TEMA 1: Families and Communities (Las familias y las comunidades)

Content Area: **World Language**
Course(s): **AP Spanish Language and Culture**
Time Period: **Semester 1**
Length: **10 weeks**
Status: **Published**

Standards

7.1.AL.IPRET.1	Identify main ideas and significant details in a range of oral, viewed, and written texts.
7.1.AL.IPRET.2	Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.
7.1.AL.IPRET.4	Demonstrate an understanding of most content of other academic disciplines.
7.1.AL.IPRET.5	Analyze a literary or informational text including theme, author's purpose and tone, inferences.
7.1.AL.IPRET.6	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.
7.1.AL.IPRET.7	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
7.1.AL.IPRET.8	Analyze elements of the target language that do not have a comparable linguistic element in English.
7.1.AL.IPERS.1	Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.2	Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.3	Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.5	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.AL.PRSNT.2	Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
7.1.AL.PRSNT.3	Offer and support opinions and use persuasive language when presenting ideas and information.
7.1.AL.PRSNT.4	Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.
7.1.AL.PRSNT.5	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

Enduring Understanding

1. Enduring Understanding 1: Educational Communities - Educational structures, alternative learning initiatives, and civic programs serve as direct reflections of a community's core socio-economic and cultural priorities. Access to and the methods of education vary across different urban, rural, and indigenous regions, highlighting how distinct societies define and advocate for social equity and opportunity. WL.AL.7.1.AL.IPRET.2 - interpreting cultural nuances in formal settings)

2. Enduring Understanding 2: Social Interactions & Media - The rise of digital media, global

communication networks, and regional internet practices dynamically alters interpersonal relationships, communication styles, and societal behaviors. These technological products redefine how different generations interact, preserve heritage, and consume information, challenging traditional cultural practices. WL.AL.7.1.AL.IPRET.4 - Understanding other academic disciplines

3. Enduring Understanding 3: Human Geography. Geographical realities, environmental transformations, and demographic migrations continuously reshape the infrastructure and identity of human communities. Urbanization, rural depopulation, and ecological challenges compel local societies—particularly indigenous and marginalized groups—to dynamically adapt, migrate, or utilize cultural resistance (such as eco-tourism) to sustain their communities. WL.AL.7.1.AL.IPRET.7 (inferring the meaning of cultural traits based on geography/context)

4. Enduring Understanding 4: Traditions, Values, & Family - The concept of family, traditional gender roles, and community values are not static; they evolve in response to changing legal, political, and socio-economic realities. By analyzing internal cultural perspectives, we discover how historical traditions and ancestral practices are either preserved as tools of identity or re-negotiated to fit a modern, globalized world. WL.AL.7.1.AL.IPERS.3 (maintaining conversations by comparing opinions/advice regarding cultural shifts)

Essential Questions

Essential Question 1: Educational Communities - How do socio-economic and geographical factors shape access to education, and in what ways do community-led initiatives redefine social equity? WL.AL.7.1.AL.IPRET.2

Essential Question 2: Social Interactions & Media - How do modern digital products alter or reinforce communication patterns between generations, and how do distinct communities adapt global technology to preserve or reshape their local cultural identity?

WL.AL.7.1.AL.IPRET.4 & WL.AL.7.1.AL.IPRET.6

Essential Question 3: Human Geography - In what ways do environmental transformations and geographic realities compel communities to restructure their way of life, and how is cultural resistance used to sustain communities facing global challenges? WL.AL.7.1.AL.IPRET.7

Essential Question 4: Traditions, Values, & Family Structures - How do historical traditions and ancestral values adapt when confronted with modern legal, institutional, or economic shifts across different societies? WL.AL.7.1.AL.IPERS.2 & WL.AL.7.1.AL.PRES.3

Essential Question 5: Contemporary Family Architecture & Demographics How do evolving demographic trends, legal frameworks, and global migrations redefine the structural composition of the modern family, and

what core values remain constant amid these changes? WL.AL.7.1.AL.IPRET.4

Knowledge and Skills

I. Knowledge

1. Interpretive Reading & Auditory Systems (MCQ Parts A & B)

- Textual Architecture & Register: Recognizing structural variations between authentic print formats (e.g., literary narrative in Como agua para chocolate, institutional reporting from the UN, sociological data in Las familias en América Latina, and media debates via Cadena SER).
- Acoustic Adaptation: Decoding varied regional accents, speeds, and intonations (e.g., European Spanish from Madrid, South American registers from Chile, Venezuela, and Uruguay) in both single-speaker narratives and multi-speaker conversations.
- Graphic/Textual Interconnectivity: Understanding how visual data markers (charts, graphs, infographs) complement, contradict, or expand upon information presented in an accompanying print text.

2. Synthesized Composition Foundations (Argumentative Essay FRQ)

- Triangulated Evidence Mechanics: Knowing how to extract explicit and implicit arguments from three distinct, competing sources (Source 1: Print Text, Source 2: Graphic Data, Source 3: Audio File) to formulate a singular, cohesive defensive thesis.
- Voice Separation: Understanding how to clearly delineate and cite external perspectives ("Según la ONU...", "A diferencia de lo expuesto en el artículo chileno...") while maintaining an authoritative, third-person analytical stance.

3. Course Project & Interactive Frameworks (Presentation & Q&A)

- Localized Geographical Factors: Identifying the historical, economic, or social variables governing a specific, chosen community.
- The 3Ps Framework: Understanding how visible Products and Practices reflect the deep Perspectives (values, worldview) of a society.

II. Skills

1. Interpretive Mode: Multiple-Choice Mechanics (NJSLS-WL.AL.7.1.AL.IPRET.1, .2, .4)

- Isolating Main Ideas & Nuances (MCQ Task Sets): Track and extract primary theses, supporting details, and cultural subtexts across long-form audio streams (e.g., documentary style in Tocar y luchar) and dense readings without getting tripped up by unfamiliar idioms.

- Deducing Author Intent & Tone: Analyze an author's rhetorical purpose, target audience, or underlying emotional tone e.g., identifying the informative tone in the text about literary influencers or the critical perspective in the audio about minors on social networks).

- Cross-Referencing Multi-Modal Data: Synthesize quantitative data from charts/graphs with qualitative prose from print selections to identify points of convergence or divergence.

2. Presentational Mode: Writing & Outlining (NJSLS-WL.AL.7.1.AL.PRES.2, .3, .5)

- Constructing Triangulated Arguments (Argumentative Essay): Write a well-developed, multi-paragraph argumentative essay using keyboarding devices. Students must integrate information from three sources to support their own thesis, using advanced transitional markers (así pues, no obstante, en resumidas cuentas).

- Structural Outline Compression (PPR Reference): Condense extensive regional research into an ultra-abbreviated schematic reference on the template, adhering strictly to the exam constraint of a maximum of 10 words or 70 characters per box.

- Scriptless Oral Delivery (Project Presentation): Deliver a fluid, cohesive 3-minute oral presentation relying solely on the word-limited PPR outline, demonstrating strong grammatical control across major timeframes.

3. Interpersonal Mode: Spontaneous Communication (NJSLS-WL.AL.7.1.AL.IPERS.1, .2, .3)

- Negotiating Sudden Auditory Prompts (Project Q&A): Process unscripted questions following oral delivery, constructing a complex response within a strict 40-second recording window that defends research, states recommendations, or handles counter-arguments.

- Audience-Driven Follow-Ups: Formulate immediate, unscripted, paragraph-length questions targeting peer research presentations to maintain active, academic conversational flow in the classroom.

Transfer Goals

Students will be able to independently use their learning to:

1. Critical Cross-Cultural Analysis & Global Citizenship

- Investigate, unpack, and navigate unfamiliar cultural environments by systematically analyzing how visible Products and Practices are shaped by deep, internal societal Perspectives (values, belief systems, and historical worldviews).

- Evaluate the impacts of socio-economic shifts, geographical factors, and demographic changes on human communities, demonstrating the intercultural agility needed to engage as empathetic global citizens with diverse communities at home and abroad.

2. Autonomous Academic Inquiry & Media Literacy

- Conduct self-directed inquiry on complex, multi-disciplinary global issues, independently locating, validating, and extracting information from diverse target-language resources (print media, academic charts, broadcasts, and digital platforms).

- Critique and determine the authority, target audience, intent, and cultural biases of various media sources to separate objective facts from institutional or regional rhetoric.

3. High-Stakes Professional and Academic Communication

- Synthesize multi-modal data streams (triangulating written texts, quantitative infographs, and live audio streams) to build a clear, well-supported, and authoritative argumentative thesis on complex sociological issues.

- Adapt and restructure elaborate arguments into concise, high-impact structural blueprints or outlines under rigid operational parameters without losing the core conceptual integrity of the message.

- Express and defend personal stances, hypotheses, or recommendations with fluid, paragraph-length discourse under intense time constraints or when confronted with unexpected complications during interpersonal academic discussions.

4. Digital Competence & Adaptation

- Leverage contemporary digital workspaces, keyboard layouts, and communication platforms to type out coherent, grammatically accurate, and orthopedically correct expository texts under fluid, real-world timed conditions.

Resources

Resources

1. Core Textbook & Program Materials (Aligned with Temas 3rd Edition)

- Primary Text: Temas: AP® Spanish Language and Culture, 3rd Edition (Vista Higher Learning).

- Digital Learning Platform: VHL Central Supersite (utilizing digital audio tracks, integrated text-mapping, and interactive text boxes for digital composition practice).

- Exam Prep Companion: AP® Spanish: Language and Culture Exam Preparation workbook (Vista Higher Learning).

2. Authentic Print and Multi-Modal Selections (MCQ & Argumentative Essay Alignment)

- Literary/Narrative Prose: Como agua para chocolate (Fragmento), Laura Esquivel. (Target: Literary text analysis and interpreting author register/tone).

- Sociological Data & Informational Texts: * Las familias en América Latina (Data interpretation and

identifying regional trends).

- Abuelas chilenas en Internet, «influencers» a la tercera edad (Feature article).
- Influencers literarios: la práctica de despertar lectores apasionados en redes (Prose text).
- Clubes de Ciencia Colombia (Science/Socio-educational community text).
- El «docente del año», que con TeleLunarejo hizo visible a la escuela rural N.º 29 de Rivera (Uruguayan journalism).
- Las migraciones climáticas, otro efecto del calentamiento global (Environmental science text).
- Comunidad indígena encuentra en el turismo una herramienta de resistencia (Lake Atitlán, Guatemala - Cultural geography text).
- ONU felicita a Costa Rica por reforma a la educación indígena (Institutional legal/educational updates).

3. Authentic Audio & Cinema Selections (MCQ Listening & Synthesis Prep)

- Documentary Audio: Tocar y luchar – Dr. José Antonio Abreu (Venezuela - El Sistema Orchestral Program register).
- Media Broadcasts & Debates: Los menores de 13 años y las redes sociales – Hoy por Hoy, Cadena SER (Madrid, Spain - Contemporary European multi-speaker register).
- Institutional Podcasts: * Basura: Un problema en aumento – Dos puntos cardinales, United Nations Podcast (Global reporting register).
- Authentic Cinema (Visual/Interpretive): Short film Ella y Yo (Dir. Bernarda Pagés - targets intergenerational dynamics, aging populations, and structural domestic changes).

4. Official College Board Course Project Scaffold Packets

- Phase 1 (Sourcing Analysis): Source Material Graphic Organizer (Day 2) — Template used by students to deconstruct regional materials into the 3Ps (Products, Practices, Perspectives) and map contextual project factors.
- Phase 1 (Initial Reflection): Initial Written Reflection Feedback Form (Day 5) — Benchmark tool used to assess written integration of initial source data.
- Phase 2 (Inquiry Planning): Research Action Plan Template (Day 6) — Guide for establishing independent regional targets and drafting localized SMART Objectives.
- Phase 3 (Reference Skeletons): Personalized Project Reference (PPR) Template (Day 10) — The official word-limited and character-limited outline interface (max 10 words or 70 characters per box) implemented for exam-day support.
- Phase 3 (Presentational Training): Practice Presentation Feedback Form (Day 11) — Criteria checklist for auditing the 3-minute unassisted oral report.

- Phase 4 (Interpersonal Interactivity): Anticipatory Project Q&A Organizer (Day 13) and Practice Q&A Feedback Form (Day 15) — Scaffolding sheets used to target semantic blueprints and track the 40-second spontaneous response windows.

5. Technology & Digital Environment Resources (NJSLS-WL.AL.7.1.AL.PRES.5)

- AP Digital Portfolio: Platform for accessing the annual prompt/sources packet and submitting the final PPR by April 30.
- AP Classroom & Bluebook App Environment: Simulated interfaces utilized for practicing targeted computer-based testing, keyboard shortcuts, and character-input layouts.
- Digital Text Editors: Cloud platforms (such as Google Docs) with mandatory localized Spanish keyboard inputs active for 100% of paragraph and essay compositions.