

# Unit #1: Influence of Language and Culture on Identity

Content Area: **World Language**  
Course(s): **Advanced Placement Spanish**  
Time Period: **September**  
Length: **Approximately 6 weeks**  
Status: **Published**

## Unit Overview:

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The purpose of this unit is to enable students to identify themselves and others with regards to race, ethnicity, gender, personal values, language, culture, appearance, religion and family structure. This unit seeks to provide students with the knowledge, skills and attitude they need in order to recognize themselves as individuals so that they may become understanding of others. Further in this unit, students will explore the distinction between a hero and an idol. The students will collaboratively establish the criteria for heroism and characteristics of heroes.

## Essential Questions:

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- How does one's identity evolve over time?
- How does language shape our cultural identity?
- How does technology influence the development of personal and public identity?
- How does the art of a community reflect its public identity?

## Enduring Understandings:

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- Developments in science and technology impact language and the ways we communicate and, ultimately, how we see ourselves.
- Social Media affects personal image and identity.
- Role of advertising affects personal and public identity.
- A community's identity is reflected in its art.

## Standards/Indicators/Student Learning Objectives (SLOs):

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- Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts.
- Recognize previously learned words and phrases and determine the meaning of unknown words related to the community in the home and target cultures as found in highly contextualized, age and level-

appropriate culturally authentic texts.

- Identify characteristics of the home and target culture communities as found in culturally authentic materials.
- Identify the main idea and significant ideas associated with how people immigrate and emigrate in a community as found in age - and level - appropriate culturally authentic material from the target culture.
- Create a multi-media rich presentation comparing how people live, work, and socialize in the home and target cultures showing how the community and cultural products and practices impact life, work and socialization.
- Retell highlights from age and level appropriate culturally authentic target language text orally and/or in writing including physical characteristics, personality qualities, and preferences related to pastime activities by creating a multimedia presentation.
- Describe self and others.

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| FL.IM.7.1.IM.IPERS.6 | Exchange information from a variety of resources with classmates about global issues, including climate change.  |
| FL.IM.7.1.IM.IPERS.1 | Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.  |
| FL.IM.7.1.IM.IPERS.2 | Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.                                   |
| FL.IM.7.1.IM.IPERS.3 | Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.                 |
| FL.IM.7.1.IM.IPERS.4 | Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.   |
| FL.IM.7.1.IM.IPERS.5 | Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.  |
| FL.IM.7.1.IM.IPRET.1 | Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.                        |
| FL.IM.7.1.IM.IPRET.2 | With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.                           |
| FL.IM.7.1.IM.IPRET.3 | React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.   |
| FL.IM.7.1.IM.IPRET.4 | Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.                      |
| FL.IM.7.1.IM.IPRET.5 | Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.   |
| FL.IM.7.1.IM.IPRET.6 | Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.  |
| FL.IM.7.1.IM.IPRET.7 | Infer the meaning of some unfamiliar words in some new contexts.   |
| FL.IM.7.1.IM.IPRET.8 | Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.   |
| FL.IM.7.1.IM.PRSNT.1 | From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences. |
| FL.IM.7.1.IM.PRSNT.2 | Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.                                |
| FL.IM.7.1.IM.PRSNT.3 | Use language creatively to respond in writing to a variety of oral or visual prompts about   |

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|                      | familiar and some unfamiliar situations.  |
| FL.IM.7.1.IM.PRSNT.4 | Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences. |
| FL.IM.7.1.IM.PRSNT.5 | When expressing viewpoints, give reasons to support the claims.   |
| FL.IM.7.1.IM.PRSNT.6 | Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.       |

## **Lesson Titles:**

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- Lesson 1: La Autoestima (Self-Image)
- Lesson 2: La Identidad (Identity)
- Lesson 3: Los Heroes y Los Peronajes Historicos (Heroes and Historical Figures)
  - Afro-Latinos (Influential Leaders)
- Lesson 4: La Enajenacion y La Asimilacion (Alienation and Assimilation)
- Lesson 5: Los Intereses Personales (Personal Interests)
- Lesson 6: Las Creencias Personales (Personal Beliefs)

## **Career-Readiness, Life Literacies, & Key Skills:**

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- Global Perspectives
- Critical Thinking & Problem Solving
- Information Literacy
- Media Literacy
- Communication and Collaboration
- Life and Career Skills

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| TECH.9.4.12.CI.1 | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).                              |
| TECH.9.4.12.CT.1 | Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). |

## **Inter-Disciplinary Connections:**

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- Social Studies
- Sociology
- Language Arts

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| LA.RI.11-12.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| LA.RI.11-12.2 | Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.   |
| LA.W.11-12.1  | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |

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| LA.W.11-12.1.C  | Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.                  |
| LA.SL.11-12.1   | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.    |
| LA.SL.11-12.1.A | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. |
| LA.SL.11-12.4   | Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.  |
| LA.SL.11-12.5   | 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.   |
| LA.L.11-12.3    | 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.   |
| LA.L.11-12.4.A  | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  |
| SOC.5-8.1.2.1   | Select and use various geographic representations to compare information about people, places, regions, and environments.   |
| SOC.9-12.1.1.2  | Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.  |
| SOC.9-12.1.2.1  | Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.   |
| SOC.9-12.2.2    | Students will analyze how culture influences individuals, including themselves.   |
| SOC.9-12.3.2.1  | I & me  |
| SOC.9-12.3.2.4  | Identity  |
| SOC.9-12.4.1    | Students will identify common patterns of social inequality.  |
| SOC.9-12.4.1.3  | Racial and ethnic inequality  |

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## Equity Considerations:

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## Amistad Mandate

**Topic:** Afro-Latinos Contributions :

- Esteban Hotesse (1st Black Military Pilot), Elizabeth Acevedo (Afro-Dominican poet), & Gwen Ifill (1st afro-latina to host national political talk show)

**Materials Used:** PowerPoint Presentation (Afro-Latinos), Famous Afro Latino project, On-line authentic

resources, videos, articles, info-graphs, visual literacy activities

**Addresses the Following Component of the Mandate:**

- Contributions of African Americans to our Society

## **Holocaust Mandate**

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**Topic # 1 : Rejecting stereotypes**

**Materials Used:** PowerPoint Presentation (costumes that represent stereotyped groups), AP Temas textbook (bilingualism), on-line authentic resources, videos, articles, info-graphs, visual literacy activities

**Addresses the Following Component of the Mandate:**

- Bias
- Bullying
- Bigotry
- Prejudice

**Topic # 2 : Marginalized Latinx Students**

**Materials Used:** PowerPoint Presentation (bilingualism, ESL, native speakers), AP Temas textbook (bilingualism), on-line authentic resources, videos, articles, info-graphs, visual literacy activities

**Addresses the Following Component of the Mandate:**

- Bias
- Bullying
- Bigotry
- Prejudice

### **Topic #3 : Linguistic Profiling**

**Materials Used:** PowerPoint Presentation (barriers to students educational advancement), AP Temas textbook (languages), on-line authentic resources, videos, articles, info-graphs, visual literacy activities

#### **Addresses the Following Component of the Mandate:**

- Bias
- Bullying
- Bigotry
- Prejudice

### **Topic # 4 : Concept of Nativism**

**Materials Used:** PowerPoint Presentation (immigration groups- inferiority ), AP Temas textbook, on-line authentic resources, videos, articles, info-graphs, visual literacy activities

#### **Addresses the Following Component of the Mandate:**

- Bias
- Bullying
- Bigotry
- Prejudice

### **LGBTQ and Disabilities Mandate**

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#### **Topic: Influential LGBTQ Hispanics**

- Jennicet Gutiérrez is an activist for transgender rights and immigrant rights. A founding member of La Familia: Trans Queer Liberation Movement, much of her activist work supports trans women detained for their immigration status.

**Materials Used:** PowerPoint Presentation, AP Temas textbook, on-line authentic resources, videos, articles, info-graphs, and visual literacy activities

#### **Addresses the Following Component of the Mandate:**

- Political

- Social

## **Climate Change**

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**Topic:** n/a

**Materials Used:** n/a

**Addresses the Following Component of the Mandate:** n/a

## **Asian American Pacific Islander Mandate**

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**Topic :** Influential Asian Latinxs:

- Burno Mars (Singer/Song writer - Puerto Rican & Filipino). Bruno has given back to many organizations and has helped raise money for the people of Puerto Rico who were affected by hurricane Maria.

**Materials Used:** PowerPoint Presentation, AP Temas textbook, on-line authentic resources, videos, articles, infographics, and visual literacy activities

**Addresses the Following Component of the Mandate:**

- Social

## **Summative Assessment:**

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- Written Presentational Communication task: Argumentative Essay about the theme *Influence of Language and Culture on Identity*
- Written Interpersonal Communication task: Email Reply about the theme *Influence of Language and Culture on Identity*
- Spoken Interpersonal Communication: 2 minute recorded conversation stimulus task about the

theme *Influence of Language and Culture on Identity*

- Spoken Interpersonal Communication: Cultural Comparison Presentation about the theme *Influence of Language and Culture on Identity*
- Written and print interpretive communication task about the theme *Influence of Language and Culture on Identity*
- Print, Audio, Visual, and Audiovisual interpretive communication task about the theme *Influence of Language and Culture on Identity*
- Vocabulary/Grammar Quiz - *Influence of Language and Culture on Identity*

## **Resources & Materials:**

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- Tamas Textbook/Workbook
- Triangulo Textbook / CD
- AP Diaz preparing for the Language Examination workbook / CD
- Huellas Curriculum
- Tejidos workbook
- AP College Board Classroom/Resources
- AP Exams on College Board website
- Abriendo Paso textbook
- Grammar textbooks
- Flash Cards
- White Boards
- Chromebooks
- Promethean board
- Powerpoint Presentations
- Youtube videos
- Digital Recording website

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

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- Talk about self and others and express ideas and opinions about personal belief and preferences (Understanding).
- Engage in conversations about your opinion on familiar and academic topics and identity issues teens face today. (Evaluation)
- Interpret the concept of personality and its importance for coexistence. (Comprehension)
- Participate in a discussion on race and ethnicity and support personal opinions. (Evaluation)
- Explain view on diversity issues in school and the community. (Comprehension)
- Identify the key elements in defining one's identity. (Knowledge)
- Compare and contrast various cultural perspectives about identity (Comprehension)
- Evaluate and explain how different elements with society influence the development of identities (Evaluation)
- Understand, define, and describe the meaning of the words hero and heroic actions. (Knowledge)
- Understand historical context that have contributed to the concept of heroism and



patriotism (Knowledge)

- Compare and contrast heroes from Latin American history and identify their heroic characteristics to heroes in the U.S. (Analysis)
- Recognize previously learned words and phrases and determine the meaning of unknown words related to immigration, emigration, and identity in the home and target culture as found in highly contextualized, age and level- appropriate culturally authentic texts. (Knowledge)
- Identify characteristics of immigration, emigration, and identity as found in culturally authentic materials. (Knowledge)
- Identify the main idea and other significant ideas associated with how people immigrate, emigrate, and identify themselves in a community as found in age- and level- appropriate culturally authentic material from the target culture. (Knowledge)
- Delsea one
- SWAG

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## **Formative Assessment:**

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### **Warm Up**

- lunes lenguaje - Spanish writing prompt on the theme covered in class
- martes musical - Spanish Song on the theme covered in class
- miércoles de escuchar - Listening Activity on the theme covered in class
- jueves noticias - Current News article on the theme covered in class
- viernes cultural - Cultural Video or fact on the theme covered in class

### **Anticipatory Set**

- Songs aligned with culture/theme
- Videos aligned with culture/theme
- Writing Prompts
- Authentic listening activity
- News Articles
- Authentic conversation practice
- Grammar practice
- Categorize vocabulary words
- KWL
- Whiteboard review games/practice
- Kahoot
- Quizlet Live
- Quizalize
- Blooket
- Quizizz
- Gimkit
- Padlet

### **Other Possible Formative Assessments Appropriate to the Lesson**

- Classwork
- Homework
- Test
- Quizzes
- Emails
- Cultural Comparison
- Argumentative Essay

- KWL on topic
- Activities using vocabulary in context
- Grammar Activities
- Interpersonal Conversation prompts
- Google Classroom Questions/Activities
- Pair and Share partner activities
- Teacher observation/Guided practice
- Answering questions in each theme in Spanish using complete sentences
- Listening Comprehension Activities
- Reading Comprehension Activities
- Class discussions/participation
- Writing prompts
- Whiteboards Activities
- Conjuguemos
- Kahoot
- Gimkit
- Quizizz
- Quizlet
- Current Events
- AP Diaz wkbk p139 Read “¿Cómo neutralizar el impacto de la falta de registro civil en los niveles de escolaridad?”
- AP Diaz wkbk p242 essay “Ayuda la cirugía plástica para mejorar el autoestima?”
- Autoestima: Students write in a blog (edmodo) to answer the following questions: ¿Por qué es importante la autoestima de una persona? ¿Cómo afecta el destino de la persona? Students are required to engage in an extended written discussion with at least one of their classmates via the blog.
- Autoestima: Tema-p365 “clases de autoestima”-read and answer questions and discuss as class, ex-9 oral presentation, ex-10 persuasive essay
- Autoestima: Temas p 375 conexión cultural- presentación oral- ¿Cuáles son los factores que afectan la autoimagen y la autoestima de una persona?
- Autoestima: Temas p369 “Las redes sociales pueden cambiar la autoestima de los jóvenes”- read and complete text question’s, and #4-correo electrónico.
- El Autoestima: Temas p 363-Discuss the essential questions and define the concept of self esteem and the vocab that relates to it.
- In written format, students select a hero, introduce him/her, and explain how they meet the criteria discussed in class, as well as how this person has impacted their lives or their community. In writing or orally, students will compare this person to someone in their community, focusing on what they have in common and how they are different culturally and linguistically. ( may record through google voice)
- La Enajenación y la Asimilación: Temas p350-introduce related words and create a chart of vocab associated with La Enajenación y la Asimilación
- La Enajenación y la Asimilación: Temas p 355 “Expulsados” by Francisco Jimenez, read and complete text question’s’s
- La Enajenación y la Asimilación: Cajas de Carton” by Francisco Jimenez- read story and complete question’s, discuss why people emigrate to the U.S. and how it impacts (+/-) their communities.
- Retos de mujer: In groups students discuss the roles of men and women in society, focusing on the essential question: ¿Cómo se define el papel tradicional de la mujer y del hombre en nuestra sociedad? ¿Cómo ha cambiado el papel de la mujer y del hombre a lo largo del tiempo? TA p 197 Mafalda cartoon.
- Students can comment online (Padlet) to the following questions; “¿Cómo es la vida de los inmigrantes en tu comunidad? ¿Qué hace la comunidad para ayudar a los inmigrantes?”

- Students may also research authentic articles from Spanish speaking newspapers that focus on the lives of immigrants in the U.S. and then compare the info in the article with that of their own community.
- TA p156 cultural comparison, TA p155 Audio "Inmigrantes en los pueblos: Integración total", p158 cultural comparison, p157 essay
- Temas p 413 "Tres heroes" by Jose Marti. students will read story and answer questions
- Think/Pare/Share: Students will think of a Hispanic hero in the U.S. and identify the contributions they have made for the well being of your society. After discussing in pairs, students share with the class as a whole.
- Triángulo Apropado p 162 Lecture with audio- Jose Martí P 160, "Héroe"-Juan Diego, p167 Conversación Simulada, p165 correo
- Triángulo Apropado p165 essay "Qué es un verdadero héroe?"
- Retos: AP p238 essay- "Es mayor la educación mixta o separada?"
- Retos: Abriendo Paso p72-81 "La mujeres jovenes eligen estudios trabajos estereotipados", students will read story and complete question's
- Retos: After reading the article, "Los desafios de la mujer actual: Conciliar trabajo y familia" [www.lasegunda.com/Noticias/Buena-Vida/2012/03/728305/Los-desafios-de-la-mujer-actual-Conciliar-tabajo-y-familia](http://www.lasegunda.com/Noticias/Buena-Vida/2012/03/728305/Los-desafios-de-la-mujer-actual-Conciliar-tabajo-y-familia) . Students will comment via class blog (edmodo) about the role of women in the community as described in article focusing on the question: Se parecen ambas situaciones, por que si o por que no?
- Retos: Focusing on the essential question, students will read the flowing article: " Las mujeres en América no logran superar la brecha salarial;" [www.bbc.co.uk/mundo/noticias/2012/11/121101\\_conosur\\_brecha\\_salarial\\_vs.html](http://www.bbc.co.uk/mundo/noticias/2012/11/121101_conosur_brecha_salarial_vs.html) After reading the article and viewing the chart, students will research salaries in the U.S. and compare the information.

## Closure

- Exit ticket
- Padlet
- 3-2-1
- Summary
- Debriefing/Oral questioning
- Hot seat (rapid fire questions)
- Discussion questioning and answers
- Worksheet guided review practice
- Gimkit, Kahoot, Quizlet

## Modifications

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## ELL Modifications:

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- Bilingual Directions
- Delsea one

- Extra time for assignments
- Intentional grouping with students who can assist ELL student
- Repeat, reword, clarify
- SWAG
- Use graphic organizer
- Use visuals

## **IEP & 504 Modifications:**

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- 1:1 Student Speaks with Teacher only
- Accompany readings with visuals and some translations
- Allow student to have access to the listening source to be able to listen to multiple times
- Allow use of computer for taking notes
- Appropriate scaffolding
- Breaking larger readings into shorter segments
- Consult Speech Therapist or Counselor about assignment to help with IEP and preparation
- Delsea one
- Duolingo.com (Student paced language practice)
- Edpuzzle (Allow students to watch videos with teacher annotations)
- Extra time for assignments
- FlipGrid (Allow student to record on their own and submit)
- Google Voice/Screencastify (Allow student to record on their own and submit)
- Pre-reading activities (May include visuals, background knowledge, cultural information)
- Preferential seating
- Provide an alternate assessment (written)
- Providing paraphrased or modified reading materials at the student's reading level
- Re-test
- Read aloud books or stories for comprehension
- Reading 1:1 (with teacher or student)
- SWAG
- Use of a scribe or talk-to text
- Word banks, multiple choice, matching questions help when possible with visuals

## **G&T Modifications:**

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- Additional real life speaking activities
- Argumentation and debate
- Authentic realia activities
- Delsea one

- Determine where students' interests lie and capitalize on their inquisitiveness.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Extended listening passage and activities.
- Extended reading passages with comprehension questions
- Free Response Question (FRQs) - both written and oral
- Free Response Question (FRQs) - both written and oral
- Journal article analysis
- Student led/directed discussions
- SWAG
- Writing activities with concentration on advanced grammar

## At Risk Modifications

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- Appropriate scaffolding
- Delsea one
- Goal Setting
- Hands on Activities
- Parent Involvement/Communication
- Preferential Seating
- Repeat, Reword, Clarify
- SWAG
- Visuals
- Word Bank

## Technology Materials and Standards

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- Duolingo - [www.duolingo.com](http://www.duolingo.com)
- Conjuguemos - <https://beta.conjuguemos.com/verb/69>
- BBC mundo - [www.bbcmundo.com](http://www.bbcmundo.com)
- Listening Activities - [www.laits.com](http://www.laits.com)
- Google Classroom (questions, posts, assignments, shared documents and websites, polls)
- Google Dictionary Extension (Defines vocabulary into English on websites in the target language)
- Google Docs (Document sharing, assignments)
- Google Forms (Surveys, formative and summative assessments)
- Google Sheets (Graphing, Graph Creation, Data Analysis)
- Google Slides (Projects)
- Google drawing (Assignment/Image Creation)
- College Board AP Spanish Language and Culture Website/Classroom
- Blooket [www.blooket.com](http://www.blooket.com)
- Flipgrid - <https://flipgrid.com/>
- Wordreference.com (Online Dictionary) - <https://www.wordreference.com/>
- Gimkit - <http://gimkit.com>

- El 36% de los jóvenes vascos renuncia a independizarse - [https://youtu.be/BGaZQT2J3\\_Q](https://youtu.be/BGaZQT2J3_Q)
- Baja Autoestima - <https://www.youtube.com/watch?v=0UFIryHOZlQ&feature=youtu.be>
- Song: "Breve descripción de mi persona" <https://youtu.be/gTwmVvl6uEE>
- Niños argentinos, secuestrados durante la dictadura, recuperan su identidad <https://youtu.be/Y8V2XoKGg30>
- ¿Qué pasaría si todos fuéramos iguales? <https://youtu.be/kQjtK32mGJQ>
- "Soy Yo" Bomba Estéreo - <https://youtu.be/bxWxXncl53U>
- DEFINIMOS LA IDENTIDAD [https://youtu.be/Bikca\\_AGgDA](https://youtu.be/Bikca_AGgDA)
- Documental - "Ese soy yo" <https://youtu.be/5Xvr3czKReg>
- LA TRISTE REALIDAD DE LAS REDES SOCIALES <https://youtu.be/gVLEA3l8Tcs>
- NUESTROS ESTEREOTIPOS <https://youtu.be/2Uw-j4pP91w>
- Romper estereotipos de género en los colegios <https://youtu.be/FtGcYjr0gPc>
- A situación de los adolescentes en Argentina <https://youtu.be/MpjoM4aQD7M>
- Video: "Ratón en venta" <https://youtu.be/XxvLDL8Smck>
- Su autoestima es vital para que no deje la escuela <https://youtu.be/j6M9YVbgbvU>
- BAJA AUTOESTIMA <https://youtu.be/0UFIryHOZlQ>
- Analisis de la situacion de emigración de los españoles <https://youtu.be/s56zZ0GzP-w>
- ¿Las personas somos máscaras? <https://youtu.be/6Pfx4vItG6g>
- CULTURA INBA - ¿Qué es la identidad nacional? <https://youtu.be/4zZTourZ0rU>
- “Las voces de las mujeres”, presentational writing- comparaciones de mujeres de países diferentes [retos-www.hhttp://larc.sdsu.edu/voces](https://larc.sdsu.edu/voces)
- Then students may debate the following comment: “El tema de identidad es esencial para el crecimiento”. Additional question: Do young people in your community question their identity based on their experiences? [www.youtube.com/watch?v=J6W\\_xXvRe2Y](https://www.youtube.com/watch?v=J6W_xXvRe2Y)

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|-------------------|---|
| TECH.8.1.12.A     | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.  |
| TECH.8.1.12.A.CS1 | Understand and use technology systems.  |
| TECH.8.1.12.C.1   | Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community. |
| TECH.8.1.12.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.   |
| TECH.8.1.12.C.CS3 | Develop cultural understanding and global awareness by engaging with learners of other cultures.  |
| TECH.8.1.12.F.CS3 | Collect and analyze data to identify solutions and/or make informed decisions.  |
| TECH.8.2.12.B.CS2 | The effects of technology on the environment.   |

## Computer Science and Design Thinking Standards

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| CS.K-2.8.1.2.CS.1 | Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. |
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