TEMA 6: Personal and Public Identities (Las identidades personales y públicas)

Content Area: **World Language**
Course(s): **AP Spanish Language and Culture**
Time Period: **Semester 2**
Length: **4 weeks**
Status: **Published**

Enduring Understandings

Enduring Understanding 1: Intrapersonal Identity (La autoatención y la autoestima) Self-esteem, personal values, and individual identity are actively shaped by media representation, cultural expectations, and internal psychological frameworks. (WL.AL.7.1.AL.IPRET.1)

Enduring Understanding 2: Collective Heritage & Acculturation (La asimilación y la enajenación / La identidad nacional) Historical migrations, linguistic dynamics, and political borders compel individuals to constantly renegotiate their national and ethnic identities, balancing local assimilation with cultural alienation. (WL.AL.7.1.AL.IPRET.2)

Enduring Understanding 3: Historical and Personal Beliefs (Los héroes y los personajes históricos / Las creencias personales) A society's identity is anchored by its historical heroes and shared beliefs, which evolve over time to reflect changing moral, philosophical, and social values. (WL.AL.7.1.AL.IPRET.4)

Essential Questions

- Essential Question 1: How do social media trends, peer groups, and public institutions influence individual self-esteem and the development of personal identity? (WL.AL.7.1.AL.IPRET.1)
- Essential Question 2: In what ways do cultural assimilation and systemic alienation force individuals to reframe their national or ethnic belonging in a globalized world? (WL.AL.7.1.AL.IPRET.2 & WL.AL.7.1.AL.PRES.2)
- Essential Question 3: How do historical figures, local myths, and evolving personal belief systems serve as foundation markers for the collective identity of a Spanish-speaking community? (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 complex structural nuances across diverse formats (e.g., identity essays, historical narratives, psychological studies, and graphics tracing regional immigration patterns).
- Acoustic Adaptation: Decoding varied regional speech speeds, tones, and cultural accents (e.g., Caribbean Spanish variations, Southern Cone registers) during interviews and public interest broadcasts.
- Graphic/Textual Interconnectivity: Comparing quantitative data maps on cross-border migrations with qualitative personal accounts of cultural assimilation.

2. Synthesized Composition Foundations (Argumentative Essay FRQ)

- Triangulated Evidence Mechanics: Aligning contrasting claims from three distinct sources (Source 1: Informational Text, Source 2: Graph, Source 3: Audio Interview) to generate a fluid, typed argumentative thesis defending an stance on identity policies.
- Voice Separation: Demonstrating crisp boundaries between institutional research data and personal cultural rhetoric via advanced third-person markers ("Según lo puntualizado por el estudio...", "A la luz del testimonio auditivo...").

II. Skills

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

- Isolating Main Identity Themes: Track and pull primary subtexts, cultural frameworks, and technical psychological concepts out of dense literature and broadcasts without being hindered by advanced vocabulary.
- Deducing Author Perspective: Detect institutional bias, cultural nuances, or philosophical tone across texts exploring ethnic minority representation and national pride.

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

- Constructing Digital Arguments (Argumentative Essay): Plan and type a cohesive, multi-paragraph argumentative essay using Spanish keyboard device configurations, implementing complex connectives (por añadidura, en resumidas cuentas, de igual manera).
- Linguistic Control under Time Constraints: Express abstract viewpoints smoothly across major timeframes (incorporating subjunctive clauses to state hypotheses or hypothetical conditions regarding identity loss).

Transfer Goals

Students will be able to independently use their learning to:

1. Critical Cross-Cultural Analysis & Global Citizenship: Examine how visible cultural Products and Practices shape and reflect deep internal Perspectives regarding individual self-worth and collective national pride across diverse target communities.

2. Autonomous Academic Inquiry & Media Literacy: Investigate complex social issues related to identity, independently separating objective factual data from political, cultural, or historical rhetoric in native-language media.

3. High-Stakes Professional and Academic Communication: Synthesize multi-modal streams of textual, visual, and auditory information to defend a clear, sophisticated argument on human sociology and identity conflicts.

4. Digital Competence & Adaptation: Maximize efficiency within online test environments, typing fluid, grammatically precise, and well-structured expository compositions under tight real-world timing parameters.

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)

- Context 1: Alienation & Assimilation: La asimilación cultural y sus retos en la actualidad (Sociological essay exploring cross-cultural integration).
- Context 2: Self-Esteem: Factores socio-culturales que moldean la autoestima juvenil (Psychological text paired with statistical surveys on youth body image and digital networks).
- Context 3: National & Ethnic Identity: La preservación de la identidad étnica en comunidades migrantes (Anthropological text exploring ancestral language retention).
- Context 4: Personal Interests & Beliefs: Los intereses personales como reflejo de la cultura (Feature article analyzing regional youth trends and counter-cultures).
- Context 5: Heroes & Historical Figures: La evolución del concepto de héroe en la historia

latinoamericana (Historical text evaluating how communities choose collective role models).

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

- Sociological Interviews: Identidad y globalización: ¿Hacia una cultura uniforme? (Radio broadcast conversation featuring multi-speaker registers on regional identity preservation).
- Historical Podcasts: El legado de las figuras históricas invisibilizadas (Podcast detailing the cultural footprint of indigenous and Afro-descendant heroes).
- Public Interest Announcements: Campañas comunitarias para el desarrollo de la autoatención infantil (Public health announcement register).
- Authentic Cinema (Visual/Interpretive): Short film aligned with the identity unit (Exploring family traditions, personal sacrifices, and generational changes in values).

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.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.PRSNT.1	Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
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.