


Planned Course: Spanish IV	Course Number: AH511	Department: World Languages	
Unit: Cuentos y Leyendas	Grade Level: 11-12		
Estimated Time: 11 weeks	Level/Track: Standard	Date Approved: August 10, 2020	
PA Academic Standards	Core Concepts (in question format) • Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>PA Standards 12.1 A-F, 12.3 A, B, 12.5 A, C, D</p> <p>ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2 4.1, 4.2, 5.1, 5.2</p>	<p>AP Themes:</p> <p>Family & Community: *How can I describe what happened in a series of events based on what I saw or read?</p> <p>Science and Technology: *How can I describe the impact of recent technology? *What technology did I used to have vs. what I have now?</p> <p>Global Challenges: *How do I describe how the world changed because of technology?</p>	<p>Modes:</p> <p>Speaking(Interpersonal) *Students describe to each other what happened in a series of pictures. *Students explain legend to another person. *Students will critique La Leyenda del Espantapájaros, comparing and contrasting their opinions.</p> <p>Writing(Interpersonal) *Students will participate in Schoology discussions and respond to each other’s posts about legends. *Students will play games requiring them to describe a story and the other students have to figure out which one they are describing.</p> <p>Interpretive (Audio, Visual, audio and visual)</p>	<p>Modes:</p> <p>Speaking (Interpersonal) *Students describe stories to one another in small groups. Each student has 1 of 6 different stories. *In pairs, students will act as movie critics and critique la Leyenda del Espantapájaros, comparing and contrasting their opinions with those of their partner.</p> <p>Writing(Interpersonal) *Students write alternate endings for stories they previously read.</p> <p>Interpretive (Audio, visual, audio and visual) *Students will listen to a song about the past and answer questions about the content of the song. *Students will listen to the description of one of the</p>
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		<p>*Students will listen to audio about technology and interpret what they heard.</p> <p>*Students will listen to Espantapájaros legend and draw interpretations of what they heard.</p> <p>Interpretive (Written print) *Students will interpret legends by answering comprehension questions.</p> <p>*Students will interpret infographics comparing and contrasting use of technology</p> <p>https://www.google.com/search?q=infografia+la+tecnologia+ahora+y+en+el+pasado&tbm=isch&source=iu&ictx=1&fir=omj5zLGBDPzn2M%253A%252CXm5bwMII540hKM%252C_&vet=1&usg=AI4_-kT-haBITP9UFDK9_yZFX2Z3njEmHQ&sa=X&ved=2ahUKEwjL0sP3nujpAhWDonIEHZM MC6UQ9QEwAXoECAoQB</p>	<p>legends and answer questions about it.</p> <p>Interpretive (Written print) *Students will read legends from Latin America in Spanish and respond to questions about them in Spanish.</p> <p>Presentational (Written print) *Students will describe a story (Espantapájaros) based on picture representations of different scenes.</p> <p>*Students write a story based on illustrations provided.</p> <p>Presentational (Speaking) *In pairs, students record him or herself describing one of the stories in their own words.</p> <p>*Students will act as movie critics and summarize la Leyenda del Espantapájaros in a recording in Schoology.</p>
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		<p>Q#imgrc=SP9HVcXKxNgPuM</p> <p>Presentational (Writing) *Students will describe in writing their interpretation of different legends in Spanish-speaking countries.</p> <p>*Students will create stories based on illustrations</p> <p>*Students made Venn Diagrams comparing and contrasting their use of technology to that of their grandparents.</p> <p>Presentational (Speaking) *Jig-Saw Activity. Students will present their legend to other students in the group.</p> <p>*Students will present Espantapájaros story in small groups.</p>	
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