

Planned Course: World Language Exploratory Unit: Spanish Estimated Time: 3 weeks	Course Number: N/A Grade Level: 8th Level/Track: 1	Department: World Language Date Approved: 08/22/2016
PA Academic Standards / ACTFL 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</p> <p><i>Communication in Spanish 12.1</i></p> <p>A. Spanish Basic Sound System</p> <p>E. Comparison of other languages to Spanish</p> <p>F. Spanish Connections with other Curriculum Areas</p> <p><i>The Role of Culture in Spanish Acquisition 12.3</i></p> <p>A. Products and Customs from Spanish-speaking Culture</p> <p>B. Expressions and Gestures in Spanish</p> <p>C. Spanish Language's Cultural Similarities and Differences Compared with other Cultures</p> <p>D. Influences and Connections of Spanish Culture within the School Curriculum</p> <p><i>Spanish in the Community .12.5</i></p> <p>A. Relationships of Spanish Culture/Language to</p>	<p>▶ Where in the world do people speak Spanish?</p> <ul style="list-style-type: none"> Students will be able to discuss several aspects of Spanish speaking countries and their geography. <p>▶ What does Spanish sound like?</p> <ul style="list-style-type: none"> Students will be able to recite the Spanish alphabet and spell short words aloud in Spanish. <p>▶ How do people greet each other in Spanish?</p> <ul style="list-style-type: none"> Students will use very basic Spanish greetings to greet each other. <p>▶ How and what do people eat in Spanish-speaking countries?</p> <ul style="list-style-type: none"> Students will be able to discuss some of the most common foods and dining customs in Spanish-speaking countries. 	<p>MODES:</p> <p>Interpretive (Audio, visual and audio visual) Students will complete guided notes on the history and modern culture surrounding food and dining in Mexico.</p> <p>Interpretive (Written Print) After reading about holidays in Spanish-speaking countries, students will engage in creating their own sugar skull decorations, corn husk dolls, and papel picado.</p> <p>Interpersonal (Spoken) Students will use the Spanish alphabet to play Hangman.</p> <p>Interpersonal (Written) Students will create an original comic strip using basic Spanish greetings and goodbyes.</p>	<ul style="list-style-type: none"> Los paises hispanos research map Country Infographic Project Spanish Common Phrases worksheet Spanish Common Phrases Comic Strip
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<p>the Local and Regional Community</p> <p>B. Relationships of Spanish Culture/Language to the National Community.</p> <p>C. Relationships of the Spanish Culture/Language to the Global Community</p> <p>D. Comparisons and Connections between the Spanish Language and English in the Communities</p> <p>ACTFL Standards 1.1: engage in conversations, provide and obtain information, express feelings and emotions, exchange opinions. 1.2: Students understand and interpret written and spoken language on a variety of topics.</p>	<p>▶ How do people celebrate holidays in Spanish-speaking countries?</p> <ul style="list-style-type: none"> ● Students will describe cultural celebrations in Spanish-speaking countries. 	<p>Presentational (Spoken) Students will learn and sing the Spanish Alphabet March and participate in a spelling bee.</p> <p>Presentational (Written) Students will choose a Spanish-speaking country and create an infographic with basic information about the economy, culture, and interesting facts about the country.</p>	
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<p>1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>4.1: Students demonstrate understanding of the nature of language through comparisons</p>			
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of the language studied and their own. 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. 5.1: Students use the language both within and beyond the school setting. 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.