

PEMBROKE PUBLIC SCHOOLS

Spanish AP Unit Map

Course Overarching Essential Questions:

SUBJECT: Spanish		COURSE: AP SPAN LANGUAGE AND CULTURE		GRADE LEVEL(S): 12		
UNIT / THEME/GENRE : UNIT 1: FAMILIES IN DIFFERENT SOCIETIES		TIME REQUIRED: 6 WEEKS		LATEST REVISION: summer 2022 Jovann Silva		
INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S): ADDING ON FAMILY VOCAB						
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.		
<p>-- What constitute a family in Spanish-speaking societies?</p> <p>--What are some important aspects of family values and family life in Spanish-speaking societies?</p> <p>- What challenges do families face in today's world?</p>	<ul style="list-style-type: none"> - how families shape values and traditions, as well as personal beliefs and personal interests - how to examine the challenges faced by families, such as access to education and jobs. - how to consider the evolving concept and role of families in contemporary societies 	<p>-- the meaning of a variety of vocabulary related to families, customs and values, social networking, personal belief and economic issues</p>	<p>-Prior knowledge of vocabulary associated with family structure, and values</p> <p>- Determine the meaning of familiar and unfamiliar words</p> <p>1- Interpretive Communication</p> <p>Students will have an understanding of “Conoce a un héroe canino” (Promotional material), “Boletín de Colegio Anglo Americano Nuestra Señora de la Paz” on AP Central</p>	AL 1.A	AL 1.B	
		COMMON MISUNDERSTANDINGS		AL 2.A	AL 2.B	AL 2.C

		<p>--Students struggle to interpret information in charts and graphs because they don't know the vocabulary</p> <p>-- Students struggle to understand the cultural nuances in promotional material, so I can explicitly point out cultural references within the sources.</p>	<p>2- Presentational Communication</p> <p>Students will create an incoming email in formal register dealing with a topic relevant to families/ communities in Spanish-speaking countries that requests information from the student.</p> <p>3- Intercultural Communication:</p> <p>Students will interview/ converse with a Spanish-speaking colleague or community member about their education and career and share the results with the class. ♦ Where did you study and how did you decide on your profession? ♦ How have your studies affected your professional career? ♦ What do you think young people should consider when making decisions about their higher education, and what advice do you have for them?</p> <p>4- Cultural:</p> <p>Suggested Prompts for the Cultural Presentation:</p> <p>§ Describe la importancia de la familia en una comunidad hispanohablante que conoces.</p>	<p>AL.3.A</p> <p>AL.3.B</p> <p>AL.3.C</p> <p>AL.3.D</p> <p>AL.4.A</p> <p>AL.4.B</p> <p>AL.4.C</p> <p>AL.4.D</p> <p>AL.5.A</p> <p>AL.5.B</p> <p>AL.6.A.2</p> <p>AL.6.B.2</p> <p>AL.8.B.2</p>
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			<p>§ Explica el papel de la familia en una comunidad hispanohablante que conoces.</p> <p>§ Explica algunos de los retos que enfrentan las familias en una comunidad hispanohablante que conoces.</p>	
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CEPA(S) (*Curriculum Embedded Performance Assessments*): *Include information from assessment evidence and list/name any rubric or toolkit used*

Formative: Temas textbook Unit 1 activities pages 4-69 (dark orange book)

Summative: AP Span workbook activities (light orange book) and AP Central unit assessments

RESOURCES: VISTA AP SPAN TEXTBOOK AND WORKBOOK, AP CENTRAL (COLLEGE BOARD WEBSITE)

VOCABULARY BY TIER: (CCSS AND WIDA)

Tier 1 (general vocabulary that is used in daily life)-ex: familia, valores, amor, respeto, consideración

Tier 2 (vocabulary that will be encountered in other content areas): ex: abolish [eliminar, corregir, considerar]

Tier 3 (history-social studies specific vocabulary): Abolitionist (primogénito)

<p>Lesson Plan List</p> <p>Lesson 1: Las Comunidades educativas Lesson 2: Las redes sociales Lesson 3: La geografía humana Lesson 4: Las tradiciones y los valores Lesson 5: La ciudadanía global Lesson 6: La estructura de la familia</p>	<p>Reflections on lessons as implemented:</p> <p>Students should practice more the past tense in Spanish. The preterite is the most difficult verb tense for them. They can practice more here: https://www.spanishdict.com/quizzes/62/spanish-preterite-stem-changes</p>
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PEMBROKE PUBLIC SCHOOLS
Spanish AP Unit Map

Course Overarching Essential Questions:

SUBJECT: Spanish		COURSE: AP SPAN LANGUAGE AND CULTURE		GRADE LEVEL(S): 12	
UNIT / THEME/GENRE : UNIT 2: THE INFLUENCE OF LANGUAGE AND CULTURE ON IDENTITY		TIME REQUIRED: 5 WEEKS		LATEST REVISION: summer 2022 Jovann Silva	
INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S): ADDING ON WRITING ESSAYS ABILITY					
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.	

<p>-- How does one's identity evolve over time? / ¿Cómo se desarrolla nuestra identidad a lo largo del tiempo?</p> <p>-- How does language shape our cultural identity? / ¿Cómo moldea la lengua nuestra identidad cultural?</p> <p>-- How does technology influence the development of personal and public identity? / ¿Cómo influye la tecnología en el desarrollo de la identidad pública y personal?</p> <p>--How does the art of a community reflect its public identity? / ¿Cómo refleja el arte de una comunidad su identidad pública?</p>	<p>-- how developments in science and technology impact language and the ways we communicate and, ultimately, how we see ourselves.</p> <p>-- and examine how social media affects personal image and identity.</p> <p>-- and consider the role of advertising in shaping personal and public identity.</p> <p>-- and explore how a community's identity is reflected in its art.</p>	<p>-- Students build skills in understanding content and building academic vocabulary needed for writing an argumentative essay by listening to and discussing audio reports, interpreting data and cultural trends from a visual text, and reading and discussing articles.</p> <p>-- Students demonstrate their ability to express their own viewpoints and support them with textual evidence by writing a thesis statement and selecting relevant evidence.</p> <p>--By interacting with sources provided in this unit, students acquire cultural information to present a one-minute oral cultural comparison between their own community and a target community.</p>	<p>--their skills in: 1) identifying perspectives 2) comprehending vocabulary in context 3) summarizing content in narrative form 4) making interdisciplinary and cultural connections</p> <p>1- Interpretive Communication</p> <p>Students will have an understanding of "La casa en Mango Street"</p> <p>2- Presentational Communication</p> <p>Students will write an argumentative essay:</p> <p>Essay Prompt ¿Deben los estudiantes en nuestro colegio estudiar dos idiomas en adición al inglés? Sources: Article in EL PAÍS J. A. Aunión, "En tres idiomas mejor que en dos" Chart EUROBARÓMETRO especial 243, La Comisión Europea, "Los Europeos y sus Lenguas" See page 3, chart D48b-d</p> <p>3- Intercultural Communication:</p>	<p>AM 1.A</p> <p>AM 1.B</p> <p>AL 2.A</p> <p>AL 2.B</p> <p>AL 2.C</p> <p>AL 2.D</p> <p>AL 2.E</p> <p>AL 2.F</p> <p>AL.3.A</p> <p>AL.3.B</p> <p>AL.3.C</p> <p>AL.3.D</p> <p>AL.4.A</p> <p>AL.4.B</p> <p>AL.4.C</p> <p>AL.4.D</p> <p>AL.5. A</p>
		<p>COMMON MISUNDERSTANDINGS</p>		

		<p>--Literary texts often prove challenging to students, particularly in regard to understanding vocabulary that make inferences based on tone, attitude, or perspective.</p> <p>-- Students find writing an argumentative essay based on three sources to be challenging. To build skills toward this task in this unit, students write an essay based on just two sources, focusing on creating their thesis/argument and on including relevant evidence from the sources to support their argument.</p>	<p>Students will demonstrate an understanding of:</p> <p>Promotional material Article about accents on sports jerseys #PonleAcento Randy Archibold, “México llegó al Mundial con una victoria para la ortografía Bilingual Education and Identity Video report on how a bilingual school in Guerrero, Mexico, helps to preserve cultural identities. (9 min. video) CLASE 2012 - Cultura e Identidad Article from El Comercio (online news site from Peru): La importancia de preservar las lenguas nativas El Comercio (AP Central)</p> <p>4- Cultural:</p> <p>Suggested Prompts for the Cultural Presentation:</p> <p>¿Cuál es la actitud de las personas en una comunidad del mundo hispanohablante que te sea familiar con respecto al aprendizaje de más de un idioma? Compara la actitud de las personas en una comunidad hispanohablante que te sea familiar con la actitud de las personas en tu comunidad o en otra comunidad. En tu presentación, puedes referirte a lo que has estudiado, vivido, observado, etc.</p>	<p>AL.5.B</p> <p>AL.6.A.2</p> <p>AL.6.B.2</p> <p>AL.8.B.2</p>
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<p>CEPA(S) (<i>Curriculum Embedded Performance Assessments</i>): Include information from assessment evidence and list/name any rubric or toolkit used</p> <p>Formative: Temas textbook Unit 6 activities pages 350-417 (dark orange book)</p> <p>Summative: AP Span workbook activities (light orange book) and AP Central unit assessments</p>				
<p>RESOURCES: VISTA AP SPAN TEXTBOOK AND WORKBOOK, AP CENTRAL (COLLEGE BOARD WEBSITE)</p>				
<p>VOCABULARY BY TIER: (CCSS AND WIDA)</p> <p>Tier 1 (general vocabulary that is used in daily life)-ex: familia, [clon, robot, discapacitados, jóvenes]</p> <p>Tier 2 (vocabulary that will be encountered in other content areas): ex: abolish [nostalgia,expulsión]</p> <p>Tier 3 (history-social studies specific vocabulary): Abolitionist (nostalgicos, expulsados)</p>				
<p>Lesson Plan List</p> <p>Lesson 1: El derecho a la privacidad de los famosos</p> <p>Lesson 2: La autoestima</p> <p>Lesson 3: La identidad nacional y la identidad étnica</p> <p>Lesson 4: Los intereses personales</p> <p>Lesson 5: Festival de Jazz en Toledo</p> <p>Lesson 6: Las creencias personales</p>			<p>Reflections on lessons as implemented:</p> <p>Students should practice more the present perfect tense in Spanish. They can practice more here:</p> <p>https://www.spanishdict.com/lessons/205?lesson_start_source=grammar%20article%20start%20next%20lesson</p>	

PEMBROKE PUBLIC SCHOOLS

Spanish AP Unit Map

Course Overarching Essential Questions:

SUBJECT: Spanish		COURSE: AP SPAN LANGUAGE AND CULTURE		GRADE LEVEL(S): 12		
UNIT / THEME/GENRE : UNIT 3: INFLUENCES OF BEAUTY AND ART		TIME REQUIRED: 5 WEEKS		LATEST REVISION: summer 2022 Jovann Silva		
INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S): ADDING ON ART, MUSIC AND CULTURE VOCAB						
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.		
<p>§ How do ideals of beauty and aesthetics influence daily life? / ¿Cómo influyen los ideales/ modelos de belleza y estética en la vida diaria?</p> <p>§ How does art both challenge and reflect cultural perspectives? / ¿Cómo el arte desafía y a la vez refleja las perspectivas culturales?</p> <p>§ How do communities value beauty and art? / ¿Cómo valoran las</p>	<p>§ how art influences the quality of life and values in a community.</p> <p>§ the role/importance of art in Spanish-speaking communities.</p> <p>§ how to identify point of view and purpose.</p> <p>§ infer meanings.</p> <p>§ summarize content.</p> <p>§ identify themes or morals.</p> <p>§ explain and compare cultural products, practices, and perspectives.</p>	<p>-- how the arts capture and reflect the history of a community.</p> <p>-- the concept of beauty is defined within a culture.</p> <p>-- art challenges and reflects cultural perspectives.</p>	<p>-- In this unit, students practice three free-response task models: email reply, conversation, and cultural comparison to develop their skills.</p> <p>-- Prior knowledge about argumentative essay and email reply</p> <p>1- Interpretive Communication</p> <p>Students will have an understanding of “El Universal: La importancia del arte en la educación Colombia” and “Materials Taller de arte Coyoacán” (AP Central)</p> <p>Additional Advertisements can be found on AP Central: Museo de Arte</p>	AM 1.A	AM 1.B	
		COMMON MISUNDERSTANDINGS		AM 2.A	AM 2.B	AM 2.C

<p>comunidades la belleza y el arte?</p> <p>§ How is art used to record history? / ¿Cómo se usa el arte para documentar la historia?</p>		<p>-- Students also struggle to identify distinguishing features of a text such as purpose, point of view, and/or intended audience.</p> <p>During instruction, teachers can guide students to discover these features by actively deconstructing a text in class.</p> <p>-- Students sometimes struggle to understand vocabulary in context, especially idiomatic expressions.</p> <p>-- Students often do not effectively use cohesive devices and transitional expressions when writing or speaking. Example: problems with “también” vs “tampoco”</p> <p>-- Students may find it difficult to understand details and nuance while listening to audio and audiovisual sources. It’s a good idea to frequently check students’ comprehension during a listening activit</p>	<p>Popular Mexicano, Xcaret, México ViajaraBarcelona.org Museo al cielo abierto San Miguel</p> <p>Literary Text About a Work of Art Álvaro Yunque: “La obra maestra” Literary Text About Love José María Méndez: “Ernesto el embobado” (AP Central)</p> <p>2- Presentational Communication</p> <p>Students will debate about “Escultura controvertida en Guadalajara, Jalisco, México” (AP Central, Unit 3)</p> <p>3- Intercultural Communication:</p> <p>Create an incoming email from the director of programs at an art museum in a Spanish-speaking community, inviting the student to participate in an internship in which they would collaborate on programs to get more art into public spaces. The email should: § be in the formal register. § ask at least two questions. § encourage the student to request information</p> <p>4- Cultural:</p>	<p>AL.3.A</p> <p>AL.3.B</p> <p>AL.3.C</p> <p>AL.3.D</p> <p>AL.4.A</p> <p>AL.4.B</p> <p>AL.4.C</p> <p>AL.4.D</p> <p>AL.5.A</p> <p>AL.5.B</p> <p>AL.6.A.2</p> <p>AL.6.B.2</p> <p>AL.8.B.2</p>
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			<p>Suggested Prompts for the Cultural Presentation:</p> <p>These sources describe similar exhibits on the streets of New York (Easter eggs), and Madrid (sculptures of Las Meninas). Fabergé Presents the Big Easter Egg Vanidad.es, “Las Meninas de Velázquez, nuevo street style de Madrid” (on AP central)</p> <p>Cultural Comparison Prompt En una comunidad del mundo hispanohablante que te sea familiar, ¿qué tipo de eventos o lugares acercan a las personas a una experiencia con el arte? Compara tus observaciones de una comunidad hispanohablante que se te familiar con tu comunidad u otra comunidad. En tu presentación, puedes referirte a lo que has estudiado, vivido, observado, etc.</p>	
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CEPA(S) (*Curriculum Embedded Performance Assessments*): *Include information from assessment evidence and list/name any rubric or toolkit used*

Formative: Temas textbook Unit 3 activities pages 142-207 (dark orange book)

Summative: AP Span workbook activities (light orange book) and AP Central unit assessments

RESOURCES: VISTA AP SPAN TEXTBOOK AND WORKBOOK, AP CENTRAL (COLLEGE BOARD WEBSITE)

VOCABULARY BY TIER: (CCSS AND WIDA)

Tier 1 (general vocabulary that is used in daily life)-ex: familia, [belleza, estética, arte, danza, pintura]

Tier 2 (vocabulary that will be encountered in other content areas): ex: abolish (arqueología, arquitectura)

Tier 3 (history-social studies specific vocabulary): Abolitionist[arqueologo, arquitecto]

Lesson Plan List

Lesson 1: Definiciones de belleza

Lesson 2: La moda y el diseño

Lesson 3: El lenguaje y la literatura

Lesson 4: Las artes visuales y escénicas

Lesson 5: La arquitectura

Lesson 6: Las definiciones de creatividad

Reflections on lessons as implemented:

Students should practice more the future tense in Spanish. They can practice more here:
https://www.spanishdict.com/lessons/99?lesson_start_source=grammar%20article%20start%20next%20lesson

PEMBROKE PUBLIC SCHOOLS

Spanish AP Unit Map

Course Overarching Essential Questions:

SUBJECT: Spanish		COURSE: AP SPAN LANGUAGE AND CULTURE		GRADE LEVEL(S): 12	
UNIT / THEME/GENRE : UNIT 4: HOW SCIENCE AND TECHNOLOGY AFFECT OUR LIVES		TIME REQUIRED: 6 WEEKS		LATEST REVISION: summer 2022 Jovann Silva	
INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S): ADDING ON FAMILY VOCAB					
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.	
<p>§ What factors drive innovation and discovery in the fields of science and technology? / ¿Qué factores impulsan la innovación y los descubrimientos en los campos de la ciencia y la tecnología?</p> <p>§ What role do ethics play in scientific advancement? / ¿Qué papel juega la ética en los avances científicos?</p> <p>§ What are the social consequences of</p>	<p>§ how technology creates new ways for us to connect with others and how it impacts and shapes our personal and public identities.</p> <p>§ how science and technology affect the values and ethics of a community.</p>	<p>-- how developments in science can both create and resolve challenges in contemporary society.</p> <p>--access to technology affects society and the quality of life.</p>	<p>-- Students will complete cultural comparison and argumentative essay free-response questions. In Unit 2, students developed a thesis statement for their written argument. In Unit 4, the essay task is further scaffolded to the complexity students can expect on the AP Exam. Students are given 40 minutes to write an organized essay in response to a prompt. In their essay, students should: § provide their own viewpoint. § support their viewpoint by integrating evidence from all three sources. § cite the sources appropriately. § apply their knowledge of academic vocabulary. § write paragraph-length discourse. § guide the reader by using effective transitions.</p>	<p>AM 1.A</p> <p>AM 1.B</p> <p>AM 2.A</p> <p>AM 2.B</p> <p>AM 2.C</p> <p>AM 2.D</p> <p>AM 2.E</p> <p>AM 2.F</p>	
		COMMON MISUNDERSTANDINGS			

<p>scientific or technological advancements? / ¿Cuáles son las consecuencias sociales de los avances científicos y tecnológicos?</p>		<p>--Students find listening to authentic instructions and presentations challenging: the speed of delivery by native speakers, the speaker’s presentational style or dialect, and background sounds may interfere with understanding. The content itself may also be challenging. Teachers can prepare students by providing numerous opportunities to listen to a wide variety of audio sources from the Spanish-speaking world, ideally providing key interdisciplinary vocabulary ahead of time.</p> <p>--Students sometimes focus on summarizing the sources instead of integrating evidence from all the sources to support their argument. Teachers can show examples from AP Central of effective essays that successfully integrate the sources. Teachers can show ineffective sample essays to demonstrate how not integrating evidence detracts from the argument.</p>	<p>1- Interpretive Communication</p> <p>Students will have an understanding of “Innovations in Medellín’s public transportation system are credited with improvements in public health. El Colombiano, Víctor Andrés Álvarez Correa, “Transporte de Medellín es un modelo para toda Latinoamérica” Article with Charts: This article, which includes three charts, reports on the preferences and degree of satisfaction of residents of the Colombian city of Cartagena regarding their public transportation choices. El Universal, Andrea Rodriguez, “Este es el medio de transporte preferido por los cartageneros” (AP Central)</p> <p>2- Presentational Communication</p> <p>Students will talk about the importance of protecting their personal information online.</p> <p>Source: A video gives advice about protecting your personal information online. c/net en español: como proteger tus datos en internet</p>	<p>AM.3.A</p> <p>AM.3.B</p> <p>AM.3.C</p> <p>AM.3.D</p> <p>AM.4.A</p> <p>AM.4.B</p> <p>AM.4.C</p> <p>AM.4.D</p> <p>AM.5.A</p> <p>AM.5.B</p> <p>AM.6.A.2</p> <p>AM.6.B.2</p> <p>AM.8.B.2</p>
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			<p>3- Intercultural Communication:</p> <p>Students will write an essay about the disadvantages of new technology devices in Spanish-speaking countries:</p> <p>Sources: Video En las mañanas con Uno, “Las desventajas de la tecnología” This two-minute video lists a number of physical problems that can come from the overuse of personal devices. Article with Video Muy interesante.es, Sarah Romero, “Los 5 trabajos que resistirán la era de los robots” This article is accompanied by a short audiovisual presentation (image, text, and music), describing jobs that are and are not vulnerable to elimination through automatization. Article with Chart Qué países tienen más robots en sus fábricas y cuán cierto es que nos están robando los puestos de trabajo BBC article on robots</p> <p>Tema del ensayo § ¿Es beneficioso para la sociedad el creciente uso de robots y vehículos autónomas? Source 1: Qué países tienen más robots en sus fábricas y cuán cierto es que nos están robando los puestos de trabajo bbc.com/mundo/noticias-39267567 Source 2: Infographic ¿Va a robarte el trabajo un robot? Source 3: Video AI</p>	
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			<p>Rojo Vivo, Camión sin chofer transporta cerveza en Colorado</p> <p>4- Cultural:</p> <p>Suggested Prompts for the Cultural Presentation:</p> <p>Sources: Article Al Rojo Vivo: El taxi aún es muy preferido por los usuarios en Medellín Infographic Sistema de transporte urbano más eficiente y seguro tinyurl.com/yas734fu Video Cnnespanol.com, Marysabel E. Huston-Crespo, Las escaleras eléctricas que traen paz a la ‘Comuna 13’ de Medellín This article expands on the information presented in the video. cnnespanol.com, “Innovación para la paz: escaleras eléctricas gigantes transforman un barrio de Medellín”</p> <p>Cultural Comparison Prompt: En una comunidad del mundo hispanohablante que te sea familiar, ¿cuál es la importancia de las innovaciones en la tecnología y el transporte en la vida de las personas? Compara tus observaciones de una comunidad hispanohablante que te sea familiar con tu comunidad u otra comunidad. En tu presentación, puedes referirte a lo que has estudiado, vivido, observado, etc</p>	
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<p>CEPA(S) (<i>Curriculum Embedded Performance Assessments</i>): Include information from assessment evidence and list/name any rubric or toolkit used</p> <p>Formative: Temas textbook Unit 2 activities pages 72-136 (dark orange book)</p> <p>Summative: AP Span workbook activities (light orange book) and AP Central unit assessments</p>				
<p>RESOURCES: VISTA AP SPAN TEXTBOOK AND WORKBOOK, AP CENTRAL (COLLEGE BOARD WEBSITE)</p>				
<p>VOCABULARY BY TIER: (CCSS AND WIDA)</p> <p>Tier 1 (general vocabulary that is used in daily life)-ex: familia, [robot, máquinas, innovación, descubrimiento]</p> <p>Tier 2 (vocabulary that will be encountered in other content areas): ex: abolish [telegrama, nanotecnología, avances]</p> <p>Tier 3 (history-social studies specific vocabulary): Abolitionist (maquinista, inventor)</p>				
<p>Lesson Plan List</p> <p>Lesson 1: Tecnología, individuo, sociedad</p> <p>Lesson 2: El cuidado de la salud y la familia</p> <p>Lesson 3: La ciencia y la ética</p> <p>Lesson 4: Los fenómenos naturales</p> <p>Lesson 5: El acceso a la tecnología</p> <p>Lesson 6: La innovación tecnológica</p>			<p>Reflections on lessons as implemented:</p> <p>Students should practice more the past perfect tense in Spanish.. They can practice more here:</p> <p>https://www.spanishdict.com/lessons/241?lesson_start_source=grammar%20article%20start%20next%20lesson</p>	

PEMBROKE PUBLIC SCHOOLS

Spanish AP Unit Map

Course Overarching Essential Questions:

SUBJECT: Spanish		COURSE: AP SPAN LANGUAGE AND CULTURE		GRADE LEVEL(S): 12	
UNIT / THEME/GENRE : UNIT 5: CONTEMPORARY LIFE (LA VIDA CONTEMPORANEA)		TIME REQUIRED: 5 WEEKS		LATEST REVISION: summer 2022 Jovann Silva	
INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S): ADDING ON LIFE STYLES VOCAB					
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.	
<p>§ How do aspects of everyday life influence and relate to the quality of life? / ¿Cómo influyen y se relacionan los aspectos de la vida diaria con la calidad de vida?</p> <p>§ How does where one live impact the quality of life? / ¿Cómo impacta la calidad de vida el lugar donde se vive?</p> <p>§ What influences one's interpretation</p>	<p>§ how cultural perspectives and traditions relate to the quality of life.</p> <p>§ how geography, economic status, politics, etc influences the quality of life.</p>	<p>-- one's social status influences one's quality of life</p> <p>-- access to education, health care, justice, food, and water impact the quality of life.</p>	<p>--</p> <p>1- Interpretive Communication</p> <p>Students will have an understanding of "La partida de Leónidas Barletta" (Argentina, 1902–1975) In this short story, a man says good-bye to his family as he reluctantly leaves the family ranch. Why the protagonist is leaving is not fully apparent, but the references to and inferences about the family's poverty allow the reader to</p>	<p>AH 1.A</p> <p>AH 1.B</p> <p>AM 2.A</p> <p>AM 2.B</p> <p>AM 2.C</p> <p>AM 2.D</p> <p>AM 2.E</p> <p>AM 2.F</p>	
		COMMON MISUNDERSTANDINGS			

<p>and perceptions of the quality of life? / ¿Qué influye en nuestra interpretación y en nuestras percepciones de la calidad de vida?</p>		<p>-- In the conversation task, students do not always follow what they are directed to do in the provided outline. When they do not follow directions, they are in danger of going off task and will not be able to receive a high score. Teachers need to make sure students read and adhere to the outline.</p> <p>§ During the conversation, students should not stop if they realize they misunderstood one of the turns, but rather continue to do their best and listen carefully to the next prompt from the interlocutor.</p> <p>§ Students should not overuse memorized stock phrases. For example, “What a good question,” “Let me think for a minute,” and “Just a second” may be appropriate to use occasionally, but such phrases should not be relied on for each turn in the conversation. Students should be encouraged to use the full 20 seconds to respond.</p> <p>§ In both the conversation and the email tasks, students need to pay attention to register and avoid shifting registers during their responses. § For both speaking tasks, students should monitor their</p>	<p>assume that their quality of life is lacking</p> <p>2- Presentational Communication</p> <p>Students will debate about which is the best city to live in Spain:</p> <p>Source: Tu índice para una vida mejor The Organization for Economic Cooperation and Development (OECD) interactive tool presents 11 factors that contribute to quality of life. ¿En qué ciudad de España se vive mejor? A map and chart rank Spanish cities, then analyze the nine factors that contribute to the ranking.</p> <p>3- Intercultural Communication:</p> <p>Students will talk about Costa Rica and the quality of life in this country.</p> <p>Source: Chart Andrea Gomez: Por qué Finlandia lidera la lista de países más felices y España cae hasta el 36? Video Interviews with Article and Charts ¿Por qué Costa Rica sigue siendo el país más feliz de América Latina? § lainformacion.com, “Porque finlandia” § In this video, several Costa Ricans express their opinions about their nation’s ranking as the happiest country</p>	<p>AM.3.A</p> <p>AM.3.B</p> <p>AM.3.C</p> <p>AM.3.D</p> <p>AM.4.A</p> <p>AM.4.B</p> <p>AM.4.C</p> <p>AM.4.D</p> <p>AM.5. A</p> <p>AM.5.B</p> <p>AM.6.A. 2</p> <p>AM.6.B. 2</p> <p>AM.8.B. 2</p>
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		<p>language production and be encouraged to self-correct if they realize that they have made a mistake. They are not penalized for doing so on the exam. § For all tasks in this unit, students need to continue to focus on providing details and elaboration.</p>	<p>in Latin America. § The article describes reasons why Costa Rica is considered one of the happiest countries in Latin America. The charts are valuable in helping student make comparisons and provide insight into happiness around the world.</p> <p>4- Cultural:</p> <p>Suggested Prompts for the Cultural Presentation:</p> <p>Cultural Comparison Prompt ¿Qué aspectos contribuyen positivamente y negativamente a la calidad de la vida en una comunidad hispanohablante que te sea familiar comparados a los de tu comunidad u otra? En tu presentación, puedes referirte a lo que has estudiado, vivido, observado, etc.</p>	
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CEPA(S) (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

Formative: Temas textbook Unit 4 activities pages 210-277 (dark orange book)

Summative: AP Span workbook activities (light orange book) and AP Central unit assessments

RESOURCES: VISTA AP SPAN TEXTBOOK AND WORKBOOK, AP CENTRAL (COLLEGE BOARD WEBSITE)

VOCABULARY BY TIER: (CCSS AND WIDA)

Tier 1 (general vocabulary that is used in daily life)-ex: familia, [residente, amistad, evolución, estilos, vida]

Tier 2 (vocabulary that will be encountered in other content areas): ex: abolish [docencia, enseñanza]

Tier 3 (history-social studies specific vocabulary): Abolitionist (docente, maestro)

Lesson Plan List

Lesson 1: La educación y las carreras profesionales

Lesson 2: El entretenimiento y la diversión

Lesson 3: Los viajes y el ocio

Lesson 4: Las relaciones personales

Lesson 5: Los estilos de vida

Lesson 6: Las tradiciones y los valores sociales

Reflections on lessons as implemented:

Students should practice more the subjunctive mood in Spanish. They can practice more here:

https://www.spanishdict.com/lessons/35?lesson_start_source=grammar%20article%20start%20next%20lesson

PEMBROKE PUBLIC SCHOOLS

Spanish AP Unit Map

Course Overarching Essential Questions:

SUBJECT: Spanish		COURSE: AP SPAN LANGUAGE AND CULTURE		GRADE LEVEL(S): 12	
UNIT / THEME/GENRE : UNIT 6: ENVIRONMENTAL, POLITICAL, AND SOCIETAL CHALLENGES (DESAFIOS MUNDIALES)		TIME REQUIRED: 5 WEEKS		LATEST REVISION: summer 2022 Jovann Silva	
INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S): ADDING ON ENVIRONMENT VOCAB					
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.	
<p>§ How do environmental, political, and societal challenges positively and negatively impact communities? / ¿Cómo los desafíos medioambientales, políticos y sociales impactan, positiva—o negativamente—nuestras comunidades?</p> <p>§ What role do individuals play in addressing complex societal issues? / ¿Qué papel juegan los individuos a la hora de</p>	<p>-- how to analyse audio reports and presentations, which prepares students to engage with the audio source associated with the argumentative essay.</p> <p>-- how to identify main ideas, supporting details, and other distinguishing features in articles, which builds skills for students in selecting evidence for an argumentative essay.</p> <p>-- viewing charts related to articles, which builds students' skills in interpreting data and cultural trends related to the visuals associated with the argumentative essay</p>	<p>-- how economic developments and environmental challenges often impact society and politics on a larger scale, which in turn affects individual families and communities.</p> <p>-- how individuals can positively or negatively influence the world around them.</p> <p>-- suggest possible solutions that address contemporary global challenges</p>	<p>-- their knowledge from English Composition class (working on an argumentative essay)</p> <p>§ provide a thesis statement that clearly defines their argument. § integrate relevant evidence from all three sources in support of their argument. § leave time to review and revise their work, paying careful attention to mechanics. Teachers can provide a checklist of basic punctuation, spelling, and grammatical issues. § write legibly so that the reader does not have to interpret their handwriting.</p>	<p>AH 1.A</p> <p>AH 1.B</p> <p>AH 2.A</p> <p>AH 2.B</p> <p>AH 2.C</p> <p>AH 2.D</p> <p>AH 2.E</p> <p>AH 2.F</p>	
		COMMON MISUNDERSTANDINGS			

<p>abordar asuntos sociales complicados?</p> <p>§ How do challenging issues affect a society's culture? / ¿Cómo los asuntos desafiantes afectan la cultura de una sociedad?</p>		<p>-- The article and chart task model has the most multiple choice items on the exam, and students find working with two sources challenging. Students need to deeply engage with the content of both sources, so teachers can help by working with students to unpack all the information provided in the two sources and guide students' understanding with leading questions</p> <p>-- § Students also find both the audio report and article task model difficult because there are two sources. Teachers should guide students in making connections and understanding the content of both sources and also remind students to take good notes as they listen to the audio report.</p>	<p>1- Interpretive Communication</p> <p>Students will have an understanding of “Las huellas del cambio climático en América Latina” cinu.mx/minisitio/cambio_climatico/las_huellas_en_america_latina/ This report from the United Nations outlines some of the natural resources in Latin America and describes the impact of global warming there. Chart “Compromisos de reducción de emisiones de GEI en América Latina” conexionCOP.com Click on infografías, then scroll to map labeled Infografía: Compromisos climáticos en latinoamérica y el caribe. This infographic includes a map and details each country's commitment to reducing greenhouse gas emissions</p> <p>2- Presentational Communication</p> <p>Students will write about local family production of food in L.A</p> <p>Agricultura Familiar Campesina alimentando al mundo, enfriando el planeta youtube.com/watch?v=c48-1QLds0Y This 15-minute video shows examples of how family agriculture in several communities in Latin America is</p>	<p>AH.3.A</p> <p>AH.3.B</p> <p>AH.3.C</p> <p>AH.3.D</p> <p>AM.4.A</p> <p>AM.4.B</p> <p>AM.4.C</p> <p>AM.4.D</p> <p>AM.5.A</p> <p>AM.5.B</p> <p>AM.6.A.2</p> <p>AM.6.B.2</p> <p>AM.8.B.2</p>
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			<p>combatting global warming and providing sustainable food supply.</p> <p>3- Intercultural Communication:</p> <p>Students will write an essay about the use of plastic in Latin America (Chile)</p> <p>Argumentative Essay Prompt ¿Deben los gobiernos prohibir los plásticos de un solo uso? article ¿De verdad el plástico mata? anaip.es Search el blog de los plásticos and click on fourth item: La opinión de CGR group: ¿de verdad el plástico mata? video News report: Bolsas de plástico: Así se implementará la ley que prohíbe su uso en Chile. 24horas.cl/nacional/bolsas-plasticas-asi-s e-implementarala-ley-que-prohibe-su-uso -en-chile-2782681 infographic Cómo sobrevivir el fin de los productos plásticos Levante-emv.com</p> <p>4- Cultural:</p> <p>Suggested Prompts for the Cultural Presentation:</p> <p>¿Cuál es la actitud de la gente de una comunidad hispanohablante que te sea familiar sobre reducir su impacto negativo en el medio ambiente? Compara tus observaciones con la actitud de la gente de</p>	
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			tu comunidad u otra comunidad. En tu presentación puedes referirte a lo que has estudiado, observado o vivido.	
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CEPA(S) (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

Formative: Temas textbook Unit 5 activities pages 280-346 (dark orange book)

Summative: AP Span workbook activities (light orange book) and AP Central unit assessments

RESOURCES: VISTA AP SPAN TEXTBOOK AND WORKBOOK, AP CENTRAL (COLLEGE BOARD WEBSITE)

VOCABULARY BY TIER: (CCSS AND WIDA)

Tier 1 (general vocabulary that is used in daily life)-ex: familia, [medio ambiente, contaminación, basura, desastres]

Tier 2 (vocabulary that will be encountered in other content areas): ex: abolish [destrucción, animales en peligro de extinción]

Tier 3 (history-social studies specific vocabulary): Abolitionist (petroleo, gasolina)

Lesson Plan List

Lesson 1: Las Comunidades educativas

Lesson 2: Las redes sociales

Lesson 3: La geografía humana

Lesson 4: Las tradiciones y los valores

Lesson 5: La ciudadanía global

Lesson 6: La estructura de la familia

Reflections on lessons as implemented:

Students should practice more the past tense in Spanish. The preterite is the most difficult verb tense for them. They can practice more here:

<https://www.spanishdict.com/quizzes/62/spanish-preterite-stem-changes>