"> <li>Vocab to talk about careers, labor, job interviews, and express skills and aptitudes.</li> </ul> <p>el anuncio clasificado    classified ad  los beneficios    benefits  la compañía    company  el dueño/la dueña    owner  la fecha de nacimiento    birth date  el/la gerente    manager  el puesto    position</p>



el salario/el sueldo	salary
la solicitud de empleo	job application
el niño/la niñera	babysitter
el/la recepcionista	receptionist
el/la salvavidas	lifeguard
agradable	agreeable
dedicado/a	dedicated
flexible	flexible
injusto/a	unjust, unfair
justo/a	just, fair
puntual	punctual
responsable	responsible
los conocimientos	knowledge
la entrevista	interview
las habilidades	skills
la referencia	reference
el requisito	requirement
a tiempo completo	full time
a tiempo parcial	part time
construir	to build, construct
cumplir con	to carry out, to perform
donar	to donate
encargarse (de)	to be in charge of
juntar fondos	to fundraise
presentarse	to apply for a job (to present oneself)
reparar	to repair
repartir	to deliver
sembrar	to sow (a seed)
solicitar	to request
la campaña	campaign
el centro de la comunidad	community center
el centro recreativo	recreation center
la ciudadanía	citizenship
el ciudadano/la ciudadana	citizen
el comedor de beneficencia	soup kitchen (literally "dining room of beneficence")
los derechos	rights
la gente sin hogar	homeless people
el hogar de ancianos	home for the elderly
la ley	law
la manifestación	demonstration
la marcha	march
el medio ambiente	environment
el servicio social	social service
la sociedad	society
beneficiar	to benefit
garantizar	to guarantee
proteger	to protect

a favor de	in favor of
en contra de	against
me es imposible	It is impossible for me.
me interesaría	I would be interested....
la aptitud	ability
la vocación	vocation, calling
el anuncio clasificado	Anuncio de trabajo que se publica en línea o en un periódico buscando personal con habilidades para un trabajo específico.
los beneficios	Cuando obtienes un trabajo es parte del contrato, puede ser seguro médico, vacaciones, horas flexible, cosas que son beneficiosas para tu posición y hacen el trabajo más atractivo.
la compañía	Empresa u organización.
el dueño/la dueña	Persona que tiene dominio o es propietario de algo, una empresa o compañía o negocio.
la fecha de nacimiento	La fecha en que tú naciste.
el/la gerente	El jefe o la jefa de la compañía.
el puesto	La posición de trabajo.
el salario/el sueldo	El dinero que tu recibes por tu trabajo, en general lo puedes recibir por cheque en tu cuenta de banco.
la solicitud de empleo	La aplicación que completas para solicitar un trabajo.
la computación	Informática, conocimientos de tecnología.
el consejero/la consejera	Posición de trabajo común en colegios y campamentos de verano donde la persona ayuda y aconseja a estudiantes.
el niñero/la niñera	Persona que cuida de niños.
el/la recepcionista	Posición en una oficina que recibe a clientes para un doctor, abogado o una empresa.
el/la salvavidas	Trabajo común en playas y piscinas para supervisar y salvar a personas que están en peligro de ahogarse.
agradable	Adjetivo que describe a una persona amena y amable.
dedicado/a	Adjetivo que describe a una persona que pone mucho empeño y esfuerzo en su trabajo.
flexible	Una persona capaz que tiene la habilidad de adaptarse a diferentes situaciones en un trabajo.
injusto/a	Falta de justicia, que no es correcto.
justo/a	Una situación correcta, equitativa de acuerdo a las leyes y al derecho y moralidad.
puntual	Una persona que siempre llega a tiempo y es sumamente responsable.
responsable	Dicho de una persona: Que pone cuidado y atención en lo que hace o decide.
los conocimientos	Tener educación en un área específica necesaria para un trabajo.
la entrevista	Cuando te presentas a un trabajo para responder a preguntas sobre tus habilidades y conocimientos.
las habilidades	Poder ejecutar algo que sirve de adorno a la persona, como bailar, montar a caballo, hablar un idioma.
la referencia	Persona o personas que incluyes en tu curriculum vitae que pueden dar testimonio de tus cualidades positivas.
los requisitos	Las habilidades y conocimientos necesarios para una posición de trabajo.
el trabajo	Actividad que las persona hacen para ganar dinero y ejecutar una responsabilidad que requiere tener habilidades y conocimientos.
la carrera	Trabajo u ocupación
trabajador/a	Persona que trabaja mucho y se esmera en su trabajo.
a tiempo completo	Trabajo que requiere cuarenta horas a la semana mínimo.
a tiempo parcial	Horario de trabajo de pocas horas al día.

atender Ayudar o asistir.  
 cumplir con El acto de hacer todo lo que el trabajo requiere, de ejecutar todas las responsabilidades.  
 encargarse (de) Verbo que indica que tu estas a cargo.  
 presentarse Aparecerse para un trabajo, cuando aplicas y tienes ir en persona para aplicar or para una entrevista (verbo)  
 solicitar Pedir o buscar.  
 la ciudadanía La cualidad de ser nativo de un país y beneficiar de sus leyes.  
 el ciudadano/la ciudadana Habitante de un país en el que ha nacido.  
 la ley Las reglas que gobiernan las interacciones humana para que sean justas, el derecho.  
 beneficiar Verbo que se refiere a algo que da ventaja o beneficio.  
 proteger Resguardar a una persona, animal o cosa de peligro.  
 a favor de Estar de acuerdo, apoyar una idea o posición  
 en contra de No estar de acuerdo, no apoyar una idea o posición  
 el cliente/la clienta Persona que compra en una tienda, o que utiliza con los servicios de un profesional o empresa.  
 empresa Sinónimo de compañía  
 compañía Sinónimo de empresa  
 negocio Empresa o compañía o lugar donde se hace comercio.  
 conseguir Obtener  
 emprendedor/emprendedora entrepreneur  
 la aptitud ability

- Vocabulary summary for final exam

los beneficios Cuando obtienes un trabajo es parte del contrato, puede ser seguro médico, vacaciones, horas flexible, cosas que son beneficiosas para tu posición y hacen el trabajo mas atractivo.  
 la compañía Empresa u organización.  
 la fecha de nacimiento La fecha en que tú naciste.  
 el puesto La posición de trabajo.  
 la computación Informática, conocimientos de tecnología.  
 el consejero / la consejera Posición de trabajo común en colegios y campamentos de verano donde la persona ayuda y aconseja a estudiantes.  
 el niñero / la niñera Persona que cuida de niños.  
 agradable Adjetivo que describe a una persona amena y amable.  
 dedicado / a Adjetivo que describe a una persona que pone mucho empeño y esfuerzo en su trabajo.  
 flexible Una persona capaz que tiene la habilidad de adaptarse a diferentes situaciones en un trabajo.  
 injusto / a Falta de justicia, que no es correcto.  
 justo / a Una situación correcta, equitativa de acuerdo a las leyes y al derecho y moralidad.  
 puntual Una persona que siempre llega a tiempo y es sumamente responsable.  
 responsable Dicho de una persona: Que pone cuidado y atención en lo que hace o decide.  
 los conocimientos Tener educación en un área específica necesaria para un trabajo.  
 la entrevista Cuando te presentas a un trabajo para responder a preguntas sobre tus habilidades y conocimientos.  
 la habilidad Poder ejecutar algo que sirve de adorno a la persona, como bailar, montar a caballo, hablar un idioma.  
 la referencia Persona o personas que incluyes en tu curriculum vitae que pueden dar testimonio de tus cualidades positivas.  
 los requisitos Las habilidades y conocimientos necesarios para una posición de trabajo.

a tiempo completo Trabajo que requiere cuarenta horas a la semana mínimo.  
a tiempo parcial Horario de trabajo de pocas horas al día.  
atender Ayudar o asistir.  
cumplir con El acto de hacer todo lo que el trabajo requiere, de ejecutar todas las responsabilidades.  
encargarse (de) Verbo que indica que tu estas a cargo.  
presentarse Aparecerse para un trabajo, cuando aplicas y tienes ir en persona para aplicar or para una entrevista (verbo)  
solicitar Pedir o buscar.  
la ciudadanía La cualidad de ser nativo de un país y beneficiar de sus leyes.  
el ciudadano / la ciudadana Habitante de un país en el que ha nacido.  
la ley Las reglas que gobiernan las interacciones humana para que sean justas, el derecho.  
beneficiar Verbo que se refiere a algo que da ventaja o beneficio.  
proteger Resguardar a una persona, animal o cosa de peligro.  
a favor de Estar de acuerdo, apoyar una idea o posición  
en contra de No estar de acuerdo, no apoyar una idea o posición  
el cliente / la clienta Persona que compra en una tienda, o que utiliza con los servicios de un profesional o empresa.  
empresa Sinónimo de compañía  
negocio Empresa o compañía o lugar donde se hace comercio.  
conseguir Obtener  
licenciatura título obtenido en la Universidad después de haber cursado los cuatro primeros años de estudio, el equivalente a un Bachelor's en los E.E.U.U.  
averiguar investigar (to find out)  
postularse proponer el nombre como candidato (to put forward or offer yourself up as a candidate- commonly used when applying for programs)  
maestría título universitario similar a Masters en los E.E.U.U.  
posgrado Estudios universitarios posteriores a la licenciatura; similar a Masters en los E.E.U.U.  
bachillerato escuela secundaria/el colegio: THIS DOES NOT MEAN BACHELORS AS WE KNOW IT IN THE US, IT'S A FALSE COGNATE  
matricularse inscribirse en el programa; to register for an educational/university program  
facultad (facultad de medicina, facultad de ingeniería) departamento de una disciplina de estudio en una universidad (School of Medicine, School of Engineering)

Grammar:

- Compound tenses w/ HABER, reference multiple timeframes.
- Present Perfect vs. Pluperfect
- Grammatical timeline to express past, present and future experiences and plans.
- Combining and recombining timeframes to give a full profile of life experience using multiple tenses (present, present progressive, preterit, imperfect, present perfect, pluperfect, future, conditional, subjunctive-present and imperfect)

Students will be able to: (at the INTERMEDIATE range)

- I can use the target language to talk about my educational and career preferences.
- I can interpret information from vocational tests to determine my career options.
- I can describe my skills and abilities when applying for study programs or jobs.
- I can describe future goals and aspirations for my educational and professional life.

- I can use keywords to search for study abroad programs and/or job postings that suit my abilities and preferences.
- I can research different career options and job markets of Spanish-speaking countries.
- I can apply to study programs or jobs abroad by completing an application process or creating a CV that describes my skills, aptitudes and abilities.
- I can identify the cultural and legal differences involved when applying for jobs abroad (difference between a “resume” and “CV”, some information is not allowed on a resume in the US, ex. photo, marital status, etc.)
- I can conduct an interview with a program recruiter or potential employer in my chosen field of interest.
- I can write a formal letter to apply for a study program or job and include a full picture of my abilities and experience referencing different timeframes in my life.
- I can use grammar as a vehicle and a means to understanding how I can convey a full picture of my skills and experiences at different times in my life.
- I can summarize and synthesize information found in authentic electronic sources.
- I can recycle information obtained from authentic electronic sources and use them in narratives.
- I can combine and recombine words to create original narratives and identify when language is being re-purposed vs. plagiarized.

#### COMMUNICATION

Interpretive: I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

Interpersonal: I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

Presentational: I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

#### INTERCULTURAL COMMUNICATION

Investigate: In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.

Interact: I can interact at a functional level in some familiar contexts.

#### INTERPRETIVE COMMUNICATION PROFICIENCY BENCHMARK

I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

- What can I understand, interpret or analyze in authentic informational texts that I hear, read or view?  
⇒ I can understand the main idea and key information in short straightforward informational texts
- What can I understand, interpret or analyze in authentic fictional texts that I hear, read or view?  
⇒ I can understand the main idea and key information in short straightforward fictional texts.

- What can I understand, interpret or analyze in conversations and discussions that I hear, read or view, in which I am not a participant?
  - ⇒ I can identify the main idea and key information in short straightforward conversations.

#### INTERPERSONAL COMMUNICATION PROFICIENCY BENCHMARK

I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

- How can I exchange information and ideas in conversations?
  - ⇒ I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.
- How can I meet my needs or address situations in conversations?
  - ⇒ I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.
- How can I express, react to, and support preferences and opinions in conversations?
  - ⇒ I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.

#### PRESENTATIONAL COMMUNICATION PROFICIENCY BENCHMARK

I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

- How can I present information to narrate about my life, experiences and events?
  - ⇒ I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.
- How can I present information to give a preference, opinion or persuasive argument?
  - ⇒ I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.
- How can I present information to inform, describe, or explain?
  - ⇒ I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.

#### INTERCULTURAL COMMUNICATION PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

##### INVESTIGATE

Investigate products and practices to understand cultural perspectives:

In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives.

- Products: In my own and other cultures I can compare products related to everyday life and personal interests or studies.

- Practices: In my own and other cultures I can compare practices related to everyday life and personal interests or studies.

#### INTERACT

Interact with others in and from another culture

- Language: I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
- Behavior: I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

<https://www.actfl.org/sites/default/files/can-dos/Intermediate%20Can-Do%20Statements.pdf>

### Resources

Core Text:

Suggested Resources:

Diccionario de la Real Academia Española

Diccionario de la lengua Mexicana

Current news and informational sources in the target language (ex. BBC Mundo, El País, El Diario, CNN en Español,

<https://www.testgratis.net/psicologicos/test-vocacional.aspx> , <https://www.elegircarrera.net/test-vocacional/> ,

<https://www.unam.mx/> , <https://formatodecarta.com/como-hacer-una-carta/> ,

<https://www.universia.net/co/actualidad/orientacion-academica/8-consejos-que-te-ayudaran-elegir-universidad-1157539.html> , <http://studentcaffe.com/postulate/las-universidades-de-cuatro-anos/como-deslumbrar-entrevista-ingreso-universidad?lang=es> , etc.)

Digital platforms:

Quizlet

Conjuguemos.com

Actively Learn

Gimkit

Blooket

Extempore

Kahoot

Padlet