

Unit #2: Families in Different Societies

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

Unit Overview:

This unit is designed to provide background information on Hispanic communities in the United States and teach the students how to identify with the world around them in order to appreciate the similarities and differences of other cultures. Students will learn and discuss how individuals contribute to the well-being of communities and how the role of families and communities differs in societies around the world.

Essential Questions:

- What constitutes a family in Spanish-speaking societies?
- What are some important aspects of family values and family life in Spanish-speaking societies?
- What challenges do families face in today's world?

Enduring Understandings:

- Families shape values and traditions, as well as personal beliefs and personal interests.
- Families face many challenges in society, including education and jobs.
- The concept and role of family is constantly evolving in contemporary societies.

Standards/Indicators/Student Learning Objectives (SLOs):

- Read brief written messages, listen to short conversations, or view information found about families and 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 families and 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 technological products and practices of the target culture(s).
- Create and present a multimedia-rich presentation that retells information related to creative target

culture products and practices as found in age- and level-appropriate culturally authentic materials orally or in writing.

- Describe in writing the 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.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:

- Lesson 1: Family Structure - La estructura de la familia

- Lesson 2: Traditions and Values - La tradiciones y los valores
- Lesson 3: Holidays and Celebrations - Las celebraciones
- Lesson 4: Human Geography - La geografía humana

Career Readiness, Life Literacies, & Key Skills:

- 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.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:

- 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.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course 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.11-12.1.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.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.11-12.4	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	Students will compare and contrast the sociological perspective and how it differs from other social sciences.
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.9-12.2.1.1	Nonmaterial culture, including norms and values
SOC.9-12.2.2	Students will analyze how culture influences individuals, including themselves.
SOC.9-12.2.3.1	Social institutions such as: family, education, religion, economy, and government
SOC.9-12.3.2	Students will explain the process of the social construction of the self.
SOC.9-12.3.3	Students will examine the social construction of groups and their impact on the life chances of individuals.
SOC.9-12.4.1	Students will identify common patterns of social inequality.

Equity Considerations:

Amistad Mandate

Topic: n/a

Materials Used: n/a

Addresses the Following Component of the Mandate: n/a

Holocaust Mandate

Topic : Rejecting stereotypes (Hispanic/Latino families)

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

Addresses the Following Component of the Mandate:

- Bias
- Bullying
- Bigotry
- Prejudice

LGBTQ and Disabilities Mandate

Topic: Influential Hispanics how have contributed to "la geografía humana":

- Victor Pineda, PHD: He is the youngest Venezuelan government delegate with disabilities to have participated in the drafting of the United Nations Convention on the Rights of Persons with Disabilities. He continues to work as a disability scholar and advocate.

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

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Climate Change

Topic: n/a

Materials Used: n/a

Addresses the Following Component of the Mandate: n/a

Asian American Pacific Islander Mandate

Topic: n/a

Materials Used: n/a

Addresses the Following Component of the Mandate: n/a

Summative Assessment:

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

Resources & Materials:

- Temas Textbook/Workbook
- Triangulo Textbook / CD
- AP Diaz preparing for the Language Examination workbook / CD
- Tejidos workbook
- Huellas Curriculum/Materials

- 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
- Google classroom
- BBC mundo
- Duolingo
- Google documents

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

- Reflect and justify one's own family values and traditions, and begin to understand and express why these things are important to them (Evaluation)
- Research background information about general trends in US immigration (Comprehension)
- Interpret how the roles and responsibilities of families and communities differ in societies around the world. (Comprehension)
- Compare and contrast traditions and celebrations of the Hispanic culture to that of one's own and understand how the attitudes and beliefs of the Hispanic cultures are reflected in their celebrations and cultural practices. (Comprehension)
- Recognize how Latino and Latina writers depict tradition, beliefs and heritage in their writings as part of their identity, how they reflect on their cultural identity and how they express their feelings about living in two cultures. (Understanding)
- Identify the structure of the family in Spanish Speaking countries. (Knowledge)
- Delsea one
- SWAG

Formative Assessment:

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
- 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
- Interpersonal Conversation prompts
- Conjuguemos
- Kahoot
- Gimkit
- Quizizz
- Quizlet
- Current Events
- Ap Diaz p26 read “los ciberadictos”
- Authentic Literature: "cajas de carton"- Students will be able to understand an authentic piece of literature and apply this to oral and written questions
- Family, holidays and traditions/celebrations, and emotions: Students will brainstorm a list of vocabulary words relative to the theme/topic in order to activate prior knowledge. We will discuss the meaning of the words, ask questions and ask for clarification if needed.
- Celebraciones: By accessing www.ver-taal.com/cultura_20080704_sanfermines.htm , students view and listen to Los San Fermines de Pamplona and complete the interactive activities that accompany the audiovisual presentation. Once again, they prepare to answer and defend their opinion, ¿Es diversión o tontería?
- Celebraciones: Día de Los Muertos, Abriendo Paso P150-157 “Se populariza el disfraz de la Catrina”
- Celebraciones: AP Diaz wkbk p184 audio (el día de los muertos and el día de los santos)
- Celebraciones: Introduce and discuss “La Tomatina” en Buñol Spain. In Abriendo Paso: Lectura students will read “Tomatina”, complete the comprehension activities, prepare to answer and defend their opinion to the questions ¿Es tontería o diversión? The teacher discusses when and why it is celebrated and who is participating. Students can complete a graphic organizer with answers to questions: ¿Cuáles son los productos culturales asociados con este festival? ¿Cuáles son algunas prácticas culturales asociadas con este festival? They then discuss their answers, first with partner, and then in small group. (think/pair/share)
- Celebraciones: Students will visit the site La Independencia de Mexico- www.sipuebla.com/bicentaenario.htm and create a commentary (flipgrid) focusing on the essential question, ¿Cómo se refleja la identidad cultural en tu comunidad?- Compare/contrast traditions presented in website with those from your own culture (AP p127)
- Celebraciones: The teacher will asks students to consider an American celebration. Students make a cultural comparison relating in their family or community and compare it to the Spanish-speaking world, focusing on the essential question ¿Cómo se refleja la identidad cultural en tu comunidad y en una comunidad del mundo hispano? Students will post online (flipgrid) at home, focusing in their post: when it’s celebrated, who participates, differences in linguistic expressions and why it’s important to Americans.
- Celebraciones: Triangulo Apropado p 208 ensayo- ¿Deben preservar las celebraciones tradicionales para tener un sentido de comunidad?
- Familia: ¿Cómo es tu familia y que papel desempeña en tu vida? Answer question on flipgrid, students will comment on other students responses. In class next day students will discuss how families have changed over the last 20 years.
- Familia: Abriendo Paso p174 “Nueva estructura familiar crea dificultades”, students will read story

and complete activities that follow. Chart p 184 exG

- Familia: Ap Diaz wkbk p240 ensayo- ¿Beneficioso vivir con los abuelos?
- Familia: Blog discussion on family- common idea of typical American family and one from a Spanish speaking country. Students comment on the importance of family and community and the role they both play in their lives. Students will respond to a classmates comment and also offer an idea for change in their community, flowed by class discussion. ¿Cómo son las diferencias en los papeles que asumen las comunidades y las familias en las diferentes sociedades del mundo?
- Familia: Cortometraje: “La leyenda de los espantapájaros” youtube.com Students discuss (flipgrid) why it’s important to be a part of community, to have a feeling of belonging, to have friends
- Familia: p136 audio- (abuelos que cuidan a sus nietos)
- Familia: Students will research a famous Hispanic painter that has depicted a family and present this to the class in a formal oral presentation.
- Familia: TA p223 audio- estructura de la familiar cubana
- Familia: Temas p215 Cultural comparison (El papel de los abuelos en la vida cotidiana)
- Familia: Temas p65 “la estructura de la familia”, read, ex.’s that follow, chart +activities
- Familia: Triángulo Apropado-p209 discurso-“Qué efecto ha tendido la falta de la tradicional solidaridad familiar en la cultura de tu comunidad?
- Familia: View on youtube- www.youtube.com/watch?v=-dnIU1Ip5Vs To show understanding of themes in song and video, students develop an essay based on the following questions: ¿Por qué existe el prejuicio?, ¿Cuál es el mensaje de los dos productos?, Como puede la sociedad evitar actitudes similares y cambiar las prácticas y perspectivas que dirigen al prejuicio?
- La Geografia Humana: Abriendo Paso p198 discuss essential questions, p199 “En Argentina el 92% de la gente ya vive en las ciudades, and ex.s
- La Geografia Humana: Temas p45 “Basura: un problema en aumento”, p46 chart and ex.’s
- La Geografia Humana:
http://www.bbc.co.uk/mundo/noticias/2011/01/110125_video_riachuelo_valeria_am.shtml “Vivir junto al Riachuelo, uno de los ríos mas contaminados del planeta”.
- 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.

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

ELL Modifications:

- 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:

- 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:

- 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
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- Journal article analysis
- Student led/directed discussions
- SWAG
- Writing activities with concentration on advanced grammar

At Risk Modifications

- 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:

- Duolingo - www.duolingo.com
- Conjuguemos - <https://beta.conjuguemos.com/verb/69>
- BBC mundo - www.bbcmundo.com
- Listening Activities - www.laits.com
- Blooket www.blooket.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>
- ANCHOR VIDEO- <http://www.youtube.com/watch?v=xS0AH8iCb64>
- TRADICIONES FAMILIARES - <http://www.youtube.com/watch?v=pG5t3doxAks>
- EDUCACION GLOBAL - <http://www.youtube.com/watch?v=7dmv9m07rnM>
- CIUDADANIA GLOBAL - <http://ciudadaniaglobal.fongdcam.org/category/para-saber-mas/articulos/>
- Cuando los niños hacen preguntas difíciles - <http://www.elnuevodia.com/videos-hogar-cuandolosninhosahacenpreguntasdificiles-1947048012001.html#2>
- Los regalos de Navidad - Audiria <http://www.audiria.com/capitulos-detalle.php?id=622&tipo=ej&num=3>
- TABLAS – Relacionadas a la familia - <http://sorores.unizar.es/pgl1/diagnostico/comis5.htm>
- FAMILIAS MONOPARENTALES - <http://www.youtube.com/watch?v=wKAJiTuaOP0>

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

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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