

**Curriculum at a Glance**  
**SPANISH 5**

**Students who have learned basic Spanish grammatical structures, syntax, and vocabulary over the years are now applying previously-mastered and re-taught skills in authentic contexts, via communications and collaborations with peers in Spanish-speaking countries.**

Unit Description	Content and/or Skills
Sharing cultural perspectives, thoughts and ideas	<ul style="list-style-type: none"> <li>• Blogging with students in both Chiapas, México, and Argentina</li> <li>• Students are taught the VOSEO, an informal mode of address used by millions of Spanish speakers in many Latin American countries, but not formally covered in most Spanish language courses in the U.S.</li> </ul>
Presenting elements of our local/regional/national culture on a shared, virtual workspace	<ul style="list-style-type: none"> <li>• ATLAS DE LA DIVERSIDAD CULTURAL (Atlas of Cultural Diversity) – Darien High School is the only U. S. school participating in this multi-national, Internet-based project, in which students from many countries engage in research projects (in the Spanish language) which reflect elements of their culture(s), and publish their reports on the project site, in the form of a video, Office Mix, Google Slides, Prezi, etc.</li> </ul>
Games and recreations unify young people of every culture	<ul style="list-style-type: none"> <li>• UN MUNDO DE JUEGOS (Students from many Spanish-speaking countries write descriptions and rules, and post videos of traditional games common in their respective cultures. Students in other participating countries see and study these games, film their own versions of them, and engage in conversation on the project site.</li> <li>• GLOBAL COLLABORATION DAY ( Using <i>Wormhole</i>, an MIT-developed platform, we play games in real-time with International peers.</li> </ul>
Videoconferencing	<ul style="list-style-type: none"> <li>• With our partner school in Unquillo, Córdoba, Argentina, we participate in ongoing videoconferences.</li> <li>• Students learn to engage in active listening, to articulate with caution, and to formulate both original and follow-up questions for their distant peers. Topics for conferences are generated by students and teachers, to enhance cultural understanding and knowledge.</li> </ul>
Reading for enjoyment: From Spanish comic books to classic literature	<ul style="list-style-type: none"> <li>• Readings are enjoyed in small – and, at times, larger -groups. Students keep a running record of newly-learned vocabulary. Short stories and segments from classic Spanish literature are introduced.</li> </ul>
La selva tropical de Darién	<ul style="list-style-type: none"> <li>• In an interdisciplinary project, coordinated with the Environmental Science course, students study a video and engage in reading about the importance of trees in the tropical rainforest of Darién, Panamá, from whence our town derived its name.</li> </ul>

<p>Un negocio con un país hispanohablante/Engaging in commerce with a Spanish-speaking country</p>	<ul style="list-style-type: none"><li data-bbox="630 142 651 170">•</li><li data-bbox="630 176 1409 564">• Students research a Spanish-speaking country and generate an idea for a business—a product or service – with which they hope to engage with their assigned country. This requires considerable research with regard to culture(s), history, geography, government, etc., students seek to find a “market” or a need for their imaginary product or service, which they will design and present as an oral report in class – accompanied, if they so desire, by a video, Office Mix, Prezi, Google Slides, etc. presentation. They will subsequently answer questions and engage in a discussion regarding their product/service with the rest of the class.</li></ul>