

AP Spanish Language Cover

Content Area: **World Languages**
Course(s): **AP Spanish**
Time Period: **Sample Time Period**
Length: **Full Year**
Status: **Published**

Title Page, Table of Contents, Statement of purpose

Title Page

AP Spanish Language and Culture, Full year course

5 credits

Table of Contents:

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Unit 6: Personal and Public Identities

Unit 7: AP Practice Exam

Unit 8: Film Study

Statement of Purpose:

This program's purpose is to equip students with necessary knowledge, skills and attitudes in order to participate successfully in the 21st century, embrace multiculturalism and diversity including the acquisition of the Spanish language in the three modes of communication: interpretive, presentational and interpersonal. This course will cultivate communication and cultural

understanding in Spanish speaking communities. Students will participate in conversations regarding social justice issues and global challenges. This program promotes an acquisition process that is research-based, spiraling and recursive and aligned to appropriate proficiency targets that are designed to reach **Advanced-low** or above. This curriculum reflects the philosophy and goals found in the *ACTFL World Readiness Standards* and the national *Standards for Foreign Language Learning in the 21st Century*.

Unit 1: Families and Communities in Different Societies

Content Area: **World Languages**
Course(s): **SPANISH**
Time Period: **September**
Length: **5 weeks**
Status: **Published**

Summary of the Unit

The AP® Spanish Language and Culture theme of Family and Communities incorporates lessons on: customs and values, education communities, family structure, global citizenship, human geography, and social networking. Teachers and students should implement class discussions and projects that focus on the changing family structure in Central America due to immigration, Latina parenting groups in Los Angeles' education communities, and preserving family ties while immigrating abroad through the use of the internet. Students research and generate diaspora maps based on Latino immigration in city life over a set period of time.

Enduring Understandings

The family and community are a pillar for the development and well-being of its residents. Life in and outside of school play a major role in this.

Social media plays an important role in communicating with rural communities

A person's geographical location influences their behavior and how a specific land is transformed.

Essential Questions

What constitutes a family in Spanish-speaking societies? How has the concept or definition of family changed over time?

What are some aspects of family values and family life in the Spanish-speaking world?

What challenges do families face in the Spanish-speaking world?

Summative Assessment and/or Summative Criteria

After providing students with a template to plan and organize their presentation and discussing elements that engage the audience, students will prepare a short spoken presentation describing family structure, values and or challenges facing families in their assigned countries. Students present gallery-style to a small group. Afterward, groups ask questions and make comparisons with what they have learned about their own assigned country.

[La Familia Se Transforma en Latinoamérica](#) Informe: [Premios Nacionales de la Natalidad RTVE](#)

Resources

Authentic Resources provided by the Spanish speaking community such as YouTube, news sites, social media, magazines...etc

<http://www.state.nj.us/education/cccs>

<http://www.state.nj.us/education/modelcurriculum/wl>

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McGraw Hill - Glencoe Spanish Asi se dice! Level 4

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
<p>The Family in Spanish Speaking Countries 13 days</p>	<p>Compare and contrast the United States and other Spanish-speaking communities.</p> <p>Interpret data charts</p> <p>Implement cohesive devices such as además, por ejemplo, también...etc.</p> <p>Conjugate regular and irregular verbs in the present tense.</p>	<p>Read and discuss "Tiempo de Juego" in Temas. Before reading students will identify qualities in a given community needed to have a good quality of life. After reading, students will write a letter to the mayor describing the need for a program similar to Tiempo de Juego in Sayreville. Explain who it would serve and the mission and vision of the program you are proposing.</p> <p>Read and discuss "Fernando Savater reflexiono sobre el valor de la educacion". Before reading, students will describe the important factors needed in your education. After reading, write a formal email to Fernando Savater sharing your opinion, provide evidence and ask his opinion about the educational system in the United States.</p> <p>Listening comprehension: Teacher records audio of "Luces para aprender". After listening, compare and contrast the diverse communities in how they educate their community.</p> <p>Read and discuss La Familia y los Valores or Los 5 Valores más importantes. Discuss the top values and where students learned these values. Students share their past experiences.</p> <p>Read "Los valores los inculcan los</p>	<p>Listening comprehension: Students will listen to "Formacion de valores" in Temas and in an oral presentation discuss What are the main factors that influence the development of a person?</p>

		padres, no las escuelas". After reading, students will read six quotes from the article and explain them in their own words.	
Social Media and Human Geography 12 days	<p>Identify elements of a formal and informal e-mail.</p> <p>Respond to a formal and informal emails.</p> <p>Implement cohesive devices such as según, por último, en primer lugar...etc.</p> <p>Apply the present subjunctive mood.</p> <p>Ask formal and informal questions.</p> <p>Make formal and informal requests.</p> <p>Compare daily routines and apply reflexive verbs</p>	<p>Students read formal letters from schools or other institutions to learn the elements of a formal letter and identify the author, audience and point of view. They summarize the message and develop interpretive skills.</p> <ul style="list-style-type: none"> • San Bartolome • Escuela de Gastronomía <p>Discuss the advantages and disadvantages of social media. Debate ideas and support opinions with anecdotal evidence. Then read "Facebook: el monstruo con dos cabezas". After reading, respond to a comment (opinion) made on the article. How would you respond? Do you agree or disagree?</p> <p>Webquest: Investigate why some regions in Latin America do not have access to potable water. Then read "Los países de Latino America donde mas se usan las redes sociales". After reading, analyze: Why is it important for people without access to basic needs (i.e. water and electricity) to have access to social media?</p> <p>Read "La situación de los pueblos del Lago Atitlan". Before reading, look at a map of Lago Atitlan and research its population, tourism, outside influences, art, culture, values and customs and family relationships. After reading, respond</p>	<p>Listen to the audio "Arequipa: la ciudad blanca". After listening, repond in a 2 minute audio clip answer: How do the communities relate to the environment/climate?</p>

		<p>to the email sent by your friend Roberto.</p> <p>Listen to the audio "Comunidad indigena encuentra el turismo una herramienta de resistencia". Before reading, investigate who the Brisbris people are and their economy.</p>	
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- WL.AL.7.1.AL.IPRET.5 Analyze a literary or informational text including theme, author's purpose and tone, inferences.
- WL.AL.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.

WL.AL.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.
WL.AL.7.1.AL.IPERS.4	Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
WL.AL.7.1.AL.IPRET.6	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.

Suggested Modifications for Special Education, ELL and Gifted Students

Repeat, clarify and modify directions when necessary.

Allow for additional time when needed.

Refocus on task

Use visual clues and body language

Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Suggested Technological Innovations/Use

Use of the SAMR model to increase depth of learning

Use computer lab, chromebooks and projector

Authentic resources found online

Cross Curricular/21st Century Connections

TECH.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.

Unit 2: Science and Technology

Content Area: **World Languages**
Course(s): **SPANISH**
Time Period: **October**
Length: **5 weeks**
Status: **Published**

Summary of the Unit

The AP® Spanish Language and Culture theme of Science and Technology incorporates lessons on –access to technology; effects of technology on self and society; health care and medicine; natural phenomena; and science and ethics. Teachers and students engage in class discussions and projects that focus on the history of medical developments; the impact of climate change; or access to and effects of Smart Phone use in Spanish-speaking communities. Students will discuss the social effects of new communication

technologies based on existing news sources in Latin American, the Caribbean, or Spain.

Enduring Understandings

Although technology provides easy access to information, it can also be a cause for stress

The challenges facing vulnerable communities regarding healthcare are great

Due to the use of technology in healthcare, moral and ethical questions arise.

Essential Questions

How do developments in science and technology affect our lives?

What factors have drive innovation and discovery in the fields of science and technology?

What role do ethics play in scientific advancement?

Summative Assessment and/or Summative Criteria

Panel discussion in which groups of students converse to exchange information they have researched regarding families in their assigned spanish-speaking countries and compare with their own culture. The discussion includes clear examples of cultural practices in families and express inferences about the perspectives represented.

Resources

Authentic Resources provided by the Spanish speaking community such as YouTube, news sites, social media, magazines...etc

<http://www.state.nj.us/education/cccs>

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McGraw Hill - Glencoe Spanish Asi se dice! Level 4

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Technology, Science and Ethics 10 days	<p>Discuss the role of technology in their personal lives</p> <p>Evaluate the data presented by the class on how technology is used by different generations</p> <p>Brainstorm inventions that could provide a better quality of life</p> <p>Research the dangers of technology</p>	<p>Read and discuss "No sin mi movil" in Temas. Before readings, compare the way you use technology vs. your parents/grandparents. After reading, create a digital flyer to bring awareness to the risk of nomofobia and how they can prevent it.</p> <p>Read and discuss "Nosotros, No" in Temas. Before reading, brainstorm a list of inventions that could provide a better quality of life. After reading, write an interpretation of the story. Explain your perspective and support your opinion with evidence.</p> <p>Listen to the TED Talk Problemas en la escuela. Before watching, in small groups reflect what you are</p>	<p>Listening comprehension: "Edificios que protegen". Based on the listening comprehension and the unit, respond in two minutes: How are human beings and all species of the earth defined by natural phenomenas?</p>

	<p>Discuss the link between technology and climate change</p>	<p>passionate about. After watching, read two quotes made by Santiago and explain how technology will affect us in the future and if we should halt or limit technology advancements.</p> <p>Read and discuss "Dia de la tierra" in Temas. Before reading, fill out a chart on how people, animals, forests, rivers, oceans, cities and green spaces in a city contribute to pollution. After reading, research a plant or animal that is in danger of becoming extinct and what is being done to protect the animal or plant. Create a digital flyer to bring awareness.</p> <p>Listening comprehension: Listen to the article "Cazadores de tornados". Before listening, discuss natural disasters. After listening, compare the information from the audio clip and create a list of similarities and differences.</p>	
<p>Healthcare and Natural Disasters 10 days</p>	<p>Give advice and politely provide suggestions</p> <p>Compare the technology used by precolumbian indigenous groups and today</p> <p>Discuss the moral and ethical dilemma with advancement in</p>	<p>Read and discuss "Google, un medico virtual no aconsejable". Before reading, you receive a text message from a friend who is dependent on the internet/technology. Give your friend advice. After reading, present your opinion on the appropriate use of technology.</p> <p>Read and discuss "La</p>	<p>Listening Comprehension: Alimentos Transgenicos In a two minute audio clip, answer the question: What is the relationship between sustainable agriculture practices and human rights?</p>

	technology in healthcare	<p>sofisticada cirugía cerebral de los incas" in Temas. Before reading, describe the Inca civilization. After reading, provide an expository three paragraph essay discussing beliefs and practices from the Incas.</p> <p>Read and discuss "La tentacion del bebe perfecto". Before reading, take a survey on your beliefs and ethics. After reading, write a persuasive essay on cloning and stem cell research. Defend your position. Include a thesis and support your opinion with evidence.</p>	
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WL.AL.7.1.AL.IPRET.6	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.

Suggested Modifications for Special Education, ELL and Gifted Students

Repeat, clarify and modify directions when necessary.

Allow for additional time when needed.

Refocus on task

Use visual clues and body language

Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Suggested Technological Innovations/Use

Use of the SAMR model to increase depth of learning

Use computer lab, chromebooks and projector

Authentic resources found online

College Board online resources for AP Spanish Language and Culture

Cross Curricular/21st Century Connections

TECH.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.

Unit 3: Beauty and Aesthetics

Content Area: **World Languages**
Course(s): **SPANISH**
Time Period: **December**
Length: **5 weeks**
Status: **Published**

Summary of the Unit

The AP® Spanish Language and Culture theme of Beauty and Aesthetics incorporates lessons on architecture, describing beauty, defining creativity, fashion and design, language and literature, or visual and the performing arts. Teachers will introduce any number of specific discussions and class projects that focus on fashion trends; plastic surgery; or modern architecture. Students will analyze advertisements for clothing and weight loss products in magazines, or discuss cultural conceptions of beauty and body image in various countries they've visited or are familiar with because of their own cultural history.

Enduring Understandings

Beauty standards are influenced by fashion trends, culture and evolution

Fashion designers define upcoming fashion trends.

Fashion reflects the region's climate, lifestyle and common values

Essential Questions

How are perceptions of beauty and creativity established?

How do ideals of beauty and aesthetics influence daily life?

How do the arts both challenge and reflect cultural perspectives?

Summative Assessment and/or Summative Criteria

Simulated conversation: How are beauty perceptions established? How does art challenge and reflect cultural perspectives? Explain your point of view (either agreeing or disagreeing) and support with evidence from different articles and surveys read in class

Resources

Authentic Resources provided by the Spanish speaking community such as YouTube, news sites, social media, magazines...etc

<http://www.state.nj.us/education/cccs>

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McGraw Hill - Glencoe Spanish Asi se dice! Level 4

Unit Plan

Topic/Selection Timeframe	General Objectives SWBAT	Instructional Activities	Benchmarks/Assessments
Beauty and Fashion 13 days	Create a list of adjectives that describe what or who is beautiful Infer meaning in a text Survey your class and create a chart representing the data Discuss how culture, customs and values influence fashion Analyze how fashion trends have	Read and discuss "Imaginaros de belleza en America Latina". Before reading, create a list of people and things that are beautiful. Analyze the list - what makes someone or something beautiful? After reading, Read and analyze a quote from the reading. Use evidence from the text to support your opinion. Read and discuss "Encuesta sobre la belleza". Before	Listening comprehension: Aprender a crear: After listening to the audio clip, answer the question: How does the world see fashion designers and who are the world leaders in the fashion world today?

	<p>evolved</p> <p>Analyze the stereotypes in fashion related to a person's title/profession</p>	<p>reading, create a list of attractive qualities/characteristics. After reading, create your own survey and analyze data as a whole group.</p> <p>Listening comprehension: La percepcion de la belleza. In an oral presentation, discuss how cultural influence influences the perception of beauty.</p> <p>Movie Talk: Discuss how beauty standards have changed throughout the decades</p> <p>Read and discuss "Hipsters, la moda de no estar a la moda". Before reading, when you think of a business man or woman, what do you think of them wearing? Discuss different professions. After reading, choose a trend that is not "hipster" and present to the class what the accessories, hair styles, clothing, values and lifestyle are usually associated with the given trend/style.</p>	
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<p>Literature and Art 12 days</p>	<p>Retell your favorite childhood story</p> <p>Take a virtual tour in a museum in Chile or another Spanish speaking country</p> <p>Research how much funding museums receive from state and national government</p> <p>Discuss the civil war in Spain and how art was used to convey a message</p>	<p>Read and discuss "La nueva promesa de la literatura fantastica". Before reading, talk about your favorite childhood story, what was it about and what you learned from it. After reading, discuss if video games can be considered literature. Defend your position.</p> <p>Read and discuss the story "Como la vida misma". Before reading, describe road rage and share your experiences. After reading, interpret an excerpt from the story. Do you agree or disagree?</p> <p>Read and discuss "Museo nacional bellas artes" in Temas. Before reading, plan an excursion for your friend visiting from Chile. Which nearby museum would you take her to, how would you arrive and how much is the entrance. After reading, the state is looking to reduce the funding the museums receive annually. Write a letter to an elected official persuading them to reconsider their</p>	<p>Argumentative Essay: Research the history of Guernica and take notes on important dates and explain the tragedy that occurred on April 26, 1937. Imagine you attended an exhibition on Guernica. How does the art work serve as a reaction or imitation of real life? Discuss how the political influence and personal experiences are expressed in the art work.</p>
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		<p>position and fully fund the arts.</p> <p>Listening comprehension: El Guernica: simbolo de la historia. Before listening, create a KWL chart on the civil war in Spain. Discuss the events that occurred in the beginning of the 1900s. After listening, talk about some of the propaganda used during that time.</p>	

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Suggested Modifications for Special Education, ELL and Gifted Students

Repeat, clarify and modify directions when necessary.

Allow for additional time when needed.

Refocus on task

Use visual clues and body language

Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Suggested Technological Innovations/Use

Use of the SAMR model to increase depth of learning

Use computer lab, chromebooks and projector

Authentic resources found online

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Cross Curricular/21st Century Connections

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TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.

Unit 4: Contemporary Life

Content Area: **World Languages**
Course(s): **SPANISH**
Time Period: **January**
Length: **5 weeks**
Status: **Published**

Summary of the Unit

The AP® Spanish Language and Culture theme of Contemporary Life incorporates lessons on—education and careers; entertainment; travel and leisure; lifestyles; relationships; social customs and values; and volunteerism. Teachers and students engage in class discussions and projects that may focus on improving quality of life for Indigenous peoples; travel in South America; or same sex marriage laws in the Spanish-speaking Caribbean. Students will research social media and technology in Spanish-speaking populations and debate its impact on individual’s well-being.

Enduring Understandings

Schools need to adapt and be up-to-date with the modern world to face the current challenges

To best understand a culture, one must understand their forms of entertainment

Visiting and knowing different cultures enrich our lives and help us value the diversity of our world.

Essential Questions

How do people define their quality of life?

How do cultural products, practices, and perspectives influence contemporary life?

What are the challenges presented in contemporary life?

Summative Assessment and/or Summative Criteria

Panel discussion in which groups of students converse to exchange information they have researched regarding families in their assigned spanish-speaking countries and compare with their own culture. The discussion includes clear examples of cultural practices in families and express inferences about the perspectives represented.

Resources

Authentic Resources provided by the Spanish speaking community such as YouTube, news sites, social media, magazines...etc

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McGraw Hill - Glencoe Spanish Asi se dice! Level 4

Unit Plan

Topic/Selection Timeframe	General Objectives SWBAT	Instructional Activities	Benchmarks/Assessments
Careers and personal relationships 12 days	Locate Las Deltas on a map and discuss their schooling system and how	Read and discuss "Las escuelas que siguen a los chicos" in Temas. Before reading, research	Listening comprehension: You received a voicemail from a potential employer. Call her back answering her questions and confirm the date for the

	<p>it reflects their lifestyle</p> <p>Discuss the impact of technology on relationships</p> <p>Identify the skills needed for a given profession</p> <p>Discuss what Spaniards do on their free time</p>	<p>where El delta de Parana is located, its climate and about the people. After reading, reflect on the article and discuss how this model could be adapted in the United States.</p> <p>Read and discuss "Preparase: en el futuro todos autonomos" in Temas. Before reading, brainstorm the kind of technology that will exist and how important it is for our future. After reading, reply to an email to a potential employer. In the email identify the job you want, why it interests you, what skills you possess and what you can offer.</p> <p>In pairs, role play a job interview. Students must explain their experience and skills</p> <p>Read and discuss "La evolucion de la amistad". Before reading, describe your ideal friend. After</p>	<p>interview.</p>
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		<p>reading, Reflect on one of the quotes from the article. Do you agree with the author? Defend your position.</p> <p>Oral Proficiency: Estilos de vida - como pasan el tiempo libre los espanoles? Analyze the chart and describe a typical day in Spain</p>	
<p>Travel and Entertainment 13 days</p>	<p>Explain the role of videogames as a form of entertainment</p> <p>Debate the importance of learning a second (or third +) language.</p> <p>Discuss hobbies people do on their free time</p> <p>Discuss tourist locations in Latin America</p>	<p>Read and discuss "Los gamesr de los eSports". Before reading, fill out a graphic organizer comparing traditional sports and eSports. After reading, research a hispanic gamer.</p> <p>Listening comprehension: Que dificl es hablar en espanol. Before listening, debate statements regarding language learning. After listening, interpret the lyrics and reflect on your own experience.</p> <p>Read and discuss the email "Un mensaje de Maria Jose". Before</p>	<p>Listening comprehension: Medio Ambiente</p> <p>Provide a graphic organizer for active listening skills. Discuss the main purpose for the audio clip.</p>

		<p>reading, create a list of hobbies people in your age group enjoy doing on their free time. After reading, After reading, the email read is a response to an email. Write what the first email would say.</p> <p>Read and discuss "Mundo del fin del mundo". Before reading, find Estrecho de Magallane and Paso Drake on a map. After reading, compare this location to another tourist location in Latin America.</p>	
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WL.AL.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.

WL.AL.7.1.AL.IPRET.9

Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.

WL.AL.7.1.AL.IPRET.3

Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.

WL.AL.7.1.AL.IPRET.10

Collect, share, and analyze data related to global issues including climate change.

WL.AL.7.1.AL.PRSNT.1

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

WL.AL.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.
WL.AL.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.
WL.AL.7.1.AL.IPRET.1	Identify main ideas and significant details in a range of oral, viewed, and written texts.
WL.AL.7.1.AL.PRSNT.3	Offer and support opinions and use persuasive language when presenting ideas and information.
WL.AL.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.
WL.AL.7.1.AL.IPRET.7	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
WL.AL.7.1.AL.IPRET.5	Analyze a literary or informational text including theme, author’s purpose and tone, inferences.
WL.AL.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.
WL.AL.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.
WL.AL.7.1.AL.IPERS.4	Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
WL.AL.7.1.AL.IPRET.6	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.

Suggested Modifications for Special Education, ELL and Gifted Students

Repeat, clarify and modify directions when necessary.

Allow for additional time when needed.

Refocus on task

Use visual clues and body language

Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Suggested Technological Innovations/Use

Use of the SAMR model to increase depth of learning

Use computer lab, chromebooks and projector

Authentic resources found online

College Board online resources for AP Spanish Language and Culture

Cross Curricular/21st Century Connections

TECH.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.

Unit 5: Global Challenges

Content Area: **World Languages**
Course(s): **SPANISH**
Time Period: **February**
Length: **5 weeks**
Status: **Published**

Summary of the Unit

The AP® Spanish Language and Culture theme of Global Challenges incorporates lessons on – economic issues; environmental issues; philosophical thought and religion; population and demographics; social welfare; and social conscience. Teachers and students engage in class discussions and projects that focus on government; pre-Hispanic religions; or social movements.

Enduring Understandings

People aspire to maintain control over their personal economy

People have a large carbon foot

Studying the demographics of a region help us understand different cultures and know more about how a given population survives while others disappear

Essential Questions

What environmental, political, and social issues pose challenges to societies throughout the world?

What are the origins of those issues?

What are possible solutions to those challenges?

Summative Assessment and/or Summative Criteria

Opinion essay: Describe the social and political challenges people are facing around the world. What are their origins and what are

some possible solutions? Students write a formal 5 paragraph essay with a thesis statement, supporting evidence and conclusion.

Resources

Authentic Resources provided by the Spanish speaking community such as YouTube, news sites, social media, magazines...etc

<http://www.state.nj.us/education/cccs>

<http://www.state.nj.us/education/modelcurriculum/wl>

<http://www.actfl.org>

McGraw Hill - Glencoe Spanish Asi se dice! Level 4

Unit Plan

Topic/Selection Timeframe	General Objectives SWBAT	Instructional Activities	Benchmarks/Assessments
Economy and Climate 12 days	Write a formal letter discussing the need for farmers Research the challenges facing cities in Latin America	Read and discuss "La rebelion de las ratas" in Tamas. Before reading, categorize vocabulary (students will see in the reading). After reading, write an open letter to the farmers to convince them of	Listening comprehension: Para vivr todos juntos. After listening to the audio, record a two minute response answering the question: What are people's attitudes regarding climate change? Compare thoughts exchanged in the USA and Spanish speaking countries.

	<p>Discuss the importance of tackling the challenge of climate change</p> <p>Analyze data on green living in Chile</p>	<p>the benefits in working on the fields.</p> <p>Read and discuss "America Latina es la region mas urbanizada del mundo en desarrollo". Before reading, research the challenges cities in Latin America face (Mexico city, Buenos Aires, Lima, Bogota, Santiago de Chile, Montevideo, Quito and La Habana). After reading, describe your ideal city. Include climate, infrastructure, services, quality of life, food and access to water.</p> <p>Read and discuss "La desglaciacion de la cordillera Andina" in Temas. Before reading, discuss what activities you can do in the winter months. After reading, present your</p>	
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		<p>opinion if climate change is a serious issue today.</p> <p>Analyze the data from the survey of "Consumo sostenible en Chile". Write an open letter to a local newspaper. Discuss the negative impact bad habits contribute to climate change and the reason we should encompass a green - living system.</p>	
<p>Demographics and Social Well-being 13 days</p>	<p>Infer meaning from a reading</p> <p>Brainstorm solutions to global challenges</p> <p>Debate the role of the government in tackling global challenges</p> <p>Define "happy" and the</p>	<p>Read and discuss "Arrugas". Before reading, create a list of qualities that describe you today and what possibly could describe you 50 years from today. After reading, discuss what is inferred in the quote "Tenemos ancianos que llevan viviendo felizmente en la residencia mas de quince anos."</p>	<p>Analyze a map showing the percentage of people that have access to potable water. Identify the country mostly affected by little access to potable water and how this may affect their daily lives and health.</p>

	behaviors and characteristics of a happy person	<p>Read and discuss "La poblacion urbana mundial crecera un 75% hasta los 6300 millones en 2050". Before reading, propose some solutions to global issues as describe by the UN. After reading, discuss the role of the government in facing these dilemmas. Create an infographic highlighting the issues, causes, consequences and possible solutions.</p>	
		<p>Read and discuss "Por que Costa Rica es el pais mas feliz de America Latina?". Before reading, discuss what defines a person happy - what adjectives / behaviors are evident in "happy" people. After reading, compare the life of a person in Costa Rica and the United</p>	

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- WL.AL.7.1.AL.IPRET.9 Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.
- WL.AL.7.1.AL.IPRET.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one’s own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
- WL.AL.7.1.AL.IPRET.10 Collect, share, and analyze data related to global issues including climate change.
- WL.AL.7.1.AL.PRSNT.1 Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
- WL.AL.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.
- WL.AL.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.
- WL.AL.7.1.AL.IPRET.1 Identify main ideas and significant details in a range of oral, viewed, and written texts.
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- WL.AL.7.1.AL.IPRET.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
- WL.AL.7.1.AL.IPRET.5 Analyze a literary or informational text including theme, author’s purpose and tone, inferences.
- WL.AL.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.
- WL.AL.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.
- WL.AL.7.1.AL.IPERS.4 Give a viewpoint and supporting evidence when participating in a group discussion on

topics of a personal, academic, or social nature in informal and some formal settings.

WL.AL.7.1.AL.IPRET.6

Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.

Suggested Modifications for Special Education, ELL and Gifted Students

Repeat, clarify and modify directions when necessary.

Allow for additional time when needed.

Refocus on task

Use visual clues and body language

Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Suggested Technological Innovations/Use

Use of the SAMR model to increase depth of learning

Use computer lab, chromebooks and projector

Authentic resources found online

College Board online resources for AP Spanish Language and Culture

Cross Curricular/21st Century Connections

TECH.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.

Unit 6: Personal and Public Identities

Content Area: **World Languages**

Course(s): **SPANISH**

Time Period: **March**

Length: **5 weeks**

Status: **Published**

Summary of the Unit

The AP® Spanish Language and Culture theme of Personal and Public Identities incorporates lessons on – alienation and assimilation; heroes and historical figures; national and ethnic identities; personal beliefs; personal interests; and self-image. Teachers and students may engage in class discussions and projects that focus on ethnic identity; heroes and historical figures. Students will research the biography of an important heroic or historical figure in a Spanish speaking country and discuss how various events in their life helped to form their personal beliefs and values.

Enduring Understandings

A person can feel isolated when they are not part of a society in which they live in.

When people assimilate, part of their identity is at risk of being lost.

Our self image is based on our experiences and the interpretation of given experiences.

Essential Questions

How is identity expressed in different situations?

How does language and culture influence identity?

How is identity developed through time?

Summative Assessment and/or Summative Criteria

Watch the short film [El Clon](#). Discuss how technology is used as a tool to better quality of life and how it affects one's self image.

Critique the short film. Some guiding questions:

- 1) How is identity expressed in different situations?
- 2) How does language and culture influence identity?
- 3) How is identity developed throughout the film?

Resources

Authentic Resources provided by the Spanish speaking community such as YouTube, news sites, social media, magazines...etc

<http://www.state.nj.us/education/cccs>

<http://www.state.nj.us/education/modelcurriculum/wl>

Unit Plan

Topic/Selection Timeframe	General Objectives SWBAT	Instructional Activities	Benchmarks/Assessments
Assimilation and Self Esteem	<p>Define assimilation and alienation</p> <p>Discuss "los premios naranja y limon" in Spain</p> <p>Explain the link between identity, culture and language</p> <p>Define self-esteem.</p> <p>Discuss the role social media has in one's self-image</p>	<p>Read and discuss "Tienen los famosos derecho a la vida privada?". Before reading, look up the words "asimilacion" and "enajenacion" - what are the differences? When you think of a famous person, what comes to mind? After reading, who would you give the "naranja y limon" award to in your country?</p> <p>Listening comprehension: "Una ley para fortalecer el Guarani en Paraguay". Before listening, discuss the importance of preserving a language and the connection it is to identity. After listening, debate your view and stance.</p>	<p>Listening comprehension: Listen to "La autoestima y el rendimiento escolar". In a two minute recording answer the question: What factors affect self-esteem and their perception of themselves?"</p>

		<p>Listen to and watch "El autoestima" on BrainPop Espanol. Use a graphic organizer.</p> <p>Read and discuss "Las redes sociales y la autoestima de los jovenes". Before reading, create a list of your strengths. What makes you unique? After reading, determine if all the statements made are fact or opinion</p>	
Identity and Personal Interests	<p>Retell the history of Spain conquering a large part of the Americas</p> <p>Compare the conquering of land in the 1500s to another historic event in the 21st century</p> <p>Identify the link between ethnicity, beliefs, language and identity</p> <p>Discuss</p>	<p>Read and discuss "Historia verdadera de la conquista de la nueva Espana". Before reading, define "truth". Review the history of Spain conquering a large part of the Americas. After reading, compare the "conquistadores" and a recent invasion of a country in the 21st century.</p> <p>Read and discuss "Quien es el Galeon San Jose?". Before reading, research some legends from Latin America (examples: La Llorona, La Viudita, Quetzalcoatl...etc). Retell them in your own words. After reading, infer the meaning of the</p>	<p>Presentation: What are the qualities of a person that converts them into a hero? Are heroes born or made? Describe a hero in your life.</p>

	<p>hobbies in Spanish speaking communities</p>	<p>following quote "Ladron que roba a ladron tiene cien anos de perdon".</p> <p>Listening Comprehension: Visita al salto angel de la mano de un guia indigena</p> <p>Before listening, discuss the importance of ethnic groups in a given nation. After listening, discuss how one's past can help one better understand one's national identity and ethnicity?</p> <p>Listening comprehension: Restaurados de autos con aires de estrella</p> <p>Before listening, research what adolescents and young adults enjoy doing on their free time. After listening, create a club to repair cars. Create a flyer persuading them to join.</p> <p>Analyze the quote "La tolerancia no implica una falta de compromiso con nuestras propias</p>	
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		creencias, sino que condena la opresion o la persecucion de los otros". Explain and provide examples.	
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WL.AL.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.
WL.AL.7.1.AL.IPRET.9	Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.
WL.AL.7.1.AL.IPRET.3	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
WL.AL.7.1.AL.IPRET.10	Collect, share, and analyze data related to global issues including climate change.
WL.AL.7.1.AL.PRSNT.1	Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
WL.AL.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.
WL.AL.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.
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WL.AL.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.
WL.AL.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.
WL.AL.7.1.AL.IPERS.4	Give a viewpoint and supporting evidence when participating in a group discussion on

topics of a personal, academic, or social nature in informal and some formal settings.

WL.AL.7.1.AL.IPRET.6

Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.

Suggested Modifications for Special Education, ELL and Gifted Students

Repeat, clarify and modify directions when necessary.

Allow for additional time when needed.

Refocus on task

Use visual clues and body language

Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Suggested Technological Innovations/Use

Use of the SAMR model to increase depth of learning

Use computer lab, chromebooks and projector

Authentic resources found online

College Board online resources for AP Spanish Language and Culture

Cross Curricular/21st Century Connections

TECH.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.

Unit 7: Reading, Writing, Speaking and Listening in Spanish

Content Area: **World Languages**

Course(s): **SPANISH**

Time Period: **April**

Length: **4 weeks**

Status: **Published**

Summary of the Unit

AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.

Enduring Understandings

Students will familiarize themselves with the different parts of the AP exam, expectations and rubrics used to evaluate the three modes of communication. Students will identify graphic organizers that will help them organize their thoughts for presentational and

interpretive communication. Additionally, students will use conversation fillers for the simulated conversation.

Essential Questions

How does College Board evaluate interpretive, interpersonal and presentational communication?

What are the expectations on the day of the AP exam?

What devices can I use to best help me in succeeding on the AP exam?

What is my current level of proficiency for reading, writing, speaking and listening in Spanish?

Summative Assessment and/or Summative Criteria

Students will be separated into groups of three to give a presentation on different parts of the exam, sentence structures, conversation fillers and transition sentences/phrases. Additionally, students will be assigned a region of the Spanish speaking world and provide insight on culture, history, important events, historical figures (Spain, Carribean, Mexico, Central America, United States, Venezuela, Colombia, South Cone, Andean Region).

Resources

Authentic Resources provided by the Spanish speaking community such as YouTube, news sites, social media, magazines...etc

<http://www.state.nj.us/education/cccs>

<http://www.state.nj.us/education/modelcurriculum/wl>

<http://www.actfl.org>

McGraw Hill - Glencoe Spanish Asi se dice! Level 4

Unit Plan

Topic/Selection Timeframe	General Objectives SWBAT	Instructional Activities	Benchmarks/Assessments
AP Test Prep 20 days	<p>Create graphic organizers that will aid students to organize their thoughts for interpretive communication</p> <p>Familiarize themselves with the technology that will be used during the simulated conversation portion of the exam</p> <p>Evaluate themselves using the AP Spanish Language and Culture rubrics for each section of the exam</p> <p>Identify the expectations of the exam and</p>	<p>Daily edits: Make corrections to common mistakes for cultural comparison, argumentative essay and email response.</p> <p>Simulated Conversation: Students record their responses and discuss various topics. Students use the YouTube channel United Spanish and screencastify to record their responses. Students should be familiar with recording device that will be used on the exam</p> <p>Email Reply: Using a graphic organizer, students will list sentence structures, openings and closings to use in a formal email.</p> <p>Argumentative essay: students will use a graphic organizer to organize their thoughts.</p>	<p>Practice tests based on the AP Spanish Language and Culture rubrics and website</p>

	exam day.	<p>Cultural Comparison: Students will work in groups and brainstorm cultural beliefs, practices, values, events and other for each region: Spain, Carribean, United States, Mexico, Central America, Venezuela and Colombia, Andean Region and South Cone.</p> <p>Students will take practice tests on College Board and or other AP Spanish Language and Culture study material.</p> <p>Students will listen to various podcasts, media sources (Telemundo, Univision, El Pais, BBC Mundo...etc), music and commercials and interpret the message and purpose.</p> <p>Picture Talk: Students will analyze the meaning for ads, and commercials.</p> <p>Movie Talk: Students will talk about the purpose and meaning of different commercial ads used today for the Spanish speaking community</p>	

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WL.AL.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.
WL.AL.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.
WL.AL.7.1.AL.IPERS.4	Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
WL.AL.7.1.AL.IPRET.6	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.

Suggested Modifications for Special Education, ELL and Gifted Students

Repeat, clarify and modify directions when necessary.

Allow for additional time when needed.

Refocus on task

Use visual clues and body language

Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Suggested Technological Innovations/Use

Use of the SAMR model to increase depth of learning

Use computer lab, chromebooks and projector

Authentic resources found online

College Board online resources for AP Spanish Language and Culture

Cross Curricular/21st Century Connections

TECH.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for

specific tasks.

TECH.8.1.12.A.3

Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

TECH.8.1.12.C.CS3

Develop cultural understanding and global awareness by engaging with learners of other cultures.

Unit 8: Film Study

Content Area: **World Languages**

Course(s): **SPANISH**

Time Period: **June**

Length: **5 weeks**

Status: **Published**

Summary of the Unit

Along with the viewing of a feature-length film, students answer questions, perform character study, synthesis and analysis of the plots and themes. The action of the film comes into the classroom as students become the actor, writer, critic or research of the film. Each student or small group may arrange a discussion or presentation of a scene which did not take place on screen. Investigators will research the history or societal issues behind the plot and themes of the film. All scripts and essays will be presented to the full class, for review and further critique

Enduring Understandings

Depending on the person's perspective and experiences will determine how they retell past events. Empathy is a vital skill needed to better communicate with others that have different experiences as our own.

Essential Questions

What is the Hispanic perspective?

Who is telling the story? Does that influence how the story is told?

How accurate is the film to history?

Summative Assessment and/or Summative Criteria

Retell the story from the point of view from another character. Students will present their point of view using a digital flyer and, in a gallery walk, students will react to the thoughts and opinions presented.

Resources

Authentic Resources provided by the Spanish speaking community such as YouTube, news sites, social media, magazines...etc

<http://www.state.nj.us/education/cccs>

<http://www.state.nj.us/education/modelcurriculum/w1>

<http://www.actfl.org>

McGraw Hill - Glencoe Spanish Asi se dice! Level 4

Unit Plan

Topic/Selection Timeframe	General Objectives SWBAT	Instructional Activities	Benchmarks/Assessments
<p>Film Study 20 days</p>	<p>Discuss the historical context of the film and identify important events, their cause and consequences</p> <p>Analyze the characters' development in the film, make predictions and highlight the plot overview</p> <p>Make a critique of the film</p> <p>Compare and contrast themselves to one of the characters in the film</p>	<p>Teachers can choose to do a film review on one of the following movies:</p> <p>Innocent Voices (2004)</p> <p>Bajo la misma luna (2007)</p> <p>McFarland USA (2015)</p> <p>Los Diarios de Motocicleta (2007)</p> <p>Before watching, students engage in a series of activities that provide background knowledge, historical context and challenges facing the specific community at the time. Students may engage with BrainPop Espanol; YouTube documentaries/first hand accounts; read an article from a Spanish speaking media source; create a timeline of events</p> <p>While students watch, students will discuss different</p>	<p>Choose a character from the film and explain what you would have done in their place. Do you agree or disagree with their behavior?</p>

		<p>themes and topics; character analysis; plot overview and predictions. Students will connect to one of the character's of the film and demonstrate empathy. Some options are writing a tweet in the point of view of one of the characters; respond to an email from the point of view of one of the characters; provide a graphic organizer to fill out during the film; in small groups, make predictions of what will happen next.</p> <p>After watching, students will present a critique of the film. In small groups, students will debate different parts of the film and support their views with evidence from the film and personal anecdotes.</p>	

WL.AL.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.

WL.AL.7.1.AL.IPRET.9	Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.
WL.AL.7.1.AL.IPRET.3	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
WL.AL.7.1.AL.IPRET.10	Collect, share, and analyze data related to global issues including climate change.
WL.AL.7.1.AL.PRSNT.1	Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
WL.AL.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.
WL.AL.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.
WL.AL.7.1.AL.IPRET.1	Identify main ideas and significant details in a range of oral, viewed, and written texts.
WL.AL.7.1.AL.PRSNT.3	Offer and support opinions and use persuasive language when presenting ideas and information.
WL.AL.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.
WL.AL.7.1.AL.IPRET.7	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
WL.AL.7.1.AL.IPRET.5	Analyze a literary or informational text including theme, author's purpose and tone, inferences.
WL.AL.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.
WL.AL.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.
WL.AL.7.1.AL.IPERS.4	Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
WL.AL.7.1.AL.IPRET.6	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.

Suggested Modifications for Special Education, ELL and Gifted Students

Repeat, clarify and modify directions when necessary.

Allow for additional time when needed.

Refocus on task

Use visual clues and body language

Demonstrate tasks

Break assignments down

Preferential seating

Allow for breaks when needed

Use verbal praise

Allow for extended time when needed

Suggested Technological Innovations/Use

Use of the SAMR model to increase depth of learning

Use computer lab, chromebooks and projector

Authentic resources found online

College Board online resources for AP Spanish Language and Culture

Cross Curricular/21st Century Connections

TECH.8.1.12.F.CS1

Identify and define authentic problems and significant questions for investigation.

TECH.8.1.12.F.CS3

Collect and analyze data to identify solutions and/or make informed decisions.

TECH.8.1.12.B.CS2

Create original works as a means of personal or group expression.

TECH.8.1.12.E.CS3

Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

TECH.8.1.12.A.3

Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

TECH.8.1.12.C.CS3

Develop cultural understanding and global awareness by engaging with learners of other cultures.