

03_ La vida contemporánea: Contemporary Life

Content Area: **World Language**
Course(s):
Time Period: **Full Year**
Length: **15-20 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:

- Geography greatly influences the economy and the available career choices
- The concept of happiness is different for each person.
- Personal learning styles establish immediate and future learning goals.
- Various skills and abilities are required in a variety of career options.
- There exists a relationship between the changing nature of work and the educational environment.
- Lifestyle options are often determined by their career choices.
- Volunteer work benefits both the volunteer and those being helped.
- Volunteer work helps with character development and cultural awareness.

Essential Questions:

- In our modern world, what jobs are in high demand? Why do you think that is?
- How does a country's geography influence career choices?
- What roles do values play in the future career choice of many young adults?
- How does having an education (academic or value based) help prepare young adults for their future careers/jobs?
- What personal skills are most valuable for any career/job?
- How does learning another language and culture benefit one's professional career?

- What values help determine success?
- Is volunteer work necessary?
- What are some of the advantages and disadvantages of volunteer work?
- What cultural perspectives or values are evident in the volunteer organizations available in Latin American countries?
- Should volunteer work be mandatory for all young adults before entering the real world?

Enduring Understandings:

- Learning another language and culture fosters values of appreciation and respect for cultural perspectives, products and practices.
- A well balanced lifestyle includes culture, entertainment, personal relationships, and career goals.
- Travel is a necessity in order to learn about and understand other cultures.
- The most sought after careers are highly influenced by values.
- Having an education is essential to character and professional development.
- There are different perspectives on volunteer work in Latin America and the US
- Volunteerism allows an opportunity to appreciate people of different walks of life
- Social Media plays a great role in access to both, career opportunities and volunteerism.

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

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| 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 |

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| | 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.

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| 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.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 |

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| | 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.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.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. |
| 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.II.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.

Key Grammatical Concepts:

- Review of Por and Para
- Review of indicative tenses, the imperative and the present subjunctive
- The subjunctive with adverbial clauses
- The passive voice (se)
- The pluperfect tense

Declarative Knowledge

See below for various sections covered in this unit.

Procedural Knowledge

See below for various sections covered in this unit.

EVIDENCE OF LEARNING

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

Benchmark Assessments

Educational 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 units.
 - What prepares you for a future career/job?

- Why is volunteer work so important?
- What gestures or words indicate various levels of relationships among community members?
- How does travel help create cultural awareness?
- Why is food a big part of cultural identity?
- Vocabulary Activities: Las carreras, los oficios, los viajes, las relaciones interpersonales, la comida cultural.
- Original compositions detailing research based learning that corresponds to these units
- Google Slides for cultural comparison presentations
- Class discussions/debates
- In class formal and informal presentations

Summative Assessments

- Oral Assessment- Job Interviewes
- Written and Oral Assessment- La influencia de los valores en la selección de las carreras profesionales
- Written and Oral Assessment- El impacto del trabajo voluntario
- Interpersonal Writing Rubric: El voluntariado, Los viajes, Las carreras, Las relaciones
- Writing Assessment- Los viajes y la cultura
- Argumentative Essay- Explain how the differences in cultures affects the ability to travel between one country/society to another?
- Argumentative Essay- Based on the readings in this unit, respond to the following statement: "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart." - Nelson Mandela
- Oral Assessment - Conversation between students to show level of relationship.
- Oral Assessments - Cultural Comparisons
- Email Responses
- 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

[Click on link to Accommodations & Modifications](#)