

# Unit #6: Factors That Impact the Quality of Life

Content Area: **World Language**  
Course(s): **Advanced Placement Spanish**  
Time Period: **May**  
Length: **Approximately 7 weeks**  
Status: **Published**

## Unit Overview:

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This unit explores themes related to the quality of life in Spanish-speaking communities which provides a meaningful context for students in which to work on increasingly nuanced and cultural concepts as they expand their academic vocabulary. This unit will focus mainly on contemporary lifestyles in Spanish-speaking countries. Students will also compare the differences and similarities of the variety of school systems that exist in Spanish-speaking countries, understand the need of having diversity in a school and comparing the benefits between the public and private school system.

## Essential Questions:

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- How do aspects of everyday life influence and relate to the quality of life?
- How does where one live impact the quality of life?
- What influences one's interpretation and perceptions of the quality of life?

## Enduring Understandings:

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- Social status influences and impacts the quality of life.
- Hispanic cultural perspectives and traditions vary and affect the quality of life.
- Education, health care, justice, food, and water impact the quality of life.
- Geography influences the quality of life.

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

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- Read brief written messages, listen to short conversations, or view information found about communities 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 communities in the home and target culture as found in highly contextualized, age and level-appropriate culturally authentic texts.
- Identify the main idea and other significant ideas associated with how people live in a community as found in age- and level-appropriate culturally authentic material from the target culture.
- Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with creative products and practices of the target culture(s).

- Create and present a multimedia-rich presentation that retells information related to creative target culture technological products and practices as found in age- and level-appropriate culturally authentic materials orally or in writing.
- Describe in writing creative products and practices from the home and target cultures.

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.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
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 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: Education and Careers - La educacion y las carreras profesionales
  - Jobs, professions, education/schools
- Lesson 2: Lifestyles - Los estilos de vida
  - La vivienda/structure of homes/neighborhoods
- Lesson 3: Volunteerism - El trabajo voluntario
  - Volunteer groups/organizations
- Lesson 4: Social Customs and Values - Las tradiciones y los valores sociales

### **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

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.CI.2

Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

TECH.9.4.12.CI.3

Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

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

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.
LA.W.11-12.2	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.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
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.
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.9-12.2.1	Students will describe the components of culture.
SOC.9-12.2.2	Students will analyze how culture influences individuals, including themselves.
SOC.9-12.2.3	Students will evaluate important social institutions and how they respond to social needs.
SOC.9-12.2.3.1	Social institutions such as: family, education, religion, economy, and government
SOC.9-12.2.3.2	Social statuses and roles
SOC.9-12.2.4.1	Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age
SOC.9-12.3.1.1	Primary agents of socialization: family, peers, media, schools, and religion
SOC.9-12.4.1	Students will identify common patterns of social inequality.
SOC.9-12.4.2.1	Life chances
SOC.9-12.4.3	Students will explain the relationship between social institutions and inequality.

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## Equity Considerations

## **Amistad Mandate**

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**Topic:** n/a

**Materials Used:** n/a

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

## **Holocaust Mandate**

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**Topic # 1:** Injustices & Inequities that occur in education system

**Materials Used:** PowerPoint Presentation (inequalities in education in U.S vs Spanish speaking countries), on-line authentic resources, videos, articles, info-graphs, visual literacy activities, and critical thinking discussion questions

**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 and critical thinking discussion questions

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

- Bias
- Bullying
- Bigotry

- Prejudice

## **LGBTQ and Disabilities Mandate**

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### **Topic # 1 : Influential Hispanic with a Disability**

- Robin Arzon ( Type 1-Diabetic: VP instructor to peloton)

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

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

- 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:** n/a

**Materials Used:** n/a

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

## **Summative Assessment:**

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- Written Presentational Communication task: Argumentative Essay about the theme *Factors That Impact the Quality of Life*
- Written Interpersonal Communication task: Email Reply about the theme *Factors That Impact the Quality of Life*
- Spoken Interpersonal Communication: 2 minute recorded conversation stimulus task about the theme *Factors That Impact the Quality of Life*
- Spoken Interpersonal Communication: Cultural Comparison Presentation about the theme *Factors That Impact the Quality of Life*
- Written and print interpretive communication task about the theme *Factors That Impact the Quality of Life*
- Print, Audio, Visual, and Audiovisual interpretive communication task about the theme *Factors That Impact the Quality of Life*
- Vocabulary/Grammar Quiz - *Factors That Impact the Quality of Life*
- Marking Period Assessment

## **Resources & Materials:**

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- Tamas Textbook/Workbook
- Triangulo Textbook / CD
- AP Diaz preparing for the Language Examination workbook / CD
- Tejidos workbook
- AP College Board Classroom/Resources
- Huellas Curriculum/Materials
- 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
- Duolingo
- Google classroom
- Google documents
- BBC mundo
- Wordreference.com

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

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- Identify educational issues that face Spanish-speaking countries and the rest of the world today. (Knowledge)
- Compare and contrast educational systems in the US to those in Spanish-speaking countries (Understand)
- Understand education requirements for colleges in the US and in other countries (Knowledge)
- Analyze skills and abilities required in a variety of career options and relate them to their own skills and abilities. (Analysis)
- Demonstrate an understanding of a relationship between the changing nature of work and educational environment. (Understand)
- Understand how societal needs and functions influence the nature and the structure of work. (Understand)
- Compare and contrast lifestyle options as determined by their career choices. (Comprehension)
- Develop your own point of view about lifestyles in Spanish-speaking countries. (Create)
- Create a plan to volunteer for a organization in a Spanish-speaking country. (Synthesis)
- Delsea one
- SWAG

## **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
- El Mate: Tema p 225 “Receta de Mole”, read and complete text questions
- El Mate: AP Diaz wkbk p47, read “el mate”

- El Mate: Abriendo Paso p134 presentacion oral- El mate
- El Mate: Triángulo Apropado- p130 “El arte de Matear”
- El Trabajo Voluntario: Abriendo Paso p 136 “America Solidaria: una oportunidad para servir”, read and complete text questions
- El Trabajo Voluntario: Abriendo Paso p146-presentación Oral- “Mi trabajo voluntario ideal”
- El Trabajo Voluntario: Next day student will visit 2 websites: [www.fundacionpiesdescalzos.com](http://www.fundacionpiesdescalzos.com) (shakira) and [www.fundacionmisangre.org](http://www.fundacionmisangre.org) (Juanes) Students will compare both groups, view their mission statements and their current projects and make a list of what they have in common and how they are different. Compare and contrast the foundations and the population they assist. Evaluate and compare the effectiveness of these campaigns.
- El Trabajo Voluntario: Students will read the article: “Américas. Shakira inspira sueños y esperanza” students post a comment on padlet regarding this article.
- El Trabajo Voluntario: Triángulo Aprobado p 143-148 “ El Trabajo Voluntario” complete ap exam practice questions
- El Trabajo Voluntario: Triángulo aprobado p 149 “Qué importancia tiene el trabajo voluntario entre la juventud de tu comunidad?”
- La Educacion: AP Diaz p263 simulated conversation- student government
- La Educación: Abriendo Paso p162 essential questions, p167 “Reforzando la educación en Guatemala” and questions
- La Educacion: Abriendo Paso p171, DEBATE= La responsabilidad del porvenir de los jóvenes. Los padres? Las escuelas? Keeping in mind the essential questions; ¿ Cómo son las diferencias en los papeles que asumen las comunidades y las familias en las diferentes sociedades del mundo?
- La Educación: Ap Diaz wkbk p139 “Cómo neutralizar el impacto de la falta de registro civil en los niveles de escolaridad?”
- La Educación: Temas p9 La educación-graph, students will use a graphic organizer
- La Educación: “Educación” by Carlos Fuentes, students will read and complete text questions
- La Educación: Abriendo Paso- p116 “Al Colegio” by Carmen Laforet. P122 oral presentation, article on the princess of Spain taking children to school.
- La Educación: AP Diaz p185 audio-la educación en Colombia
- Presentational Speaking: Cultural Comparison (2 min of speaking on a topic of high interest derive from ap themes comparing the students community to an area of the spanish speaking world) -students will be given a topic and then will have a written source to read and an oral source to listen to and then will have 2 min to prepare a presentation in which they will compare their own community to an area of the spanish speaking world.
- Presentational Writing: persuasive essay (250+ words), interpreting information from authentic oral and written information and chart sources -ap wkbk, listen to audio sources, read written sources and then write a persuasive essay clearly indicating your viewpoint and defending it thoroughly
- Tradiciones y Valores Sociales: “Society and their eating habits” VIDEO-“Tapear en Grananda” [http://www.youtube.com/watch?v=\\_\\_pl0q3bt10](http://www.youtube.com/watch?v=__pl0q3bt10) Students will watch video two times and make a list identifying products associated with tapas (objects such as small dishes and bars). During the second viewing, students will list the practices associated with tapas. That’s is, what do people DO regarding tapas? Students share info with partner then group.
- Tradiciones y Valores Sociales: Abriendo Paso p134 DEBATE= “el valor de tradiciones”
- Tradiciones y Valores Sociales: Abriendo Paso p135 Composición-“Una tradición en mi cultura”
- Tradiciones y Valores Sociales: Abriendo paso 128 “Vivir en Uruguay-cultura y tradiciones”, read and complete text questions
- Tradiciones y Valores Sociales: Extensión=2 articles that address how and why traditional eating habits have changed in modern day Mexico and Honduras. From Mexico: “Comida rapida, inicio de los malos hábitos alimenticios” <http://www.informador.com/mx/mexico/2010/183138/6/cominda-rapida-inicio-de- los-malos-habitos-alimenticios.htm> From Honduras:

<http://www.laprensa.hn/Secciones- Principales/Honduras/San-Pedro-Sula?Malos-habitos-alimenticios-afectan-a-sampedranos>

- Tradiciones y Valores Sociales: For HW students can record (flip grid) a 2 minute oral presentation comparing their eating habits with what they have learned about eating habits in Spain.
- Tradiciones y Valores Sociales: In a group discussion, students address the question: “what would you list as the products and practices of American teenagers’ eating habits? Students work in pairs to answer the following ~~OBJ~~ question” “what do your 2 lists of products and practices (for American teenagers and for Spanish people regarding tapas) say about each groups values?”
- Tradiciones y Valores Sociales: Temas-p273 “Tradiciones en mi país”

## 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
- Flipgrid - <https://flipgrid.com/>
- Wordreference.com (Online Dictionary) - <https://www.wordreference.com/>
- Gimkit - <http://gimkit.com>
- Blooket [www.blooket.com](http://www.blooket.com)
- LAS ESCUELAS EN MÉXICO <http://www.universia.es/estudiar-extranjero/mexico/sistema-educativo/estructura-sistema-educativo/2734>
- <https://www.scholaro.com/pro/Countries/Mexico/Education-System>
- <https://www.youtube.com/watch?v=EkOJIGaMpIQ>
- Artículo: El Maíz de Guatemala [http://www.123teachme.com/learn\\_spanish/interpretive\\_reading\\_superior\\_high\\_301](http://www.123teachme.com/learn_spanish/interpretive_reading_superior_high_301)
- Artículo: 50 platos nuevos para descubrir el restaurante Mugaritz en San Sebastián [http://ccaa.elpais.com/ccaa/2014/03/26/paisvasco/1395846172\\_823445.html](http://ccaa.elpais.com/ccaa/2014/03/26/paisvasco/1395846172_823445.html)
- Artículo: QUÉ MUEVE A... CLAUS MEYER: El chef estrella abre escuela en Bolivia [http://elpais.com/elpais/2014/09/25/planeta\\_futuro/1411645803\\_518970.html](http://elpais.com/elpais/2014/09/25/planeta_futuro/1411645803_518970.html)
- [www.fundacionpiesdescalzos.com](http://www.fundacionpiesdescalzos.com) (shakira) and [www.fundacionmisangre.org](http://www.fundacionmisangre.org) (Juanes)

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.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.