

TEKS: Unit 2: Contemporary Life	TEKS:	Specifications:
<p>INTERPRETIVE COMMUNICATION In the interpretive mode of communication, students demonstrate understandings of spoken and written communication within appropriate cultural contexts. Examples of this type of “one-way” Reading or listening include but are not limited to comprehension of digital texts, as well as printed, audio, and audiovisual materials.</p> <p>C2: Interpretive Communication: reading and listening. The student will comprehend connected statements from culturally authentic print and digital materials and audio and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<ul style="list-style-type: none"> a) analyze culturally authentic print, digital, audio and audiovisual materials in a variety of contexts; b) paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials; c) infer meaning of unfamiliar words or phrases in texts, audio, and audiovisual materials; and d) compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials. 	<p>Throughout all listed below, students will draw inferences and make connections to their own life and own culture.</p>
<p>INTERPERSONAL COMMUNICATION In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this “two-way” communication include but are not limited to conversing face-to-face, participating in digital discussions and messaging, and exchanging personal letters.</p> <p>Interpersonal Communication: speaking and writing. The student will negotiate meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student will use a mixture of sentences and connected discourse using appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<ul style="list-style-type: none"> a) ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation b) ask and respond to questions in unfamiliar contexts in spoken and written conversation with limited details; c) express and exchange personal opinions, preferences, and recommendations with supporting elaborative statements in spoken and written conversation; d) ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation e) articulate requests, offer suggestions, and develop plans with supporting elaborative statements in spoken and written conversation; f) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures; and g) interact and react in writing using culturally appropriate expressions, register, and style 	

<p>PRESENTATIONAL COMMUNICATION</p> <p>In the presentational mode of communication, students present information, concepts, and ideas in spoken or written form to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include but are not limited to a presentation to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.</p> <p>C3: Presentational Communication: speaking and writing. The student will present information orally and in writing using a mixture of sentences, and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<ul style="list-style-type: none"> a) express and defend an opinion or persuade others orally and in writing with supporting elaborative statements and with recommendations b) narrate situations and events orally and in writing using connected sentences and some connected discourse with details and elaboration; and c) inform others orally and in writing about a variety of topics using connected sentences and some connected discourse with details and elaboration 	
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** The TEKS highlighted above are those that we focus on as summative assessments in this unit.

Unit 2: Contemporary Life	Approximate Time: 5 weeks
Unit Overview	In this unit, students will compare and contrast holidays and celebrations that are celebrated in both the US and Spanish-speaking countries. Students will also reflect on what profession(s) they would like to have in the future and how that profession will impact society. They will also reflect on how knowing Spanish can help them compete in today's global society.
Enduring Understandings:	<ul style="list-style-type: none"> ● Holidays and Celebrations in Spanish-speaking countries have similarities and differences to those celebrated in the US. ● Your cultural background and beliefs influence what you do in your free time. ● The profession that you choose will impact the society that you live in. ● Knowing Spanish can help you compete in today's global society.
Conceptual Lens: Holidays & Celebrations Leisure & Sports Professions	<p>Understanding Language: Professions vocabulary and holidays & celebrations vocabulary.</p> <p>Responding to Language: Comparing holidays & celebrations as well as describing professions and what you do in your free time.</p> <p>Producing Language: Descriptions of hopes & desires using the subjunctive mood. (WEIRDO). Descriptions of Holidays & Celebrations in the past using the imperfect and preterite tenses.</p> <p>Examining and Evaluating language: Compare and contrast a holiday celebrated both in the US and a Spanish-speaking country. Choose a profession that you would like to have in the future and explain what impact you will have on society.</p>
Guiding Questions:	<ul style="list-style-type: none"> ● How do holidays in the Spanish speaking world compare with the way my family celebrates holidays? ● What do celebrations and holidays say about a culture's sense of community, customs, beliefs, interests, and values? ● How do cultural background and beliefs influence what you do in your free time? ● What are your hopes and plans for the future? How does knowing Spanish help you compete in our global society?
Learning Targets (based on the ACTFL Proficiency Guidelines)	<p>Proficiency Learning Targets</p> <p>The student will be able to participate in a conversation and deliver a presentation on a holiday or celebration in a Spanish-speaking country. Furthermore they will be able to discuss what profession(s) they are interested in for their future and how that profession will impact our society.</p>

	<p>Language Skills</p> <p>The student will be able to define terminology, express cause/effect relationships and interpret events.</p> <p>Grammar Skills</p> <p>The student will be able to use the preterite and imperfect tenses when discussing how they have celebrated a holiday in the past. Furthermore, they will be able to use the Subjunctive mood (WEIRDO), adjective clauses and relative pronouns to discuss their hopes and dreams for the future.</p>
<p>Assessments:</p>	<p>Formative:</p> <p>Will include but are not limited to the following: bell ringers, exit tickets, Venn diagrams, quick writes, spider web, drawings, partner pair share, KWL charts, PBL, Inside Outside circles, Group reports, white boards, participation card, games, activities and quizzes.</p> <p>Summative:</p> <p><u>Interpretive:</u> Students will read and respond to print media. Make predictions about readings. Reading short stories, authentic articles and cultural readings.</p> <p><u>Interpersonal:</u> Students ask and answer questions with a classmate. Give a presentation after interviewing someone in a profession that they are interested in.</p> <p><u>Presentational:</u> Students will make an entry in their digital portfolio that could be a written/oral production.</p>
<p>TEKS addressed</p>	<p>See TEKS matrix above.</p>
<p>Topics of Chapter 2</p>	<p>Vocabulary & Culture:</p> <ul style="list-style-type: none"> • Holidays & Celebrations • Leisure & Sports • Professions <p>Grammar:</p> <ul style="list-style-type: none"> • The subjunctive mood (WEIRDO) and sequence of tense • The subjunctive with adjective clauses • Relative Pronouns (el que, la que, lo que, etc)

	<ul style="list-style-type: none"> • The preterite and imperfect tenses
Facts	<ul style="list-style-type: none"> • Holidays and celebrations shape a culture and its identity. • What you choose to do in your free time will help to shape who you are. • The profession that you choose will have an impact on society.
Language of Instruction	<ul style="list-style-type: none"> • El tiempo pretérito/imperfecto • Secuencia de tiempos • El subjuntivo (WEIRDO) • El subjuntivo con cláusulas adjetivales • Pronombres relativos
List of Authentic Resources	<p>Listening:</p> <ul style="list-style-type: none"> • Describe your job - https://www.laits.utexas.edu/spe/adv01.html • Describe your favorite Christmas - https://www.laits.utexas.edu/spe/adv05.html • Talk about your hobbies/special interests - https://www.laits.utexas.edu/spe/adv13.html • Las fiestas de los pueblos - http://www.spanishpodcast.net/fiestas-pueblos/ • San Valentín – http://www.notesinspanish.com/2007/02/17/advanced-spanish-podcast-65-san-valentin/ • Día de todos los Santos - http://www.notesinspanish.com/2006/11/08/advanced-spanish-podcast-53-dia-de-todos-los-santos/ • Women at Work - http://www.notesinspanish.com/2006/08/29/notes-in-spanish-podcast-advanced-16-women-at-work/ <p>Reading:</p> <ul style="list-style-type: none"> • El Sol – reading about holidays / readings about free time • Enero: tortas de Navidad (de <i>Como agua para chocolate</i>) – Laura Esquivel (Lee conmigo 3) • “Ser positiva y vitalista me permitió afrontar el paro”: Una ejecutiva que pasó por las colas del INEM (Triángulo p. 183) • Libro – Conexiones Ch. 10, 11 • EL OCIO, LOS DEPORTES – Triángulo ch. 5, 6 • <i>El olor de la guayaba</i> – García Márquez (Lee Conmigo 3, p. 104)

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