

AP Spanish Unit 1 -Families in Different Societies (updated 2019)

Content Area: **World Languages**
Course(s): **Generic Course, AP SPANISH**
Time Period: **Marking Period 1**
Length: **10 weeks**
Status: **Published**

Standards

World Language Standards

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.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.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.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.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.6	Converse with members of the target culture with understanding about contemporary global issues, including climate change.
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.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.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.4	Demonstrate an understanding of most content of other academic disciplines.
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.IPRET.6	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.
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.8	Analyze elements of the target language that do not have a comparable linguistic element in English.
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.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.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.PRSNT.3	Offer and support opinions and use persuasive language when presenting ideas and information.
WL.AL.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.
WL.AL.7.1.AL.PRSNT.5	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
WL.AL.7.1.AL.PRSNT.6	Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.
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.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Transfer Goals

Transfer Goals

Students will be able to independently use their learning to acquire a variety of ways to talk about themes related to families in Spanish speaking communities so that in the future they'll be able to communicate in a meaningful way about how families shape values, traditions and personal beliefs I also want students to recognize important people and perspectives from Spanish-speaking countries so that they will be able to discuss the challenges faced by families and consider the evolving concept and role of families in contemporary societies.

Concepts

Essential Questions

- What constitutes a family in Spanish speaking societies?
- What are some important aspects of family values and family life in Spanish speaking societies?
- What challenges do families face in today's world?
- How have different people in the Spanish-speaking world contributed to the Hispanic/Latino culture?
- How can we compare and contrast important people/perspectives and their contributions in the U.S. and Spanish speaking societies?
- How will consistent communication in the target language make us better language learners?

Understandings

Students will understand that...

- A rich and varied vocabulary is essential for good communication; however, all vocabulary words need not be known to convey a message.
- Important Spanish speaking figures in Spanish-speaking and American cultures have contributed to society in similar and different ways.
- Language is affected by its culture.
- Specific vocabulary words and expressions will enable them to communicate in a family setting.
- When expressing wishes, desires, and doubts different verb tenses are used to communicate in different situations.
- There are strategies to be utilized in order to succeed in learning a language.

Critical Knowledge and Skills

Knowledge

Students will know:

- Spanish-speaking celebrities and their contributions to society.

- Cultural products, perspectives, customs, and brief history of different Spanish-speaking countries.
- Appropriate expressions used to initiate, maintain and close written exchanges.
- Vocabulary commonly used in charts/ graphs/tables, such as percentages, rates, increase, decrease, etc.
- Family and societal vocabulary

Skills

Students will be able to:

- Describe the literal meaning of a text as related to families in different societies
- Make cultural connections as related to family traditions
- Interpret the distinguishing features of a text; audience, purpose, perspective, attitude
- Determine the meaning of familiar and unfamiliar words
- Understand and apply appropriate communication strategies in interpersonal speaking/ writing
- Understand and apply appropriate and varied syntactical expressions in interpersonal speaking/ writing
- Identify regional variations of language.

Assessment and Resources

Formative Assessment Plan (Other Evidence)

- Interpersonal Writing Email Reply
- Quizzes (written, oral, aural)
- Class Participation
- Homework
- Interpersonal Speaking simulated conversation

Summative Assessment Plan

- Tests
- Interpersonal Writing Email Reply
- Interpersonal Speaking Simulated conversation
- Vocabulary/ Grammar Quizzes
- Reading/ Listening Comprehension quizzes

Primary Resources

- Conexiones textbook, workbooks and audio/video files
- Preparing for the AP Spanish Language Test Prep book
- Teacher-created PowerPoints and note sheets

Supplementary Resources

- AP Central Resources
- TEMAS textbook
- YouTube.com
- ESPNdeportes.com
- Colby.edu
- DuoLingo.com
- Mujeres Al Borde DVD
- LinkIt!
- VoiceThread
- Newsela
- Search engines in Spanish
- Communicative role-plays and games

Technology Integration and Differentiated Instruction

Technology Integration

Edmodo/Google Classroom

Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Do Now Quizzes, Interpersonal/Intrapersonal Communication, Exit Tickets, Classroom Polls, Useful Links, Quick-Checks, Additional Resources/ Support, Homework, etc.).

GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade-level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real-time to see results upon completion of the assignments to allow for 21st century learning.

One to One Student laptop

All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

Additional Support

These are examples of technology that can be used to support each of the lessons within this topic: Avancemos video/audio series, GlobeTrekker videos, VoiceThread, Newsela, LinkIt!, YouTube.com, ESPNdeportes.com, Colby.edu, authentic films

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.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources.
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Gifted Students are given a leadership role in the room.

Gifted Students may create their own learning plan that allows the student to further investigate a topic of interest.

Gifted Students who are also native/heritage-speakers are encouraged to share experiences from home country.

Advanced goals of fluency using AP scoring rubric and ACTFL proficiency guidelines.

Additional practice will be offered to students that provide a higher level of thinking for topics of study.

Students may be provided with more advanced, culturally authentic texts.

English Language Learners (N.J.A.C.6A:15)

Work with ELL Teacher to allow for all assignments to be completed with extra time.

Within each lesson, the English Language Learners are given choice of topic and resources so that their

materials are within their ability to grasp the language.

Should their primary language be Spanish, the English Language Learners may be given a leadership role within lessons to capitalize on their experiences and celebrate their language/culture.

At Risk Students (N.J.A.C.6A:8-4.3c)

Work with the I&RS Team to reach the needs of students.

Mentors provided.

Offer additional supports as needed (after school help, parent contacts, frequent checks for understanding, etc.).

Special Education Students (N.J.A.C.6A:8-3.1)

All IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.).

Modified goals of fluency using AP scoring rubric and ACTFL proficiency guidelines.

Differentiated grading.

Frequent checks for understanding.

Extend the time needed to complete assignments/assessments.

Provide a copy of grading rubrics for projects, compositions, oral presentations, etc.

Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability level/learning style.

Interdisciplinary Connections

MATH - Interpret and describe data from charts, tables, graphs, maps and infographics.

SCIENCE - Global natural phenomenon of Spanish-speaking countries, indigenous wildlife to the Spanish speaking countries.

SOCIAL STUDIES - Historical figures, important events and pastimes of the Spanish-speaking countries.

ELA - Language transfer awareness, influence of Spanish and English within each language, reading of authentic texts, narrative composition.

VISUAL/PERFORMING ARTS - Music/musicians and art/artists from Spanish-speaking countries of the

Caribbean.

APPLIED TECHNOLOGY - Trends in economy of Spanish-speaking countries.

BUSINESS EDUCATION - Jobs related to field of World Language, benefits of being bilingual in the work force.

GLOBAL AWARENESS - Perspectives, products and customs of Spanish-speaking countries, influence of American/Spanish culture within the Caribbean and vice-versa.

Learning Plan / Pacing Guide

Week 1:

- Introduction of new unit of study: Unit 1 Families in Different Societies
- Presentation of vocabulary Unit 1 and Noticial del Dia informal presentations
- Communicative activities with vocabulary and culture

Week 2:

- Interpersonal Writing Prompt Email
- Introduction of peer editing strategies
- Contexto 1--Las Comunidades Educativos --Vocabulary Development
- Reading 1.1 "Tiempo de Juegos"
- Interpretive mode: reading comprehensions of culture and vocabulary
- Communicative activities with vocabulary and culture
- Audio "Valores desde la Familia"
- MP1 Noticia del Dia presentation
- Interpersonal Speaking Prompt-Simulated Conversation

Week 3:

- Interpersonal Writing Prompt Email
- Peer editing strategies

- Do Now Quiz Vocabulary/ grammatical syntax
- Contexto 1--Las Comunidades Educativos
- Reading 1.2 "Fernando Satavar Reflexiona sobre el valor de la educacion"
- Interpretive mode: reading comprehensions of culture and vocabulary
- Communicative activities with vocabulary and culture
- Audio from Ver tal.com current events site
- MP1 Noticia del Dia presentation
- Interpersonal Speaking Prompt-Simulated Conversation

Week 4:

- Interpersonal Writing Prompt Email
- Peer editing strategies
- Do Now Quiz Vocabulary/ grammatical syntax
- Contexto 2--Las Redes Sociales (social media)--Vocabulary Development
- Reading 2.1 "Facebook--El Monstruo de las Dos Cabezas"
- Interpretive mode: reading comprehensions of culture and vocabulary
- Communicative activities with vocabulary and culture
- Reading 2.2 "El uso de las Redes Sociales en Latinoamerica"
- MP1 Noticia del Dia presentation
- Interpersonal Speaking Prompt-Simulated Conversation

Week 5:

- Interpersonal Writing Prompt Email
- Do Now Quiz Vocabulary/ grammatical syntax
- Contexto 2--Las Redes Sociales (socialmedia)
- Audio 2 ""Jovenes y el uso de las redes sociales"
- Interpretive mode: reading comprehensions of culture and vocabulary

- Communicative activities with vocabulary and culture
- MP1 Noticia del Dia presentation
- Interpersonal Speaking Prompt-Simulated Conversation

Week 6:

- Interpersonal Writing Prompt Email
- Do Now Quiz Vocabulary/ grammatical syntax
- Contexto 3--La Geografia Humana--Vocabulary Development
- Reading 3.1 ""La situacion de los pueblos del lago Atitlan"
- Interpretive mode: reading comprehensions of culture and vocabulary
- Communicative activities with vocabulary and culture
- MP1 Noticia del Dia presentation
- Interpersonal Speaking Prompt-Simulated Conversation

Week 7:

- Interpersonal Writing Prompt Email
- Do Now Quiz Vocabulary/ grammatical syntax
- Contexto 3--La Geografia Humana--Vocabulary Development
- Reading 3.2 "Comunidad Indigena encuentra en el turismo una herramienta de rsistencia"
- Interpretive mode: reading comprehensions of culture and vocabulary
- Communicative activities with vocabulary and culture
- Audio-"La basura en aumento"
- Interpersonal Speaking Prompt-Simulated Conversation

Week 8:

- Interpersonal Writing Prompt Email

- Do Now Quiz Vocabulary/ grammatical syntax
- Contexto 4--Las tradiciones y los valores--Vocabulary Development
- Reading 4.1 "Los valores los incluyen los padres no la escuela"
- Interpretive mode: reading comprehensions of culture and vocabulary
- Communicative activities with vocabulary and culture
- MP1 Noticia del Dia presentation
- Interpersonal Speaking Prompt-Simulated Conversation

Week 9:

- Interpersonal Writing Prompt Email
- Do Now Quiz Vocabulary/ grammatical syntax
- Contexto 4--Las tradiciones y los valores--Vocabulary Development
- Reading 4.2 "Homenaje de las madres de la tradicion artesana"
- Interpretive mode: reading comprehensions of culture and vocabulary
- Communicative activities with vocabulary and culture
- Interpersonal Speaking Prompt-Simulated Conversation
- Presentation of Midterm Study Guide

Week 10:

- Performance-based assessments (culmination of Unit 1 through small group project, AP Practice test in small group).
- Cultural Experience through food products of the Spanish-speaking world.
- Review for Midterm Exam
- Introduction of "Ella y yo" short film and related activities
-

AP Spanish Unit 2-Science and Technology (updated 2019)

Content Area: **World Languages**
Course(s): **Generic Course, AP SPANISH**
Time Period: **Marking Period 4**
Length: **10 weeks**
Status: **Published**

Standards

World Language Standards

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.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.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.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.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.6	Converse with members of the target culture with understanding about contemporary global issues, including climate change.
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.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.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.4	Demonstrate an understanding of most content of other academic disciplines.
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.IPRET.6	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.
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.8	Analyze elements of the target language that do not have a comparable linguistic element in English.
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.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.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.PRSNT.3	Offer and support opinions and use persuasive language when presenting ideas and information.
WL.AL.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.
WL.AL.7.1.AL.PRSNT.5	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
WL.AL.7.1.AL.PRSNT.6	Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.
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.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Transfer Goals

Transfer Goals

Students will be able to independently use their learning to explore the effects of science and technology on people's lives in Spanish speaking communities so that in the future they will be able to communicate how these developments in science can both create and resolve challenges in contemporary society. In the long run, students will also be able to communicate about how technology creates new ways for us to connect with others and how it impacts and shapes our personal and public identities.

Concepts

Essential Questions

- What are the social consequences of scientific or technological advancement?
- What factors drive innovation and discovery in the fields of science and technology?
- What role do ethics play in scientific advancement?
- How will consistent communication in the target language make us better language learners?

Understandings

Students will understand that...

- A rich and varied vocabulary is essential for good communication; however, all vocabulary words need not be known to convey a message.
- Important Spanish speaking figures in Spanish-speaking and American cultures have contributed to society in similar and different ways.
- Language is affected by its culture.
- Specific vocabulary words and expressions will enable them to communicate about art
- When expressing different time periods, different verb tenses are used to communicate in varied situations.
- There are strategies to be utilized in order to succeed in learning a language.

Critical Knowledge and Skills

Knowledge

Students will know:

- Spanish-speaking scientists & entrepreneurs and their contributions to society.

- Cultural products, perspectives, customs, and brief history of different Spanish-speaking countries.
- Appropriate expressions used to initiate, maintain and close written exchanges.
- Appropriate expressions used to initiate, maintain and close spoken exchanges.
- Vocabulary appropriate for a given context.
- Vocabulary commonly used in charts/ graphs/tables, such as percentages, rates, increase, decrease, etc.
- Vocabulary related to science and technology

Skills

Students will be able to:

- Describe the literal meaning of a text as related to science and technology in different societies
- Make cultural connections about scientific and ethical challenges as related to American culture
- Interpret the distinguishing features of a text; audience, purpose, perspective, attitude
- Determine the meaning of familiar and unfamiliar words
- Understand and apply appropriate communication strategies in interpersonal speaking/ writing
- Understand and apply appropriate and varied syntactical expressions in interpersonal speaking/ writing
- Identify regional variations of language.

Assessment and Resources

Formative Assessment Plan (Other Evidence)

- Interpersonal Writing Email Reply
- Quizzes (written, oral, aural)
- Class Participation
- Homework
- Interpersonal Speaking simulated conversation
- Presentational Writing-argumentative essay
- Presentational speaking-cultural comparison

Summative Assessment Plan

- Tests
- Interpersonal Writing Email Reply
- Interpersonal Speaking Simulated conversation

- Vocabulary/ Grammar Quizzes
- Presentational Writing-argumentative essay
- Presentational speaking-cultural comparison
- Reading/ Listening Comprehension quizzes

Primary Resources

- Conexiones textbook, workbooks and audio/video files
- Preparing for the AP Spanish Language Test Prep book
- Teacher-created PowerPoints and note sheets

Supplementary Resources

- YouTube.com
- ESPNdeportes.com
- Colby.edu
- DuoLingo.com
- Mujeres Al Borde DVD
- LinkIt!
- VoiceThread
- Newsela
- Search engines in Spanish
- Communicative role-plays and games

Technology Integration and Differentiated Instruction

Technology Integration

Edmodo/Google Classroom

Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Do Now Quizzes, Interpersonal/Intrapersonal Communication, Exit Tickets, Classroom Polls, Useful Links, Quick-Checks, Additional Resources/ Support, Homework, etc.).

GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade-level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real-time to see results upon completion of the assignments to allow for 21st century learning.

One to One Student laptop

All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

Additional Support

These are examples of technology that can be used to support each of the lessons within this topic: Avancemos video/audio series, GlobeTrekker videos, VoiceThread, Newsela, LinkIt!, YouTube.com, ESPNdeportes.com, Colby.edu, authentic films

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.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Gifted Students are given a leadership role in the room.

Gifted Students may create their own learning plan that allows the student to further investigate a topic of interest.

Gifted Students who are also native/heritage-speakers are encouraged to share experiences from home country.

Advanced goals of fluency using AP scoring rubric and ACTFL proficiency guidelines.

Additional practice will be offered to students that provide a higher level of thinking for topics of study.

Students may be provided with more advanced, culturally authentic texts.

English Language Learners (N.J.A.C.6A:15)

Work with ELL Teacher to allow for all assignments to be completed with extra time.

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

Should their primary language be Spanish, the English Language Learners may be given a leadership role within lessons to capitalize on their experiences and celebrate their language/culture.

At Risk Students (N.J.A.C.6A:8-4.3c)

Work with the I&RS Team to reach the needs of students.

Mentors provided.

Offer additional supports as needed (after school help, parent contacts, frequent checks for understanding, etc.).

Special Education Students (N.J.A.C.6A:8-3.1)

All IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.).

Modified goals of fluency using AP scoring rubric and ACTFL proficiency guidelines.

Differentiated grading.

Frequent checks for understanding.

Extend the time needed to complete assignments/assessments.

Provide a copy of grading rubrics for projects, compositions, oral presentations, etc.

Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability level/learning style.

Interdisciplinary Connections

MATH - Interpret and describe data from charts, tables, graphs, maps and infographics.

SCIENCE - Global natural phenomenon of Spanish-speaking countries, indigenous wildlife to the Spanish speaking countries.

SOCIAL STUDIES - Historical figures, important events and pastimes of the Spanish-speaking countries.

ELA - Language transfer awareness, influence of Spanish and English within each language, reading of

authentic texts, narrative composition.

VISUAL/PERFORMING ARTS - Music/musicians and art/artists from Spanish-speaking countries of the Caribbean.

APPLIED TECHNOLOGY - Trends in economy of Spanish-speaking countries.

BUSINESS EDUCATION - Jobs related to field of World Language, benefits of being bilingual in the work force.

GLOBAL AWARENESS - Perspectives, products and customs of Spanish-speaking countries, influence of American/Spanish culture within the Caribbean and vice-versa.

Learning Plan / Pacing Guide

Week 1:

- Introduction of new unit of study: Unit 2- La Ciencia y La tecnologia
- Presentation of vocabulary Unit 2 and Noticial del Dia informal presentations
- Communicative activities with vocabulary and culture

Week 2:

- Interpersonal Writing Prompt Email
- Peer editing strategies
- Contexto 1--Tecnologia, Individuo y Sociedad--Vocabulary Development
- Reading 1.1 "No sin mi movil"
- Interpretive mode: reading comprehensions of culture and vocabulary
- Communicative activities with vocabulary and culture
- Audio "Problemas en la escuela"
- MP1 Noticia del Dia presentation
- Interpersonal Speaking Prompt-Simulated Conversation

Week 3:

- Interpersonal Writing Prompt Email

- Peer editing strategies
- Do Now Quiz Vocabulary/ grammatical syntax
- Contexto 1--Tecnologia, Individuo y Sociedad
- Reading 1.2 "Nosotros no"
- Interpretive mode: reading comprehensions of culture and vocabulary
- Communicative activities with vocabulary and culture
- Audio from Ver tal.com current events site
- MP1 Noticia del Dia presentation
- Interpersonal Speaking Prompt-Simulated Conversation

Week 4:

- Interpersonal Writing Prompt Email
- Peer editing strategies
- Do Now Quiz Vocabulary/ grammatical syntax
- Contexto 2--El Cuidado de la salud y la medicina--Vocabulary Development
- Reading 2.1 "Google, UnMedico virtual no aconsejable"
- Interpretive mode: reading comprehensions of culture and vocabulary
- Communicative activities with vocabulary and culture
- Reading 2.2 "La sofisticada cirugia cerebral de los Inca"
- MP1 Noticia del Dia presentation
- Interpersonal Speaking Prompt-Simulated Conversation

Week 5:

- Interpersonal Writing Prompt Email
- Do Now Quiz Vocabulary/ grammatical syntax
- Contexto 2--El Cuidado de la salud y la medicina
- Audio 2 ""Menos sal para los ninos, recomienda la OPS"

- Interpretive mode: reading comprehensions of culture and vocabulary
- Communicative activities with vocabulary and culture
- MP1 Noticia del Dia presentation
- Interpersonal Speaking Prompt-Simulated Conversation

Week 6:

- Interpersonal Writing Prompt Email
- Do Now Quiz Vocabulary/ grammatical syntax
- Contexto 3--La ciencia y la Etica--Vocabulary Development
- Reading 3.1 ""La tentacion del bebe perfecto"
- Interpretive mode: reading comprehensions of culture and vocabulary
- Communicative activities with vocabulary and culture
- MP1 Noticia del Dia presentation
- Interpersonal Speaking Prompt-Simulated Conversation

Week 7:

- Interpersonal Writing Prompt Email
- Do Now Quiz Vocabulary/ grammatical syntax
- Contexto 3--La Ciencia y la etica--Vocabulary Development
- Reading 3.2 "Sustentabilidad"
- Interpretive mode: reading comprehensions of culture and vocabulary
- Communicative activities with vocabulary and culture
- Audio-"El desarrollo sostenible debe basarse en la ciencia"
- Interpersonal Speaking Prompt-Simulated Conversation

Week 8:

- Interpersonal Writing Prompt Email
- Do Now Quiz Vocabulary/ grammatical syntax
- Contexto 4--Los fenomenos naturales--Vocabulary Development
- Reading 4.1 "Dia de la Tierra"
- Interpretive mode: reading comprehensions of culture and vocabulary
- Communicative activities with vocabulary and culture
- MP1 Noticia del Dia presentation
- Interpersonal Speaking Prompt-Simulated Conversation

Week 9:

- Interpersonal Writing Prompt Email
- Do Now Quiz Vocabulary/ grammatical syntax
- Contexto 4--Los Fenomenos Naturales--Vocabulary Development
- Reading 4.2 "Cazadores de los Tornados"
- Interpretive mode: reading comprehensions of culture and vocabulary
- Communicative activities with vocabulary and culture
- Interpersonal Speaking Prompt-Simulated Conversation
- Presentation of Midterm Study Guide

Week 10:

- Performance-based assessments (culmination of Unit 2 through small group project, AP Practice test in small group).
- Cultural Experience through food products of the Spanish-speaking world.
- Introduction of "Un atajo un Camino" short film and related activities

AP Spanish Unit 3-Influences of Beauty and Art (updated 2019)

Content Area: **World Languages**
Course(s): **Generic Course, AP SPANISH**
Time Period: **Marking Period 2**
Length: **10 weeks**
Status: **Published**

Standards

World Language Standards

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.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.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.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.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.6	Converse with members of the target culture with understanding about contemporary global issues, including climate change.
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.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.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.4	Demonstrate an understanding of most content of other academic disciplines.
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.IPRET.6	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.
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.8	Analyze elements of the target language that do not have a comparable linguistic element in English.
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.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.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.PRSNT.3	Offer and support opinions and use persuasive language when presenting ideas and information.
WL.AL.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.
WL.AL.7.1.AL.PRSNT.5	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
WL.AL.7.1.AL.PRSNT.6	Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.
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.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Transfer Goals

Transfer Goals

Students will be able to independently use their learning to explore themes related to the influences of Art & Beauty in Spanish speaking communities providing them with a meaningful context in which to acquire and develop a variety of linguistic and cultural concepts. In the future our students will be able to communicate in a meaningful way about how art influences the quality of life and values in a community.

Concepts

Essential Questions

- How do ideals of beauty influence daily life?
- How does art both challenge and reflect cultural perspectives?
- How do communities value beauty and art?
- How is art used to record history?
- How will consistent communication in the target language make us better language learners?
- How does art challenge and reflect the cultural perspectives of different communities in the Spanish speaking world?
- How does art in the Spanish speaking world capture and reflect the history of a community?
- How is art considered in Spanish speaking countries as compared to the United States?
- How is the concept of beauty defined in the Spanish speaking world?

Understandings

Students will understand that...

- A rich and varied vocabulary is essential for good communication; however, all vocabulary words need not be known to convey a message.
- Important Spanish speaking figures in Spanish-speaking and American cultures have contributed to society in similar and different ways.
- Language is affected by its culture.
- Specific vocabulary words and expressions will enable them to communicate about art
- When expressing different time periods, different verb tenses are used to communicate in varied situations.
- There are strategies to be utilized in order to succeed in learning a language.

Critical Knowledge and Skills

Knowledge

Students will know:

- Spanish-speaking artists, architects and icons and their contributions to society.
- Cultural products, perspectives, customs, and brief history of different Spanish-speaking countries.
- Appropriate expressions used to initiate, maintain and close written exchanges.
- Vocabulary commonly used in charts/ graphs/tables, such as percentages, rates, increase, decrease, etc.
- Vocabulary related to Art and Beauty

Skills

Students will be able to:

- Describe the literal meaning of a text as related to art/ beauty in different societies
- Make cultural connections as related to works of art, sculpture, architecture to American culture
- Interpret the distinguishing features of a text; audience, purpose, perspective, attitude
- Determine the meaning of familiar and unfamiliar words
- Understand and apply appropriate communication strategies in interpersonal speaking/ writing
- Understand and apply appropriate and varied syntactical expressions in interpersonal speaking/ writing
- Identify regional variations of language.

Assessment and Resources

Formative Assessment Plan (Other Evidence)

- Interpersonal Writing Email Reply
- Quizzes (written, oral, aural)
- Class Participation
- Homework
- Interpersonal Speaking simulated conversation

Summative Assessment Plan

- Tests
- Interpersonal Writing Email Reply
- Interpersonal Speaking Simulated conversation
- Vocabulary/ Grammar Quizzes

- Reading/ Listening Comprehension quizzes

Primary Resources

- Conexiones textbook, workbooks and audio/video files
- Preparing for the AP Spanish Language Test Prep book
- Teacher-created PowerPoints and note sheets

Supplementary Resources

- YouTube.com
- ESPNdeportes.com
- Colby.edu
- DuoLingo.com
- LinkIt!
- VoiceThread
- Newsela
- Search engines in Spanish
- Communicative role-plays and games

Technology Integration and Differentiated Instruction

Technology Integration

Edmodo/Google Classroom

Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Do Now Quizzes, Interpersonal/Intrapersonal Communication, Exit Tickets, Classroom Polls, Useful Links, Quick-Checks, Additional Resources/ Support, Homework, etc.).

GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade-level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real-time to see results upon completion of the assignments to allow for 21st century learning.

One to One Student laptop

All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

Additional Support

These are examples of technology that can be used to support each of the lessons within this topic: Avancemos video/audio series, GlobeTrekker videos, VoiceThread, Newsela, LinkIt!, YouTube.com, ESPNdeportes.com, Colby.edu, authentic films

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.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJLSA.SL5).

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Gifted Students are given a leadership role in the room.

Gifted Students may create their own learning plan that allows the student to further investigate a topic of interest.

Gifted Students who are also native/heritage-speakers are encouraged to share experiences from home country.

Advanced goals of fluency using AP scoring rubric and ACTFL proficiency guidelines.

Additional practice will be offered to students that provide a higher level of thinking for topics of study.

Students may be provided with more advanced, culturally authentic texts.

English Language Learners (N.J.A.C.6A:15)

Work with ELL Teacher to allow for all assignments to be completed with extra time.

Within each lesson, the English Language Learners are given choice of topic and resources so that their

materials are within their ability to grasp the language.

Should their primary language be Spanish, the English Language Learners may be given a leadership role within lessons to capitalize on their experiences and celebrate their language/culture.

At Risk Students (N.J.A.C.6A:8-4.3c)

Work with the I&RS Team to reach the needs of students.

Mentors provided.

Offer additional supports as needed (after school help, parent contacts, frequent checks for understanding, etc.).

Special Education Students (N.J.A.C.6A:8-3.1)

All IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.).

Modified goals of fluency using AP scoring rubric and ACTFL proficiency guidelines.

Differentiated grading.

Frequent checks for understanding.

Extend the time needed to complete assignments/assessments.

Provide a copy of grading rubrics for projects, compositions, oral presentations, etc.

Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability level/learning style.

Interdisciplinary Connections

MATH - Interpret and describe data from charts, tables, graphs, maps and infographics.

SCIENCE - Global natural phenomenon of Spanish-speaking countries, indigenous wildlife to the Spanish speaking countries.

SOCIAL STUDIES - Historical figures, important events and pastimes of the Spanish-speaking countries.

ELA - Language transfer awareness, influence of Spanish and English within each language, reading of authentic texts, narrative composition.

VISUAL/PERFORMING ARTS - Music/musicians and art/artists from Spanish-speaking countries of the

Caribbean.

APPLIED TECHNOLOGY - Trends in economy of Spanish-speaking countries.

BUSINESS EDUCATION - Jobs related to field of World Language, benefits of being bilingual in the work force.

GLOBAL AWARENESS - Perspectives, products and customs of Spanish-speaking countries, influence of American/Spanish culture within the Caribbean and vice-versa.

Learning Plan / Pacing Guide

Week 1:

- Introduction of new unit of study: Unit 3- La Belleza y La Estetica
- Presentation of vocabulary Unit 3 and Noticial del Dia informal presentations
- Communicative activities with vocabulary and culture

Week 2:

- Interpersonal Writing Prompt Email
- Peer editing strategies
- Contexto 1--Definiciones de la Belleza--Vocabulary Development
- Reading 1.1 "Imaginarios de Belleza en America Latina"
- Interpretive mode: reading comprehensions of culture and vocabulary
- Communicative activities with vocabulary and culture
- Audio "Belleza y Audoestima"
- MP1 Noticia del Dia presentation
- Interpersonal Speaking Prompt-Simulated Conversation

Week 3:

- Interpersonal Writing Prompt Email
- Peer editing strategies

- Do Now Quiz Vocabulary/ grammatical syntax
- Contexto 1--Definiciones de la Belleza
- Reading 1.2 "Encuesta sobre la Belleza"
- Interpretive mode: reading comprehensions of culture and vocabulary
- Communicative activities with vocabulary and culture
- Audio from Ver tal.com current events site
- MP1 Noticia del Dia presentation
- Interpersonal Speaking Prompt-Simulated Conversation

Week 4:

- Interpersonal Writing Prompt Email
- Peer editing strategies
- Do Now Quiz Vocabulary/ grammatical syntax
- Contexto 2--La Moda y El Diseno--Vocabulary Development
- Reading 2.1 "Hipsters, La Moda de No estar a la Moda"
- Interpretive mode: reading comprehensions of culture and vocabulary
- Communicative activities with vocabulary and culture
- Reading 2.2 "Encuesta-Que opinas de las Marcas de la Moda"
- MP1 Noticia del Dia presentation
- Interpersonal Speaking Prompt-Simulated Conversation

Week 5:

- Interpersonal Writing Prompt Email
- Do Now Quiz Vocabulary/ grammatical syntax
- Contexto 2--La Moda y El Diseno--Vocabulary Development
- Audio 2 ""Francisco Cancino-vivir de la mode en Mexico"
- Interpretive mode: reading comprehensions of culture and vocabulary

- Communicative activities with vocabulary and culture
- MP1 Noticia del Dia presentation
- Interpersonal Speaking Prompt-Simulated Conversation

Week 6:

- Interpersonal Writing Prompt Email
- Do Now Quiz Vocabulary/ grammatical syntax
- Contexto 3--El Lenguaje y la Literatura--Vocabulary Development
- Reading 3.1 ""La Nueva Promesa de la literatura fantastica"
- Interpretive mode: reading comprehensions of culture and vocabulary
- Communicative activities with vocabulary and culture
- MP1 Noticia del Dia presentation
- Interpersonal Speaking Prompt-Simulated Conversation

Week 7:

- Interpersonal Writing Prompt Email
- Do Now Quiz Vocabulary/ grammatical syntax
- Contexto 3--El Lenguaje y la Literatura--Vocabulary Development
- Reading 3.2 "Coma la Vida Misma, por Rosa Montero"
- Interpretive mode: reading comprehensions of culture and vocabulary
- Communicative activities with vocabulary and culture
- Audio-"Isabel Allende-Escribir es Igual que enamorarse"
- Interpersonal Speaking Prompt-Simulated Conversation

Week 8:

- Interpersonal Writing Prompt Email

- Do Now Quiz Vocabulary/ grammatical syntax
- Contexto 4--Las Artes Visuales y Escenicas--Vocabulary Development
- Reading 4.1 "Museo nacional de Bellas Artes"
- Interpretive mode: reading comprehensions of culture and vocabulary
- Communicative activities with vocabulary and culture
- MP1 Noticia del Dia presentation
- Interpersonal Speaking Prompt-Simulated Conversation

Week 9:

- Interpersonal Writing Prompt Email
- Do Now Quiz Vocabulary/ grammatical syntax
- Contexto 4--Las Artes Visuales y Escenicas--Vocabulary Development
- Reading 4.2 "Remedios Varo"
- Interpretive mode: reading comprehensions of culture and vocabulary
- Communicative activities with vocabulary and culture
- Interpersonal Speaking Prompt-Simulated Conversation
- Presentation of Unit Study Guide

Week 10:

- Performance-based assessments (culmination of Unit 2 through small group project, AP Practice test in small group).
- Cultural Experience through food products of the Spanish-speaking world.
- Introduction of "La Noche Boca Arriba" short film and related activities

AP Spanish Unit 4-Environmental, Political and Societal Challenges (updated 2019)

Content Area: **World Languages**
Course(s): **Generic Course, AP SPANISH**
Time Period: **Marking Period 4**
Length: **10 weeks**
Status: **Published**

Standards

World Language Standards

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.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.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.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.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.6	Converse with members of the target culture with understanding about contemporary global issues, including climate change.
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.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.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.4	Demonstrate an understanding of most content of other academic disciplines.
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.IPRET.6	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.
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.8	Analyze elements of the target language that do not have a comparable linguistic element in English.
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.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.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.PRSNT.3	Offer and support opinions and use persuasive language when presenting ideas and information.
WL.AL.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.
WL.AL.7.1.AL.PRSNT.5	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
WL.AL.7.1.AL.PRSNT.6	Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.
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.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Transfer Goals

Transfer Goals

Students will be able to independently use their learning to explore how complex issues and phenomena affect people's lives in Spanish speaking communities so that in the future they will be able to communicate how these challenges impact society and politics on a larger scale. Also students will be able to suggest possible solutions that address these contemporary global challenges.

Concepts

Essential Questions

- How can economic developments and environmental challenges impact society and politics on a larger scale?
- How can societal challenges impact individual families and communities?
- How do challenging issues affect a society's culture?
- How do environmental, political and societal challenges positively and negatively impact communities?
- What roles do individuals play in addressing complex societal issues?
- How will consistent communication in the target language make us better language learners?
- How are individuals capable of positively or negatively influencing the world around them?

Understandings

Students will understand that...

- A rich and varied vocabulary is essential for good communication; however, all vocabulary words need not be known to convey a message.
- Important Spanish speaking figures in Spanish-speaking and American cultures have contributed to society in similar and different ways.
- Language is affected by its culture.
- Specific vocabulary words and expressions will enable them to communicate about art
- When expressing different time periods, different verb tenses are used to communicate in varied situations.
- There are strategies to be utilized in order to succeed in learning a language.

Critical Knowledge and Skills

Knowledge

Students will know:

- Spanish-speaking public figures and their contributions to society.
- Cultural products, perspectives, customs, and brief history of different Spanish-speaking countries.
- Appropriate expressions used to initiate, maintain and close written exchanges.
- Vocabulary commonly used in charts/ graphs/tables, such as percentages, rates, increase, decrease, etc.
- Vocabulary related to environmental, political and societal challenges.

Skills

Students will be able to:

- Describe the literal meaning of a text as related to environmental, political and societal challenges in different societies
- Make cultural connections about environmental, political and societal challenges as related to American culture
- Interpret the distinguishing features of a text; audience, purpose, perspective, attitude
- Determine the meaning of familiar and unfamiliar words
- Understand and apply appropriate communication strategies in interpersonal speaking/ writing
- Understand and apply appropriate and varied syntactical expressions in interpersonal speaking/ writing
- Identify regional variations of language.

Assessment and Resources

Formative Assessment Plan (Other Evidence)

- Interpersonal Writing Email Reply
- Quizzes (written, oral, aural)
- Class Participation
- Homework
- Interpersonal Speaking simulated conversation
- Presentational Writing-argumentative essay
- Presentational speaking-cultural comparison

Summative Assessment Plan

- Tests
- Interpersonal Writing Email Reply

- Interpersonal Speaking Simulated conversation
- Vocabulary/ Grammar Quizzes
- Presentational Writing-argumentative essay
- Presentational speaking-cultural comparison
- Reading/ Listening Comprehension quizzes

Primary Resources

- Conexiones textbook, workbooks and audio/video files
- Preparing for the AP Spanish Language Test Prep book
- Teacher-created PowerPoints and note sheets

Supplementary Resources

- YouTube.com
- ESPNdeportes.com
- Colby.edu
- DuoLingo.com
- LinkIt!
- VoiceThread
- Newsela
- Search engines in Spanish
- Communicative role-plays and games

Technology Integration and Differentiated Instruction

Technology Integration

Edmodo/Google Classroom

Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Do Now Quizzes, Interpersonal/Intrapersonal Communication, Exit Tickets, Classroom Polls, Useful Links, Quick-Checks, Additional Resources/ Support, Homework, etc.).

GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade-level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real-time to see results upon completion of the assignments to allow for 21st century learning.

One to One Student laptop

All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

Additional Support

These are examples of technology that can be used to support each of the lessons within this topic: Avancemos video/audio series, GlobeTrekker videos, VoiceThread, Newsela, LinkIt!, YouTube.com, ESPNdeportes.com, Colby.edu, authentic films

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.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Gifted Students are given a leadership role in the room.

Gifted Students may create their own learning plan that allows the student to further investigate a topic of interest.

Gifted Students who are also native/heritage-speakers are encouraged to share experiences from home country.

Advanced goals of fluency using AP scoring rubric and ACTFL proficiency guidelines.

Additional practice will be offered to students that provide a higher level of thinking for topics of study.

Students may be provided with more advanced, culturally authentic texts.

English Language Learners (N.J.A.C.6A:15)

Work with ELL Teacher to allow for all assignments to be completed with extra time.

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

Should their primary language be Spanish, the English Language Learners may be given a leadership role within lessons to capitalize on their experiences and celebrate their language/culture.

At Risk Students (N.J.A.C.6A:8-4.3c)

Work with the I&RS Team to reach the needs of students.

Mentors provided.

Offer additional supports as needed (after school help, parent contacts, frequent checks for understanding, etc.).

Special Education Students (N.J.A.C.6A:8-3.1)

All IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.).

Modified goals of fluency using AP scoring rubric and ACTFL proficiency guidelines.

Differentiated grading.

Frequent checks for understanding.

Extend the time needed to complete assignments/assessments.

Provide a copy of grading rubrics for projects, compositions, oral presentations, etc.

Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability level/learning style.

Interdisciplinary Connections

MATH - Interpret and describe data from charts, tables, graphs, maps and infographics.

SCIENCE - Global natural phenomenon of Spanish-speaking countries, indigenous wildlife to the Spanish speaking countries.

SOCIAL STUDIES - Historical figures, important events and pastimes of the Spanish-speaking countries.

ELA - Language transfer awareness, influence of Spanish and English within each language, reading of

authentic texts, narrative composition.

VISUAL/PERFORMING ARTS - Music/musicians and art/artists from Spanish-speaking countries of the Caribbean.

APPLIED TECHNOLOGY - Trends in economy of Spanish-speaking countries.

BUSINESS EDUCATION - Jobs related to field of World Language, benefits of being bilingual in the work force.

GLOBAL AWARENESS - Perspectives, products and customs of Spanish-speaking countries, influence of American/Spanish culture within the Caribbean and vice-versa.

Learning Plan / Pacing Guide

Week 1:

- Introduction of new unit of study: Unit 4- Los Desafios Mundiales
- Presentation of vocabulary Unit 4 and Noticial del Dia informal presentations
- Communicative activities with vocabulary and culture

Week 2:

- Presentational Writing Prompt Email
- Peer editing strategies
- Contexto 1--Los Temas economicos--Vocabulary Development
- Reading 1.1 "La Rebelion de las Ratas"
- Interpretive mode: reading comprehensions of culture and vocabulary
- Communicative activities with vocabulary and culture
- Audio "Jovenes espanoles buscan trabajo en el extranjero"
- MP1 Noticia del Dia presentation
- Presentational Speaking Prompt-cultural Comparison

Week 3:

- Presentational Writing Prompt

- Peer editing strategies
- Do Now Quiz Vocabulary/ grammatical syntax
- Contexto 1--Los Temas Exonomicos--Vocabulary Development
- Reading 1.2 "America Latina es la region mas urbanizada del mundo en desarrollo"
- Interpretive mode: reading comprehensions of culture and vocabulary
- Communicative activities with vocabulary and culture
- Audio from Ver tal.com current events site
- MP1 Noticia del Dia presentation
- Presentational Speaking Prompt-Cultural Comparison

Week 4:

- Interpersonal Writing Prompt Email
- Peer editing strategies
- Do Now Quiz Vocabulary/ grammatical syntax
- Contexto 2--Los Temas del Medioambiente--Vocabulary Development
- Reading 2.1 "La descglaciacion de la cordillera andina"
- Interpretive mode: reading comprehensions of culture and vocabulary
- Communicative activities with vocabulary and culture
- Reading 2.2 "Encuesta de consumo sostenible en Chile"
- MP1 Noticia del Dia presentation
- Interpersonal Speaking Prompt-Simulated Conversation

Week 5:

- Interpersonal Writing Prompt Email
- Do Now Quiz Vocabulary/ grammatical syntax
- Contexto 2--Los Temas del medioambiente--Vocabulary Development
- Audio 2 ""Piden mas atencion al papel de los jovenes sobre el clima"

- Interpretive mode: reading comprehensions of culture and vocabulary
- Communicative activities with vocabulary and culture
- MP1 Noticia del Dia presentation
- Interpersonal Speaking Prompt-Simulated Conversation

Week 6:

- Interpersonal Writing Prompt Email
- Do Now Quiz Vocabulary/ grammatical syntax
- Contexto 3--La poblacion y la Demografia--Vocabulary Development
- Reading 3.1 ""Arrugas" por Paco Roca
- Interpretive mode: reading comprehensions of culture and vocabulary
- Communicative activities with vocabulary and culture
- MP1 Noticia del Dia presentation
- Interpersonal Speaking Prompt-Simulated Conversation

Week 7:

- Interpersonal Writing Prompt Email
- Do Now Quiz Vocabulary/ grammatical syntax
- Contexto 3--La poblacion y la Demografia---Vocabulary Development
- Reading 3.2 "La poblacion urbana mundial crecera un 75% en 2050"
- Interpretive mode: reading comprehensions of culture and vocabulary
- Communicative activities with vocabulary and culture
- Audio-"Para preservar los recuerdos y la historia"
- Interpersonal Speaking Prompt-Simulated Conversation

Week 8:

- Interpersonal Writing Prompt Email
- Do Now Quiz Vocabulary/ grammatical syntax
- Contexto 4--El bienestar social--Vocabulary Development
- Reading 4.1 "Deficit de espacio publico ahoga a los bogotanos"
- Interpretive mode: reading comprehensions of culture and vocabulary
- Communicative activities with vocabulary and culture
- MP1 Noticia del Dia presentation
- Interpersonal Speaking Prompt-Simulated Conversation

Week 9:

- Interpersonal Writing Prompt Email
- Do Now Quiz Vocabulary/ grammatical syntax
- Contexto 4--El Bienestar social--Vocabulary Development
- Reading 4.2 "Por que Costa Rica es el pais mas feliz de America Latina"
- Interpretive mode: reading comprehensions of culture and vocabulary
- Communicative activities with vocabulary and culture
- Interpersonal Speaking Prompt-Simulated Conversation
- Presentation of Unit Study Guide

Week 10:

- Performance-based assessments (culmination of Unit 2 through small group project,AP Practice test in small group).
- Cultural Experience through food products of the Spanish-speaking world.
- Introduction of "Bikini" short film and related activities