



ESL
SCIENCE
BUSINESS
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MATHEMATICS
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WORLD LANGUAGES
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TECHNOLOGY EDUCATION
ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: World Language

Course: Advanced Placement Spanish

Grade Level: 11-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Jasmine Akauola, Program Supervisor: World Languages & ESL/Bilingual Programs K-12

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Subject/Course Title:
Advanced Placement Spanish
Grade 11-12

Date of Board Adoption:
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RAHWAY PUBLIC SCHOOLS CURRICULUM

AP Spanish : Grade(s)11-12

PACING GUIDE

Unit	Title	Pacing
1	<u>Orientation & Community Building</u> <i>Las identidades personales</i>	5 weeks
2	<u>Families in Different Societies</u> <i>Las familias y las comunidades</i>	5 weeks
3	<u>The Influence of Language & Culture on Personal & Public Identity</u> <i>Las identidades personales y públicas</i>	5 weeks
4	<u>Influences of Beauty and Art</u> <i>La belleza y la estética</i>	6 weeks
5	<u>How Science & Technology Affect Our Lives</u> <i>La ciencia y la tecnología</i>	5 weeks
6	<u>Factors That Impact the Quality of Life</u> <i>La vida contemporánea. Contemporary Life</i>	5 weeks
7	<u>Environmental, Political, and Societal Global Challenges</u> <i>Los desafíos mundiales</i>	5 weeks
8	<u>Reflecting & Reinforcing Learned Concepts</u> <i>Repaso y Practica</i>	4 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text.

<ul style="list-style-type: none"> ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<ul style="list-style-type: none"> ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes. ● Provide written and oral instructions. ● Differentiate reading levels of texts (e.g., Newsela). ● Shorten assignments. ● Read directions aloud to student. ● Give oral clues or prompts. ● Record or type assignments. ● Adapt worksheets/packets. ● Create alternate assignments. ● Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted. ● Allow student to resubmit assignments. ● Use small group instruction. ● Simplify language. ● Provide scaffolded vocabulary and vocabulary lists. ● Demonstrate concepts possibly through the use of visuals. ● Use manipulatives. ● Emphasize critical information by highlighting it for the student. ● Use graphic organizers. ● Pre-teach or pre-view vocabulary. ● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment. ● Provide audio versions of the textbooks. ● Highlight textbooks/study guides. ● Use supplementary materials. ● Give assistance in note taking ● Use adapted/modified textbooks. ● Allow use of computer/word processor. ● Allow student to answer orally, give extended time (time-and-a-half). ● Allow tests to be given in a separate location (with the ESL teacher). ● Allow additional time to complete assignments and/or assessments. ● Read question to student to clarify. ● Provide a definition or synonym for words on a test that do not impact the validity of the exam. ● Modify the format of assessments. ● Shorten test length or require only selected test items. ● Create alternative assessments. ● On an exam other than a spelling test, don't take points off for spelling errors.
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UNIT OVERVIEW

Content Area: Spanish

Unit 1 Title: Orientation & Community Building

Target Course/Grade Level: Advanced Placement 11/12

Unit Summary: This introductory unit gives students the chance to reactivate prior knowledge of Spanish language and grammar while building a strong foundation for the AP classroom community and understanding their place within the community.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other timeframes.)
- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.

Career Readiness, Life Literacies, and Key Skills:

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

Interdisciplinary Connections and Standards:

- Social Studies - 6.3 Active Citizenship in the 21st Century

Unit Understandings:

Students will understand that...

- Every individual can benefit the larger society in some way.
- Unjust rules and norms can affect entire groups of people. (LGBTQ/D) (AAH) (HG) (AAPI)
- Just rules and expectations can help keep society safe and fair for all. (LGBTQ/D) (AAH) (HG) (AAPI)

Unit Essential Questions:

- What would the ideal society look like?
- What makes me unique?
- What benefits do I bring to this community?
- What are some ways our societal norms and rules create an unfair or unequal society?
- What are my values?
- What are our cultural norms?
- How can we create rules and norms that protect everyone? (LGBTQ/D) (AAH) (HG) (AAPI)

Knowledge and Skills:

Students will know...

- what is expected of them in the AP classroom, as well as what they can expect from others.
- that their unique perspective enriches the experience of all community members.
- that they can learn a lot not just from their teacher, but also each of their classmates.

Students will be able to...

- express their opinions, beliefs, and values in the Spanish language across different tenses and topics.
- support their opinions with evidence or rationale in the Spanish language.
- comprehend their peers when sharing their opinions, beliefs, and values in the Spanish language.
- ask thoughtful and relevant questions of their peers in the Spanish language.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Students will be evaluated on the quality of their responses in group discussions and journal entries utilizing a rubric from the Spanish Advanced Placement Scoring guideline. (interpersonal mode)
- Students will be evaluated on their ability to spontaneously answer questions in a conversation and email utilizing a rubric from the Spanish Advanced Placement Scoring guideline. (presentational and interpretive modes)

- Students will be evaluated on their ability to present gathered information via argumentative essays and presentations utilizing a rubric from the Spanish Advanced Placement Scoring guideline. (presentational and interpretive modes)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- *What differentiated learning experiences and instruction will enable all students to achieve the desired results?*
- Reflective journaling in Spanish language with prompts exploring self-discovery, societal rules and norms, and inequality. **(LGBTQ/D) (AAH) (HG) (AAPL)** (presentational mode)
- Group Discussions & Debates (interpersonal presentational modes)
- Class Constitution drafting. (Presentational mode)
- Icebreakers for different grammatical moods (ie, 2 Truths and 1 Lie, Would you rather..., Guess who, etc) (interpretive mode)
- Strategies to develop a strong argumentative based on the Spanish Advanced placement requirements.
- Strategies to develop fluency and proficiency in speaking and writing.

RESOURCES

Teacher Resources:

- Teacher Chosen from AP Suggested Resources or District Resource Bank
- AP classroom website
- Adios Website

Equipment Needed:

- Projector, SmartBoard, Television.
- Classroom Layout conducive to group discussions and debates.

UNIT OVERVIEW

Content Area: Spanish

Unit 2 Title: Families in Different Societies

Target Course/Grade Level: Advanced Placement 11/12

Unit Summary: This AP required unit will not only introduce students to a life of a Spanish Speaking family living in a hispanic country and its culture, but will also require them to think critically about the lives of families they know in the USA and how it compares to the situation in the Hispanic World. Students will continue to work with authentic texts geared toward Spanish native speakers, giving application to the language covered in class. Students will focus on the changes of culture of family over time and the diverse kinds of family units found around the world.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts.
- 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.
- 7.1.AL.IPRET.5: Analyze a literary or informational text including theme, author's purpose and tone, inferences.
- 7.1.AL.PRSNT.1: Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
- 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.
- 7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.
- 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.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

Interdisciplinary Connections and Standards:

- Math - S-ID.A Summarize, represent, and interpret data on a single count or measurement variable

Unit Understandings:

Students will understand that...

- Concepts of family are fluid and change over time. **(LGBTQ/D)** **(AAH)** **(HG)** **(AAPI)**
- Spanish Speaking countries, and like the US, is home to a variety of different types and sizes of families.

Unit Essential Questions:

- What constitutes a family in a Spanish speaking society? In the USA?
- What are key aspects of family life in a Spanish speaking country? In the USA?
- How has the idea of family changed over time? **(LGBTQ/D)** **(AAH)** **(HG)** **(AAPI)**

Knowledge and Skills:

Students will know...

- about the differences and similarities in families in the USA and Spanish speaking countries.
- how individuals contribute to the wellbeing of communities

Students will be able to...

- what a “machista” is and how this phenomenon compares to USA concepts of family.
- create a promotional material or advertisement targeting families in the Spanish language.
- identify the purpose, audience, point of view, and implied meaning in authentic texts including letters in the Spanish language.
- write a formal email in the Spanish language, taking into account audience, tone, and purpose.
- utilize authentic sources to plan and present a cultural presentation on the changing family in a Spanish speaking country.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Students will be evaluated on the quality of their responses in group discussions and journal entries utilizing a rubric from the Spanish AP test scoring guidelines. (presentational mode)
- Students will be evaluated on their ability to present gathered information via argumentative essays and presentations utilizing a rubric from the Spanish AP test scoring guidelines. (Interpretive and presentational mode)
- Students will be evaluated on their ability to spontaneously answer questions in a conversation and email utilizing a rubric from the Spanish AP test scoring guidelines. (Interpersonal and presentational mode)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Reflective journaling in Spanish language with prompts exploring self-discovery, societal rules and norms, and inequality. (presentational mode)
- Group Discussions & Debates (interpersonal mode)
- Strategies to develop a strong argumentative essay based on the Spanish AP requirements (Presentational mode)
- Strategies to develop fluency and proficiency in speaking and writing. (presentational and interpersonal mode)
- Strategies to interpret graphs, maps, tables and charts in Spanish (interpretive mode)

RESOURCES

Teacher Resources:

- Teacher Chosen from AP Suggested Resources or District Resource Bank
- AP classroom website
- Adios Textbook Website
- <https://www.audiria.com/>
- <https://www.bbc.com/mundo>
- <https://personal.colby.edu/~bknelson/SLC/>

Equipment Needed:

- Projector or SmartBoard
- Classroom Layout conducive to group discussions and debates

UNIT OVERVIEW

Content Area: Spanish

Unit 3 Title: The Influence of Language & Culture on Personal & Public Identity

Target Course/Grade Level: Advanced Placement 11/12

Unit Summary: This third unit encourages students to utilize all their linguistic tools and understanding in order to tackle deep philosophical and existential concepts of identity. Students will analyze the relationship between language and culture, as well as the ways that language contributes to collective identity. Course discussions and debates will encourage students to dig deep and explore the different components of their own personal identity as well as the collective identities of the groups they belong to.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 7.1.AL.IPRET.5: Analyze a literary or informational text including theme, author's purpose and tone, inferences.
- 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.
- 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.
- 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.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

Interdisciplinary Connections and Standards:

- Language Arts - W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Unit Understandings:

Students will understand that...

- Names carry a great deal of connotation and countries and communities can capitalize on good branding.
- Though the roles of gender have changed over time, they still have a major impact on day to day living. *(LGBTQ/D)*
- Identities consist not just of our own personal identities, but also the collective identities of the groups to which we belong. *(LGBTQ/D) (AAH) (HG) (AAPI)*

Unit Essential Questions:

- How does one's identity develop and evolve over time? *(LGBTQ/D) (AAH) (HG) (AAPI)*
- How have gender roles evolved or stagnated over time? *(LGBTQ/D)*
- How does the art of a community reflect its public identity?
- How does language influence and shape our cultural identity?
- What connotation can a name or a word hold? How can this affect our point of view?
- How are aspects of identity expressed in various situations?

Knowledge and Skills:

Students will know...

- What the components of their own personal identity are.
- What the components are that make up the collective identity of the groups to which they belong.
- How concepts of identity evolve over time in different cultures around the world.

Students will be able to...

- Draw connections between different types of authentic resources such as articles and charts.
- Identify the main idea, audience, purpose, and tone in an authentic written text.
- Interpret and draw connections between written and recorded authentic text.
- Organize their thoughts in an argumentative essay in Spanish and support their viewpoint with textual evidence.
- Present oral presentations on famous notable figures in the Spanish Speaking World.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- In the presentational and interpersonal modes, students will be evaluated on the quality of their produced responses in the group discussions, journal entries, essays and exit tickets utilizing a rubric from the Spanish AP test scoring guidelines.

- Student comprehension in interpretive mode will be assessed formatively utilizing AP Classroom practice and comprehension exercises.
- Students will be evaluated on their ability to spontaneously answer questions in a conversation and email utilizing a rubric from the Spanish AP test scoring guidelines. (Interpretive and Interpersonal modes)
- Students will be evaluated on their ability to respond to multiple choice questions based off of authentic audio and print materials such as interviews, podcasts, public service announcements, conversations, journalistic and literary texts, announcements, advertisements, and letters (Interpretive mode)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Comparing and connecting authentic texts of various formats (print, video, audio, etc) (Interpretive mode)
- Composing an argumentative essay in Spanish relating to gender roles in Spanish countries. (Presentational and Interpretive modes)
- Examining authentic texts and utilizing textual evidence to support point of view. (interpretive mode)
- Strategies to develop fluency and proficiency in speaking and writing (presentational and interpersonal modes)
- Strategies to interpret graphs, maps, tables and charts in Spanish. (Interpretive mode)

RESOURCES

Teacher Resources:

- Teacher Chosen from AP Suggested Resources or District Resource Bank
- AP classroom website
- Adios Textbook Website
- <https://www.audiria.com/>
- <https://www.bbc.com/mundo>
- <https://personal.colby.edu/~bknelson/SLC/>

Equipment Needed:

- Projector or SmartBoard
- Classroom layout conducive to group discussions and debates
- AP Classroom Dashboard

UNIT OVERVIEW

Content Area: Spanish

Unit 4 Title: Influences of Beauty & Art

Target Course/Grade Level: Advanced Placement 11/12

Unit Summary:

Concepts of beauty, aesthetics, and art are key aspects of Spanish and Hispanic culture and collective identity. Students will learn how art influences the quality of life and values in a Spanish/Hispanic community. They will consider the role/importance of various art forms in a Latino community. Throughout the unit an investigation of how the concept of beauty is defined within the Spanish speaking culture will be explored by how art challenges and reflects cultural perspectives and history of Spanish speaking countries. Students will continue developing their writing and verbal communication skills throughout this unit while they learn about how the concept of beauty affects day to day life in Spanish Speaking countries.

Approximate Length of Unit: 6 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts.
- 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.
- 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.
- 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.
- 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.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)

Interdisciplinary Connections and Standards:

- Social Studies - 9.3.12.AR-VIS.1 - Describe the history and evolution of the visual arts and its role in and impact on society.

Unit Understandings:

Students will understand that...

- Beauty, aesthetics, and art are a core aspect of Spanish speaking culture.
- Visual and performing arts both present means to highlight a single culture and bridge two or more different cultures.
- Various types of arts (such as visual arts, architecture, music, performing arts, etc) are integral parts of a community's self expression and culture.

Unit Essential Questions:

- How does art both challenge and reflect cultural perspectives?
- How do ideals of beauty and aesthetics influence daily life?
- How do communities value beauty and art?(**LGBTQ/D**) (**AAH**) (**HG**) (**AAPI**)
- How is art used to record history?

Knowledge and Skills:

Students will know...

- How Spanish speaking countries work to restore and conserve their nation's artistic and cultural heritage.
- The history and importance of performing arts in Spanish speaking countries

Students will be able to...

- Identify how and why has the notion of beauty changed through the centuries in Spanish speaking countries
- Utilize authentic texts to compare Spanish speaking countries cultures through their art, music, and film in Spanish. .
- Write an email in Spanish relating to an art exhibition located in a Spanish speaking region.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- In the presentational and interpersonal modes, students will be evaluated on the quality of their produced responses in the group discussions, journal entries, essays and exit tickets utilizing a rubric from the French AP test scoring guidelines.
- Student comprehension in the interpretive mode will be assessed formatively utilizing AP Classroom practice and comprehension exercises.

- Students will be evaluated on their ability to spontaneously answer questions in a conversation and email discussing Spanish and Hispanic works of art utilizing a rubric from the Spanish AP test scoring guidelines. (presentational and interpretive modes)
- Students will be evaluated on their ability to respond to multiple choice questions based on authentic audio and print materials such as interviews, podcasts, public service announcements, conversations, journalistic and literary texts, announcements, advertisements, and letters. (Interpretive mode)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Interpreting promotional materials in Spanish relating to arts and museums. (Interpretive mode)
- Comparing Spanish and Hispanic cultures and their various art forms. (Interpretive and presentational modes.)
- Examining authentic texts and utilizing textual evidence to support point of view. (Interpretive mode)
- Strategies to develop fluency and proficiency in speaking and writing (presentational and interpersonal modes)
- Strategies to interpret graphs, maps, tables and charts in Spanish. (Interpretive mode)

RESOURCES

Teacher Resources:

- Teacher Chosen from AP Suggested Resources or District Resource Bank
 - AP classroom website
 - Adios Textbook Website
 - <https://www.audiria.com/>
 - <https://www.bbc.com/mundo>
 - <https://personal.colby.edu/~bknelson/SLC/>

Equipment Needed:

- Projector or SmartBoard
- Classroom layout conducive to group discussions and debates
- AP Classroom Dashboard

UNIT OVERVIEW

Content Area: Spanish

Unit 5 Title: How Science & Technology Affect Our Lives

Target Course/Grade Level: Advanced Placement 11/12

Unit Summary: In Spanish speaking regions and around the world, the last 20 years have seen huge leaps forward in the fields of science and technology. This unit will require students to reflect upon these advancements and innovations, as well as the immense benefits and costs that come along with new technology.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 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.
- 7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.
- 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.
- 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.
- 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.
- 7.1.AL.IPRET.7: Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
- 9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.

Interdisciplinary Connections and Standards:

- Social Studies - 6.2.12.HistoryCC.5.h: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.

Unit Understandings:

Students will understand that...

- Scientific and technological advancements often solve societal challenges, but can also create new challenges with their utilization.
- That technology such as social media and the internet have brought people around the world together in both positive and negative contexts.
- That technological innovation is encouraged by societal and cultural forces.

Unit Essential Questions:

- What are the social consequences of scientific or technological advancements?
- In what ways does technology impede or negatively affect society?
- What role do ethics play in scientific advancement?
- What factors drive innovation and discovery in the fields of science and technology?

Knowledge and Skills:

Students will know...

- how Spanish speaking countries utilize technology to address local issues that communities face.
- that the US and Spanish speaking countries differ significantly in terms of energy usage and “green” policies.

Students will be able to...

- Create and interpret a promotional material or advertisement relating to technology and innovative scientific methods in Spanish.
- Identify the purpose, audience, point of view, and implied meaning in authentic texts including letters in Spanish.
- Write a formal email in Spanish, taking into account audience, tone, and purpose.
- Utilize authentic sources to plan and present a cultural presentation on technology and scientific advancements in Spanish speaking countries.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- In the presentational and interpersonal modes, students will be evaluated on the quality of their produced responses in the group discussions, journal entries, essays and exit tickets utilizing a rubric from the Spanish AP test scoring guidelines.
- Student comprehension in the interpretive mode will be assessed formatively utilizing AP Classroom practice and comprehension exercises.
- Students will be evaluated on their ability to spontaneously answer questions in a conversation and email discussing technology and innovative scientific methods used in Spanish speaking regions utilizing a rubric from the Spanish AP test scoring guidelines. (presentational and interpretive modes)
- Students will be evaluated on their ability to respond to multiple choice questions based on authentic audio and print materials such as interviews, podcasts, public service announcements, conversations, journalistic and literary texts, announcements, advertisements, and letters. (Interpretive mode)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Reflective journaling in Spanish with prompts exploring technological and scientific advancements and their impact on society. (Presentational mode)
- Interpersonal and interpretive listening activities including interviews and podcasts.
- Cultural comparison presentation on recycling. (presentational mode)
- Classroom discussions and debates on topics such as nuclear power and weapons, the roles of social media, and vaccination. (interpretive, personal and presentational modes)
- Examining authentic texts and utilizing textual evidence to support point of view. (interpretive mode)
- Strategies to develop fluency and proficiency in speaking and writing (presentational and interpersonal modes)
- Strategies to interpret and analyze graphs, maps, tables and charts in Spanish. (Interpretive mode)

RESOURCES

Teacher Resources:

- Teacher Chosen from AP Suggested Resources or District Resource Bank
- AP classroom website
- Adios Textbook Website
- <https://www.audiria.com/>
- <https://www.bbc.com/mundo>
- <https://personal.colby.edu/~bknelson/SLC/>

Equipment Needed:

- Projector or SmartBoard
- Classroom layout conducive to group discussions and debates
- AP Classroom Dashboard

UNIT OVERVIEW

Content Area: Spanish

Unit 6 Title: Factors that Impact Quality of Life

Target Course/Grade Level: Advanced Placement 11/12

Unit Summary: Throughout the unit students will explore how one's social status influences one's quality of life in Spanish speaking countries. In investigating how cultural perspectives and traditions relate to the quality of life students will need to consider how access to education, health care, justice, food, and water impact the quality of life. Since Spanish speaking regions are found all over the planet exploring how geography influences the quality of life will vary from each Spanish speaking country. Quality of life is difficult to quantify, as many different factors have effects on quality of life in a given place. Students will need to think critically while interacting with a variety of authentic materials in order to break down the different factors affecting quality of life. They will also need to examine their own culture and the Spanish speaking countries' culture comparatively and how different aspects of each culture affect quality of life.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts.
- 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.
- 7.1.AL.IPRET.5: Analyze a literary or informational text including theme, author's purpose and tone, inferences.
- 7.1.AL.PRSNT.1: Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
- 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.
- 7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.
- 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.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

Interdisciplinary Connections and Standards:

- Math - S-ID.A Summarize, represent, and interpret data on a single count or measurement variable.

Unit Understandings:

Students will understand that...

- Where one lives, one's socioeconomic status, and one's identity can all impact quality of life. **(LGBTQ/D) (AAH) (HG) (AAPI)**
- Even within one country or region, quality of life varies greatly from place to place and person to person.
- Mindful community planning can contribute greatly to improvements in quality of life. **(LGBTQ/D) (AAH) (HG) (AAPI)**

Unit Essential Questions:

- How do aspects of everyday life influence and relate to the quality of life?**(LGBTQ/D) (AAH) (HG) (AAPI)**
- How does where one lives impact the quality of life?**(LGBTQ/D) (AAH) (HG) (AAPI)**
- What influences one's interpretation and perceptions of the quality of life?**(LGBTQ/D) (AAH) (HG) (AAPI)**
- What factors of quality of life are most important to you personally?**(LGBTQ/D) (AAH) (HG) (AAPI)**

Knowledge and Skills:

Students will know...

- Work culture and work-life balance in Spanish speaking countries differs significantly from the USA.
- Spain and several Spanish speaking regions have universal healthcare systems, unlike the USA.
- The cost of living varies significantly across Spanish speaking countries and is generally much lower than the US.
- Spanish citizens get guaranteed vacation time and each of the Hispanic countries have different bank holidays.

Students will be able to...

- Identify the purpose, audience, point of view, and implied meaning in authentic texts including letters in Spanish.
- Write a formal email in Spanish, taking into account audience, tone, and purpose.

- Utilize authentic sources to plan and present a cultural comparison presentation on holidays or festivals in the USA and a Spanish speaking region.
- Draw conclusions by analyzing and interpreting data in Spanish related to quality of life
- Organize their thoughts in an argumentative essay in Spanish and support their viewpoint with textual evidence.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- In the presentational and interpersonal modes, students will be evaluated on the quality of their produced responses in the group discussions, journal entries, essays and exit tickets utilizing a rubric from the Spanish AP test scoring guidelines.
- Student comprehension in the interpretive mode will be assessed formatively utilizing AP Classroom practice and comprehension exercises.
- Students will be evaluated on their ability to spontaneously answer questions in a conversation and email discussing quality of life in Spanish speaking regions utilizing a rubric from the Spanish AP test scoring guidelines.
- Students will be evaluated on their ability to respond to multiple choice questions based off of authentic audio and print materials such as interviews, podcasts, public service announcements, conversations, journalistic and literary texts, announcements, advertisements, and letters. (Interpretive and interpersonal modes)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Reflective journaling in Spanish with prompts relating to quality of life. (Presentational mode)
- Interpersonal and interpretive listening activities including interviews and podcasts
- Cultural comparison presentation on a Spanish speaking country's holiday or festival and how it differs and or may be similar to another cultural event in the USA. (Presentational and Interpretive modes)
- Examining authentic texts and utilizing textual evidence to support point of view. (Interpretive mode)
- Strategies to develop fluency and proficiency in speaking and writing (presentational and interpersonal modes)
- Strategies to interpret and analyze graphs, maps, tables and charts in Spanish. (Interpretive mode)
- Formal email drafting in Spanish relating to quality of life improvements for teens. (Presentational mode)

RESOURCES

Teacher Resources:

- Teacher Chosen from AP Suggested Resources or District Resource Bank
- AP classroom website
- Adios Textbook Website
- <https://www.audiria.com/>
- <https://www.bbc.com/mundo>
- <https://personal.colby.edu/~bknelson/SLC/>

Equipment Needed:

- Projector or SmartBoard
- Classroom layout conducive to group discussions and debates
- AP Classroom Dashboard

UNIT OVERVIEW

Content Area: Spanish

Unit 7 Title: Unit Title: Environmental, Physical & Societal Global Challenges

Target Course/Grade Level: Advanced Placement 11/12

Unit Summary: During this unit students will investigate how economic developments and environmental challenges often impact society and politics on a larger scale, which in turn affects individual families and communities. Exploring how individuals can positively or negatively influence the world around them by suggesting possible solutions that address contemporary global challenges. Inequality, homelessness, pollution, climate change, natural disasters, crime and corruption are present throughout both countries. In this final AP required unit, students will dive into these challenges and the steps each nation is taking to tackle the challenges.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 7.1.AL.IPERS.6: Converse with members of the target culture with understanding about contemporary global issues, including climate change.
- 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.
- 7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.
- 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.
- 7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts.
- 7.1.AL.IPRET.10: Collect, share, and analyze data related to global issues including climate change.
- 7.1.AL.IPRET.7: Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).
- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
- 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).

Interdisciplinary Connections and Standards:

- Language Arts - W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Unit Understandings:

Students will understand that...

- all global societies face significant challenges and need to adapt to address them.
- new technologies often bring major improvements to society, but can also have major unintended consequences.
- economic and environmental issues affect each Spanish speaking region differently and impact their social conscience in varying degrees.

Unit Essential Questions:

- How do environmental, political, and societal challenges positively and negatively impact communities? **(LGBTQ/D)** **(AAH)** **(HG)** **(AAPI)**
- What role do individuals play in addressing complex societal issues? **(LGBTQ/D)** **(AAH)** **(HG)** **(AAPI)**
- How do challenging issues affect a society's culture? **(LGBTQ/D)** **(AAH)** **(HG)** **(AAPI)**

Knowledge and Skills:

Students will know...

- that Spanish and Spanish speaking countries have struggled to adapt to the influx of migrants and asylum seekers.
- that many Spanish speaking regions struggle with high unemployment rates.
- the ways that Spanish speaking countries are working to combat climate change and rising seas.

Students will be able to...

- Identify the purpose, audience, point of view, and implied meaning in authentic texts including letters in Spanish.
- Write a formal email in Spanish, taking into account audience, tone, and purpose.
- Draw conclusions by analyzing and interpreting data in Spanish related to global issues
- Organize their thoughts in an argumentative essay in Spanish and support their viewpoint with textual evidence.
- Come up with creative and innovative solutions to societal issues utilizing Spanish in the presentational mode.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- In the presentational and interpersonal modes, students will be evaluated on the quality of their produced responses in the group discussions, journal entries, essays and exit tickets utilizing a rubric from the Spanish AP test scoring guidelines.
- Student comprehension in the interpretive mode will be assessed formatively utilizing AP Classroom practice and comprehension exercises.
- Students will be evaluated on their ability to spontaneously answer questions in a conversation and email discussing global issues in Spanish speaking regions utilizing a rubric from the Spanish AP test scoring guidelines. (Interpersonal mode)
- Students will be evaluated on their ability to respond to multiple choice questions based off of authentic audio and print materials such as interviews, podcasts, public service announcements, conversations, journalistic and literary texts, announcements, advertisements, and letters. (Interpretive and Interpersonal mode)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Reflective journaling in Spanish with prompts exploring societal issues such as corruption, unemployment, climate change, and crime. (Presentational mode)
- Examining authentic texts and utilizing textual evidence to support point of view. (Interpretive mode)
- Strategies to develop fluency and proficiency in speaking and writing (presentational and interpersonal modes)
- Strategies to interpret and analyze graphs, maps, tables and charts in Spanish. (Interpretive mode)
- Formal email drafting in Spanish relating to societal issues that Spanish speaking regions face. (Interpretive and Presentational modes)
- Research a societal issue and develop a presentation discussing how it affects the people of the Spanish speaking community and suggest a potential solution. (Interpretive and Presentational mode)

RESOURCES

Teacher Resources:

- Teacher Chosen from AP Suggested Resources or District Resource Bank
- AP classroom website

- Adios Textbook Website
- <https://www.audiria.com/>
- <https://www.bbc.com/mundo>
- <https://personal.colby.edu/~bknelson/SLC/>

Equipment Needed:

- Projector or SmartBoard
- Classroom layout conducive to group discussions and debates
- AP Classroom Dashboard

UNIT OVERVIEW

Content Area: Spanish

Unit 8 Title: Reflecting & Reinforcing Learned Concepts

Target Course/Grade Level: Advanced Placement 11/12

Unit Summary: This reinforcement unit gives students the chance to reflect on their language learning journey. They will examine where they have excelled and where they have struggled as well as measure their progress from the beginning of the year. Throughout the unit students will practice the different tasks that will be required for the AP exam and will have the opportunity to examine their responses and compare them to sample responses of previous student work to see how they can improve.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts.
- 7.1.AL.IPRET.7: Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
- 7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.
- 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.
- 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.
- 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.
- 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

Career Readiness, Life Literacies, and Key Skills:

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

Interdisciplinary Connections and Standards:

- Language Arts - W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Unit Understandings:

Students will understand that...

- that language learning, like learning in general, is a lifelong process.
- They can gain a lot of insight into themselves and their learning through reflection.

Unit Essential Questions:

- What are some of my language learning accomplishments this year?
- What did I find most challenging? Why?
- How can I immerse myself in Spanish speaking culture while living in the USA?
- How can I manage my time during different tasks of the AP Spanish exam?

Knowledge and Skills:

Students will know...

- what is expected of them on the AP exam.
- that they can learn a lot not just from their teacher, but also from each of their classmates.

Students will be able to...

- express their opinions, beliefs, and values in Spanish across different tenses and topics.
- support their opinions by citing evidence or rationale from print and audio sources in Spanish.
- comprehend their peers when sharing their opinions, beliefs, and values in Spanish.
- ask thoughtful and relevant questions of their peers in Spanish.

<i>EVIDENCE OF LEARNING</i>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- In the presentational and interpersonal modes, students will be evaluated on the quality of their produced responses in the group discussions, journal entries, essays and exit tickets utilizing a rubric from the Spanish AP test scoring guidelines.
- Student comprehension in the interpretive mode will be assessed formatively utilizing AP Classroom practice exam and comprehension exercises.

- Students will be evaluated on their ability to spontaneously answer questions in a conversation and email discussing all six required units of the AP Spanish exam utilizing a rubric from the Spanish AP test scoring guidelines. (Interpersonal and Presentational modes)
- Students will be evaluated on their ability to respond to multiple choice questions based on authentic audio and print materials such as interviews, podcasts, public service announcements, conversations, journalistic and literary texts, announcements, advertisements, and letters. (Interpretive mode)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Reflective journaling in Spanish with prompts exploring the language learning process, personal accomplishments and goals, and topics related to the AP exam. (Presentational mode)
- Group Discussions & Debates (Interpersonal, Interpretive and Presentational modes)
- Practice AP exam. (Interpersonal, Interpretive and Presentational modes)
- Reviewing and analyzing scored work in small groups (Interpersonal and Interpretive modes)

RESOURCES

Teacher Resources:

- Teacher Chosen from AP Suggested Resources or District Resource Bank
 - AP classroom website
 - Adios Textbook Website
 - <https://www.audiria.com/>
 - <https://www.bbc.com/mundo>
 - <https://personal.colby.edu/~bknelson/SLC/>

Equipment Needed:

- Projector or SmartBoard
- Classroom layout conducive to group discussions and debates
- AP Classroom Dashboard