

**SPANISH V**

**Key question: How do I look at the world? What do I think and feel?  
How do you look at the world? What do you think and feel?**

Theme	<p align="center"><b>Communication</b></p> 	<p align="center"><b>Cultures</b></p> 	<p align="center"><b>Comparisons</b></p> 	<p align="center"><b>Essential Structures</b></p>
<b>LEARNER OUTCOMES (PERFORMANCE INDICATORS)</b>				
1. Cuisine	<p><b>B3.</b> Read authentic menus.  <b>B3.D2.</b> Find a recipe and prepare an authentic dish from a Spanish-speaking country.  <b>C1.</b> Present your dish to the class explaining the ingredients, preparation, and other relevant cultural information.</p>			Vocabulary for more specific foods, spices, food preparation, and national variations.
2. Friendships and relationships	<p><b>A1.</b> Sustain a conversation about the qualities of a friend/relationship.  <b>B3. C5.</b> Read about and respond to friendship issues that youths have in the target language</p>			
3. Contemporary Spanish and/or Spanish –American Civil	<p><b>A4.</b> Students will suggest options for solving problems related to the needs of others.  <b>B3.</b> Read and understand more complex materials.  <b>C4.</b> Recount a key event in recent history of the county studied.</p>	<p><b>D3. D4.</b> Explain the impact of key historical events or people on current beliefs and attitudes.</p>		

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4. Immigration	<p><b>C4.</b> Recount a story with substantive description and detail.</p> <p><b>C2.</b> Present a speech that has been researched.</p>	<p><b>D4.</b> Discuss historical and philosophical backgrounds that have influenced a culture's patterns of interaction.</p>	<p><b>E4.</b> Evaluate the target country's geography with respect to the impact on politics, economics, and history.</p>	
5. Intellectual and aesthetic pursuits: art, architecture and literature	<p><b>B3. B4.</b> Read authentic literature and/or simplified versions of authentic works in the target language.</p> <p><b>B5.</b> Analyze the author's use of language to understand a written text.</p> <p><b>C5.</b> Use various forms of writing to respond to written text.</p> <p><b>A4.</b> Defend personal preferences, feelings and opinions about works studied.</p>	<p><b>E2.</b> Examine the role and significance of the contributions of selected art and artists of other cultures.</p> <p><b>E3.</b> Identify the architectural influences from other countries and/or time periods.</p>	<p><b>H1.</b> Identify cognates, word roots, prefixes, suffixes, and sentence structure to derive meaning.</p> <p><b>H2.</b> Identify expressions that cannot be translated word for word.</p> <p><b>H3.</b> Identify works and expressions that cannot be translated word for word in order to derive meaning.</p>	<p>Vocabulary of design, art, and architecture.</p> <p>Common and relevant grammatical structures as needed.</p>
6. Impact of culture				
7. Citizenship				
8. Impact of technology				
9. Influence of English and Western Culture				
<p>Connections</p> 	<p><b>F1.</b> Use topics and skills from other school subjects to discuss and/or write in the language studied.</p> <p><b>F2.</b> Read material, listen to, and/or watch programs in the language studied on topics from other classes.</p> <p><b>F3.</b> Access resources in the language studied on topics being discussed or researched in other classes.</p>			
<p>Communities</p> 	<p><b>K3.</b> Deepen their understanding of other cultures through various avenues such as cuisine, sports, theatre, dance, and art.</p>			