



PISCATAWAY TOWNSHIP SCHOOLS

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Content Area: AP Spanish
Grade Span: 9-12
Revised by: Amarfi Herrera
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Approval date: August 2019

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COURSE OVERVIEW

Description

The AP Spanish Language and Culture course provides students with opportunities to develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. Students learn about culture through the use of authentic materials that are representative of the Spanish-Speaking world. Materials include a variety of different media, e.g. literary and journalistic works, interviews, online print, audiovisual resources, movies, charts, and graphs among others. The course is designed as a language acquisition course to help students with the necessary skills to become proficient in order to be able to perform at the Intermediate-High/Advanced Low level as established by ACTFL, and to have an intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken and as such, is an immersion experience requiring the use of Spanish exclusively, a requirement which class participation grades reflect.

Goals

The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). *(College Board, Fall 2019-AP® Spanish Language and Culture Course and Exam Description)*

Students will develop Spanish language skills at the Intermediate-High/Advanced Low levels as well as learn about the cultures in Spanish-speaking parts of the world. At the Intermediate-High/Advanced Low levels, students will understand Spanish when they hear it and read it; they will hold conversations in real-life situations; and be able to writing stories, letters, emails, essays, and other texts. Students will practice communicating in Spanish in real-life settings and study authentic real-life materials such as newspaper articles, films, music, and books. - *(College Board, Fall 2019-AP® Spanish Language and Culture Course and Exam Description)*.

Scope and Sequence

Unit	Themes/Topics	Length
Unit 1	<i>Families in Different Societies</i>	September-November
Unit 2	<i>The Influence of Language and Culture on Identity</i>	November-December
Unit 3	<i>Influences of Beauty and Art</i>	December-January
Unit 4	<i>How Science and Technology Affect Our Lives</i>	January-February
Unit 5	<i>Factors that Impact Quality of Life</i>	February-March

Unit 6	<i>Environmental, Political, and Social Challenges</i>	March-May
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Resources

Core Text:

- Una vez más-gramática (Prentice Hall)
- Abriendo paso-lectura y gramática (Prentice hall), hard copy and online
- Cumbre (Sandstedt/Kite)
- AP Language Preparation (Holt)
- Triángulo Aprobado- Language and Culture Exam preparation (Wayside Publishing)
- AP Spanish Language and Culture Exam preparation (Vista Higher Learning)
- Temas (Vista Higher Learning)
- Sendas literarias I & II (Prentice Hall)
- AP Spanish Language and Culture Exam Preparation by Princeton Review

Suggested online Resources:

Course and Exam Description:

- <https://apcentral.collegeboard.org/courses/ap-spanish-language-and-culture/course/updates-2019-20>
- https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

Ohio Department of Education:

- http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Authentic-Resources/AuthRes-Spanish_2018.pdf.aspx?lang=en-US

Teacher talk: <https://apcentral.collegeboard.org/pdf/ap-spanish-language-and-culture-course-and-exam-description-1.pdf>

West Windsor World language:

- http://www.west-windsor-plainsboro.k12.nj.us/departments/Curriculum/curriculum_documents/world_language

- CNN en español (news, videos, radio): www.cnn.com/espanol
- [Online newspapers worldwide www.prensaescrita.com](http://www.prensaescrita.com)
- Online news from Spain: www.elmundo.es
- Online news in Spanish (news, videos, radio): www.bbcmundo.com
- www.Youtube.com
- www.Google.com
- www.veintemundos.com

Audacity

Online listening activities/recordings/CDs specifically for AP exam

Videos

- Bajo la misma luna
- Blue Diner
- Cuando era puertorriqueña
- Nueba Yol III
- En el tiempo de las mariposas
- Frida
- La casa de Bernarda Alba

Textbook and course themes are subject to district curriculum changes and compliance with NJ Department of Education (<http://www.state.nj.us/education/aps/cccs/wl/>), ACTFL (American Council of Teaching of Foreign Languages-www.actfl.org) and AP Spanish guidelines (apcentral.collegeboard.com). Additional texts and materials will be provided by the instructor and used as appropriate to the subject taught.

UNIT 1: *Families in Different Societies*

Summary and Rationale	
<p>Families shape our values and traditions. They influence our personal beliefs and personal interests. In this unit, students will examine the challenges faced by families in regards to education and jobs. Students will further understand the role of families in contemporary society by making comparisons to the role of family in the home culture and Spanish cultures.</p>	
Recommended Pacing	
Average 45 days	
State Standards	
<p>Standard: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
Strand A. Interpretive	
CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.A.1	Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.
7.1.AL.A.2	Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings
7.1.AL.A.3	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one’s own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices
7.1.AL.A.4	Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
7.1.AL.A.5	Evaluate information from oral and written discourse dealing with a variety of topics.
7.1.AL.A.6	Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres
7.1.AL.A.7	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
7.1.AL.A.8	Analyze elements of the target language that do not have a comparable linguistic element in English.
Strand B. Interpersonal	
CPI #	Cumulative Progress Indicator (CPI)

7.1.AL.B.1	Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety
7.1.AL. B.2	Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
7.1.AL. B.3	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.AL.B.4	Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.AL.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
7.1.AL.B.6	Use language in a variety of settings to further personal, academic, and career goals.
Strand C. Presentational	
CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.C.1	Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.
7.1.AL.C.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.C.3	Use language creatively in writing for personal, career, or academic purposes.
7.1.AL.C.4	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
7.1.AL.C.5	Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.
7.1.AL.C.6	Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • The values, traditions, structure of our families form and shape our identity • Family is influenced, and impacted by educational communities, social networks, geography, as well as societal traditions and values • Families lay the foundation for global citizenship. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What constitutes a family in Spanish speaking societies? • What are some important aspects of family values and family life in Spanish-speaking societies? • What challenges do families face in today's world? 	
Objectives	
Students will know:	
<ul style="list-style-type: none"> • Vocabulary to discuss family structure in different cultures • Vocabulary to discuss family values and traditions 	

- Vocabulary to use when referring to special celebrations and ceremonies
- Issues pertaining to adolescence, at home, in school and their society
- Vocabulary to define good citizenship and their responsibility with the Community
- Vocabulary to talk about diversity in their community
- The uses of the personal “a”
- The misinterpretation of when to use the verbs “Ser” and “Estar” and the prepositions “Por” and “Para”
- The present, past progressive tenses
- The use of gerunds
- How to contrast the preterit and imperfect tenses
- How to use ser and estar in regards to descriptions
- How to use prepositions to connect ideas when describing who they are

Students will be able to:

- Ask about, explain and discuss how families shape their identity and their community
- Explore, ask about, explain and discuss how families shape our values, traditions, personal beliefs and personal interests.
- Examine, ask about, explain and discuss the challenges faced by families, such as access to education and jobs.
- Consider, ask about, explain and discuss the evolving concept and role of families in contemporary societies.
- Narrate a past event
- Ask and describe themselves and others
- Ask about and describe what is happening in their lives

Resources

Core Text:

Una vez más-gramática (Prentice Hall)
 Abriendo paso-lectura y gramática (Prentice hall), hard copy and online
 AP Language Preparation (Holt)

Suggested online Resources:

Interpretive communication:

Conoce a un héroe canino – <https://secundariacenhies.files.wordpress.com/2018/05/evento-20-05.jpg?w=584>

Colegio Anglo Americano de Nuestra Señora de la Paz- <http://www2.coanam.edu.mx/?p=12161> .

Audio/print material on Education and employment in Perú-

<https://ponteencarrera.pe/documents/12502/0/PQE-que-opciones-tengo.jpg>

<https://ponteencarrera.pe/documents/12502/0/PQE mi ingreso puede ser mas del doble o triple large.jpg>

Email reply: <https://www.crossculturalsolutions.org/high-school-volunteer-abroad>

Teacher talk: <https://apcentral.collegeboard.org/pdf/ap-spanish-language-and-culture-course-and-exam-description-1.pdf>

Servicio de Ciudadanía e Inmigración de Estados Unidos- <http://ciudadania.vaeshora.info/hazte?id=0006>

The World Bank Group- <http://www.bancomundial.org/es/topic>

Article-Becoming a citizen of U.S.

<https://www.univision.com/noticias/inmigracion/el-proceso-para-convertirse-enciudadano>

Education school: Videos on bullying- <https://convivencia.wordpress.com/videos/>

Essays format on a Spanish speaking Country:

http://www.uco.es/sagradocorazon/principal/servicios/biblioteca/documentos/no_rmas-presentacion-trabajos.pdf

Mothers are super heroes without masks-

https://www.diasgrandiosos.com/es_US/goza/esto-es-lo-que-mamas-y-lossuperheroes-tienen-en-comun.html

How to built healthy family relationships

<http://www.salud180.com/salud-dia-dia/10-tips-para-construir-una-familia-sana>

Holidays:

Article on New Year celebrations in Mexico.

<https://www.inside-mexico.com/celebrando-el-ano-nuevo-en-mexico/>

Article on New Year celebrations in Mexico.

<https://www.vix.com/es/imj/familia/7222/celebra-el-ano-nuevo-a-la-mexicanacon-tu-familia>

Professions and Job titles:

<http://www.navarra.es/appsExt/riiopn/home/profesiones/itinerariosprofesionales /frmListIntrOcup.aspx>

Social relationships: <http://psicologopersonal.com/la-importancia-de-las-relaciones-sociales/>

UNIT 2: *The Influence of Language and Culture on Identity*

Summary and Rationale	
World Languages: This unit looks at how language and culture influence identity in Spanish-speaking societies. This relevant and engaging theme provides a meaningful context in which students can explore, compare/contrast the implications and role that language, culture, national and ethnic identity plays in the development of their identity.	
Recommended Pacing	
Average 30 days or more	
State Standards	
7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Strand A. Interpretive	
CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.A.1	Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.
7.1.AL.A.2	Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings
7.1.AL.A.3	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one’s own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices
7.1.AL.A.4	Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.

7.1.AL.A.5	Evaluate information from oral and written discourse dealing with a variety of topics.
7.1.AL.A.6	Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres
7.1.AL.A.7	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
7.1.AL.A.8	Analyze elements of the target language that do not have a comparable linguistic element in English. Strand B. Interpersonal
Strand B. Interpersonal	
CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.B.1	Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety
7.1.AL. B.2	Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
7.1.AL. B.3	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.AL.B.4	Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.AL.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
7.1.AL.B.6	Use language in a variety of settings to further personal, academic, and career goals.
Strand C. Presentational	
CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.C.1	Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.
7.1.AL.C.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.C.3	Use language creatively in writing for personal, career, or academic purposes.
7.1.AL.C.4	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
7.1.AL.C.5	Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.
7.1.AL.C.6	Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.
Instructional Focus	
Unit Enduring Understandings	

Language, culture, national and ethnic identity have great influence in the development of their identity.

Unit Essential Questions

- How does one's identity evolve over time?
- How does language shape our cultural identity?
- How does technology influence the development of personal and public identity?
- How does the art of a community reflect its public identity?

Objectives

Students will know:

- Vocabulary to discuss ethnicity and cultural identity
- The difference of the terms alienation, assimilation and Multiculturalism
- Vocabulary to discuss historical and social events correlating to issues of cultural identity
- Vocabulary related to gender, self-Image and stereotypes
- The meaning of nationalism/Patriotism
- The present indicative (regular, irregular, reflexive and stem-changing verbs)
- The preterit tense of regular and irregular verbs
- The passive voice
- The imperative mood (commands);
- Adjectives and Adverbs with their corresponding comparative and superlative forms;
- Prepositions and conjunctions

Students will be able to:

- Inquire and discuss the importance of the integration of all ethnic backgrounds in the cultural development of society
- Reflect, inquire and discuss the most influential factors that determine our identity
- Ask and discuss the connection between our personal interests, our identity and daily life
- Ask about, describe and give examples of the factors that affect a person's self-image and self-esteem
- Consider, ask about and discuss the role of advertising in shaping personal and public identity.
- Inquire, determine and discuss the qualities that make a person a hero

Resources

Core Text:

Abriendo paso-lectura y gramática (Prentice hall), hard copy and online

Suggested Resources: Online materials

Teacher talk: <https://apcentral.collegeboard.org/pdf/ap-spanish-language-and-culture-course-and-exam-description-1.pdf>

Cultural Practices:

<http://authenticspanishlanguageandpedagogy.blogspot.com/>

Article on Puerto Rico. Is it a state, a nation or something else?

<http://www.diariolibre.com/noticias/puert-rico-estado-nacin-o-qua-FMDL266614>

Demographics Age, where I live, where I am from, etc.

Mexican Census official website

<http://cuentame.inegi.org.mx/>

Literature: Characters, Character Analysis, Gender Issues

Essay on stereotypes in literature

<http://www.escolares.net/lenguaje-y-comunicacion/los-estereotipos-en-la-literatura/>

Summaries, biographies of authors and character analysis of famous Spanish Literature-

<http://www.rinconcastellano.com/index.html>

Stereotypes Alienation and Assimilation:

<https://www.caracteristicas.co/estereotipos/>

Article various ways people are stereotyped- <https://www.caracteristicas.co/estereotipos/>

Video about young Peruvians that fear losing their identity as quechua-

<http://www.unmultimedia.org/radio/spanish/2013/01/jovenes-indigenas-frente-ala-perdida-de-su-identidad/index.html>.

Video describing 10 stereotypes about Mexicans- <https://www.youtube.com/watch?v=EMdwB2mJlw8>

apcentral.collegeboard.com

Habla sobre ti”: https://www.lapizdeele.com/wp-content/uploads/2017/12/sobre-ti_26777154.png

Biographies of famous historical figures of LA: <http://www.americas-fr.com/es/historia/historia.html>.

UNIT 3: *Influences of Beauty and Art*

Summary and Rationale

In this unit, students will explore themes related to the influences of beauty and art in Spanish-speaking communities. They will reflect on how the arts challenge and reflect cultural perspectives. Additionally, they will explore how the arts, societal perceptions of beauty/creativity play a major role in their identity

Recommended Pacing

30 days

State Standards

Standard:

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Strand A. Interpretive

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.A.1	Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.
7.1.AL.A.2	Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings
7.1.AL.A.3	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one’s own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices

7.1.AL.A.4	Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
7.1.AL.A.5	Evaluate information from oral and written discourse dealing with a variety of topics.
7.1.AL.A.6	Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres
7.1.AL.A.7	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
7.1.AL.A.8	Analyze elements of the target language that do not have a comparable linguistic element in English.
Strand B. Interpersonal	
CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.B.1	Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety
7.1.AL. B.2	Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
7.1.AL. B.3	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.AL.B.4	Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.AL.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
7.1.AL.B.6	Use language in a variety of settings to further personal, academic, and career goals
Strand C. Presentational	
CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.C.1	Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.
7.1.AL.C.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.C.3	Use language creatively in writing for personal, career, or academic purposes.
7.1.AL.C.4	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
7.1.AL.C.5	Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.
7.1.AL.C.6	Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.
Instructional Focus	

Unit Enduring Understandings

- How the arts, societal perceptions of beauty and creativity play a major role in their identity

Unit Essential Questions

- How do ideals of beauty and aesthetics influence daily life?
- How are the perceptions of beauty, creativity and art established?
- How can I critically reflect on art, culture, nature, literature, music and film?
- How does a culture's historical art compare/contrast with its pop culture art?
- How do the arts both challenge and reflect cultural perspectives?

Objectives

Students will know:

- Vocabulary to discuss art, artists' styles and techniques, etc.
- Vocabulary to discuss artist's biographies, classical and modern art and civilization, museums, etc.
- Vocabulary to discuss historical and social events.
- Vocabulary to discuss and analyze literature.
- Vocabulary to discuss feelings, emotions and passions.
- Vocabulary to discuss beauty and aesthetics.
- Present and past subjunctive
- Future and conditional tenses
- Future perfect
- Conditional Perfect
- Overview of grammatical moods and tenses
- Expressions of emotions and feelings using the verbs "ser" and "estar"

Students will be able to:

- Identify, interpret and discuss the devices of artistic creation
- Analyze and discuss elements of a work of art
- Explore and discuss how art influences the quality of life and values in a community.
- Consider and discuss the role/importance of art in Spanish-speaking communities.
- Discover and discuss how the arts capture and reflect the history of a community.
- Investigate and discuss how the concept of beauty is defined within a culture.
- Explore and discuss how art challenges and reflects cultural perspectives in Hispanic culture
- Discuss various artistic movements
- Ask about and express emotions and feelings using the verbs "ser" and "estar"

Resources

Core Text:

Abriendo paso-lectura y gramática (Prentice hall), hard copy and online

AP Language Preparation (Holt)

AP Spanish Language and Culture Exam preparation (Vista Higher Learning)

Suggested online Resources:

Teacher talk: <https://apcentral.collegeboard.org/pdf/ap-spanish-language-and-culture-course-and-exam-description-1.pdf>

AP Spanish Course Updates 2019-:

<https://apcentral.collegeboard.org/courses/ap-spanish-language-and-culture/course/updates-2019-20>

https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

Ohio Department of Education:

http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Authentic-Resources/AuthRes-Spanish_2018.pdf.aspx?lang=en-US

Article-El Universal: La importancia del arte en la educación Columbia:

<https://www.eluniversal.com.co/viernes/la-importancia-del-arte-en-la-educacion-87023-HWEU171134>

Email: Universidad de Chile saludos de bienvenida Facultad de Artes:

<http://www.artes.uchile.cl/noticias/109446/saludos-de-bienvenida-a-estudiantes-nuevosas#>

Conversation: El País, “Conocer mejor a sus visitantes, la asignatura pendiente de los museos”:

https://elpais.com/cultura/2018/05/17/actualidad/1526567351_201331.html

<http://www.goshen.edu/art/ed/critiqueform.html>.

<http://www.latinartmuseum.com>

Movie trailers with activities: <http://www.ver-taal.com/trailers.htm> -

Latin America cinema: <http://www.latamcinema.com/>-

UNIT 4: *How Science and Technology Affect Our Lives*

Summary and Rationale	
Science and technology have a huge influence and effect on people, their health, their morals and their natural environment. How do scientific and technological developments shape my present and my future as well as those people in Spanish speaking communities?	
Recommended Pacing	
Average 30 days	
State Standards	
Standard: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Strand A. Interpretive	
CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.A.1	Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.
7.1.AL.A.2	Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings
7.1.AL.A.3	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices
7.1.AL.A.4	Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
7.1.AL.A.5	Evaluate information from oral and written discourse dealing with a variety of topics.
7.1.AL.A.6	Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres
7.1.AL.A.7	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
7.1.AL.A.8	Analyze elements of the target language that do not have a comparable linguistic element in English.
Strand B. Interpersonal	
CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.B.1	Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety
7.1.AL. B.2	Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.

7.1.AL.B.3	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.AL.B.4	Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.AL.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
7.1.AL.B.6	Use language in a variety of settings to further personal, academic, and career goals.

Strand C. Presentational

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.C.1	Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.
7.1.AL.C.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.C.3	Use language creatively in writing for personal, career, or academic purposes.
7.1.AL.C.4	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
7.1.AL.C.5	Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.
7.1.AL.C.6	Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.

Instructional Focus

Unit Enduring Understandings

- Science and technology have a huge influence and effect on people, their health, their morals and their natural environment.

Unit Essential Questions

- What factors drive innovation and discovery in the fields of science and technology?
- What role do ethics play in scientific advancement?
- What are the social consequences of scientific or technological advancements?

Objectives

Students will know:

- Vocabulary to discuss science and ethics
- *The effects of technology on self and society*
- *Vocabulary necessary dealing with health care and medicine issues.*
- *Vocabulary to discuss natural phenomena and the impacts it cause on people worldwide.*
- The difference between “saber “ vs “conocer”
- The use for the present, past and future actions using adverbs, conjunctions and adverbial phrases
- The passive voice to express their point of view
- The future and conditional to make predictions and speculate

Students will be able to:

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

Resources**Core Text:**

Abriendo paso-lectura y gramática (Prentice hall), hard copy and online
AP Language Preparation (Holt)
AP Spanish Language and Culture Exam preparation (Vista Higher Learning)
AP Spanish Language and Culture Exam Preparation by Princeton Review

Suggested online Resources:

Teacher talk: <https://apcentral.collegeboard.org/pdf/ap-spanish-language-and-culture-course-and-exam-description-1.pdf>

Course and Exam Description:

<https://apcentral.collegeboard.org/courses/ap-spanish-language-and-culture/course/updates-2019-20>

https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

Ohio Department of Education:

http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Authentic-Resources/AuthRes-Spanish_2018.pdf.aspx?lang=en-US

West Windsor World language:

http://www.west-windsor-plainsboro.k12.nj.us/departments/Curriculum/curriculum_documents/world_language

Article on how to write effective advertisements: http://www.graphia.com.mx/pdf/anuncio_efectivo.pdf.

Article- journalism without borders” <http://www.periodismosinfronteras.org/>

Influences on the Internet by the Scientology.

http://www.bbc.co.uk/mundo/ultimas_noticias/2013/07/130716_cientologia_internet_finde_cch.shtml

Public Transportation in Medellin, Colombia:

<https://www.elcolombiano.com/antioquia/movilidad/transporte-de-medellin-modelo-para-toda-latinoamerica-JD7234281>

Presentational writing practice: Essay question on robots and self-driven automobiles :

Article: <http://youtube.com/watch?v=yLKK83PyrsU>

Infografía: <http://youtube.com/watch?v=yLKK83PyrsU>

Video: <http://youtube.com/watch?v=24Oy09YXWqU>

Presentational speaking:

Article: <http://elcolombiano.com/antioquia/movilidad/el-taxi-aun-es-muy-preferido-por-los-usuarios-en-medellin-GE3327338>

Infographic: sistema de transporte urbano: <https://tinyurl.com/yas734fu>

Video: <http://cnnespanol.cnn.com/video/cnnee-imp-latam-medellin-comuna-13-escalators/>

Videos

Las desventajas de la tecnología: <http://youtube.com/watch?v=yLKK83PyrsU>

Películas sobre el arte-<https://totenart.com/noticias/las-peliculas-de-un-artista/>

UNIT 5: Factors that Impact Quality of Life

Summary and Rationale	
Education, entertainment, leisure, personal relation and traditions define impact quality of life. In this unit students will explore how education, leisure, personal relationships, lifestyle and cultural traditions shape their present and future. Additionally, they will compare this to teens in Spanish speaking countries	
Recommended Pacing	
Average 30 days	
State Standards	
Standard: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Strand A. Interpretive	
CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.A.1	Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.
7.1.AL.A.2	Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings
7.1.AL.A.3	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one’s own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices
7.1.AL.A.4	Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
7.1.AL.A.5	Evaluate information from oral and written discourse dealing with a variety of topics.
7.1.AL.A.6	Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres
7.1.AL.A.7	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
7.1.AL.A.8	Analyze elements of the target language that do not have a comparable linguistic element in English.
Strand B. Interpersonal	
CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.B.1	Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety
7.1.AL. B.2	Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.

7.1.AL.B.3	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.AL.B.4	Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.AL.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
7.1.AL.B.6	Use language in a variety of settings to further personal, academic, and career goals.

Strand C. Presentational

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.C.1	Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.
7.1.AL.C.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.C.3	Use language creatively in writing for personal, career, or academic purposes.
7.1.AL.C.4	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
7.1.AL.C.5	Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.
7.1.AL.C.6	Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.

Instructional Focus

Unit Enduring Understandings

- Education, entertainment, leisure, personal relation and traditions define their quality of life.

Unit Essential Questions

- How do aspects of everyday life influence and relate to the quality of life?
- How does where one live impact the quality of life?
- What influences one's interpretation and perceptions of the quality of life?
- How do I detect sensationalism or bias?

Objectives

Students will know:

- Vocabulary to discuss legal matters
- Vocabulary to discuss fairness and injustice
- Vocabulary to talk about education and careers
- About relationships with families and friends
- About the importance of social customs and values
- Use the conditional tense and the imperfect subjunctive to talk about hypothetical situations
- Use of the future tense to talk about future actions, probability and command
- Use different sequence of tenses in complex sentences

Students will be able to:

- Discuss how our schools today can prepare students for the challenges and opportunities of the future
- Explore and discuss how one's social status influences one's quality of life.
- Investigate and discuss how cultural perspectives and traditions relate to the quality of life.
- Consider and discuss how access to education, health care, justice, food, and water impact the quality of life.
- Explore and discuss how geography influences the quality of life.
- Measure and discuss the importance of social, cultural and economic aspects in an individual's lifestyle

Resources**Core Text:**

Abriendo paso-lectura y gramática (Prentice hall), hard copy and online

AP Language Preparation (Holt)

AP Spanish Language and Culture Exam preparation (Vista Higher Learning)

AP Spanish Language and Culture Exam Preparation by Princeton Review

Suggested online Resources:

Teacher talk: <https://apcentral.collegeboard.org/pdf/ap-spanish-language-and-culture-course-and-exam-description-1.pdf>

Course and Exam Description:

<https://apcentral.collegeboard.org/courses/ap-spanish-language-and-culture/course/updates-2019-20>

https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

Ohio Department of Education:

http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Authentic-Resources/AuthRes-Spanish_2018.pdf.aspx?lang=en-US

West Windsor World language:

http://www.west-windsor-plainsboro.k12.nj.us/departments/Curriculum/curriculum_documents/world_language

Current events: <http://www.telecinco.es/informativos/>

Personal story: <http://www.editorialutopias.com/leonidas-barletta-1902-1975/>

The Unites states government: <http://www.usa.gov/gobiernousa/index.shtml>

Economic and development: <http://www.almudenaseguros.es/blog/en-que-ciudad-espanola-se-vive-mejor/>

Education in Latin America: <http://www.ei-ie-al.org/>

Education in Spain: <http://www.que.es/ultimas-noticias/espana/videos/espana-mejora-educacion79477.html>

How to prepare for a job interview: <https://www.youtube.com/watch?v=tReJugaY6tk>

Housing and how to finance it: <http://www.usa.gov/gobiernousa/Temas/Hogar-Familia/Vivienda.shtml>

Doctors without borders: <https://www.msf.es/>

Deforestation in Mexico: <https://www.youtube.com/watch?v=p6CRcXvXOWw>

Email-La vida perfecta: <http://blog.es.idealista.org/que-es-para-ti-la-comunidad-perfecta/>

Urban vs rural vacation: <http://turismorural.com/>

Videos

Una entrevista- Costa Rica: <http://cnnespanol.cnn.com/2017/03/20/por-que-costa-rica-sigue-siendo-el-pais-mas-feliz-de-latinoamerica/>

¿Cómo mejorar tu vida?: <http://unotv.com/videoblogs/estilo-de-vida/vida-zen/detalle/calidad-vida-242445/>

UNIT 6: Environmental, Political, and Social Challenges

Summary and Rationale	
Social, political and environmental developments pose a challenge to the world. As a teen in today’s world I am developing my identity. How do current social, political and environmental challenges shape my present and my future?	
Recommended Pacing	
Average 45 days	
State Standards	
Standard: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
Strand A. Interpretive	
CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.A.1	Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.
7.1.AL.A.2	Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings
7.1.AL.A.3	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one’s own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices
7.1.AL.A.4	Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
7.1.AL.A.5	Evaluate information from oral and written discourse dealing with a variety of topics.
7.1.AL.A.6	Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres
7.1.AL.A.7	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
7.1.AL.A.8	Analyze elements of the target language that do not have a comparable linguistic element in English.
Strand B. Interpersonal	
CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.B.1	Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety
7.1.AL. B.2	Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.

7.1.AL. B.3	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verba and non-verbal communication strategies.
7.1.AL.B.4	Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.AL.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
7.1.AL.B.6	Use language in a variety of settings to further personal, academic, and career goals.

Strand C. Presentational

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.C.1	Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.
7.1.AL.C.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.C.3	Use language creatively in writing for personal, career, or academic purposes.
7.1.AL.C.4	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
7.1.AL.C.5	Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one’s own culture.
7.1.AL.C.6	Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.

Instructional Focus

Unit Enduring Understandings

- Social, political and environmental developments pose a challenge to the world.

Unit Essential Questions

- How do aspects of everyday life influence and relate to the quality of life?
- How does where one live impact the quality of life?
- What influences one’s interpretation and perceptions of the quality of life?

Objectives

Students will know:

- *Vocabulary to talk about economic issues*
- *The effect the environment has in their lives*
- *Vocabulary to care about their community social Welfare*
- The importance to have social conscience
- The infinitives and participles verb forms to talk about global challenges
- The uses of auxiliary verbs to express attitudes and beliefs

Students will be able to:

- Discuss the role of multinational enterprises in the development of a global economy
- Explore and discuss how one's social status influences one's quality of life.
- Investigate and discuss how cultural perspectives and traditions relate to the quality of life.
- Talk about the global challenges caused by the changes in human population
- Consider and discuss how access to education, health care, justice, food, and water impact the quality of life.
- Ask for and give examples of how the government and individuals can contribute to the social welfare of a community
- Explore and discuss how geography influences the quality of life.
- Reflect on and discuss the connection between human activities and the environment

Resources

Core Text:

Abriendo paso-lectura y gramática (Prentice hall), hard copy and online Preparation (Holt)

AP Spanish Language and Culture Exam preparation (Vista Higher Learning)

AP Spanish Language and Culture Exam Preparation by Princeton Review

Suggested & authentic Resources:

<https://apcentral.collegeboard.org/courses/ap-spanish-language-and-culture/course/updates-2019-20>

https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

Teacher talk: <https://apcentral.collegeboard.org/pdf/ap-spanish-language-and-culture-course-and-exam-description-1.pdf>

Website to save the monkeys of Costa Rica: <http://www.salvemonos.org>

Video - telenovela - save energy: http://www.ver-taal.com/pub_apagalaluz1.htm

Articles, videos and podcasts - current events : www.bbcmundo.com

Global issues: <http://www.youtube.com/user/NacionesUnidasVideo/videos?sort=dd&flow=grid &view=0&page=1>

Podcasts of personal stories: <http://radioambulante.org>

ABC España-Economic issues: http://www.abc.es/espana/noticias-ultima-hora/abci-6-noticias-debes-sabermartes-28-marzo-201703280807_noticia.html

Education- International education: <http://www.ei-ie-al.org>

Environment in Mexico: <https://www.gob.mx/semarnat>

Protest on deforestation: <https://www.youtube.com/watch?v=p6CRcXvXOWw>

Food: UN-Zero Hunger Program: <http://www.un.org/es/zerohunger/videos.shtml>

Government of Spain: <http://www.lamoncloa.gob.es/Paginas/index.aspx>

Government of the US: <http://www.usa.gov/gobiernousa/index.shtml>

Human Rights: <http://www.derechoshumanos.net>

UN-Human Rights Issues worldwide: <http://www.un.org/es/rights/>

Citizenship and Immigration: <http://www.uscis.gov/es>

Pregnant women immigration to US from LA: <https://www.youtube.com/watch?v=9cf8zHwYIo0>

Spain Civil war immigration to Argentina: <https://www.youtube.com/watch?v=gcu-MOwY8g8>

Poverty worldwide: <http://www.bancomundial.org/es/country>

Poverty and the effect on children: <http://www.lanacion.com.ar/1725929-la-pobreza-tiene-un-impacto-estructural-en-los-ninos-y-es-necesario-medirla-con-amplitud>

Transportation issues in LA: <http://www.iadb.org/es/temas/transporte/transporte,1236.html>

Affordable Care act: <https://www.irs.gov/newsroom/irs-provides-information-about-the-affordable-care-act-in-spanish>

History and culture: <http://www.muymhistoria.es/>

Journalist without borders: www.periodismosinfronteras.org

Ecuador-Lack of freedom of expression: <http://www.ecuadornoticias.org/index.php/ecologia-derechos-y-ciencia/derechos/411-informe-anual-de-la-relatoria-especial-para-la-libertad-de-expresion-2012>

Social media: <http://www.puomarketing.com/16/12115/media-alla-facebook-grandes-desafiospara-marcas.htm>

Danger of social media: • <http://www.vanguardia.com/mundo/tecnologia/323781-los-peligros-de-las-redessociales-para-ninos-y-jovenes>

Professional job e-portfolio: <http://ejecucion-web.webnode.es/productos/portafolio-electronico/>

Videos to watch in class.

Bajo la misma luna

En el tiempo de las mariposas