

# **SPANISH LANGUAGE AND CULTURE [AP] GRADE 12**

THE EWING PUBLIC SCHOOLS  
2099 Pennington Road  
Ewing, NJ 08618

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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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## **Preface**

This curriculum guide is intended to provide a vertical and horizontal framework for the World Languages program of the Ewing Township Public Schools. It is designed to identify the essential components needed by teachers when they prepare instruction in the language of Spanish which will best meet the needs of their students. The teacher's knowledge of the students' level of development, learning styles, and general readiness of the student to learn should be the guiding factors in selecting the most appropriate ways to reach the goals and objectives defined by the guide.

The selected published materials are intended to provide resources to teachers in their preparation of instructional activities and teachers should feel free to integrate other resources, where appropriate, as long as they are consistent with the goals and philosophy as outlined. Integration of concepts and skills developed in the Spanish language into other content areas is encouraged to stimulate real-life experiences and meaning.

All students are not the same. They have different needs, learning styles and levels of readiness. Therefore, teachers will need to make choices in planning instruction so that the needs of each student are addressed and the scope of the curriculum is accomplished.

## Course Description and Expectations

The AP Spanish language course is designed to be comparable in content and difficulty to that of a third year college Spanish course. The overall objective of the course is to provide students with the opportunity to develop the speaking, listening, writing and reading skills necessary to demonstrate an advanced level of Spanish proficiency across three communicative modes (interpretive, interpersonal and presentational).

The five goal areas of the *Standards for Foreign Language in the 21<sup>st</sup> Century* will be emphasized to allow students to demonstrate an understanding of the culture(s) (Cultures), incorporate interdisciplinary topics (Connections), make comparisons between the native language and the target language and between cultures (Comparisons), and use the target language in real-life settings (Communities/Communication).

The course is conducted exclusively in Spanish and the students are expected to speak in the target language at all times. Students will gain knowledge and practice in the target language through the use of authentic materials, and will read, listen, write and speak about social and cultural topics.

**Temas** will be used as the primary textbook. Supplemental materials will be chosen from magazines, newspapers, internet websites, CDs, and DVDs to allow the students opportunities to practice at a native-speaker level. In addition, **AP Spanish, Language and Culture Exam Preparation** workbook will be used to offer concentrated practice to develop the abilities required for the AP Spanish Language and Culture Exam.

Students will be expected to accomplish the following objectives:

- Identify and summarize the main points and significant details and make appropriate inferences and predictions from a spoken as well as a written source on an academic or cultural topic related to the Spanish speaking world.
- Write a cohesive and coherent analytical or persuasive essay in reaction to a text on a personal, academic, cultural or social issue, with control of grammar and syntax.
- Describe, narrate and present information or persuasive arguments on general topics with grammatical control and good pronunciation in an oral presentation for two or three minutes using all major time frames (past, present and future).
- Use information from sources provided to present a synthesis and express an opinion.
- Communicate via formal and informal written correspondence.
- Initiate, maintain and close a conversation on a familiar topic.
- Formulate questions to seek clarification or additional information.
- Use language that is semantically and grammatically accurate according to a given context.

Students will be able to:

- Talk about themselves, their family and friendships at an intermediate to pre-advanced level.
- Express their feelings and opinions about relationships and social issues.
- Discuss current affairs, national as well as international, such as the impact of technology on the environment, the influence of past cultures on current societies, religion, the family network, customs and traditions, education and financial concerns.
- Make comparisons about religious beliefs, traditions and educational goals in Spanish speaking countries and the United States.
- Compare and contrast the expectations of the genders within the Spanish community and the United States.

## Methods of Evaluation

All students will complete an initial assessment in each of the three communicative modes – interpersonal, interpretive and presentational - to be used as the basis of evaluating learning and improvement throughout the course. Each marking period, students will be evaluated to determine the level of proficiency using quizzes, tests, projects, written papers, class discussions, listening comprehension activities and appropriate performance assessments. Students will receive a grade based on the following areas:

- **Learning activities:** Given on a daily basis and worth **30%** of overall grade.
- **Practice activities** (daily use, discussions, dialogues and presentations): Worth **30%** of overall grade.
- **Formal Assessments** (quizzes, tests, essays and projects): Worth **40%** of overall grade.

For every unit, students will research and present a current event article dealing with a specific topic discussed in the unit. Students are expected to speak for two to three minutes relating the key points and giving their opinions about the information discussed in the article. In addition to the oral presentation, students will submit the original article with a written assessment about the article, giving their personal view of the information and how it relates to their own life.

Throughout the semester, students will be given audio, oral and written practice exercises to prepare them for the AP Spanish Language and Culture Exam.

## **Unidad 1: La Familia y las Comunidades (4 Weeks)**

### **Themes:**

- Beauty and Aesthetics
- Families and Communities
- Contemporary Life
- Personal and Public Identities

### **Recommended Contexts:**

- Las comunidades Educativas
- Las Redes Sociales
- La Geografía Humana
- Las Tradiciones y Los Valores
- La Ciudadanía Global
- La Estructura de la Familia

### **Why is this unit important?**

Students will identify family roles, traditions and customs. Also, It is important to know that traditions and customs impact our own identity.

### **Enduring Understandings**

- Students will understand reasons and origins of human displacements and how multiple factors affect family structure and community at large.

### **Essential Questions:**

- ¿Cuáles son algunos aspectos que incluye el concepto de cultura?
- ¿Cómo expresa una región o un país su cultura? ¿A través de qué medios la expresa?
- ¿Cómo influyen las costumbres de civilizaciones anteriores en la vida de hoy?
- ¿Cómo la inmigración afecta los valores y estructura familiar?
- ¿Cómo la economía y grado de educación afecta a los miembros de la familia que emigra y no emigra?
- ¿Cómo se define una comunidad para los emigrantes en su nuevo medio ambiente?

## **Acquired Knowledge**

- Learning about different societies, cultures and peoples allows us to celebrate differences and build greater harmony between people of different backgrounds and traditions.
- Discovering ancestors and homeland; Examining our roots and traditions;
- Discussing roles of families around the world;
- Geography and Human Geography.
- How are families defined in different societies?
- What makes a community?
- How do we define global citizenship?

Vocabulary related to :

- \* La estructura de la familia
- \* Las tradiciones y los valores sociales
- \* La evolución de la familia tradicional a la familia moderna

## **Acquired Skills**

- Students will be able, in all forms of communication, to express opinions on people's stories of emigration and immigration.

## **Assessments (Formative, Summative, Benchmark, Alternative)**

Formative

- Analyze and discuss readings, listening and songs
- Define vocabulary related to the unit theme
- Readings (online and print resources about travel)
- Authentic listening and interview (video clips, podcasts)
- Movie
- Sample AP Exam sections from AP Review Book.

Summative

- Participate in a simulated conversation on a specific topic.
- Prepare a 2-minute formal oral presentation on the related topic.

Benchmark

- Performance Assessment Task 1 (end of unit assessment)

Alternative

- Respond to an email accepting an invitation to a traditional party in a Spanish Speaking Country.



### **Interdisciplinary Connection:**

- Students learned different traditions from the Spanish Speaking countries Social. Studies, Sociology
- Students compare and contrast the regions of the most migration and the issues related to the topic of immigration. Geography, Math, English.

### **Technology Integration:**

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

### **Suggested Learning Experiences and Instructional Activities**

As an introduction to the unit, students write their opinion to the following questions. This will be followed by a class discussion and lead into the **reading** *Influencias en la cultura española*.

- **¿Cuáles son algunos elementos que influyen una cultura? ¿Cuáles son los más importantes?**

**Activity #1** (Print and Written Interpretive Communication, Spoken Interpersonal Communication and Spoken Presentational Communication)

After discussing the key points, students will be arranged in small groups and be given the following questions to discuss. Each student will be expected to state and support an opinion. A class discussion will follow and one person from each group will state the main ideas/opinions of the group.

- **¿Cuáles son algunos símbolos de una cultura avanzada?**
- **¿Qué condiciones son necesarias para que una cultura adopte palabras de otra cultura?**
- **¿Hay influencias de otras culturas en la cultura norteamericana? ¿Cuáles son?**

**Activity #2** (Audio Interpretive Communication, Spoken Interpretive Communication and Written Interpretive Communication)

After listening to a **dialogue** about the influences of other languages on the Spanish language, students will respond to comprehension questions. Following the comprehension check, students will work in groups of three to analyze the influence of the Spanish language on the English language. Students will list the influences in three areas: geography, food and places in the United States. Groups will compare their information with another group.

## 2020 NJSL

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

7.1.AL.IPRET.8: Analyze elements of the target language that do not have a comparable linguistic element in English.

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.5: Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

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.3: Offer and support opinions and use persuasive language when presenting ideas and information.

## Other Standards

### Instructional Resources

Texts:

- Temas. Draggett, Conlin, Ehrsam, Millán. Vista Higher Learning (2020)
- AP\* Spanish Language and Culture Exam Preparation. Frisancho, Redman, and Restrepo Bravo. Vista Higher Learning (2020)

Resources:

- Una Vez Más: Couch, McCann, Rodríguez-Walter and Rubio-Maroto; Pearson (2009)
- Abriendo Paso Lectura: Díaz and Collins, Prentice Hall (2001)
- Triángulo Aprobado: Wayside Publishing (2013)
- ALBUM Cuentos del mundo hispánico: Valette and Renjilian-Burgy, D.C. Heath and Company (1993)
- Respect Ability :<https://www.respectability.org/resources/lgbtq/>

Movie:

- *La misma luna*, 2007

## Unidad 2 – La Ciencia y la Tecnología (4 weeks)

### Themes:

- Families and Communities
- Global Challenges
- Personal and Public Identities
- Contemporary Life

### Recommended Context:

- Tecnología, individuo y sociedad
- El cuidado de la salud y la medicina
- La ciencia y la ética
- Los fenómenos naturales
- El acceso a la tecnología
- Las innovaciones tecnológicas

### Why is this unit important?

Students will know and understand concepts and major topics related to Science and technology with the effects on society.

### Enduring Understandings

- Students will understand that El acceso a la tecnología, Las innovaciones tecnológicas, La tecnología y la ética, Los efectos de la tecnología al individuo y a la sociedad are an integral part of all members of the community.

### Essential Questions:

- ¿Qué impacto tiene el desarrollo científico en nuestras vidas?
- ¿Qué papel cumple la ética en los avances científicos?
- ¿Qué efecto tiene la tecnología en el movimiento social?

### Acquired Knowledge

- Explore how developments in science can both create and resolve challenges in contemporary society.
- Investigate how technology creates new ways for us to connect with others and how it impacts and shapes our personal and public identities.
- Consider ways access to technology affects society and the quality of life.
- Examine how science and technology affect the values and ethics of a community.

## **Acquired Skills**

- Students will be able to do oral and media presentations using the Spanish Language to different groups in and outside the classroom environment.

## **Assessments (Formative, Summative, Benchmark, Alternative)**

### Formative

- Analyze and discuss readings, listening and songs
- Define vocabulary related to the unit theme
- Readings (online and print resources about travel)
- Authentic listening and interview (video clips, podcasts)
- Movie
- Sample AP Exam sections from AP Review Book.

### Summative

- Answer multiple sessions of interpretative material on specific topics related to technology.
- Prepare a 2-minute formal oral presentation on the related topic.

### Benchmark

- Performance Assessment Task 2 (end of unit assessment)

### Alternative

- Write a thesis about a topic related to ethics and technology.

## **Interdisciplinary Connection:**

- Students researched about the perfect baby and genetics. Science, genetics
- Students used different websites to research the influence of technology on young minds. Science, computer science, sociology, psychology.

## **Technology Integration:**

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.2.DA.4: Make predictions based on data using charts or graphs.

## **Suggested Learning Experiences and Instructional Activities**

Students will respond to the following question: **¿Es la clonación un aspecto ético en tu vida?** A discussion will follow in which students share their opinions and then identify the different points of ethics values that exist in the United States and compare them with Spanish Speaking Countries. **reading:** *La tentación del bebé perfecto.*

### **Activity #1 (Written and Print interpretive Communication and Spoken Interpersonal Communication)**

Students identify the ways the Catholic religion has influenced the Hispanic culture and their value system . Class discussion of reasons why people look at religion as an important part of life. Students express personal feelings about the importance of religion in their own life and the use of technology.

### **Activity #2 (Audio interpretive Communication, Spoken Interpersonal Communication and Spoken Presentational Communication)**

**Speaking assessment:** Students research internet sites (including articles, videos, interviews, etc.) about the issue of DNA, genetics and cloning in the United States as well as in the Spanish speaking countries, and debate with classmates the pros and cons of this issue.

### **Activity #3 (Print Interpretive Communication, Written and Spoken Presentational Communication)**

Students explore the website <http://www.eltiempo.com/noticias/avances-tecnologicos> to select an article of personal interest about current technological advancements and prepare a multimedia presentation to introduce this advancement to the class. The presentation must include a brief summary of the information, who would benefit from its use, and explain why they believe it is important.

## 2020 NJSLS

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

7.1.AL.IPRET.8: Analyze elements of the target language that do not have a comparable linguistic element in English.

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.5: Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

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.3: Offer and support opinions and use persuasive language when presenting ideas and information.

### Texts:

- Temas. Draggett, Conlin, Ehrsam, Millán. Vista Higher Learning (2020)
- AP\* Spanish Language and Culture Exam Preparation. Frisancho, Redman, and Restrepo Bravo. Vista Higher Learning (2020)

### Resources:

- Una Vez Más: Couch, McCann, Rodríguez-Walter and Rubio-Maroto; Pearson (2009)
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- Triángulo Aprobado: Wayside Publishing (2013)
- ALBUM Cuentos del mundo hispánico: Valette and Renjilian-Burgy, D.C. Heath and Company (1993)
- Respect Ability :<https://www.respectability.org/resources/lgbtq/>

### Movie:

- *Vivir dos veces*, 2019

## **Unidad 3 – La belleza y la estética (4 Weeks)**

### **Themes:**

- Beauty and Aesthetics
- Families and Communities
- Contemporary Life
- Personal and Public Identities

### **Recommended Contexts:**

- Definición de la belleza
- La moda y el diseño
- El lenguaje y la literatura
- Las artes visuales y escénicas
- La arquitectura
- Definiciones de la creatividad

### **Why is this unit important?**

Students will be able to understand the concept of beauty in many ways. This unit is fundamental for building appreciation for the culture, architecture and literature of the Spanish Language. Also, it is important to build students' self esteem by defining real beauty.

### **Enduring Understandings**

- Students will understand that Las Artes Escénicas y Visuales, La Definición de la Creatividad, La Definición de la Belleza, La Arquitectura La Moda y El Diseño, are ideas and expression that define community values.

### **Essential Questions:**

- ¿Cómo se establecen las percepciones de la belleza y la creatividad?
- ¿Cómo influyen los ideales de belleza y la estética en la vida cotidiana?
- ¿Cómo las artes desafían y reflejan las perspectivas culturales?

### **Acquired Knowledge**

- Students will know and understand perceptions and definitions of beauty are influenced by surroundings, communities, media, pop culture.
- Who defines what is beautiful?
- What is beauty and where is it born?
- How do the fine arts reflect culture?
- Does beauty get more beautiful with age?
- How do we see different aspects of beauty?

## **Acquired Skills**

- Students will be able to express various aspects of people and community demonstrating art as part of personal and community values.

## **Assessments (Formative, Summative, Benchmark, Alternative)**

### Formative

- Analyze and discuss readings, listening and songs
- Define vocabulary related to the unit theme
- Readings (online and print resources about travel)
- Authentic listening and interview (video clips, podcasts)
- Movie
- Sample AP Exam sections from AP Review Book.

### Summative

- Write a formal response to an issue related to the standard of beauty.
- Interpretative activity describing the concept of beauty.

### Benchmark

- Performance Assessment Task 3 (end of unit assessment)

### Alternative

- Respond to a simulated conversation about a social media issue.

## **Interdisciplinary Connection:**

- Students are describing different buildings in the Spanish Speaking world. Geography, art, history.
- Students researched famous pieces of literature in the Spanish Speaking world and analyzed them. English, Social Studies.

## **Technology Integration:**

8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.



## **Suggested Learning Experiences and Instructional Activities**

### **AP exam practice: ¿Cuál es la mayor tensión que sufren los adolescentes en la vida contemporánea?**

(Print and Written Interpretive Communication, Audio Interpretive Communication, Written Presentational Communication)

After reading two newspaper articles and listening to a dialogue about the problems facing teenagers today, students will write a persuasive essay of at least 200 words in length to answer the question, supporting their opinion utilizing information from all three sources.

**Activity # 2** (Audiovisual Interpretive Communication, Spoken Interpretive Communication, Written and Spoken Presentational Communication, Spoken Interpersonal Communication)

After watching a video of a promotional campaign, students will speak and reach about their selfie. They will write and define what they are for their families, community and the most important who they are to themselves.

## **2020 NJSL**

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

7.1.AL.IPRET.8: Analyze elements of the target language that do not have a comparable linguistic element in English.

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.5: Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

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.3: Offer and support opinions and use persuasive language when presenting ideas and information.

## **Instructional Resources (Core, Supplemental)**

### Texts:

- Temas. Draggett, Conlin, Ehrsam, Millán. Vista Higher Learning (2020)
- AP\* Spanish Language and Culture Exam Preparation. Frisancho, Redman, and Restrepo Bravo. Vista Higher Learning (2020)

### Resources:

- Una Vez Más: Couch, McCann, Rodríguez-Walter and Rubio-Maroto; Pearson (2009)
- Abriendo Paso Lectura: Díaz and Collins, Prentice Hall (2001)
- Triángulo Aprobado: Wayside Publishing (2013)
- ALBUM Cuentos del mundo hispánico: Valette and Renjilian-Burgy, D.C. Heath and Company (1993)
- Respect Ability :<https://www.respectability.org/resources/lgbtq/>

### Movie:

- *Real Women Have Curves*

## Unidad 4 – La vida Contemporánea (4 Weeks)

### Themes:

- Families and Communities
- Contemporary Life
- Science and Technology
- Global Challenges
- Persona and Public Identities

### Recommended Contexts:

- La educación y las carreras profesionales
- El entretenimiento y la diversión
- Los viajes y el ocio
- Las relaciones personales
- Los estilos de vida
- Las tradiciones y los valores sociales

### Why is this unit important?

There are challenges that face the 21 st century job market. There are things you can do to prepare for a job interview. Careers of interest are out there; you must research to find out what they are. Part of your job preparation is to analyze what skills are necessary to be successful in a future profession not only in the United States but in a global economy.

### Enduring Understandings

- Students will understand that contemporary life offers challenges in many areas as:  
La educación y las carreras profesionales, Entretenimiento y la diversión, Los estilos de vida, Las relaciones personales, Las tradiciones y los valores sociales, El trabajo voluntario making better citizens of a global community.

### Essential Questions:

- ¿Cómo definen los individuos y las sociedades su propia calidad de vida?
- ¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea?
- ¿Cuáles son los desafíos de la vida contemporánea?

## Acquired Knowledge

- *Students will know and understand* That rapid innovations force schools to help students prepare to work in jobs that have not yet been created using technologies that have not yet been invented to solve problems that have not yet been identified.
- Are the goals of our educational systems changing as fast as the technologies that propel contemporary lifestyles?
- How do innovations influence our decisions and perspectives?
- What are the challenges of a fast-paced global marketplace?
- How do societies define and determine their identities?
- What is quality of life?
- Who determines social values and the changes that communities experience?
- How is volunteerism seen in different cultures?
- What are some of the issues surrounding immigration that require attention and solutions?

## Acquired Skills

- *Students will be able to use* different media and will be able to communicate orally and written on topics related to contemporary life.
- They are expected to research different Spanish Speaking Countries and their job requirements, also they will plan different trips.

## Assessments (Formative, Summative, Benchmark, Alternative)

### Formative

- Analyze and discuss readings, listening and songs
- Define vocabulary related to the unit theme
- Readings (online and print resources about travel)
- Authentic listening and interview (video clips, podcasts)
- Movie
- Sample AP Exam sections from AP Review Book.

### Summative

- Presentational activity giving different ways of finding a job as a bilingual candidate.
- Interpersonal activity, creating a travel agency and try to sell as many trips to different locations in a Spanish Speaking Country.

### Benchmark

- Performance Assessment Task 4 (end of unit assessment)

### Alternative

- Cultural comparison about ways of entertainment in a Spanish Speaking Country and their own community.

### **Interdisciplinary Connection:**

- Students are describing different jobs, currency and job equity in the Spanish Speaking world. Geography, math, sociology.
- Students researched tourist places in the Spanish Speaking world and planned a trip to different destinations. . English, Social Studies, math, accounting.

### **Technology Integration:**

8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

### **Suggested Learning Experiences and Instructional Activities**

#### **Activity # 1 Reading: Las escuelas que siguen a los chicos.**

(Print and Written Interpretive Communication, interpersonal Communication)

After reading the article “Las escuelas que siguen a los chicos” students will discuss ways of alternative education.

**Activity # 2** (Audiovisual Interpretive Communication, Spoken Interpretive Communication, Written and Spoken Presentational Communication, Spoken Interpersonal Communication)

After listening to the audio “La equidad de género en la docencia”, students will speak about equity on the job in the USA and Spanish speaking countries.

### **2020 NJSL**

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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.5: Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

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.3: Offer and support opinions and use persuasive language when presenting ideas and information.

## Other Standards

### Instructional Resources (Core, Supplemental)

#### Texts:

- Temas. Draggett, Conlin, Ehrsam, Millán. Vista Higher Learning (2020)
- AP\* Spanish Language and Culture Exam Preparation. Frisancho, Redman, and Restrepo Bravo. Vista Higher Learning (2020)

#### Resources:

- Una Vez Más: Couch, McCann, Rodríguez-Walter and Rubio-Maroto; Pearson (2009)
- Abriendo Paso Lectura: Díaz and Collins, Prentice Hall (2001)
- Triángulo Aprobado: Wayside Publishing (2013)
- ALBUM Cuentos del mundo hispánico: Valette and Renjilian-Burgy, D.C. Heath and Company (1993)
- Respect Ability :<https://www.respectability.org/resources/lgbtq/>

#### Movie:

- *Diarios de Motocicleta*

## **Unidad 5 –Los desafíos mundiales (4 weeks)**

### **Themes:**

- Global Challenges
- Personal and Public Identities
- Science and Technology

### **Recommended Contexts:**

- Los temas económicos
- Los temas del medioambiente
- La población y la demografía
- El bienestar social
- El pensamiento filosófico y la religión
- La conciencia social

### **Why is this unit important?**

Immigrant and migrant workers have played key roles in the development of our society. The economic and social situations of immigrant/ migrant workers have often been ones of difficulty and struggle. The quality of life of the immigrant/migrant workers can be improved and take action on the challenges we have in our society.

### **Enduring Understandings**

- Students will understand that the Gap between rich and poor, the effects of the economic disparity on education, and sustainable development and climatic change are interconnected.

### **Essential Questions:**

- ¿Cuáles son los desafíos sociales, políticos y medioambientales que enfrentan las sociedades del mundo?
- ¿Cuáles son los orígenes de esos desafíos?
- ¿Cuáles son algunas posibles soluciones a esos desafíos?
- ¿Qué pueden hacer los gobiernos mundiales para resolver el problema de la pobreza?
- ¿Cuáles son los problemas económicos que enfrentamos hoy día?
- ¿Qué harías tú para ayudar a nivel local y nacional?

### **Acquired Knowledge**

- Students will understand that the new generation is the change and the hope in the world; becoming global citizens and that voluntarism is an essential part and solution of the new world and its challenges.

## Acquired Skills

- Students explore the UNESCO website, read about its goals and initiatives in Spanish-speaking countries seeking information to answer the following question: **Además de la pobreza, ¿cuáles son otros problemas que afectan los países y sus ciudadanos en Latinoamérica?** and participate in a class discussion summarizing their findings.

## Assessments (Formative, Summative, Benchmark, Alternative)

### Formative

- Analyze and discuss readings, listening and songs
- Define vocabulary related to the unit theme
- Readings (online and print resources about travel)
- Authentic listening and interview (video clips, podcasts)
- Movie
- Sample AP Exam sections from AP Review Book.

### Summative

- Students read the article *La pobreza, el mayor problema mundial* taken from La Nación Online, Buenos Aires, and the article *Aspectos de la pobreza*, and listen to the audio text taken from Crónica de hoy, Ciudad de México titled *De los 12,3 millones de esclavos que hay en el mundo, 1,3 millones son latinoamericanos*, and using information from all three sources, write a persuasive essay answering the following questions:  
**¿Crees que la pobreza es un problema serio en Latinoamérica?**  
**¿Qué se puede hacer para ayudar a los pobres?**

### Benchmark

- Performance Assessment Task 5 (end of unit assessment)

### Alternative

- Students will read "América latina es la región más urbanizada del mundo en desarrollo" and answer multiple choice questions as they prepare for that part of the AP exam.

## Interdisciplinary Connection:

- Students researched, compared and contrasted migration in the Spanish Speaking world with the United States. Geography, math, sociology, history.
- Students created a campaign about Human Rights. English, Social Studies, Statistics.



## Technology Integration:

8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

## Suggested Learning Experiences and Instructional Activities

**Activity #1** (Print Interpretive Communication, Spoken Interpersonal Communication, Spoken Presentational Communication)

To prepare for the **reading** *La economía de ayer y de hoy*, students discuss the current economic problems facing our country. After identifying the THREE most important issues, students will prepare a list of reasonable solutions (at the local as well national levels) and discuss the probability of success.

After reading and checking comprehension, the class will be divided in two groups and students will prepare to debate the following question: **¿Debe el gobierno de los Estados Unidos ayudar a los países del Tercer Mundo?** Students use internet sites to research information from online sources to support opinions.

**Activity #2** (Spoken Interpretive Communication, Spoken Interpersonal Communication)

After listening to a dialogue between two people and answering comprehension questions, students discuss the problems of unemployment and its effect on the family. Students state the effects of possible unemployment on their family and themselves.

Students role play various situations in which they initiate, maintain and conclude a conversation dealing with unemployment issues.

**Activity #3** (Spoken Interpretive Communication, Spoken Interpersonal Communication)

Students watch the videoclip *La vida de la población indígena en la Ciudad de México*, complete multiple-choice comprehension questions, and students identify the causes of poverty, discuss the possible solutions and answer the following questions: **¿Crees que es la responsabilidad del gobierno ayudar a los pobres? ¿Cómo crees que se debe reformar la asistencia social?** stating reasons for or against it.

## 2020 NJSL

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

7.1.AL.IPRET.8: Analyze elements of the target language that do not have a comparable linguistic element in English.

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.5: Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

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.3: Offer and support opinions and use persuasive language when presenting ideas and information.

## Other Standards

### Instructional Resources (Core, Supplemental)

Texts:

- Temas. Draggett, Conlin, Ehrsam, Millán. Vista Higher Learning (2020)
- AP\* Spanish Language and Culture Exam Preparation. Frisancho, Redman, and Restrepo Bravo. Vista Higher Learning (2020)

Resources:

- Una Vez Más: Couch, McCann, Rodríguez-Walter and Rubio-Maroto; Pearson (2009)
- Abriendo Paso Lectura: Díaz and Collins, Prentice Hall (2001)
- Triángulo Aprobado: Wayside Publishing (2013)
- ALBUM Cuentos del mundo hispánico: Valette and Renjilian-Burgy, D.C. Heath and Company (1993)
- Respect Ability :<https://www.respectability.org/resources/lgbtq/>

Movie:

- McFarland, USA 2015

## **Unidad 6 – Las identidades personales y públicas (4 weeks)**

### **Themes:**

- Global Challenges
- Personal and Public Identities

### **Recommended Contexts:**

- La enajenación y la asimilación
- La autoestima
- La identidad nacional y la identidad étnica
- Los intereses personales
- Las creencias personales
- Los héroes y los personajes históricos

### **Why is this unit important?**

Identify reasons immigrants leave their country of origin for the USA.  
Read and analyze poetry and music that expresses the difficulty second-generation family member's face with their identity and find a voice in their community.

### **Enduring Understandings:**

- Students express the difficulties that immigrants face when immigrating to the USA.
- Identify cultural clashes that Hispanic immigrants may encounter when they arrive to the USA.
- Discuss how immigrants impact the economy.
- Analyze the struggles immigrants face when attempting to make their journey to the USA and how immigrants create a new identity where they live.

### **Essential Questions:**

- ¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?
- ¿Cómo influyen la lengua y la cultura en la identidad de una persona?
- ¿Cómo se desarrolla la identidad de una persona a lo largo del tiempo?

## **Acquired Knowledge**

- Students will determine that identities are complex compilations and reflections of thoughts, communities, societies, experiences and roles each plays that grow, change, and continually redefine who we are.
- How do our private (or personal) and public identities differ and why;
- Conclude that our society contributes to the formation of our personal identity; language, heritage, and culture shape our identity and say who we are.

## **Acquired Skills**

- Students will be able to create, question and respond to many questions in different forums related to the topic of Identity and Society.

## **Assessments (Formative, Summative, Benchmark, Alternative)**

### Formative

- Analyze and discuss readings, listening and songs
- Define vocabulary related to the unit theme
- Readings (online and print resources about travel)
- Authentic listening and interview (video clips, podcasts)
- Movie
- Sample AP Exam sections from AP Review Book.

### Summative

- Students will write a letter to a character from one of the films viewed in class "El norte" or "Nueba Yol". They will either imagine that they crossed the border and are established in the USA and are giving advice to a film character who is trying to come or they will imagine that they are a family member left behind by a character in the film and they are writing a letter to the character about problems and challenges left behind and question how life is in the USA

### Benchmark

- Performance Assessment Task 6 (end of unit assessment)

### Alternative

- Students will write an essay comparing and contrasting the challenges faced immigrating from the Caribbean as opposed to coming from Central and South America using "Nueba Yol" and "El norte" as examples.

### **Interdisciplinary Connection:**

- Students researched, compared and contrasted migration in the Spanish Speaking world with the United States and also the Caribbean . Geography, math, sociology, history.
- Students found information about different ethnic groups in the USA and compared them with Spanish Speaking countries. . Social Studies.

### **Technology Integration:**

8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

**Activity #1** (Written Interpersonal Communication, Spoken Interpersonal Communication)

Presentational:

Students will create a board game in groups relating to immigration: Monopoly, Chance,

Risk, Chutes and Ladders, etc. demonstrating how immigration is a great risk that includes the good and the bad of the journey.

**Activity #2** (Print Interpretive Communication, Written Interpretive Communication, Spoken Interpersonal Communication)

Students read the article *Expulsados (Fragmento por Francisco Jimenez )* and complete multiple-choice comprehension questions in AP Exam format. Discuss in small groups the overall advantages and disadvantages of the article.

### **2020 NJSL**

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## Other Standards

### Instructional Resources (Core, Supplemental)

#### Texts:

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#### Resources:

- Una Vez Más: Couch, McCann, Rodríguez-Walter and Rubio-Maroto; Pearson (2009)
- Abriendo Paso Lectura: Díaz and Collins, Prentice Hall (2001)
- Triángulo Aprobado: Wayside Publishing (2013)
- ALBUM Cuentos del mundo hispánico: Valette and Renjilian-Burgy, D.C. Heath and Company (1993)
- Respect Ability :<https://www.respectability.org/resources/lgbtq/>

#### Movie:

- El norte 1983
- Nueva Yol 1995

#### Internet Sites:

- <http://www.studyspanish.com>
- <http://www.webquest.org>
- <http://www.bbc.español.com>
- <http://www.onlinenewspapers.com>
- <http://www.univision.com>
- <http://www.audioforum.com>
- <http://www.elmundo.es>
- <http://www.thinkspanish.com>
- <http://www.spanishnewsnetwork.com>
- <http://www.unmultimedia.org/radio/spanish>
- <http://www.telecinco.es/informativos>
- <http://www.informador.com.mx>
- <http://www.nacion.com>
- <http://www.ciudadseva.com>
- <http://www.eltiempo.com/noticias/avances-tecnologicos>
- [http://www.euroresidentes.com/futuro/nanotecnologia/videos\\_nanotecnologia.htm](http://www.euroresidentes.com/futuro/nanotecnologia/videos_nanotecnologia.htm)

## **Appendix**

### **Sample Standards Integration**

#### **21st Century Skills and Career Readiness Practices**

**CRP2. Apply appropriate academic and technical skills.**

**CRP3. Attend to personal health and financial well-being.**

**CRP4. Communicate clearly and effectively and with reason.**

**CRP5. Consider the environmental, social and economic aspects of decisions.**

**CRP6. Demonstrate creativity and innovation.**

**CRP7. Employ valid and reliable research strategies.**

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

**CRP9. Model integrity, ethical leadership and effective management.**

**CRP11. Use technology to enhance productivity.**

**CRP12. Work productively in teams while using cultural global competence.**

Throughout the semester, students are expected to demonstrate the above skills as they problem solve, employ critical thinking and research strategies, and use technology for productive research in completing various performance based tasks and essays.

Unit 1 offers students the opportunity to explore the family unit both here in the US and in the Spanish Speaking culture, noting specific similarities and differences while exploring the laws that govern many of the countries.

Unit 5 will allow for exploration of global challenges including specifically times of peace and war in Spain and other countries while addressing aspects of effective leadership as well as ethics.

### **Technology Integration**

**8.1.2.DA.2:** Store, copy, search, retrieve, modify, and delete data using a computing device.

**8.1.8.E.1** Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

In Unit 3, students will create an advertisement for a new toiletry item via Canva while also providing it's benefits and comparability to similar products on the market.

### **Interdisciplinary Connections**

**Presentational communication** Present information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

**Interpersonal communication** Interact and negotiate meaning in spoken, signed or written conversations to share information, reactions, feelings, and opinions.

**Interpretive communication** Understand, interpret, and analyze what is heard, read or viewed on a variety of topics.

In Unit 6, students will read and analyze the plot, subplot, characters, their descriptions, roles, and significance in chosen literary text while also describing cultural nuances of meaning in expressive products of the culture.



## **LGBTQ/Disabilities Resources**

Unit 1 Marriage Equality Around the World

<https://www.hrw.org/news/2019/10/09/everyone-france-should-have-right-family>

Comunidad LGBT Líderes del Negocio en Latinoamérica

<https://agora2030.org/esp/lgbt-lideres-del-negocio-en-latinoamerica/>

Unit 6

Discapacidad en América Latina y el Caribe, desafíos para las políticas públicas

<https://www.cepal.org/notas/74/Titulares2>

World Health Organization

<https://www.paho.org/en>