

Montgomery County Public Schools
SPANISH 4–5 CURRICULUM OVERVIEW

<u>Spanish 4A</u> <i>Theme: Identity</i> Topics: • Latinos in the U.S. of Caribbean and Mexican Heritage • Cultural and Ethnic Diversity in Spain: Historical Perspective* • Cultural and Ethnic Diversity in the Americas: Historical Perspective <i>Theme: Creativity</i> Topics: • Film * • Popular Music and Dance • 20th Century Art (2 units: Dali and Rivera; Picasso, Botero, and Kahl)	<u>Spanish 5A</u> <i>Theme: Identity</i> Topics: • Latinos in the U.S. of Central and South American Heritage • Cultural and Ethnic Diversity in Contemporary Spain • Cultural and Ethnic Diversity in the Americas: Contemporary Issues <i>Theme: Creativity</i> Topics: • Drama • Traditional Music and Dance • Pre-20th Century Art
<u>Spanish 4B</u> <i>Theme: Discovery</i> Topics: • The Media in the 21st Century: Advertising • Impact of Technology: Personal Perspective <i>Theme: Change</i> Topics: • Issues in Society: Relationships • Politics: Systems of Government * <i>Denotes unit not included in the Instructional Guide</i>	<u>Spanish 5B</u> <i>Theme: Discovery</i> Topics: • The Environment: Ecological Disasters • The Media in the 21st Century: Journalism • Impact of Technology: Global Perspective <i>Theme: Change</i> Topics: • Issues in Society: Traditions and Values • Politics: Human Rights and Foreign Policy

Structures: Includes all structures from Levels 1-3 and must include the following essential structures for Spanish 4 & 5	
Spanish 4A and 5A	Spanish 4B and 5B
• Accentuation • Adverbs • Future perfect • Gerund vs. infinitive • Negative expressions and affirmative counterparts • Double object pronouns • Pluperfect • Progressive tenses • Prepositions after verbs • Recognition of noun gender • Relative pronouns • Special suffixes • Special use of articles • Idiomatic expressions	• Conditional perfect • Conditional sentences • Imperfect subjunctive • Long possessives • Passive voice • Pluperfect subjunctive • Present subjunctive with adverbial clauses • Present subjunctive with adjective clauses • Idiomatic expressions

Level: Spanish 4A

Theme: Identity/*La identidad*

Topic 1: Latinos in the United States of Caribbean and Mexican Heritage/*Los latinos en los Estados Unidos de descendencia caribeña y mexicana*

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Engage in conversations with native/heritage speakers to obtain information. 1.2 Restate and summarize materials about Latino life in the U.S. 1.3 Present information on topics and issues related to Latinos in the U.S.	2.1 Describe and explain cultural and ethnic diversity in the U.S. Latino community. 2.2 Explain the influence of Latino culture in literature and the media.	3.1 Investigate topics from other disciplines, such as history, art, and music, as they relate to the study of Latino presence in the U.S. 3.2 Explain the distinctive Latino perspective on various issues.	4.1 Identify and use linguistic elements of Spanish that do not translate literally and compare them to their English equivalents. 4.2 Compare the experiences and backgrounds of various heritage groups living in the U.S.	5.1 Interact with Spanish speakers regarding topics of personal interest, community, or world concern. 5.2 Attend or view various media cultural events and social activities.

Level: Spanish 4A

Theme: Identity/*La identidad*

Topic 2: Cultural and Ethnic Diversity in Spain: Historical Perspective/*La diversidad cultural y étnica en España: la perspectiva histórica*

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Exchange information about the influence of various ethnic/regional groups on Spanish culture. 1.2 Restate and summarize materials that reflect cultural and ethnic diversity in Spain. 1.3 Present an original scene that reflects the experiences of various ethnic/regional groups in Spain.	2.1 Identify cultural practices and perspectives of various ethnic/regional groups in Spain. 2.2 Identify and explain the relationship between various products and their respective regional/ethnic roots.	3.1 Investigate topics from other disciplines, such as history, art, mathematics, and science, as they relate to the study of cultural and ethnic diversity in Spain. 3.2 Explain how viewpoints concerning the practices of various ethnic/regional groups differ when seen from within their own culture and from outside that culture.	4.1 Identify and use linguistic elements of Spanish that do not translate literally and compare them to their English equivalents. 4.2 Compare the origins of linguistic elements of Spanish and English that reflect the influence of ethnic/regional groups, citing examples.	5.1 Interact with Spaniards from various regions regarding topics of personal interest, community, or world concern. 5.2 Listen to music, sing songs, or play musical instruments with ethnic/regional origins.

Level: Spanish 4A

Theme: Identity/*La identidad*

Topic 3: Cultural and Ethnic Diversity in the Americas: Historical Perspective/*La diversidad cultural y étnica en las Américas: la perspectiva histórica*

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Exchange information about the influence of various ethnic groups on Latin American culture. 1.2 Restate and summarize materials that reflect cultural and ethnic diversity in Latin America. 1.3 Present an original scene that reflects the experiences of various ethnic groups in Latin America.	2.1 Identify cultural practices and perspectives of various ethnic groups in Latin America. 2.2 Identify and explain the relationship between various products and their respective regional ethnic roots.	3.1 Investigate topics from other disciplines, such as history, art, mathematics, and science, as they relate to the study of cultural and ethnic diversity in Latin America. 3.2 Explain how viewpoints concerning the practices of various ethnic groups differ when seen from within their own culture and from outside that culture.	4.1 Compare the writing systems of various indigenous groups with modern Spanish and English. 4.2 Compare the origins of linguistic elements of Spanish and English that reflect the influence of indigenous groups, citing examples.	5.3 Write and illustrate stories to present to others. 5.4 Listen to music, sing songs, or play musical instruments with indigenous origins.

Level: Spanish 4A
Theme: Creativity/*La creatividad*
Topic 1: Film/*El cine*

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Engage in conversations, provide and obtain information, and express feelings and emotions on film from the Spanish-speaking world. 1.2 Identify and describe the plot and characters of a movie. 1.3 Perform scenes from a movie.	2.1 Identify and describe various movements of film from the Spanish-speaking world. 2.2 Identify and explain how various productions reflect political, social, and/or cultural perspectives.	3.1 Investigate topics from other disciplines, such as English, history, and theater. 3.2 Explain how viewpoints on film differ when expressed by members of that culture versus members of other cultures.	4.1 Identify and use linguistic elements of Spanish that do not translate literally and compare them to their English equivalents. 4.2 Compare movies from the Spanish-speaking world and the U.S.	5.1 Participate in a dramatic performance from the Spanish-speaking world. 5.2 Attend or view films from the Spanish-speaking world.

Level: Spanish 4A

Theme: Creativity/*La creatividad*

Topic 2: Popular Music and Dance/*La música y el baile popular*

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Engage in conversations, provide and obtain information, and express feelings and emotion about popular music and dance from the Spanish-speaking world. 1.2 Restate and summarize topics related to popular music and dance from the Spanish-speaking world. 1.3 Present information, concepts, and ideas on popular music from the Spanish-speaking world.	2.1 Identify and explain the significance of music and dance in the cultures of the Spanish-speaking world. 2.2 Identify and explain how various types of music and dance reflect political, social, and/or cultural perspectives.	3.1 Investigate topics from other disciplines, such as history, science, music, and physical education, as they relate to music and dance. 3.2 Explain how viewpoints on music and dance differ when expressed by members of that culture versus members of other cultures.	4.1 Identify and use linguistic elements of Spanish that do not translate literally and compare them to their English equivalents. 4.2 Compare popular music and dance from the Spanish-speaking world with popular music and dance from the U.S.	5.1 Participate in a performance of music or dance from the Spanish-speaking world. 5.2 Listen to music, sing songs, or learn dances from the Spanish-speaking world for personal enjoyment.

Level: Spanish 4A

Theme: Creativity/*La creatividad*

Topic 3: 20th Century Art in the Spanish-speaking World/*El arte del mundo hispano-hablante en el siglo veinte*

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Engage in conversations, provide and obtain information, and express feelings and emotions on 20 th century art from the Spanish-speaking world. 1.2 Restate and summarize samples of written and spoken language on topics related to 20 th century art in the Spanish-speaking world. 1.3 Present information, concepts, and ideas on works of art.	2.1 Identify and describe various artistic movements of 20 th century art in the Spanish-speaking world. 2.2 Identify and explain how works of art reflect political, social, and/or cultural perspectives.	3.1 Explore the social sciences through the study of art in the Spanish-speaking world. 3.2 Explain how viewpoints on artists and their works differ when seen in their own culture and outside of that culture.	4.1 Identify and use linguistic elements of Spanish that do not translate literally and compare them to their English equivalents. 4.2 Compare works of art studied with contemporary art from the U. S.	5.1 Research a topic related to 20 th century art in the Spanish-speaking world using community resources. 5.2 Investigate various sources, such as museums or the Internet, to learn more about 20 th century art for personal enjoyment.

Level: Spanish 4B

Theme: Discovery/*El descubrimiento*

Topic 1: The Media in the 21st Century: Advertising/*Los medios de comunicación en el siglo veintiuno: la propaganda*

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Obtain and provide information and exchange opinions on advertising. 1.2 Identify and interpret the message of print and electronic advertisements. 1.3 Present an original advertising message.	2.1 Identify, explain, and compare connections between cultural perspectives and socially approved behavioral patterns reflected in advertising. 2.2 Analyze the relationships between advertisements and the perspectives of Spanish-speaking culture.	3.1 Extend knowledge of disciplines, such as psychology, technology, and the visual and performing arts, as well as persuasive language. 3.2 Examine and explain the viewpoints reflected in Spanish-language advertising.	4.1 Identify and use linguistic elements of Spanish that do not translate literally and compare them to their English equivalents. 4.2 Compare products and services advertised in the Spanish-speaking world and the U.S.	5.1 Compose advertisements in Spanish to inform the Spanish-speaking community about school events. 5.2 Investigate advertising sources in Spanish to obtain information on topics of personal interest.

Level: Spanish 4B

Theme: Discovery/*El descubrimiento*

Topic 2: Impact of Technology: Personal Perspective/*El impacto de la tecnología: la perspectiva personal*

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Obtain and provide information and exchange opinions about the impact of technology on daily life. 1.2 Identify the main ideas and explain the significant details presented in written and/or spoken discourse. 1.3 Summarize and present the content of reading materials related to the impact of technology on daily life.	2.1 Identify, describe, and compare cultural perspectives and regional uses of technology in daily life. 2.2 Read electronic messages (e-mail, discussion board, IM, chat rooms, etc.) and infer how these products reflect the impact of technology on the Spanish-speaking world.	3.1 Investigate topics from other disciplines, such as technology, communication, or the social sciences, as they relate to the impact of technology on daily life. 3.2 Examine and explain the perspective of the Spanish-speaking world on technology in daily life.	4.1 Identify and use linguistic elements of Spanish that do not translate literally and compare them to their English equivalents. 4.2 Analyze the relationship between perspectives and practices in the Spanish-speaking world regarding the impact of technology on daily life and compare with practices and perspectives in the U.S.	5.1 Instruct Spanish-speaking members of the community in the use of technology. 5.2 Use technology to communicate with Spanish speakers.

Level: Spanish 4B

Theme: Change/*El cambio*

Topic 1: Issues in Society: Relationships/*La sociedad: las relaciones*

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Engage in conversations to express feelings and emotions concerning relationships. 1.2 Identify the main ideas and explain the significant details about societal issues presented in written and/or spoken discourse. 1.3 Summarize and present the content of reading materials related to societal issues.	2.1 Identify, explain, and compare various patterns of behavior and/or interaction among people in the Spanish-speaking world. 2.2 Experience (read, listen to, observe, and/or perform) creative products (stories, songs, and/or works of art) of the Spanish-speaking culture and infer how these products reflect the changes in societal roles in the Spanish-speaking world.	3.1 Investigate topics from the social sciences through the study of changing societal roles. 3.2 Examine and explain the perspective of the Spanish-speaking world on relationship issues.	4.1 Identify and use linguistic elements of Spanish that do not translate literally and compare them to their English equivalents. 4.2 Analyze the relationship of perspectives and practices in the Spanish-speaking world regarding relationships and compare them with practices and perspectives in the U.S.	5.1 Explain the changing relationships in society with Spanish-speaking peers. 5.2 Attend or view various media or cultural events and social activities that reflect the continuously changing relationships in society.

Level: Spanish 4B

Theme: Change/*El cambio*

Topic 2: Politics: Systems of Government/ *La política: sistemas de gobierno*

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Engage in conversations to express emotions or exchange opinions about different systems of government. 1.2 Identify and interpret the message of political slogans or cartoons. 1.3 Present and/or retell information related to politics.	2.1 Identify, explain, and compare the connection between cultural perspectives and the emergence of political systems in the Spanish-speaking world. 2.2 Experience (read, listen, observe, and/or perform) creative products (stories, songs, and/or works of art) of the Spanish-speaking world and infer how these products reflect political perspectives.	3.1 Investigate topics from the social sciences through the study of politics. 3.2 Examine and explain the perspective of the Spanish-speaking world on politics.	4.1 Identify and use linguistic elements of Spanish that do not translate literally and compare them to their English equivalents. 4.2 Analyze the relationship of perspectives and practices in the Spanish-speaking world regarding politics and compare with practices and perspectives in the U.S.	5.1 Inform members of the Spanish-speaking community of the political rights and responsibilities of U.S. citizens. 5.2 Explore and interpret political issues through Spanish-language media.

Level: Spanish 5A

Theme: Identity/*La identidad*

Topic 1: Latinos in the U.S. of Central and South American Heritage/*Los Latinos en los Estados Unidos de descendencia centro y sudamericana*

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Exchange opinions on current or past events affecting Latinos in the U.S. 1.2 Identify and analyze the main ideas presented in written and/or spoken discourse. 1.3 State problems affecting Latinos in the U.S. and recommend possible solutions.	2.1 Analyze how and why the past experiences of different groups of Latinos in the U.S. have shaped their perspectives. 2.2 Identify and examine examples of cultural perspectives in literature and the media.	3.1 Increase knowledge of other disciplines, such as history, art, or music, through the study of Latino presence in the U.S. 3.2 Justify how the distinctive viewpoints of Latinos in the U.S. are presented effectively in Spanish-language works.	4.1 Select appropriate structures and idiomatic expressions and use with increasing accuracy. 4.2 Hypothesize about the relationship between cultural perspectives, practices, and products in different heritage groups in the U.S.	5.1 Respond in Spanish to the inquiries of Spanish speakers who attend school events. 5.2 Read and/or use various media and literary works from U.S. Latino sources for entertainment, leisure, and personal growth.

Level: Spanish 5A

Theme: Identity/*La identidad*

Topic 2: Cultural and Ethnic Diversity in Contemporary Spain/*La diversidad cultural y étnica en la España contemporánea*

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Exchange opinions on current issues affecting the diverse groups in present day Spain. 1.2 Identify and analyze the main ideas presented in written and/or spoken discourse. 1.3 State problems affecting various ethnic groups in Spain and recommend various possible solutions.	2.1 Analyze how and why the past experiences of different ethnic groups in Spain have shaped their current perspectives. 2.2 Identify and examine examples of cultural perspectives in literature and the media.	3.1 Increase knowledge of other disciplines, such as history, sociology, art, and music, through the study of various ethnic groups in Spain. 3.2 Justify how viewpoints are presented in works written in various regional languages/ dialects in Spain.	4.1 Select appropriate structures and idiomatic expressions and use with increasing accuracy. 4.2 Hypothesize about the impact of immigration on Spanish and U.S. cultures.	5.1 Communicate with local representatives of various Spanish communities. 5.2 Read and/or use various media and literary works from Spanish sources for entertainment, leisure, and personal growth.

Level: Spanish 5A

Theme: Identity/*La identidad*

Topic 3: Cultural and Ethnic Diversity in the Americas: Contemporary Issues/*La diversidad cultural y étnica en las Américas: temas contemporáneos*

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Exchange opinions on current issues affecting the diverse groups in the Americas. 1.2 Identify and analyze the main ideas presented in written and/or spoken discourse. 1.3 State problems affecting various ethnic groups in the Americas and recommend various possible solutions.	2.1 Analyze how and why the past experiences of different ethnic groups in the Americas have shaped their current perspectives. 2.2 Identify and examine examples of cultural perspectives in literature and the media.	3.1 Increase knowledge of other disciplines, such as history, sociology, art, or music, through the study of various ethnic groups in the Americas. 3.2 Justify how viewpoints are presented in works written in various regional languages/ dialects in the Americas.	4.1 Select appropriate structures and idiomatic expressions and use with increasing accuracy. 4.2 Hypothesize about the impact of immigration on Latin American and U.S. cultures.	5.1 Interact with local representatives of various Latin American communities. 5.2 Read and/or use various media and literary works from Latin American sources for entertainment, leisure, and personal growth.

Level: Spanish 5A
Theme: Creativity/*La creatividad*
Topic 1: Drama/*El drama*

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Exchange opinions about plays. 1.2 Identify and explain the defining characteristics of drama. 1.3 Select and critique a play.	2.1 Analyze how various plays reflect the cultural perspectives of the Spanish-speaking world. 2.2 Analyze the political, social, and/or cultural perspectives presented in various productions.	3.1 Increase knowledge of other disciplines, such as English, history, and theater. 3.2 Hypothesize how viewpoints about theater would differ when expressed by members of Spanish-speaking cultures versus members of other cultures.	4.1 Select appropriate structures and idiomatic expressions about drama and use with increasing accuracy. 4.2 Speculate as to why certain plays originate in and/or are important to particular cultures by analyzing samples from the Spanish-speaking world.	5.1 Exchange information about a play with members of the Spanish-speaking community. 5.2 Investigate various sources, such as theaters or the Internet, to learn more about theater from the Spanish-speaking world.

Level: Spanish 5A

Theme: Creativity/*La creatividad*

Topic 2: Traditional Music and Dance/*La música y el baile tradicional*

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Exchange opinions about various music selections and/or dances. 1.2 Identify and explain the characteristics of various types of music and/or dance. 1.3 Select and critique a musical performance.	2.1 Analyze how various types of music and/or dance in the Spanish-speaking world reflect cultural perspectives. 2.2 Analyze various types of music that reflect political, social, and/or cultural perspectives.	3.1 Increase knowledge of other disciplines, such as history, science, music, or physical education, as they relate to music and dance. 3.2 Hypothesize how viewpoints on music and dance would differ when expressed by members of that culture versus members of other cultures.	4.1 Select appropriate structures and idiomatic expressions about music and/or dance and use with increasing accuracy. 4.2 Speculate as to why certain types of music and dance originate in and/or are important to particular cultures by analyzing samples from the Spanish-speaking world and the U.S.	5.1 Exchange information about music and/or dance with Spanish-speaking members of the community. 5.2 Investigate various sources, such as libraries or the Internet, to learn more about music and/or dance from the Spanish-speaking world.

Level: Spanish 5A

Theme: Creativity/*La creatividad*

Topic 3: Pre-20th Century Art in the Spanish-speaking World/*El arte del mundo hispano-hablante antes del siglo veinte*

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Share analyses of selected works of art. 1.2 Identify and explain the characteristics of various artistic movements. 1.3 Analyze and present a work of art using supporting evidence.	2.1 Analyze how various artistic movements in the Spanish-speaking world reflect cultural perspectives. 2.2 Analyze selected works of art that reflect political, social, and/or cultural perspectives.	3.1 Increase knowledge of other disciplines, such as history and psychology, as they relate to pre-20 th century art in the Spanish-speaking world. 3.2 Hypothesize how members of the artist's culture would perceive a specific work of art.	4.1 Select appropriate structures and idiomatic expressions about art and use with increasing accuracy. 4.2 Speculate as to why certain works of art originate in and/or are important to particular cultures by analyzing samples from the Spanish-speaking world and the U.S.	5.1 Interact with Spanish-speaking art scholars in the community. 5.2 Investigate various sources, such as museums or the Internet, to learn more about pre-20 th century art for personal enjoyment.

Level: Spanish 5B

Theme: Discovery/*El descubrimiento*

Topic 1: The Environment: Ecological Disasters/*El medio ambiente: Desastres ecológicos*

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Share recommendations regarding ways of dealing with the effects of ecological disasters. 1.2 Identify and evaluate important concepts presented in a news report. 1.3 Present a plan for an event that responds to an ecological disaster (<i>e.g.</i> , demonstration, evacuation plan).	2.1 Evaluate how cultural practices and perspectives are reflected in reactions to ecological disasters. 2.2 Evaluate creative products that deal with ecological disasters.	3.1 Reinforce and expand knowledge of other disciplines, such as science, geography, and technology. 3.2 Hypothesize how an ecological disaster would be presented in a Spanish-language article or broadcast.	4.1 Select appropriate structures and idiomatic expressions and use with increasing frequency and accuracy. 4.2 Hypothesize as to why differences exist in the reaction to ecological disasters in the Spanish-speaking world and the U.S.	5.1 Compose a flyer dealing with a possible ecological disaster for the Spanish-speaking community. 5.2 Explore and interpret information about ecological disasters through the Spanish-language media.

Level: Spanish 5B

Theme: Discovery/*El descubrimiento*

Topic 2: The Media in the Twenty-First Century: Journalism/*Los medios de comunicación en el siglo veintiuno: el periodismo*

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Debate an issue presented in the news. 1.2 Evaluate the presentation of a news item. 1.3 Create and present an original news broadcast, article, editorial, and/or letter to the editor.	2.1 Evaluate how cultural practices and perspectives are reflected in the behavior of news broadcasters. 2.2 Evaluate how cultural perspectives are reflected in the presentation of news items.	3.1 Reinforce and expand knowledge of other disciplines, such as journalism, psychology, and politics, through the study of Spanish-language news sources. 3.2 Hypothesize how a news event would have been presented in a Spanish-language article or broadcast.	4.1 Select appropriate structures and idiomatic expressions and use with increasing frequency and accuracy. 4.2 Hypothesize as to why differences exist in the presentation of news in the Spanish-speaking world and the U.S.	5.1 Produce a Spanish-language newspaper that reflects student interests and share with the school community. 5.2 Read and/or use various Spanish-language news sources on a regular basis for personal enjoyment and enrichment.

Level: Spanish 5B

Theme: Discovery/*El descubrimiento*

Topic 3: Impact of Technology: Global Perspective/*El impacto de la tecnología: la perspectiva global*

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Debate issues related to the impact of technology on various fields, such as education, transportation, government, and various professions. 1.2 Identify and evaluate important concepts presented in written and/or spoken discourse relating to the impact of technology. 1.3 Create and present a scene that depicts the impact of technology in the future.	2.1 Evaluate how cultural practices and perspectives affect technological progress in the Spanish-speaking world. 2.2 Evaluate expressive products (stories, songs, and works of art) of the Spanish-speaking world that reflect the impact of technology.	3.1 Reinforce and expand knowledge of other disciplines, such as science, communication, and the social sciences, through the study of technology in the Spanish-speaking world. 3.2 Hypothesize about views and attitudes regarding the impact of technology in the Spanish-speaking world.	4.1 Select appropriate structures and idiomatic expressions and use them with increasing frequency and accuracy. 4.2 Hypothesize about why differences exist between attitudes towards technology in the Spanish-speaking world and the U.S.	5.1 Create written updates of emerging technologies for the Spanish-speaking community. 5.2 Read and/or use various Spanish-language news sources on a regular basis to increase knowledge of the impact of technology.

Level: Spanish 5B

Theme: Change/*El cambio*

Topic 1: Society: Traditions and Values/*La sociedad: las tradiciones y los valores*

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Debate issues relating to traditions and values in Spanish-speaking societies. 1.2 Identify and evaluate traditions and values in Spanish-speaking societies. 1.3 Create and present an original scene that reflects the traditions and values of Spanish-speaking societies.	2.1 Evaluate how cultural practices reflect the traditions and values of the Spanish-speaking world. 2.2 Evaluate creative products (stories, songs, and/or works of art) of the Spanish-speaking world that deal with traditions and values in society.	3.1 Reinforce knowledge of other disciplines, such as the social sciences, through the study of traditions and values in society. 3.2 Hypothesize how traditions and values presented in a Spanish-language work would be presented differently in a comparable English-language work.	4.1 Select appropriate structures and idiomatic expressions and use with increasing frequency and accuracy. 4.2 Compare traditions and values of the Spanish-speaking world to traditions and values in the U.S.	5.1 Survey Spanish-speaking members of the community to obtain information about traditions and values in Spanish-speaking cultures. 5.2 Assist the Spanish-speaking community with relationship issues such as abuse or neglect by locating and/or producing Spanish-language resources.

Level: Spanish 5B

Theme: Change/*El cambio*

Topic 2: Politics: Human Rights and Foreign Policy/*La política: los derechos humanos y la política exterior*

Communication Goal 1 	Cultures Goal 2 	Connections Goal 3 	Comparisons Goal 4 	Communities Goal 5 
PERFORMANCE INDICATORS				
1.1 Debate issues relating to human rights. 1.2 Identify and evaluate important concepts in human rights or foreign policy issues. 1.3 Create and present an editorial or letter to the editor regarding a human rights and/or foreign policy issue.	2.1 Evaluate how cultural practices and perspectives have affected human rights awareness in the Spanish-speaking world. 2.2 Evaluate creative products (stories, songs, works of art) of the Spanish-speaking world that deal with human rights issues.	3.1 Reinforce knowledge of other disciplines, such as the social sciences, through the study of human rights issues. 3.2 Hypothesize how human rights issues presented in a Spanish-language work would be presented differently in a comparable English-language work.	4.1 Select appropriate structures and idiomatic expressions and use with increasing frequency and accuracy. 4.2 Hypothesize as to why differences exist between attitudes towards human rights issues in the Spanish-speaking world and the U.S.	5.1 Survey Spanish-speaking members of the community to elicit opinions regarding human rights issues. 5.2 Read and/or use various Spanish-language news sources on a regular basis to learn more about human rights issues.