

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



AP Spanish Language and Culture

February 2019

BOE Approved October 2019

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Authors of Course Guide

Araceli Acosta and Jessica Ward

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Course 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, such as journalistic and literary works, podcasts, interviews, movies, charts, and graphs. AP Spanish Language and Culture is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken and as such, is an immersion experience requiring exclusive use of Spanish. All students broaden their knowledge of the various cultures that comprise the Spanish speaking world through the thematic approach of the College Board AP Spanish Language and Culture course.

Pacing Guide

Approximate Time Frame	Unit
5-6 weeks	Unit 1: Families and Communities
5-6 weeks	Unit 2: Beauty and Aesthetics
5-6 weeks	Unit 3: Science and Technology
5-6 weeks	Unit 4: Global Challenges
4-5 weeks	Unit 5: Public and Personal Identities
4-5 weeks	Unit 6: Contemporary Life

Note:

The activities presented throughout the thematic units are integrated. For example, reading activities in the Interpretive mode, continue with discussion in the Interpersonal mode, add in a listening task in the Interpretive mode and then culminate with a Written Presentational activity that integrates the reading, listening and discussion materials. Other times, the writing is a pre-reading activity that prepares students for the reading and discussions.

Unit 1: Families and Communities

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>ESTABLISHED GOALS</p> <p>ELA: SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>ELA:W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>1.3 Presentational Communication: Learners 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,</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Interpret, analyze, and compare what is heard, read, or viewed on topics related to families and communities in the target language and culture.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Communities are shaped by traditions and values and represent different roles in world societies. Individuals contribute in many ways to the well-being of their families and communities The role that educational systems play in shaping Spanish speaking communities Traditional family structures in Spanish countries are evolving over time and have positive and negative effects 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> How do traditions and values define communities around the world and contribute to the well-being of family? How do individuals help define a community? In what ways do individuals benefit from the educational systems of their communities? How has family structure changed over the last decade, what challenges do they pose, and how can they be managed?

readers, or viewers.	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none">● Vocabulary associated to the topics of family and community (ie. friendship, religion, and education)● Family structures and community roles in Spanish speaking countries differ from their own culture● Traditions and values shape families (religion, holidays, education)● Community services aid families and individuals with difficult situations (poverty, economic and social issues)● Personal and possessive pronouns	<i>Students will be skilled at...</i> <ul style="list-style-type: none">● Defining what constitutes family unit● Describing family and community structures in the Spanish speaking societies● Discuss traditions and values within families and communities● Defining what constitutes family unit● Comparing your own family and community to those in Spanish-speaking countries● Interpreting information about educational systems in Spanish speaking countries● Analyzing the issues affecting Spanish-speaking educational systems and providing possible solutions

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>AP Rubric for Presentational Speaking: Cultural Comparison</p> <p>AP World Languages Interpersonal Speaking Rubric</p> <p>AP World Languages Interpersonal Writing Rubric</p> <p>AP World Languages Presentational Writing Rubric</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal: Research the internet for a short Spanish video that depicts own cultural heritage and prepare an oral presentation to compare and contrast own culture and traditions with those of the Spanish speaking world.</p> <p>Role: Student conducts research</p> <p>Audience: Peers/Teacher</p> <p>Situation: Students inform the audience about their cultural heritage.</p> <p>Product or Performance: Cultural comparison oral presentation based on audio-visual resources.</p> <p>Standards for Success: Completion of research and presentation using AP Rubric for Presentational Speaking: Cultural Comparison</p>

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> • Quizzes • Unit Tests • In class presentations and discussions • Written assignments
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Stage 3 – Learning Plan

	<i>Pre-Assessment</i>	
M, A	Students will make a short recording in Spanish comparing and contrasting family and communities from Spanish speaking countries to those in the USA.	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> Teacher will prepare notes and lectures on various topics about Family and Communities (educational communities, family structures, global citizenship, human geography, social media and personal identity) W, O Teacher introduces the goals of the unit and the performance tasks W Students take a pre-assessment on speaking skills. E Teacher will show PowerPoint about Fernando Botero and show students various photos, such as “Escena de Familia, F. Botero 1969” y “La familia de Carlos IV by Francisco de Goya 1800” pertaining characteristics of families, and what constitutes a family H Teacher introduces traditions and values and the effects they have in defining families and communities W Students describe some customs and holiday in the celebrations in Spanish speaking world Eq, EV, T Students complete a graphic organizer to compare and contrast “Day of the Dead” with “Halloween” H, Eq Students read, reflect and interpret articles about celebrations in different Spanish world communities H, Eq Students identify vocabulary, synonyms, antonyms on readings Eq, O Teacher reviews the fundamentals of writing a persuasive essay by teaching Spanish cultural conventions, citing evidence, and utilizing exemplars of 	<p>Progress Monitoring</p> <p>Monitoring of student note taking and responses.</p> <p>Participation in class discussions.</p> <p>AP World Language rubrics to assess interpersonal and presentational written and spoken communication.</p> <p>Observation of small group discussions and partner interviews.</p> <p>Formal and informal assessments of students’ interpretative communication skills.</p> <p>Completion of graphic organizers (compare/contrast)</p>

<p>T</p> <p>T,M,A</p> <p>T,M,A</p>	<p>students' responses. Teacher will review AP World Language presentational rubrics. W, Eq</p> <ul style="list-style-type: none"> • Students investigate, reflect and present a cultural comparison of their own culture to that of a Spanish speaking country on global traditions R, O • Students read, listen, analyze and discuss various articles and news cast. Using a variety of charts and other close reading and listening comprehension strategies, students will become familiar with some of the challenges Spanish communities face with education. Eq, T • Students will write an essay using evidence from readings and audio sources to support their opinion about the positive or negative effects of living with grandparents. R,O <p>Essential resources</p> <ul style="list-style-type: none"> • AP Spanish Language and Culture (2011). The College Board. • Diaz, José M.; Nadel, María F.. <i>AP Spanish Preparing for the Language and Culture Examination</i>. Pearson, 2012. • BBC Radio • BBC Mundo • BBC News in Spanish • Radio Naciones Unidas • Other authentic audio and print materials 	
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Stage 1 Desired Results

ESTABLISHED GOALS	Transfer	
ESTABLISHED GOALS	Students will be able to independently use their learning to...	
ELA: RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Present information and ideas to inform and explain a variety of topics related to Beauty and Aesthetics using appropriate media and adapting to various audiences.	
ELA:W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Meaning	
ELA: SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	UNDERSTANDINGS Students will understand that... <ul style="list-style-type: none">• Culture, society, and historical events influence the ideals of beauty and aesthetics of individuals and communities around the world.• Art, creativity, language and literature reflect and challenge cultural perspectives of communities.• Functionality and aesthetics play an essential role in architecture.• There are similarities and differences between different cultures with regard to beauty.• Daily life and social interactions (e.g. family, school, etc.) influence people’s creativity.• Fashion reflects and challenges society’s cultural codes.	ESSENTIAL QUESTIONS Students will keep considering... <ul style="list-style-type: none">• How are the perceptions of beauty and creativity established?• How do ideals of beauty and aesthetics influence daily life?• How do the arts both challenge and reflect cultural perspectives?

Acquisition		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
<p>1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 Presentational Communication: Learners 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.</p> <p>2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	<ul style="list-style-type: none"> • Vocabulary related to beauty and aesthetics (architecture, visual and performing arts, clothing and accessories, music, literature) • The factors influencing beauty and aesthetics • Cultural perspectives of art, music, architecture, fashion, literature • Individual and collective creativity is influenced by society such as family, school, etc. 	<ul style="list-style-type: none"> • Presenting and informing audiences about ideals related to beauty and aesthetics in Spanish speaking societies • Comparing and contrasting their own perceptions of beauty and aesthetics to those of Spanish speaking countries • Discussing and giving opinions about a variety of artwork • Identifying works of art by Spanish artists

<p>3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>		
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	AP Rubric for Presentational Speaking: Cultural Comparison	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal: Students take a virtual tour to a Museum (e.g. Museo Soumaya), select a work of art from the Spanish-speaking world in which they discuss the “artist’s” vision of what it means to be beautiful making a connection to the essential questions.</p> <p>Role: Art critic</p> <p>Audience: Peers/Teacher</p> <p>Situation: Promoting art</p> <p>Product or Performance: Students will write a blog in which they promote visiting the museum.</p> <p>Standards for Success: AP Rubric for Written Presentational Communication</p>
	AP World Languages Interpersonal Speaking Rubric AP World Languages Interpersonal Writing Rubric AP World Languages Presentational Writing Rubric	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> • Quizzes • Unit Test • Debate/Arguments

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M, A	Students provide a written response to the questions In which aspects of life do we observe beauty? How do people define beauty?	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> Teacher will prepare notes and lectures on various topics about Beauty and aesthetics (architecture, defining beauty and creativity, fashion and design, language and literature, visual and scenic arts) W, O Teacher introduces the goals of the unit and the performance tasks W Students take a pre-assessment on writing skills. Eq Using thought provoking questions as a guide, students describe various pictures about architecture around the world and make associations between the pictures and their personal experiences. H, Eq, Ev Students exchange opinions from notes and lectures about the buildings from the pictures and compare them with the architecture surrounding them in their own town/community. H, Eq, Ev Teacher draws attention to the unit's theme and guides students to identify unknown vocabulary and verb forms before, during, and after the readings. Eq, R, Ev Students will read an article about the biography and professional information of a Spanish architect. E, E2 Students will work in small groups to identify architecturally interesting buildings that might be considered “out of place” in their surroundings, explain why that is and compare the advantages and disadvantages for the surrounding areas. H, E, E2, T Students will work in pairs or small groups to discuss their judgments about beauty, where their perspectives come from, and how they affect people's attitudes and behavior. H, Eq, Ev 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Teacher on one-to-one discussions Peer to peer discussions Class discussions Participation in small group discussions Completion of worksheets and LLC research Completion of graphic organizers Responses to questions to video and audio sources Monitoring of note-taking

<p>T</p> <p>T,M,A</p> <p>A</p> <p>T</p> <p>T,M,A</p>	<ul style="list-style-type: none"> • Teacher will show a short video clip about various women and a man's opinions about success in the workplace and beauty. H, Eq, T • Students will engage in note-taking while viewing/listening to the information. Then, they will discuss and make cultural comparisons between the content presented in the video and other similar situations they might have experienced in their personal lives. Eq, R, Ev • Teacher will discuss the role of the media in our perception of beauty. W • Students will self-reflect on their own view of beauty and how their own perceptions have an impact on their own relationships Eq, Ev, T • Teacher will discuss the topic of "creativity," and present an audio recording and a short article on the topic. W, H • Students record main ideas and questions they may have from audio and text sources on graphic organizer Eq, Ev, T • Teacher will guide a class discussion on the role parents and teachers have on the development of students' creativity. W, H • Students will use online resources to find biographical information about Picasso and list the life events that affected his work from a variety of periods (from Blue Period through cubist movement into his later years). Students will work in pairs and compare the paintings to discuss them in relation to Picasso's quote, "<i>To learn to (...)paint like children took me my entire life</i>" E • Teacher will pose guiding questions (how clothing affects the perception on identity, cultural factors that affect the fashion code and how fashion reflects and challenges the cultural codes of a society or community?) as basis for students to describe pictures and make connections to their own thoughts about clothing and what it says about a person. W, H, Ev 	
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<p>T,M,A</p>	<ul style="list-style-type: none"> • Students will close read an article about how much we can tell about other people by the way they dress (e.g. economic status, profession, or current state-of-mind). W, H, Eq • Students answer text-dependent questions and justify their answers with specific examples (citations) from the reading. Ev, R • Students work in pairs to consider and discuss the meaning of the term “<i>democratization</i>,” as well as other examples of democratization. Students will discuss how the notion of fashion is manifested among members of different social classes, and how occupation and living situation might affect style. Then they will present and share with the class. 	
<p>T,M,A</p>	<ul style="list-style-type: none"> • Teacher will share and guide a class discussion of a speech by Peruvian literary genius Mario Vargas Llosa as he accepted the Nobel Prize for Literature in 2010 in which he explains the essential role that literature has had and continues to have on the development of a civilized human race. W, H, Eq, O • Teacher will show a short video “Indigenous people and language barriers” W, H, Eq, O, T • Students will complete a graphic organizer to make cultural comparisons between the content presented in the video and their own experiences with language barriers. Ev, R, T • Teacher will present an interview about a Spanish actor, writer, photographer, and painter Jordi Mollá. W,H,Eq,O • Students will watch and listen to the interview again and will answer source-dependent questions referencing contextual clues to examine the author’s point of view. Ev, R, O • Students will prepare an argument to engage in a class debate about “Is the cinema art?” Ev, R, T • Teacher will play the song “<i>Música es.</i>” W, H, Eq 	

	<ul style="list-style-type: none"> • Students will identify a genre of music that they consider to be “<i>the language that they all feel.</i>” W,H, Eq • Students will choose a song from that genre to present and describe how the music itself, not the lyrics, expresses the message. Eq, Ev, R, T • Students will complete research about their choice of art/artist E, E2, R, O <p><i>Essential resources</i></p> <ul style="list-style-type: none"> • AP Spanish Language and Culture (2011). The College Board. • Diaz, José M.; Nadel, María F.. <i>AP Spanish Preparing for the Language and Culture Examination</i>. Pearson, 2012. • BBC Radio • BBC Mundo • BBC News in Spanish • Radio Naciones Unidas • Other authentic audio and print materials 	
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Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>ESTABLISHED GOALS</p> <p>ELA: RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>ELA:W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>ELA: SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p><i>Students will be able to independently use their learning to...</i> Interact and negotiate meaning in spoken and written conversations to share information, reactions, feelings, and opinions related to Science and Technology.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • There is an impact scientific and technological developments have in our daily lives. • There are benefits and challenges to be met in order to provide technology access to everyone • Advances in science and technology affect the quality of information being generated. • There are driving factors in the development and innovation of science and technology. • Science impacts health and medication in positive and negative ways. • Human beings have an ethical responsibility in the progress and development of science and technology. • There is a role that technology plays in the prediction and control of natural disasters and phenomena 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • How do developments in science and technology affect our lives? • What factors have driven innovation and discovery in the fields of science and technology? • What role do ethics play in scientific advancement?

Acquisition		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> • Vocabulary related to science and technology including synonyms and antonyms • The negative and positive effects of technology and science on daily life • Factors that influence the development of technology and innovation • Ethics surrounding moral choices 	<ul style="list-style-type: none"> • Analyzing and discussing advances in science and technology and positive and negative effects in society. • Debating ethical and moral decisions about death and prolonging life. • Identifying current environmental issues we are faced with today and present possible solutions. • Identifying health issues or health concerns in the US and Spanish speaking countries. • Describing the impact of modern technology inventions on daily life. • Understanding the ethical, cultural and societal issues related to technology and health care.

1.1 Interpersonal

Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive

Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational

Communication: Learners 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.

2.1 Relating Cultural Practices to Perspectives:

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

3.1 Making Connections:

Learners build, reinforce, and

<p>expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>		
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	AP Rubric for Presentational Speaking: Cultural Comparison	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
	AP World Languages Interpersonal Speaking Rubric	Goal: Student conducts research, and are given a pro or con side in a debate related to an ethical issue in medicine.
	AP World Languages Interpersonal Writing Rubric	Role: Debate team
	AP World Languages Presentational Writing Rubric	Audience: Peers/Teacher Situation: Students are divided into two groups, one pro and the other con. There is a mediator. Product or Performance: Students prepare for debate with visuals (poster) and present in class Standards for Success: Completion of research and presentation using AP Rubric for Presentational Speaking: Cultural Comparison

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> • Quizzes • Unit Test • E-mail response

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M	Students will have a simulated conversation about science and technology. The conversation takes place between the AP student and a university student who is doing a survey for his sociology class.	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> Teacher will prepare notes and lectures on various topics about science and technology W, O <ul style="list-style-type: none"> the negative and positive effects of technology and science on daily life the driving factors that influence the development of technology the driving factors that influence innovation the ethics surrounding moral choices Teacher introduces the goals of the unit and the performance tasks W Students take a pre-assessment on speaking skills. E Teacher will show Mafalda's Comic Strip to introduce unit, engage and encourage student discussion. W, H, T Teacher models analysis of the comic strip prompting questions (<i>What do you see? What does the photograph make you think or wonder about? What does the text say/imply?</i>) Students will independently apply the skills of analyzing a visual text to interpret and react to comics related to ethics in medicine, genetically-modified foods, technology use etc. H, Ev, R In pairs, students complete a T-chart to brainstorm the negative and positive effects of technology in daily life W Students respond to an email about their experiences with science and technology E, EV, T Students identify vocabulary, synonyms, antonyms 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Teacher and students (class) discussions Peer to peer discussions Participation in small group discussions Completion research and presentation Close reading of comic/cartoon Completion of T-chart Persuasive writing

<p>T</p> <p>T, M, A</p> <p>T, M</p> <p>M, A</p>	<p>from different readings related to science and technology</p> <ul style="list-style-type: none"> • Students compare and contrast use of technology in Spanish speaking community and their own community E, EV, T • Students read, reflect and interpret authentic articles about science and technology (<i>Aulas con alma digital</i> by Karina Garay R., <i>La interacción en línea tiene efectos positivos en la vida real</i> by Catalina Franco R., <i>#médicostuiteros</i> by Cristina de Martos, <i>No innovar aceleraría la extinción de la raza humana</i> by María Sainz, <i>¿Pueden los animales presentir la ocurrencia de ciertos fenómenos naturales?</i> by Wilson A. Vallejo, <i>Nosotros no</i> by José Bernardo Adolph. EQ • Students investigate, reflect and present ethical views about the donation of human organs O • Students discuss and debate the positive and negative effects of health and medical advances E, EV, T • Students listen to audio about medical help through internet and speak about the topic. E, EV, T • Students write a persuasive essay about the Internet: Does it improve or worsen our lives? (Internet: ¿mejora o empeora nuestra vida? R, EV <p>Essential resources</p> <ul style="list-style-type: none"> • AP Spanish Language and Culture (2011). The College Board. • Diaz, José M.; Nadel, María F.. <i>AP Spanish Preparing for the Language and Culture Examination</i>. Pearson, 2012. • BBC Radio • BBC Mundo • BBC News in Spanish • Radio Naciones Unidas 	
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- Other authentic audio and print materials

UbD Template 2.0

Unit 4: Global Challenges

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i> Investigate, reflect and expand on the relationship between practices and perspectives of global challenges in Spanish countries in order to solve problems creatively.	
	<i>Meaning</i>	
	UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> • There are social, political and environmental challenges facing the world (ie. war, racism, pollution, economics, etc) • Education, tolerance/empathy play an essential role in solving some of these major world issues. • Immigration and migration affect demographics and the well-being of societies. 	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> <ul style="list-style-type: none"> • What environmental, political, and social issues pose challenges to societies throughout the world? • What are the origins of those issues? • What are possible solutions to those challenges?
	<i>Acquisition</i>	
1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. 1.2 Interpretive	<i>Students will know...</i> <ul style="list-style-type: none"> • Vocabulary associated with government, human rights, immigration, and environment • Geography and culture influence the economy • Immigration is a contributing factor on 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> • investigating social and political views concerning global issues • participating in discussions about protecting the environment individually and collectively in a wider sphere • defining global citizenship and the roles

<p>Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 Presentational Communication: Learners 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.</p> <p>2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures</p> <p>5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<p>the economy and social development of various Spanish-speaking communities</p> <ul style="list-style-type: none"> • Various ways in which we can protect the environment (e.g. recycling, conservation of natural resources etc) 	<p>and responsibilities of individuals in order to reflect empathy and respect towards others</p> <ul style="list-style-type: none"> • reflecting on the issues of injustice and inequality around the world (poverty, immigration, politics, etc.) • identifying the principles of human rights in the US and Spanish speaking societies and the purpose of non-profit organizations (e.g. United Nations, UNICEF, and World Food)
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	AP Rubric for Presentational Speaking: Cultural Comparison	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
	AP World Languages Interpersonal Speaking Rubric	Goal: Using authentic texts, students will write a news article in which they compare and contrast challenges faced by immigrants in Spain and other areas. They use a T chart to document comparison of issues facing immigrants in the U.S. and should document sources so that they have them as evidence.
	AP World Languages Interpersonal Writing Rubric	Role: Journalist
	AP World Languages Presentational Writing Rubric	Audience: Teacher / Peers Situation: Students are news journalists addressing the following prompt: <i>Compara los desafíos enfrentados por los inmigrantes a los EE.UU. con los inmigrantes en otras áreas del mundo.</i> Product or Performance: News Report Standards for Success: AP Rubric for Written Presentational Communication

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> • Vocabulary and grammar quizzes. • Unit Test • Peer interview • Letter writing
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Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M, A	Students will watch a short video clip entitled “La iglesia y la ciencia” and summarize the initiative to improve the relationship between the church and science.	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> Teacher introduces the goals of the unit and the performance tasks W Students identify vocabulary associated with politics, laws and human rights. E Students take pre-assessment on interpretive listening skills. Eq Teacher presents and describes the social and economic challenges that immigrants face in Spanish-speaking countries. W, H Students do close reading analysis through Think-Pair-Share activities and respond to text-dependent questions on various current events articles from BBCmundo and BBCnoticias. H, Eq, O Students will listen and react to Podcast “El desempleo del antiguo Egipto” W, H, R Students work in pairs to analyze the purpose of the message and the point of view of guests of a podcast about immigration into the U.S from Spanish speaking countries. W, H, R Students interview each other on the background of their grandparents / great-grandparents. W, H, R Students respond to a prompt discussing the pros and cons of complete assimilation into the culture of an immigrant’s adopted country. Eq, Ev, O <ul style="list-style-type: none"> students engage in giving and receiving feedback based on rubric 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> AP World Language rubrics to assess interpersonal and presentational written and spoken communication. Students receive feedback from teacher and peers during discussions Formal and informal assessments of students’ interpretative communication skills. Class discussions Close reading analysis of text, audio and visual sources

	<ul style="list-style-type: none"> Students will use close reading analysis to interpret and analyze the song (La historia de Juan by Juanes and Casas de cartón by Bukis songs with political messages) by completing a graphic organizer/chart stating “When I read/hear...(quote of lyrics)” “I think ...” “Because...” Eq, Ev, O, R Students will write a letter to the artist commenting on song’s message. Eq,Ev.,O,R Students read closely and identify key points from different passages in “<i>AP Spanish Preparing for the Language and Culture Examination</i>” W, H, Eq, Ev, <p><i>Essential resources</i></p> <ul style="list-style-type: none"> AP Spanish Language and Culture (2011). The College Board. Diaz, José M.; Nadel, María F.. <i>AP Spanish Preparing for the Language and Culture Examination</i>. Pearson, 2012. BBC Radio BBC Mundo BBC News in Spanish Radio Emisora Onda Cero Radio Naciones Unidas Other authentic audio and print materials 	
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Unit 5: Personal and Public Identities

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>ELA: SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 Relating Cultural Products to Perspectives: Learners use</p>	<p><i>Students will be able to independently use their learning to...</i> Interpret, analyze and compare various topics related to Personal and Public Identity.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • An individual's identity is developed and expressed through language and culture. • Personal identity evolves over time and is expressed differently according to the situation 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • How are aspects of identity expressed in various situations? • How do language and culture influence identity? • How does one's identity develop over time?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Vocabulary related to personal and emotional descriptions, relationships, careers, political views, religion, and education • The relationship between self-esteem and personal accomplishments • Individuals contribute as citizens of our community • Meaning of hero and heroic actions to understand the historical context that has contributed to the concept of heroism and patriotism 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • identifying key elements in defining one's identity • talking about self and others to express ideas and opinions about personal belief and preferences. • engage in conversations on familiar and academic topics and identity issues teens face today. • participating in a discussion on race and ethnicity and support personal opinions • comparing heroes from Spanish history and identify their heroic characteristics

<p>the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	<ul style="list-style-type: none"> • Common qualities of heroes 	
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	AP Rubric for Presentational Speaking: Cultural Comparison	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
	AP World Languages Interpersonal Speaking Rubric	Goal: Working with a partner, students use library resources (books, internet, etc.) to identify and research an important hero and/or historical figures, past or present, from a Spanish speaking country.
	AP World Languages Interpersonal Writing Rubric	Role: Hispanic hero / Interviewer
	AP World Languages Presentational Writing Rubric	Audience: Teacher / Peers Situation: Students will interview each other posing as a Spanish/Hispanic hero. This presentation will include information on the background of each character as well as list the characteristics that make him/her a hero. Product or Performance: Presentation / Interview Standards for Success: Completion of research and presentation using AP Rubrics.

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> • Quizzes • Unit Test • Persuasive Essay
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Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
T, M, A	Students work in small groups to brainstorm stereotypes of American v. Hispanic identity and discuss their origins.	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> Teacher introduces the goals of the unit and the performance tasks W In small groups, students discuss common American and Latin american stereotypes. Eq, R, Students learn vocabulary related to idiomatic expressions and Spanish slang Eq Students watch and react to an audio visual/written resource from BBCmundo.com to learn about problems that immigrant parents face helping their children with schoolwork and what this family defines as a new form of racism. H,R Students write a persuasive essay to answer the following prompt: <i>¿Debe uno asimilar la cultura o guardar su identidad cultural al emigrar a un país nuevo?</i> R, Ev, O Students will discuss the role of cultural identity and compare it to nationalism and patriotism. Ev, R, T Teacher guides students in a class discussion about possible definitions and examples of heroes from the past and present. Eq, Ev, R, T Think/Pair/Share Activity: Students think of a Hispanic hero in the U.S. and identify the contributions s/he has made for the well being of our society. After discussing in pairs, students share with the class as a whole. Ev, R Students participate in interpersonal activity in which the students wear a picture of a hero or villain from pop culture on their back. They get into groups or go around 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Teacher on one-to-one discussions Peer to peer discussions Class discussions Participation in small group discussions Completion of worksheets and research Responses and completion of analysis of video and audio sources Observation of students' use of idiomatic expressions in everyday speech

<p>M, A</p>	<p>the room asking yes / no questions in target language until they can guess who they are. H, Eq</p> <ul style="list-style-type: none"> • Students choose an important Spanish-speaking historical figure to research for interpersonal speaking presentation. Ev, R, T <p><i>Essential resources</i></p> <ul style="list-style-type: none"> • AP Spanish Language and Culture (2011). The College Board. • Diaz, José M.; Nadel, María F.. <i>AP Spanish Preparing for the Language and Culture Examination</i>. Pearson, 2012. • BBC Radio • BBC Mundo • BBC News in Spanish • Radio Naciones Unidas • Other authentic audio and print materials 	
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Stage 1 Desired Results

ESTABLISHED GOALS		
<p>ESTABLISHED GOALS ELA: RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>ELA: SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings,</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i> Interpret, analyze and compare various topics related to Contemporary life in Spanish speaking countries.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Cultural products, practices and perspectives influence daily contemporary life. • Elements of contemporary life include family, hobbies, travel, sports and work. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • How do individuals and societies identify their life quality? • How do cultural products influence the practices and perspectives of people in contemporary life? • What are the challenges of contemporary life?
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Vocabulary related to school, travel, 		<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Assessing personal, educational and

<p>and opinions.</p> <p>1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 Presentational Communication: Learners 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.</p> <p>2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are</p>	<p>entertainment, hobbies, professions, life styles, etc.</p> <ul style="list-style-type: none"> ● Personal learning styles in order to identify immediate and future learning goals ● Skills and abilities required in a variety of career options and relate them to their own. ● Evolution of women's career roles and career advances in Spanish-speaking culture 	<p>career skills that are transferable to various jobs.</p> <ul style="list-style-type: none"> ● Comparing lifestyle options as determined by their career choices. ● Understanding how societal needs and functions influence the nature and the structure of work. ● Comparing and contrasting educational systems in the US to those in Spanish-speaking countries ● Using a career planning process that includes a self-assessment, evidence of personal development, and a career portfolio.
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<p>available through the language and its cultures.</p> <p>4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>		
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>AP Rubric for Presentational Speaking: Cultural Comparison</p> <p>AP World Languages Interpersonal Speaking Rubric</p> <p>AP World Languages Interpersonal Writing Rubric</p> <p>AP World Languages Presentational Writing Rubric</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal: Working with a partner, students will research a career they are interested in and prepare for a job interview that searching for a job, requires applying for it and requires the development of curriculum vitae</p> <p>Role: Job interviewer and interviewee</p> <p>Audience: Teacher / Peers</p> <p>Situation: Students will search for a job through classifieds, fill out an application for the job and prepare a resume</p> <p>Product or Performance: a fill-out job application and a resume that can be used in the future</p> <p>Standards for Success: Completion of research, job application and resume and a presentation using AP Rubrics.</p>

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> • Quizzes • Unit test • Employment Interview
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Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
T, M	Students work in groups to fill out a job application and create a draft of their curriculum vitae	
<p>T</p> <p>T M</p> <p>T A</p> <p>T</p> <p>M A</p> <p>T, M, A</p> <p>A</p> <p>T</p> <p>T A</p> <p>A</p>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> Teacher introduces the goals of the unit and the performance tasks W In small groups, students contrast the job application requirements in United States and Spanish speaking countries. Eq, R, Students learn vocabulary related to job search, job application and resume Eq Students will research possible career/jobs of their interest, select three and complete a T-chart of pros-cons Eq, Ev, R, T Students will close read and complete a graphic organizer “What I notice...What I wonder...What you notice...” on an authentic job application and discuss it with partner or small groups H,R Students fill out their own job application, prepare for the interview R, Ev, O Students will discuss the importance of a resume, its elements and analyze different samples Ev, R, T Students will create their own resume Eq, Ev,R Students will receive and provide peer feedback Eq, Ev, R, T Students prepare a portfolio for their interview Eq, Ev,R Students will work in pairs to prepare a simulated interview and present it in class R, Ev, O 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Teacher and students feedback and discussions Peer to peer discussion and feedback Participation in small group discussions Completion of T-chart of career/job search Completion of graphic organizer Creation of Portfolio

	<p><i>Essential resources</i></p> <ul style="list-style-type: none"> • AP Spanish Language and Culture (2011). The College Board. • Diaz, José M.; Nadel, María F.. <i>AP Spanish Preparing for the Language and Culture Examination</i>. Pearson, 2012. • BBC Radio • BBC Mundo • BBC News in Spanish • Radio Naciones Unidas • Other authentic audio and print materials 	
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