02_La familia y la comunidad: Family and Community

Content Area: **World Language**
Course(s):
Time Period: **Full Year**
Length: **70 days**
Status: **Published**

General Overview, Course Description or Course Philosophy

Spanish 4 Honors

Spanish 4 Honors is the prerequisite for Spanish 5 AP. Students will be expected to be fully immersed in the Spanish language and culture by focusing on 3 major themes: Families and Community, Science and Technology, and Contemporary Life. Students enrolled in this course should be progressing through the ACTFL (The American Council of the Teaching of Foreign Languages) Intermediate-mid level of fluency, and achieving the Intermediate High level by the end of the course. Students should use advanced Spanish vocabulary and will be assessed on speaking, listening, and writing. Throughout the course, students will also be receiving input and creating output via the three modes of communication: Interpretive, Interpersonal, and Presentational. In doing so, they will begin to master through extensive practice, all sections of the Spanish Language and Culture Advanced Placement exam.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand:

- The individual's contribution to the overall well-being of the community, and the community's contribution to the well-being of the individual.

- Sports play an essential role to the autonomy of young adults.
- Educational communities in Latin America differ from those in the United States.
- External factors and cultural perspectives contribute to the different types of families that exist in the Latin America and the United States.
- Traditions and Values contribute to cultural identity.
- Social Media and the Internet is vastly changing the various relationships (personal and professional) that exits in the world.
- Geography contributes greatly to globalization.

Essential Questions:

- In our modern world, why is it important to be an active member of a community?
- What different types of educational communities exist in the world?
- What roles do education and sports play in the development of a young adult?
- What types of families exist in the world? What factors contribute to this?
- How do family member roles compare and contrast in Latin America and the United States?
- What role do traditions play in the cultural identity of a country?
- Why are values important?
- What role does social media play in our modern day?
- What factors contribute to globalization?

- What are the different types of globalization?

Enduring Understandings:

- Learning another language and culture fosters values of appreciation and respect for cultural perspectives, products and practices.
- Being an active member of a community is important to maintaining a strong and thriving community.
- There are similarities and differences in the educational systems in Latin America and the United States.
- Traditions and values are evident in our everyday life.
- Social Media has changed our way of life.
- Globalization is evident in our everyday life.

Diversity and Inclusion

- Awareness of diversity & inclusion issues as relating to immigration, history, visual and performing arts, literature, climate, subject area content, population where appropriate in the content area.

- Awareness of political, economic, and social contributions, inclusive of all people, where appropriate to the content area.

Climate Change

Awareness of climate change in the target language areas of the world, immigration effects on the target culture and the students' own cultures, population trends in the target culture(s) and the students' own cultures.

CONTENT AREA STANDARDS

WL.IH.7.1.IH.IPERS.1	Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
WL.IH.7.1.IH.IPERS.2	Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
WL.IH.7.1.IH.IPERS.4	Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
WL.IH.7.1.IH.IPERS.5	Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
WL.IH.7.1.IH.IPRET.1	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
WL.IH.7.1.IH.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own

	culture.
WL.IH.7.1.IH.IPRET.5	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
WL.IH.7.1.IH.PRSNT.1	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
WL.IH.7.1.IH.PRSNT.4	Use language creatively in writing for a variety of purposes.
WL.IH.7.1.IH.PRSNT.5	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking 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.
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.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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.
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.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge sections.

Declarative Knowledge

See below for various sections covered in this unit.

Procedural Knowledge

See below for various sections covered in this unit.

Key Grammatical Concepts:

- Review of Present Perfect tense

- Review of Conditional tense

- Review of Object Pronouns

- Imperfect Subjunctive

- If (si) clauses

- Sequence of tenses

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Benchmark Assessments

Edulastic Assessments

Alternate Assessments

- Cultural Comparison presentations
- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences

Formative Assessments

Using the three modes of communication-Interpretive, Interpersonal and Presentational

- Do now's/Exit tickets
- Homework

- Higher level thinking questions posed throughout the unit.

    - Do you believe that the community is at the heart of the individual or that the individual is at the heart of the family unit?

    - Which components of family are embedded within the community? Which components of the community are embedded within a family's values?

- Vocabulary Grouping Activity: Los deportes

- Original composition: The impact of sports (and all that comes with being a part of an athletic team) in a community and on the individual.

- Original compositions detailing research based learning that corresponds to this unit.

- PowerPoint- TPR story telling- "La imigración de una comunidad a un país extranjero"

- Class discussions/debates

- In class formal and informal presentations

Summative Assessments

- Written and Oral Assessment- La influencia de los deportes a la cultura.
- Written and Oral Assessment- Responde al video "El fútbol y la comunidad"
- Interpersonal Writing Rubric: El individuo y la comunidad
- Email Response- How can the rules and customs of a family reflect its values?
- Journal Entries- AP practice style journal entries as recommended by The College Board.
- Written Vocabulary Quizzes

RESOURCES (Instructional, Supplemental, Intervention Materials)

Temas AP Spanish Textbook and Workbook

AP Spanish Practice Workbook

Triángulo Aprobado AP Practice Textbook

Incorporating visuals within texts

Powerpoints/Google slides/ Nearpod

Provide written and oral directions

Pairing students

Sample texts

Authentic documents

Google Apps - Jamboard, Padlet, Slides etc.

Graphic organizers

INTERDISCIPLINARY CONNECTIONS

Language Acquisition

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.