### Strand: Communication

#### Mode: Listening and Speaking

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Engage in Spanish conversation, provide and obtain information, express feelings and emotions, and exchange opinions</td>
<td>1. Engage in “small talk” with others in order to create familiarity and a relationship of trust</td>
</tr>
<tr>
<td></td>
<td>• Answer and ask key questions to potential employee candidates about work related experiences and career aspirations</td>
</tr>
</tbody>
</table>

#### Alignments:
- CCSS: 6.RI.7; 8.W.7; 7.SL.4; 6.L.3
- Performance: 2.2, 4.8
- Knowledge: (CA) 3,4,6 (SS) 2
- WLCLE: WL.1.1a-c (Level 4)
- NETS: 1b; 3b,c; 4b; 5b
- DOK: 4

#### Instructional Strategies

- The teacher will lead:
  - a discussion on:
    - what it means to engage in “small talk”
    - what is the purpose in engaging in the activity
    - when is it appropriate to do so and have the students explore how the conversation might change depending on the individual they are speaking with, such as:
      - teacher vs. student
      - employer vs. friend
      - police officer vs. cashier
    as well as the region of the Spanish speaking country
  - an informal discussion about their personal experience with:
    - the work force
    - applying for a job
    - going through the interview process with potential employers
• Small Talk activity:
  • Students will:
    • discuss possible topics of interest to successfully engage in “small talk” in order to:
      • get to know someone
      • create a relationship of trust

• Vocabulary:
  • Students will:
    • come up with the vocabulary to create opportunities for small talk and make a list to study and memorize
    • practice informally speaking with their peers over various topics of interest asking questions and answering them

• Career research:
  • Students will:
    • identify people in the community that are in the career they are interested in
    • gather information about their position in order to understand what they look for in a potential candidate in the interview process
    • report back to the rest of the class what they have found from their discussion from the community member

• Research project:
  • Students will:
    • research a particular Spanish speaking country to find out what occupations are highest in demand
    • compare/contrast that information with what they have found out about Jefferson City and the United States
    • pair up and come up with 15 interview questions for a specific position that they are going to try and fill
    • peer edit their questions, checking for correct:
      • grammar usage
      • vocabulary
      • relevance

• The teacher will:
  • guide the students in their efforts to come up with the questions by having a discussion about what kinds of questions they would need to ask in order to get relevant information to help them make an informed decision about whether or not they would hire the candidate

• Students will:
  • answer their own questions and come up with possible questions they could ask that would stem off of the responses from the candidates
  • elaborate on their responses given to their potential employers
• Group activity:
  • Students will:
    • be divided up into groups of three: two interviewers and one interviewee
    • blindly interview each other in the Language Lab for a specific position that is open
    • take notes of what was said
    • make a decision as to who they think was the best candidate

Assessments/Evaluations

• Formative:
  • Peer editing
  • Differentiated teacher feedback/guidance
  • Student generated vocabulary quizzes

• Summative:
  • Scoring guide
## Sample Assessment Questions

### Spanish 4: Interview/Small Talk
**HABLAR/Interactive Speaking**

<table>
<thead>
<tr>
<th>Task Completion</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not complete the task. Responds inappropriately or has a limited response to most parts/prompts of the conversation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Message barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication. Response may be too limited to evaluate</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Message choppy and/or slow with frequent pauses; few or no incomplete thoughts</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Inadequate and/or inaccurate use of vocabulary</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Emerging use of basic language structures (Used correctly about ½ of the time)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Basic structures = article/adjective/noun agreement; subject/verb agreement; verb conjugations; negations (no es)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Does not complete the task. Responds inappropriately or completes the task. Responds inappropriately to some parts/prompts of the conversation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Message mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Somewhat fluent speech with some hesitation but speaker manages to continue and complete thoughts</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Somewhat inadequate and/or inaccurate use of vocabulary; too basic for level IV</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Emerging control of basic language structures. (Used correctly about ¼ of the time).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Control of basic language structures. (Used correctly most of the time, not all of the time).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Message comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Message readily comprehensible, requiring no interpretation; pronunciation enhances communication</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Message barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication.</td>
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<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Appropriate addresses and completes the task. Responds appropriately and fully to all or almost all parts/prompts of the conversation. Adds details and elaborates on ideas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Board Approved 7-14-14**
Instructional Resources/Tools

- Computer
- iPad
- Edmodo.com
- www.StudySpanish.com
- Internet
- Community members

Literacy Connections

- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue
- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration
- Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation
- Use knowledge of language and its conventions when writing, speaking, reading, or listening

Cross Curricular Connections

- ELA – Students will:
  - read and evaluate the job descriptions of their chosen vocation in order to tailor the job application
  - write up and prepare job applications in order to find and interview potential candidates
  - engage in conversations and discussions as to what constitutes “small talk” and demonstrate their ability to engage in the activity with their peers
  - discuss what questions they would encounter when interviewing for a position
  - Demonstrates ability to engage in activities with peers
  - Discusses what questions may be encountered when interviewing for a position
- SS:
  - Researches and evaluates occupational trends in:
    - Jefferson City
    - the United States
  - Compares those trends with the trends in the Spanish-speaking country of choice
<table>
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<tr>
<th>Strand</th>
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<tbody>
<tr>
<td>Mode</td>
<td>Reading and Listening</td>
<td></td>
</tr>
<tr>
<td><strong>Standards</strong></td>
<td></td>
<td><strong>Learning Targets</strong></td>
</tr>
<tr>
<td>B.</td>
<td>Understand and interpret written and spoken language on a variety of topics</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Read a variety of stories and be able to restate the main point/idea or lesson of the story/article in their own words in Spanish</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Listen to various audio recordings of individuals from different Spanish Speaking countries and be able to restate the main idea or points in their own words in Spanish</td>
</tr>
</tbody>
</table>

**Alignments:**
CCSS: 4.RI.2; 4.W.4; 11-12.SL.1; 9-10.L.3  
Performance: 1.5  
Knowledge: (CA) 3-6  
WLCLE: WL.1.2.2a,b (Level 4)  
NETS: 1a; 3d; 5b  
DOK: 4

**Instructional Strategies**
- The teacher will:
  - facilitate a discussion on key strategies as to how students can identify the main points or ideas in a story  
  - lead a discussion about:  
    - strategies that help students improve their listening comprehension  
    - how students can identify key points that are brought up in a conversation  
- Short story activity:
  - Students will:  
    - read a short story in pairs  
    - mark the main point of the story  
    - summarize the text in their own words in Spanish  
    - pair up with other students that they were not paired up with during the activity and compare their summaries to see about improving what they have already written down  
  - As a class the story is then read together
- The teacher will:
  - facilitate a discussion about the main point/idea of the story
  - point out and discuss target vocabulary from the text
- Students will:
  - read news articles given by the teacher that are specifically chosen from a Spanish speaking country for the purpose of looking at the:
    - grammatical structures
    - vocabulary
    - events
    - that are shaping the country
  - identify:
    - verb tenses
    - target vocabulary
    - cognates
    - the plot of the story
  - and summarize:
    - what they have read
    - a response to their reaction over what they read
- Listening activities:
  - The teacher will:
    - play an audio and have the students listen and take note of specific points that are important in the audio to be discussed
    - lead a discussion as to what:
      - they understood
      - skills they used to help them understand the audio
      - more they could do to improve their listening comprehension
  - Students will listen to an audio/video clip and:
    - answer comprehension questions
    - submit a written response that:
      - summarizes the topic
      - expands on the issue addressed
Summary/Response activity:
- The teacher will:
  - provide the students samples of summaries and responses to questions that the students read and analyzed
  - identify those responses that are:
    - most effective
    - least effective
- Students will:
  - justify why they think the responses are most effective or least effective in summarizing the article or audio
  - create a scoring guide:
    - that epitomizes what an effective summary/response should include
    - and use it to guide them on their own responses and summaries
- Students regularly read and summarize articles/stories/videos throughout the course in preparation for projects and discussion drivers

Assessments/Evaluations

Formative:
- Teacher Q & A (discussion)
- Peer editing of responses and summarizations of articles/audio
- The teacher will:
  - monitor the students’ performances
  - provide appropriate feedback
- Students will score the quality of past students’ work

Summative:
- Written assessments for listening and reading comprehension
- Scoring guides
Sample Assessment Questions

Nombre: __________________________ Fecha: _____________________

Garbo, el Hombre que Salvo al Mundo

A. Contesta las preguntas en cuanto a la historia de este hombre extraordinario usando oraciones completas

1. ¿Quién era Garbo? ¿Cuál era su nombre real?
______________________________________________________________________________
______________________________________________________________________________

2. ¿Cómo se conoce Garbo entre el país británico? ¿Por qué?
______________________________________________________________________________
______________________________________________________________________________

3. En su juventud, ¿qué quería hacer durante la segunda guerra mundial? ¿cómo reaccionaron al recibirle? ¿Cómo reaccionó el joven?
______________________________________________________________________________
______________________________________________________________________________

4. ¿Dónde fue para realizar su sueño de servir en la guerra?
______________________________________________________________________________

5. ¿Qué era el gran engaño que realizó?
______________________________________________________________________________

______________________________________________________________________________
6. ¿De dónde sacaba su información para los alemanes?
______________________________________________________________________________
______________________________________________________________________________

7. ¿Cuál era su nombre entre los Alemanes? ¿y entre los británicos?
______________________________________________________________________________
______________________________________________________________________________

8. ¿Qué es lo que recibió de los dos lados de la guerra?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

9. ¿Cómo crees que el acto de Garbo determinó el resultado de la segunda guerra mundial?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

**The above questions should have been written in Spanish, now write a Reflection on the article and what you think about what had happened, in English. (Be prepared to discuss in Spanish when I return.)**
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
ESCUCAR
A. Jimena está hablando con Lalo en la cafetería de la escuela. Escucha la conversación y contesta las preguntas. (2pts)

1. ¿Qué busca Jimena? ¿Dónde cree que la dejó?
________________________________________________________________________
________________________________________________________________________

2. ¿Por qué está preocupada Jimena?
________________________________________________________________________

3. ¿Con quién habla Jimena?
________________________________________________________________________

4. ¿Dónde dice que puede encontrarlal?
________________________________________________________________________

5. ¿Qué hay en la bolsa?
________________________________________________________________________

B. Rafael compró unas cosas en la Súper Tienda Compu-fácil pero luego no le gustaron. Hoy llamó a la tienda. Escucha el mensaje telefónico de la tienda y completa las siguientes oraciones. (2pts)

6. Si René tiene problemas con el equipo, debe…
________________________________________________________________________

7. René compró una computadora portátil ayer. Hoy no puede llevarla a la tienda porque…
________________________________________________________________________

8. Si René abrió la impresora, no puede…
________________________________________________________________________

9. René compró un escáner ayer. Él no va a tener problemas para llevarlo hoy y pedir otro porque…
________________________________________________________________________

10. Si René no tiene su documento de compra, puede llevar…
________________________________________________________________________
### Instructional Resources/Tools

- Edmodo
- [http://www.laits.utexas.edu/spe/](http://www.laits.utexas.edu/spe/)
- iPads
- Computers
- Internet
- WordReference.com
- Spanish news sites
  - [www.elheraldo.com](http://www.elheraldo.com)
  - [http://elpais.com/elpais/portada_america.html](http://elpais.com/elpais/portada_america.html)

### Literacy Connections

- Determine the main idea of a text and explain how it is supported by key details; summarize the text
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

### Cross Curricular Connections

- ELA – Students will:
  - read and evaluate news articles from different Spanish speaking countries
  - write summaries of the articles that they have read to the class and present their thoughts and reaction to the article to their peers in class
  - evaluate the content of:
    - audio/visual
    - written text
  - in the Spanish language in order to understand the perspective of the presenter
<table>
<thead>
<tr>
<th>Strand</th>
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<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode</td>
<td>Speaking and Writing</td>
<td></td>
</tr>
</tbody>
</table>

**Standards**

C. Present information, concepts and ideas to an audience of listeners or readers on a variety of topics

**Learning Targets**

1. Provide clear instructions to an audience on how to use a chosen web 2.0 tool in Spanish

2. Explain why the web 2.0 tool is useful and how it can best be used in specific situations

3. Create a short story about any topic of their choosing using the vocabulary learned from the varying thematic units

**Alignments:**

CCSS: 11-12.RI.7; 9-10.W.6; 9-10.SL.5; 8.L.6
Performance: 2.1
Knowledge: (CA) 4-6
WLCLE: WL.1.3 (Level 4)
NETS: 1a,b; 2a,b,d; 3c; 4a,b; 5b; 6b
DOK: 4

**Instructional Strategies**

- Instructional Video project:
  - The teacher will provide examples of a YouTube “How to…” instructional video
  - Students will analyze different “How to…” videos and discuss the different aspects of the videos:
    - What made them “good”?
    - What could make them better?
  - The teacher will facilitate a discussion to explore the vocabulary the students are going to need in order to successfully create their instructional video
  - Students will develop a list of vocabulary terms and phrases that will help them successfully create the dialogue for the instructional video on a Google.doc
• Story Creating project:
  • The teacher will discuss with the students what elements are necessary in order to make a story good
  • From that discussion, students will develop a scoring guide that they will follow in order to create their story
  • The teacher will show the students story samples that they will rate according to their scoring guides
  • Over the course of the year, students will:
    • learn new vocabulary and grammatical concepts that they can use and implement in their story
    • continually revise and edit their stories in every unit to develop a polished product ready for publication
  • After completing the revisions, the students will use Storybird.com to choose the illustrations that best fit their story to be published in a book

Assessments/Evaluations

• Formative
  • Peer editing
  • Differentiated teacher feedback/guidance
  • Vocabulary assessment covering the instructional vocabulary needed to complete the video
  • Students will:
    • judge the quality of student story samples
    • create scoring guides

• Summative
  • Scoring guide for the:
    • tutorial video
    • story
## Sample Assessment Questions

### Spanish IV – Web 2.0 Video Tutorial

<table>
<thead>
<tr>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>53.3</td>
<td>57.7</td>
<td>60</td>
<td>63.3</td>
<td>67.7</td>
<td>70</td>
<td>73.3</td>
<td>76.6</td>
<td>80</td>
<td>83.3</td>
<td>86.7</td>
<td>90</td>
<td>93.3</td>
<td>96.7</td>
<td>100</td>
</tr>
</tbody>
</table>

### Task Completion

<table>
<thead>
<tr>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not complete the task. Explanation is limited or accurate of what is being done with long pauses and no explanation of the steps and what is being seen</td>
<td>Partially addresses and/or completes the task. Explanation is somewhat limited or accurate with some long pauses with few explanations of the steps and what is being seen</td>
<td>Appropriately addresses and completes the task. Explanation of tutorial is accurate and full with few long pauses and explains the steps and what is being seen for the most part</td>
<td>Fully addresses and completes the task. Explanation of tutorial is accurate and full with almost no long pauses and explains what is being seen through the whole process</td>
</tr>
</tbody>
</table>

### Comprehensibility

<table>
<thead>
<tr>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Message barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication. Response may be too limited to evaluate</td>
<td>Message mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication</td>
<td>Message comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication</td>
<td>Message readily comprehensible, requiring no interpretation; pronunciation enhances communication</td>
</tr>
</tbody>
</table>

### Fluency

<table>
<thead>
<tr>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech halting and uneven with long pauses or incomplete thoughts</td>
<td>Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts</td>
<td>Somewhat fluent speech with some hesitation but speaker manages to continue and complete thoughts</td>
<td>Fluent and natural speech with few pauses or false starts</td>
</tr>
</tbody>
</table>

### Vocabulary

<table>
<thead>
<tr>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate and/or inaccurate use of vocabulary</td>
<td>Somewhat inadequate and/or inaccurate use of vocabulary; too basic for level IV</td>
<td>Adequate and accurate use of vocabulary for level IV</td>
<td>Rich use of vocabulary and appropriate use of idiomatic expressions</td>
</tr>
</tbody>
</table>

### Language Control

<table>
<thead>
<tr>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerging use of basic language structures (Used correctly about ½ of the time)</td>
<td>Emerging control of basic language structures (Used correctly about ¾ of the time)</td>
<td>Control of basic language structures (Used correctly most of the time, not all of the time)</td>
<td>Excellent control of basic structures with possible use of advanced language structures</td>
</tr>
</tbody>
</table>

Basic structures = article/adjective/noun agreement; subject/verb agreement; verb conjugations; negations (no es)

Advanced structure = Use of subjunctive in dependent clauses after verbs of emotion and/or impersonal expressions
<table>
<thead>
<tr>
<th>Task Completion</th>
<th>Content</th>
<th>Comprehensibility</th>
<th>Vocabulary</th>
<th>Language Control (Grammar)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Basic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Content undeveloped. Inadequate, inaccurate, and/or irrelevant response</td>
<td>Text barely comprehensible. Errors of grammar and/or spelling may be impossible to decipher</td>
<td>Inadequate and/or inaccurate use of vocabulary from the Unidad de repaso vocabulary list; vocabulary may be used inappropriately or out of context; repetitive; possible use of English</td>
<td>Emerging use of subject/verb agreement, adjective/article/noun agreement, verb tenses and conjugations. Correct use about ½ of the time</td>
</tr>
<tr>
<td>2</td>
<td>Limited response</td>
<td>Text mostly comprehensible, requiring interpretation on the part of the reader</td>
<td>Somewhat inadequate and/or inaccurate use of vocabulary from the Unidad de repaso vocabulary list; few attempts to include less commonly used vocabulary</td>
<td>Emerging control of subject/verb agreement, adjective/article/noun agreement, verb tenses and conjugations. Correct use about ⅔ of the time</td>
</tr>
<tr>
<td>3</td>
<td>Appropriate response</td>
<td>Text comprehensible, requiring minimal interpretation on the part of the reader</td>
<td>Adequate and accurate use of vocabulary from the Unidad de repaso vocabulary list; some attempts to include less commonly used vocabulary</td>
<td>Correct use of subject/verb agreement, adjective/article/noun agreement, verb tenses and conjugations. Correct use most of the time, but not all of the time</td>
</tr>
<tr>
<td>4</td>
<td>Substantial response with well-developed ideas</td>
<td>Text readily comprehensible, requiring no interpretation on the part of the reader</td>
<td>Rich use of vocabulary from within and beyond the Unidad de repaso vocabulary list; frequent attempts to include less commonly used vocabulary</td>
<td>Correct use of subject/verb agreement, adjective/article/noun agreement, verb tenses and conjugations; advanced structures attempted with some success. Correct use most of the time, but not all of the time</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<td>57.7</td>
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<tr>
<td>60</td>
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<tr>
<td>90</td>
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<td>96.7</td>
<td>100</td>
</tr>
</tbody>
</table>

Spanish IV

Board Approved 7-14-14
Comentario:


Instructional Resources/Tools

- [www.screencast-o-matic.com](http://www.screencast-o-matic.com) - TouchCast app
- Google Drive
- iPads
- Computers
- Computer lab
- [www.storybird.com](http://www.storybird.com) - MyStory app
- Edmodo
- Internet
- YouTube

Literacy Connections

- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

Cross Curricular Connections

- ELA – Students will:
  - create:
    - their script for the Web 2.0 tutorial as well as the script for the story they are going to publish
    - an instructional video on how to use a Web 2.0 tool of their choosing to a wide audience of Spanish speakers
  - evaluate the content of other tutorial videos and define which oral and visual aspects define an effective tutorial

Board Approved 7-14-14
<table>
<thead>
<tr>
<th>Strand</th>
<th>Cultures Comparisons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode</td>
<td>Practices and Perspectives Products and Perspectives Distinctive Viewpoints of Information</td>
</tr>
</tbody>
</table>

### Standards

D. Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own, acquiring information and recognizing the distinctive viewpoints that are only available through the practices, products, and perspectives of the language studied and its cultures.

### Learning Targets

1. • Identify the common and most rewarding occupations in Spanish speaking countries and why
   • Explore the cost of living in the Spanish speaking country as well as identify the standard of living for the common person
   • Compare/contrast the standard of living/occupation in their own community with that of the Spanish speaking country

### Alignments:

CCSS: 11-12.RI.4; 9-10.W.2; 9-10.SL.2; 8.L.3
Performance: 2.1, 4.3
Knowledge: (CA) 3-6 (MA) 1 (SS) 4-6
WLCLE: WL.2.1a-d; WL.2.2a,b; WL.3.2.a,b (Level 4)
NETS: 1b,d; 2a,b,d; 3b,c; 4a-c; 5b
DOK: 4

### Instructional Strategies

- The teacher will lead a discussion with the students to explore and become aware of the most rewarding occupations in:
  - the United States
  - Jefferson City
- Students will:
  - investigate what occupations are in high demand in:
    - the United States
    - Missouri
    - Jefferson City
• use their findings to have a discussion to explain why it is that certain occupations are in higher demand in some areas than others
• choose a country of interest and investigate the most in-demand occupations of that country
• analyze the information found
• draw conclusions as to why certain occupations are more in-demand than others
• compare and contrast that information with their findings about the:
  • the United States
  • Missouri
  • Jefferson City

• The teacher will facilitate a discussion about the cost of living in:
  • Jefferson City
  • other areas of the United States

• Students will:
  • draw conclusions as to why there is a difference between these differing places
  • research the cost of living for the Spanish speaking country that they have chosen, including but not limited to:
    • housing
    • food
    • transportation
    • fuel
    • exchange rates
    • computers

  • compare/contrast the results with information about:
    • the United States
    • Missouri
    • Jefferson City

  • present this information on an infographic
  • record themselves presenting on their results
  • publish this information online
  • use a QR code generator to link their video presentation on the infographic

• The teacher will facilitate a discussion about what is considered to be relevant information for the project – How to identify legitimate information and explain why the information is relevant for the audience
Assessments/Evaluations

- Formative:
  - Student generated scoring guide for projects
  - Projects graded with a scoring guide
- Summative:
  - Student generated assessment – they will take notes on each others’:
    - projects
    - presentations
  and will generate the questions that will be used on their summative assessment in the unit
# Sample Assessment Questions

**Spanish 4: Occupational Project Video Component**  
**GCA: HABLAR / Interactive Speaking**

<table>
<thead>
<tr>
<th>Task Completion</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not complete the task. Limited response when explaining the information on the infographic. Does not expand on the information provided.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Message barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication. Response may be too limited to evaluate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Speech halting and uneven with long pauses or incomplete thoughts</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Inadequate and/or inaccurate use of vocabulary</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Emerging use of basic language structures (Used correctly about ½ of the time)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Basic structures = article/adjective/noun agreement; subject/verb agreement; verb conjugations; negations (no es)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Español IV: Unidad de repaso**  
**Las metas escolares**

Board Approved 7-14-14
<table>
<thead>
<tr>
<th>Task Completion</th>
<th>Content</th>
<th>Comprehensibility</th>
<th>Vocabulary</th>
<th>Language Control (Grammar)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not demonstrate ability to express ideas in a concise manner to capture the attention of the intended audience</td>
<td>• Content undeveloped. Inadequate, inaccurate, and/or irrelevant response • Response difficult to score due to inadequate evidence • Infographic is not well organized, difficult to understand</td>
<td>Text barely comprehensible. Errors of grammar and/or spelling may be impossible to decipher</td>
<td>Inadequate and/or inaccurate use of vocabulary from the vocabulary list; vocabulary may be used inappropriately or out of context; repetitive; possible use of English</td>
<td>Emerging use of subject/verb agreement, adjective/article/noun agreement, verb tenses and conjugations. <em>Correct use about ½ of the time</em></td>
</tr>
<tr>
<td>Demonstrates ability to express ideas in a concise manner to capture the attention of the intended audience in limited ways</td>
<td>• Limited response • Lack of cohesive response / ideas not connected in the infographic • Some information in response may be incorrect or irrelevant • Infographic is organized, but somewhat difficult to understand</td>
<td>Text mostly comprehensible, requiring interpretation on the part of the reader</td>
<td>Somewhat inadequate and/or inaccurate use of vocabulary from the vocabulary list; few attempts to include less commonly used vocabulary</td>
<td>Emerging control of subject/verb agreement, adjective/article/noun agreement, verb tenses and conjugations. <em>Correct use about ⅔ of the time</em></td>
</tr>
<tr>
<td>Demonstrates ability to express ideas in a concise manner to capture the attention of the intended audience in a variety of ways</td>
<td>• Appropriate response • Ideas well organized in the infographic • Response includes correct and relevant information that completely answers the prompt • Infographic is understandable with little difficulty</td>
<td>Text comprehensible, requiring minimal interpretation on the part of the reader</td>
<td>Adequate and accurate use of vocabulary from the vocabulary list; some attempts to include less commonly used vocabulary</td>
<td>Correct use of subject/verb agreement, adjective/article/noun agreement, verb tenses and conjugations. <em>Correct use most of the time, but not all of the time</em></td>
</tr>
<tr>
<td>Demonstrates ability to express ideas in a concise manner to capture the attention of the intended audience in a wide variety of ways</td>
<td>• Substantial response with well-developed ideas • Clearly organized in the infographic • Creates original ideas • Response includes correct and relevant information as well as elaboration • Infographic is well organized with almost no issues with following their information</td>
<td>Text readily comprehensible, requiring no interpretation on the part of the reader</td>
<td>Rich use of vocabulary from within and beyond the vocabulary list; frequent attempts to include less commonly used vocabulary</td>
<td>Correct use of subject/verb agreement, adjective/article/noun agreement, verb tenses and conjugations; advanced structures attempted with some success. <em>Correct use most of the time, but not all of the time</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
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<tr>
<td>90</td>
<td>96.7</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Spanish IV
### Instructional Resources/Tools

- [http://create.visual.ly/](http://create.visual.ly/)
- [https://magic.piktochart.com](https://magic.piktochart.com)
- iPads
- Computers
- Google
- SMART Board
- Video recorder – TouchCast
- [http://www.the-qrcode-generator.com](http://www.the-qrcode-generator.com)
- YouTube
- SchoolTube

### Literacy Connections

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source
- Use knowledge of language and its conventions when writing, speaking, reading, or listening

### Cross Curricular Connections

- **ELA** – Students will:
  - read and evaluate information taken from the Internet about the cost of living and the trends in the Spanish-speaking country about the economic advantages and disadvantages of living there (cost of living, housing, etc.)
  - write a script that they will use for their video presentations
  - evaluate the content of previous presentations to identify those elements that characterize an effective presentation
- **Social Studies** – Students will:
  - compare and contrast the cost of living in a chosen Spanish-speaking country with the cost of living in Jefferson City and the United States
  - evaluate the reasons why certain jobs and occupations are more prevalent in certain areas asking key questions as to the location of the business, geography, etc.
  - find and explain the relationships between the groups involved with the institutions that are employing the region
- **Math**: Students will figure out the cost of living compared to their own local area using basic math and inquiry
<table>
<thead>
<tr>
<th>Strand</th>
<th>Comparisons</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode</td>
<td>Language Comparisons</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Standards</td>
<td>1.</td>
</tr>
</tbody>
</table>
E. Demonstrate understandings of the nature of language through comparisons of the language studied and their own | • Distinguish and differentiate when past participles are being used as adjectives and when their function is as a verb |

**Alignments:**
CCSS: 3.RI.8; 8.W.6; 9-10.SL.5; 9-20.L.3  
Performance: 1.6, 2.1  
Knowledge: (CA) 1,4,6,7  
WLCLE: WL.4.1a-c (Level 4)  
NETS: 1d; 2b  
DOK: 4

**Instructional Strategies**
- Past Participle activities:  
  - Students are given:  
    - a variety of phrases in English with the past participle underlined which is being used as an adjective and is in conjunction with the auxiliary verb “to have” (“haber” in Spanish)  
    - instructions to identify what the underlined words have in common with each other  
    - time to first think it out for themselves and then pair up to discuss their thoughts with a shoulder partner before being brought back together as a class to discuss what they think  
  - Students will:  
    - come up with a working definition that helps them differentiate the two uses of the past participle  
    - be given the Spanish translations with the past participle underlined and be asked to write down what verb the words stem from  
    - state/write down what the pattern and rule is in order to form the past participle for their notes
• The teacher will lead the discovery learning activity to help the students understand:
  • how to form past participles from the verbs
  • their differing functions within a sentence
• Students will:
  • be given a series of sentences and phrases in Spanish and will use their Forms and Functions of Past Participle notes to:
    • analyze
    • identify
    • correct
    • explain
    the errors in the sentences/phrases
  • visit the website StudySpanish.com to practice the forms and functions of past participles:
    • which will allow them to receive immediate feedback
    • and repeat the assignment until mastered (obtaining a score of 100%)
• Subjunctive Mood activities:
• Students will:
  • watch a teacher made (flipped) video at home/outside of class (in library)
  • create Cornell style notes about the subjunctive mood
  • check the accuracy concerning their notes through a formative assessment on Edmodo that will give them immediate feedback
  • keep or refine their notes according to the feedback they received from the outcome of the formative assessment
  • understand that they will be able to use their notes on a formative assessment in class the next day to check their understanding
  • be given a series of sentences and phrases in Spanish and will use their Forms and Functions of the Subjunctive Mood notes to:
    • analyze
    • identify
    • correct
    • explain
    the errors in the sentences/phrases
• The teacher will facilitate a subjunctive mood discussion:
  • defining what it is
  • explaining what function it serves in the Spanish language
  • on how to identify its use in English

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• Station Work:
  • Students are put into stations according to:
    • their performance on the Edmodo assessment
    • the in-class assessment that targets specific aspects of the subjunctive mood that they are struggling to master
  • The stations are divided up into two categories:
    • Forms of the subjunctive
    • Functions of the subjunctive
  • The two categories are then divided up into other categories:
    • Forms:
      • Past subjunctive
      • Present subjunctive
    • Functions:
      • Expressions with doubt
      • Impersonal expressions
      • Volition and emotions
      • Specific conjunctions that require the subjunctive
      • The unknown

• Short Story/Article project:
  • Students will read a short story or article and highlight instances in which the subjunctive or the indicative mood is being used and take note as to the reason it is correct
  • The teacher will:
    • reviews the article with the students
    • lead a discussion about the functions of the two moods

• Video project:
  • The teacher will lead a discussion about what makes an instructional video useful and informative
  • Students will:
    • analyze other student-created videos to classify them as:
      • useful and informative
      • not so useful and informative
    • use:
      • Educreations
      • ShowMe
      to make an instructional video about a specific grammar concept, concerning the subjunctive mood, with which they struggle
  • The instructional videos are scored using student input as to what constitutes a good instructional video
## Assessments/Evaluations

- **Formative:**
  - Teacher Q & A (discussion)
  - Error analysis
  - Edmodo and studyspanish.com assessment to get feedback on their understanding of the concept
  - Differentiated station work
  - Educreations form and function presentations

- **Summative:**
  - Written assessment on forms and functions
  - Scoring guides
  - Video presentations

## Sample Assessment Questions

### Prueba de Gramática 6.1

**A.** Completa las oraciones con los participios pasados de los verbos entre paréntesis. (10pts)

1. Mi habitación ya está _____________________ (arreglar) y mi ropa está _____________________ (ordenar).
2. Todavía no está _____________________ (escribir) la carta, pero la foto ya está _____________________ (imprimir).
3. La carne y está _____________________ (preparar) y las papas están _____________________ (hacer).
4. Patricia es muy _____________________ (desordenar). Dejó el grifo y el refrigerador _____________________ (abrir).
5. La mesita estaba _____________________ (romper), pero el problema ya está _____________________ (resolver).

**B.** Completa las oraciones siguientes con el **presente perfecto** de los verbos entre paréntesis. (10pts)

6. Mariana y Alex _____________________ (comer) tapas desde hace muchos años.
7. Adela no _____________________ (escribir) la carta todavía.
8. No te encontré _____________________ (estar)?
9. Lía y yo _____________________ (estar) en la terraza toda la tarde.
10. ¿Te _____________________ (visitar) Salvador últimamente?
11. El señor Páez __________________________ (comprar) el periódico en el mismo kiosco desde hace años.
12. Carlos __________________________ (decir) varias veces qué película quería ver.
13. ¿ __________________________ (abrir) Rita sus regalos?
14. Ernesto me __________________________ (pedir) que le compre unos dulces.
15. Juan no __________________________ (volver) del cine.

C. Traduce las siguientes oraciones al Español. (10pts)

16. We have been to the fruit store.

_____________________________________________________________________________

17. They have looked for the post office.

_____________________________________________________________________________

18. I havn’t found the mailbox.

_____________________________________________________________________________

19. The bridge is broken.

_____________________________________________________________________________

20. I had found out yesterday.

_____________________________________________________________________________

G. Escribe la forma correcta del verbo usando el indicativo o el subjuntivo. (Write the correct form of the verb using the subjunctive or the indicative)

1. En esta área, ¿Hay un hotel que no ______________ (estar) muy lejos?
2. ¿Conoces a alguien que me ______________ (poder) dar información sobre las rutas de los autobuses?
3. Ella quiere una agenda electrónica que no ______________ (costar) mucho.
4. Necesito un mapa que ______________ (tener) señalados los sitios turísticos.
5. Tengo un amigo que ______________ (jugar) al fútbol profesional.
6. No conozco a nadie que ______________ (estar) de acuerdo conmigo.
7. Ella conoce a una persona que ____________ (vender) computadoras portátiles a buen precio.
8. Estoy buscando a una esposa que ____________ (parecerse) a Shakira.
9. No tengo una bolsa que ____________ (ser) muy valiosa.
10. Hay un cibercafé en esa esquina que ____________ (ofrecer) servicios de Internet.

**H.** Escribe la forma correcta del verbo usando el subjuntivo o el infinitivo. (*Put the correct form of the verb in the blank.*)

1. No iré contigo a menos que tú me ____________ (pagar).
2. Necesito comprar los regalos antes de ____________ (ir) a la fiesta de mi hermana.
3. Nosotros llegaremos a tiempo con tal de que ____________ (salir) pronto.
4. Esconderé mi contraseña para que nadie la ____________ (usar).
5. Seguimos caminando hasta ____________ (llegar) a la tienda con las motocicletas.
6. Ella no va a salir hasta que su esposo ____________ (llegar).
7. Me voy a la biblioteca antes de que ____________ (cerrar).
8. En caso de que ____________ (venir) más personas, traeremos otra paraguas.
9. Mi esposa usa la computadora portátil para ____________ (ver) sus amigos en Facebook.
10. Nosotros estudiaremos el español a fin de que no ____________ (ser) un fracaso.
Literacy Connections

• Describe the logical connection between particular sentences and paragraphs in a text
• Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others
• Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest
• Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

Cross Curricular Connections

• ELA – Students will:
  • review the standard rules for English (e.g., grammar, capitalization, spelling, usage, etc.) and discover the similarities as well as the differences between English and Spanish grammar/punctuation rules
  • write informal notes about the subjunctive and brief summaries as to how they understand and would articulate the subjunctive mood
  • create brief presentations on the subjunctive mood to be shown to their peers about an aspect of the subjunctive mood that they don’t quite understand in order to help them better understand the concept as well as explaining errors in the error analysis piece
  • explore how the subjunctive mood sets the language apart from their own native language (English)
### Standards

F. Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment

### Learning Targets

1. • Design a presentation about themselves in Spanish demonstrating use of the vocabulary and grammar used throughout the course

   • Create a written reflection in English on what they have learned in the course and how it could benefit them in the future (i.e., college, military, etc.). Include this writing as the culminating reflection for their Spanish II portfolios

### Alignments:

<table>
<thead>
<tr>
<th>CCSS: 11-12.W.2; 11-12.W.10; 9-10.SL.4; 9-10.SL.5; 9-10.L.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance: 1.10</td>
</tr>
<tr>
<td>Knowledge: (CA) 1,4,6 (SS) 6</td>
</tr>
<tr>
<td>WLCLE: WL.5.2a-c (Level 4)</td>
</tr>
<tr>
<td>NETS: 1a,b; 2a,b; 3c; 4b; 5c</td>
</tr>
<tr>
<td>DOK: 4</td>
</tr>
</tbody>
</table>

### Instructional Strategies

• The teacher will:
  • share:
    • their experience with world language
    • how they have benefited from knowing another language
  • facilitate a discussion:
    • about why someone would learn a world language
    • and the students will answer a questionnaire on why they chose world language
  • outline vocabulary and grammar learned throughout the course
  • identify expectations for presentations
  • give examples of presentations that did and did not meet expectations
• Students will:
  • think-pair-share information about:
    • the reasons
    • future benefits
    of learning a world language
  • design a presentation in Spanish about themselves which demonstrates the use of the vocabulary and grammar learned throughout the course
  • present to the class for feedback and evaluation aligned with a teacher created scoring guide
  • create a written reflection in English on:
    • what they have learned in the course
    • how it could benefit them in the future (i.e., college, military, etc.)
  • include this work in their portfolio after the teacher provides prompts to guide their writing
  • have had prior experience from previous units by this time in the course with reflective writing

<table>
<thead>
<tr>
<th>Assessments/Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Formative:</td>
</tr>
<tr>
<td>• Students are given feedback and guidance as they are developing and creating their portfolios throughout the course before they make the final submission</td>
</tr>
<tr>
<td>• Summative:</td>
</tr>
<tr>
<td>• Students submit their final portfolio when they have finished making final revisions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Assessment Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Portfolios are student produced and will be assessed with a scoring guide</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Resources/Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer</td>
</tr>
<tr>
<td>• iPads</td>
</tr>
<tr>
<td>• Internet</td>
</tr>
<tr>
<td>• BlogFolio</td>
</tr>
<tr>
<td>• Evernote</td>
</tr>
<tr>
<td>• Google Docs</td>
</tr>
<tr>
<td>• Presentation tool of the students’ choice</td>
</tr>
</tbody>
</table>
### Literacy Connections

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

### Cross Curricular Connections

- ELA – Students will:
  - write a reflection using English to communicate what they have learned in the course
  - write a reflection in English on what they have learned in the course and how it could benefit them in the future
  - present major components of their portfolio to their peers about what they have learned as to how it applies to their life/career goals
- Social Studies – Students will:
  - reflect on the relevance of the Spanish language/culture and how it has contributed to a more pluralistic worldview
  - show how they have internalized the:
    - culture
    - language
    - institutions
  - resulting in seeing the world differently