ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

DEPARTMENT
World Language

COURSE TITLE
AP Spanish Language and Culture

Board of Education

Curriculum Writing Committee
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BOARD OF EDUCATION INITIAL ADOPTION DATE:

Course Philosophy

In today's global community, competence in more than one language is an essential part of communication and cultural understanding. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes but also gives them access to perspectives and knowledge that are only available through the language and culture. Advanced language learning offers social, cultural, academic, and workplace benefits that will serve students throughout their lives. The proficiencies acquired through the study of languages and literatures endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies.

Course Description

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. 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).

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
● AP Spanish Language and Culture College Board AP Classroom ● TEMAS AP Spanish Language and Culture Textbook ● AP Spanish Language and Culture Exam Preparation Textbook	● Barron's AP Spanish Language and Culture Textbook ● www.bbc.com ● www.elpais.com ● www.newsela.com

Integration of 21st Century Themes and Skills

Educational Technology
Standards: 8.1.P.A.3, 8.1.5.A.2, 8.1.8.B.1
● **Technology Operations and Concepts 8.1.P.A.3:** Students will select and use applications effectively and productively by using digital devices to create stories with pictures, numbers, letters and words. ● **Technology Operations and Concepts 8.1.5.A.2:** Students will format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.   **Example:** Students will use a variety of Google Drive applications on their cell phones and/or Google Chrome Books to create and present projects that reflect the given theme with cultural and authentic vocabulary, pictures, videos, text, and audio.

- **Technology Creativity and Innovation 8.1.8.B.1:** Students will demonstrate creative thinking, construct knowledge and develop innovative products and processes by using technology to synthesize and publish information about a local or global issue or event

  Example: Students will investigate and report current global issues occurring in the Spanish-speaking world and collaborate to identify and present solutions to these issues

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Career Ready Practices

Standards: CRP1, CRP4, CRP12

- **CRP1.** Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

  Example: Students will demonstrate the responsibilities associated with being a member of a community when engaging collaboratively with their peers in authentic conversations, discussions, debates, and Socratic seminars.

- **CRP4** Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

  Example: Students will constantly communicate in the target language of Spanish in all three modes of communication, presentational, interpersonal, and interpretive through various methods such as speaking, listening, reading and writing.

- **CRP12** Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

  Example: Students will work in pairs and groups to complete various projects, dialogues, skits, and movie projects at the conclusion of each

unit.

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist .

. . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of Life, the Truth, and Being Free, Steve Maraboli stated, "Life doesn't get easier or more forgiving, we get stronger and more resilient." Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

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Scope, Sequence, Pacing and Assessment

Course Name
AP Spanish Language and Culture

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments			
			Formative	**Summative**	**Common Benchmark Assessments** (mid-course and end of course **only**)	**Alternative Assessments** (projects, etc. **when appropriate**)
1: Families in Different Societies	● Explore how families shape values and traditions, as well as personal beliefs and personal interests. ● Examine the challenges faced by families, such as access to education and jobs. ● Consider the evolving concept and role of families in contemporary societies.	10 class periods	-Close reading -Close Listening -Chalk Talk -Journal Entries -Graphic Organizers -Video Clips -Written Assignments -Oral Presentations -Participatory Rubrics -Role Play -Dialogues -Think/Pair/Share -Jigsaw activities	-Argumentative Essay -Cultural Comparison Presentation -Fishbowl -Unit Test/Project	-Email Response -Interpersonal Conversation	-To be determined by teacher

2: The Influence of Language and Culture on Identity	• Explore how developments in science and technology impact language and the ways we communicate and, ultimately, how we see ourselves. • Examine how social media affects personal image and identity. • Consider the role of advertising in shaping personal and public identity. • Explore how a community's identity is reflected in its art.	10 class periods	-Close reading -Close Listening -Chalk Talk -Journal Entries -Graphic Organizers -Video Clips -Written Assignments -Oral Presentations -Participatory Rubrics -Role Play -Dialogues -Think/Pair/Share -Jigsaw activities	-Argumentative Essay -Cultural Comparison Presentation -Fishbowl -Unit Test/Project	-Email Response -Interpersonal Conversation	-To be determined by teacher
3: Influences of Beauty and Art	• Explore how art influences the quality of life and values in a community. • Consider the role/importance of art in Spanish-speaking communities. • Discover how the arts capture and reflect the history of a community. • Investigate how the concept of beauty is defined within a culture. • Explore how art challenges and reflects cultural perspectives.	10 class periods	-Close reading -Close Listening -Chalk Talk -Journal Entries -Graphic Organizers -Video Clips -Written Assignments -Oral Presentations -Participatory Rubrics -Role Play -Dialogues -Think/Pair/Share	-Argumentative Essay -Cultural Comparison Presentation -Fishbowl -Unit Test/Project	-Email Response -Interpersonal Conversation	-To be determined by teacher

			-Jigsaw activities			
4: How Science and Technology Affect Our Lives	● Explore how developments in science can both create and resolve challenges in contemporary society. ● Investigate how technology creates new ways for us to connect with others and how it impacts and shapes our personal and public identities. ● Consider ways access to technology affects society and the quality of life. ● Examine how science and technology affect the values and ethics of a community	10 class periods	-Close reading -Close Listening -Chalk Talk -Journal Entries -Graphic Organizers -Video Clips -Written Assignments -Oral Presentations -Participatory Rubrics -Role Play -Dialogues -Think/Pair/Share -Jigsaw activities	-Argumentative Essay -Cultural Comparison Presentation -Fishbowl -Unit Test/Project	-Email Response -Interpersonal Conversation	-To be determined by teacher
5: Factors That Impact the Quality of Life	● Explore how one's social status influences one's quality of life ● Investigate how cultural perspectives and traditions relate to the quality of life ● Consider how access to education, health care, justice, food, and water impact the quality of life. ● Explore how geography influences the quality of life.	10 class periods	-Close reading -Close Listening -Chalk Talk -Journal Entries -Graphic Organizers -Video Clips -Written Assignments	-Argumentative Essay -Cultural Comparison Presentation -Fishbowl -Unit Test/Project	-Email Response -Interpersonal Conversation	-To be determined by teacher

			-Oral Presentations -Participatory Rubrics -Role Play -Dialogues -Think/Pair/Share -Jigsaw activities			
6: Environmental, Political, and Societal Challenges	• Investigate how economic developments and environmental challenges often impact society and politics on a larger scale, which in turn affects individual families and communities. • Explore how individuals can positively or negatively influence the world around them. • Suggest possible solutions that address contemporary global challenges.	10 class periods	-Close reading -Close Listening -Chalk Talk -Journal Entries -Graphic Organizers -Video Clips -Written Assignments -Oral Presentations -Participatory Rubrics -Role Play -Dialogues -Think/Pair/Share -Jigsaw activities	-Argumentative Essay -Cultural Comparison Presentation -Fishbowl -Unit Test/Project	-Email Response -Interpersonal Conversation	-To be determined by teacher

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Unit #1: Families in Different Societies

Enduring Understandings:	Essential Questions:
● Explore how families shape values and traditions, as well as personal beliefs and personal interests. ● Examine the challenges faced by families, such as access to education and jobs. ● Consider the evolving concept and role of families in contemporary societies.	● 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?

Interdisciplinary Connection
● **Social Studies 6.1.12.B.14.a** Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues. **Example:** Students will analyze the recent immigration and migration patterns in the United States from Spanish-speaking countries and discuss the impact it has on families ● **Social Studies 6.1.12.D.14.f** Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. **Example:** Students will explore various products, practices and perspectives from various Spanish-speaking cultures and regions and discuss the influences they have on one's family

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
Interpretive 7.1.AL.A.1 7.1.AL.A.2 7.1.AL.A.3 7.1.AL.A.4 7.1.AL.A.5 7.1.AL.A.7 7.1.AL.A.8	What is the purpose of creating an advertisement for a community event? How can we learn about a community based off of an advertisement or other promotional material from that community?	Predict, read, interpret, analyze and discuss an authentic advertisement from the Spanish-speaking community related to family ● Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers) ● Interpret the content of written or audio text (words) ● Make meanings from words and expressions	- Close Read - Chalk Talk - Turn and Talks - Graphic Organizers	Conoce a un héroe canino - https://secundariacenhies.files.wordpress.com/2018/05/evento-20-05.jpg?w=584 *TEMAS* AP Spanish Language and Culture Textbook p. 4-69	Fishbowl/socratic seminar

Interpersonal 7.1.AL.B.1 7.1.AL.B.2 7.1.AL.B.3 7.1.AL.B.4 7.1.AL.B.5 7.1.AL.B.6	What are the essential elements of writing a formal letter? How do we express ourselves in written form? How can we learn about others through written communication?	Read and respond to an authentic letter/email ● Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers) ● Interpret the content of written or audio text (words) ● Make meanings from words and expressions ● Communicate interpersonally by writing to others	- Close Read - Graphic Organizer - Descriptive Outlining - Vocabulary Notebook - Circumlocution - Class Drafting	Authentic Letters - Colegio Anglo Americano de Nuestra Señora de la Paz http://ww2.coanam.edu.mx/?p=12161 Bogotá, Colombia: Convivencia de Grado Segundo http://sanbartolome.edu.co/uploads/documentos/2018/circular38.pdf Carta a estudiantes de turismo http://intranet.aiep.cl/docs/cartas-directores-de-escuela-/--carta-de-la-escuela-de-gastronom%C3%ADa-hoteler%C3%ADa-y-turismo-.pdf?sfvrsn=0 Cross-cultural solutions for high school student volunteers abroad http://crossculturalsolutions.org/high-school-volunteer-abroad	Final Email Response
Presentational 7.1.AL.C.1 7.1.AL.C.2 7.1.AL.C.3 7.1.AL.C.4 7.1.AL.C.5	What is the importance of family? What are some challenges that families encounter in different communities?	Create an oral and visual presentation comparing and contrasting the importance of family and the challenges that families endure in the US and spanish-speaking world ● Make meanings from words and expressions ● Communicate interpersonally by speaking with others ● Communicate through spoken presentations	- Dialogues - Skits - Turn and Talks - Interviews - Presentations	*TEMAS* AP Spanish Language and Culture Textbook p. 4-69	Final Presentation

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Unit #2: The Influence of Language and Culture on Identity

Enduring Understandings:	Essential Questions
● Explore how developments in science and technology impact language and the ways we communicate and, ultimately, how we see ourselves. ● Examine how social media affects personal image and identity. ● Consider the role of advertising in shaping personal and public identity. ● Explore how a community's identity is reflected in its art.	● 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 identify?

Interdisciplinary Connection

● **Social Studies 6.1.12.D.14.f** Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
    Example: Students will explore various products, practices and perspectives from various Spanish-speaking cultures and regions and discuss the influences they have on one's identity
 	
● **Visual and Performing Arts 1.2.12.A.1** Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
    Example: Students will research famous hispanic artists and discuss their influence on society, specifically through social media and advertisements

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
Interpretive 7.1.AL.A.1 7.1.AL.A.2 7.1.AL.A.3 7.1.AL.A.4 7.1.AL.A.5 7.1.AL.A.7 7.1.AL.A.8	How does our name reflect our identity? Do all names have an important meaning? What other aspects make up our identity? What is our personal vs. public identity?	Read and interpret a literary text ● Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers). ● Interpret the content of written or audio texts (words).	- Close Read - Chalk Talk - Turn and Talks - Graphic Organizers	Sandra Cisneros: La casa en Mango Street Excerpt https://genius.com/Sandra-cisneros-mi-nombre-annotated	Final Essay about student's own identity

Interpersonal 7.1.AL.B.1 7.1.AL.B.2 7.1.AL.B.3 7.1.AL.B.4 7.1.AL.B.5 7.1.AL.B.6	What are the essential elements of a spoken conversation? How do we express ourselves in spoken language? How can we learn about others through interviews and questioning?	Listen to an audio report and have a conversation with a classmate in response to what you just heard ● Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers) ● Make interdisciplinary and cultural connections ● Communicate interpersonally by speaking with others	- Close Listening - Chunking audio - Turn and Talks - Interviews - Dialogues	Bilingual Education and Identity http://youtube.com/watch?v=EleN8ZAvPO4 http://elcomercio.pe/publirreportaje/importancia-conservar-lenguas-nativas-noticia-445211 *TEMAS* AP Spanish Language and Culture Textbook p. 350-417	Final Dialogue Presentation
Presentational 7.1.AL.C.1 7.1.AL.C.2 7.1.AL.C.3 7.1.AL.C.4 7.1.AL.C.5	What are the benefits of studying another language and culture? How can we best learn about other cultures and identities?	Write an argumentative essay on the importance of studying a second language ● Make meanings from words and expressions ● Communicate through written presentations	- Close Read - Graphic Organizer - Drafting	The importance of being bilingual articles, http://elpais.com/sociedad/2012/05/11/actualidad/1336763445_967242.html http://ec.europa.eu/commfrontoffice/publicopinion/archives/ebs/ebs_243_sum_es.pdf *TEMAS* AP Spanish Language and Culture Textbook p. 350-417	Final Argumentative Essay

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Unit #3: Influences of Beauty and Art

Enduring Understandings:	Essential Questions
- Explore how art influences the quality of life and values in a community. - Consider the role/importance of art in Spanish-speaking communities. - Discover how the arts capture and reflect the history of a community. - Investigate how the concept of beauty is defined within a culture. - Explore how art challenges and reflects cultural perspectives.	- How do ideals of beauty and aesthetics influence daily life? - How does art both challenge and reflect cultural perspectives? - How do communities value beauty and art? - How is art used to record history?

Interdisciplinary Connection
Visual and Performing Arts 1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art. **Example:** Students will explore the unique and common properties of dance, music, theater, and visual art in different hispanic cultures and regions   **Visual and Performing Arts 1.2.12.A.1** Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. **Example:** Students will research famous hispanic artists and discuss their influence on society

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
Interpretive 7.1.AL.A.1 7.1.AL.A.2 7.1.AL.A.3 7.1.AL.A.4 7.1.AL.A.5 7.1.AL.A.7 7.1.AL.A.8	How can we convey our thoughts and emotions through art? How does one interpret art?	Read and interpret a literary text about a work of art - Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers). - Interpret the content of written or audio texts (words).	- Close Read - Chalk Talk - Turn and Talks - Graphic Organizers	Literary Text About a Work of Art: Álvaro Yunque: "La obra maestra" http://ciudadseva.com/texto/la-obra-maestra/ *TEMAS* AP Spanish Language and Culture Textbook p. 142-207	Present analysis report about the text
Interpersonal 7.1.AL.B.1 7.1.AL.B.2 7.1.AL.B.3 7.1.AL.B.4 7.1.AL.B.5	How do we speak about art? What are the essential aspects of art?	Discuss various aspects of art through conversation and questioning - Make meanings from words and expressions - Communicate interpersonally by	- Reading and Audio Sources - Close read - Close listening - Turn and Talks	Authentic texts related to art: http://publimetro.com.mx/mx/noticias/	Fishbowl/Socratic Seminar

7.1.AL.B.6	What are other aspects of beauty?	speaking with others	- Interviews - Dialogues	2017/08/17/exigen-retiro-escultura.html http://arturocampos cedillo.com/product os/m/Sincretismo-escultura-de-Ismael-Vargas-527253.jpg	
Presentational 7.1.AL.C.1 7.1.AL.C.2 7.1.AL.C.3 7.1.AL.C.4 7.1.AL.C.5	How does art reflect a culture? Why do people create public murals in the streets? How do we effectively present, compare and contrast in a spoken presentation?	Create an oral and visual presentation comparing and contrasting the significance of works of art in the streets of the US and spanish-speaking world ● Make meanings from words and expressions ● Communicate interpersonally by speaking with others ● Communicate through spoken presentations	- Dialogues - Skits - Turn and Talks - Interviews - Presentations	These sources describe similar exhibits on the streets of New York (Easter eggs), and Madrid (sculptures of Las Meninas). http://youtube.com/w atch?v=1_KwbjeCFaE http://vanidad.es/mix edup/street-style-meninas-velazquez-madrid	Final Presentation

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Unit #4: How Science and Technology Affect Our Lives

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

Interdisciplinary Connection

● **Technology 8.2.12.D.4** Assess the impacts of emerging technologies on developing countries.
    Example: Students will investigate the impact of technology on developing countries in Latin America
 	
● **Technology 8.2.12.C.2** Analyze a product and how it has changed or might change over time to meet human needs and wants
    Example: Students will analyze a product and discuss the process of design and creation and how it has impacted society

Duration of Unit: 4 weeks

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
Interpretive 7.1.AL.A.1 7.1.AL.A.2 7.1.AL.A.3 7.1.AL.A.4 7.1.AL.A.5 7.1.AL.A.7 7.1.AL.A.8	How does public transportation affect my health? What are the driving forces in determining the geography (businesses, services, streets, parks, etc.) of a large city?	Read, interpret, and analyze an article and chart on Public Transportation and the effects on public health ● Comprehend written, audio, audiovisual, and visual text ● Make interdisciplinary and cultural connections ● Interpret the content of written or audio text (words)	- Close read - Text chunking - Graphic Organizer - Vocabulary Journal	Public Transportation in Medellin, Colombia: Article: http://elcolombiano.com/antioquia/movilidad/transporte-de-medellin-modelo-para-toda-latinoamerica-JD7234281 http://eluniversal.com.co/cartagena/este-es-el-medio-de-transporte-preferido-por-los-cartageneros-271165	Written analysis of urban geography in Latin American cities

Interpersonal 7.1.AL.B.1 7.1.AL.B.2 7.1.AL.B.3 7.1.AL.B.4 7.1.AL.B.5 7.1.AL.B.6	What are the pros and cons of technology? How is technology affecting our daily life (socially, physically, mentally)?	Listen to and interpret an interview that discusses the pros and cons of technology in today's society and then create your own interview with a classmate ● Make interdisciplinary and cultural connections ● Interpret the content of written or audio text (words) ● Communicate interpersonally by speaking with others	- Reading and Audio Sources - Close read - Close listening - Turn and Talks - Interviews - Dialogues	*TEMAS* AP Spanish Language and Culture Textbook p. 72-139	Interview Presentation
Presentational 7.1.AL.C.1 7.1.AL.C.2 7.1.AL.C.3 7.1.AL.C.4 7.1.AL.C.5	Is society benefiting from the increased use of robots and autonomous vehicles?	Write an argumentative essay on the impact of the increased use of robots and autonomous vehicles ● Make meanings from words and expressions ● Communicate through written presentations	- Close Read - Graphic Organizer - Drafting	Sources on technology (robots and autonomous vehicles): http://bbc.com/mundo/noticias-39267567 http://es.ihodl.com/infographics/2016-08-19/grafico-trabajos-robots-robar-humanos/ http://youtube.com/watch?v=24Oy09YXWqU	Final Argumentative Essay

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Unit #5: Factors That Impact the Quality of Life

Enduring Understandings:	Essential Questions: :
● Explore how one's social status influences one's quality of life ● Investigate how cultural perspectives and traditions relate to the quality of life ● Consider how access to education, health care, justice, food, and water impact the quality of life. ● Explore how geography influences the quality of life.	● How do aspects of everyday life influence and relate to the quality of life? ● How does where one lives impact the quality of life? ● What influences one's interpretation and perceptions of the quality of life?

Interdisciplinary Connection

- **Social Studies 6.1.12.D.14.d** Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
  Example: Students will evaluate the quality of life for hispanics in the US and in their native countries and discuss the impact of politics and society

- **Social Studies 6.1.12.D.14.f** Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
  Example: Students will explore various products, practices and perspectives from various Spanish-speaking cultures and regions and discuss the influences they have on one's quality of life

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
Interpretive 7.1.AL.A.1 7.1.AL.A.2 7.1.AL.A.3 7.1.AL.A.4 7.1.AL.A.5 7.1.AL.A.7 7.1.AL.A.8	How can one improve their quality of life?	Watch and listen to an interview about how one can improve his/her quality of life. ● Make interdisciplinary and cultural connections ● Interpret the content of written or audio text (words) ● Make meanings from words and expressions	- Chalk Talk - Word Webs - Graphic Organizers - Close Listening - Close Reading	Interview with Guillermo Ferreira: http://unotv.com/videoblogs/estilo-de-vida/vida-zen/detalle/calidad-vida-242445/ *TEMAS* AP Spanish Language and Culture Textbook p. 210-277	Written response to; what can you do today to improve your quality of life for the future?

Interpersonal 7.1.AL.B.1 7.1.AL.B.2 7.1.AL.B.3 7.1.AL.B.4 7.1.AL.B.5 7.1.AL.B.6	What is your ideal community?	Read and respond to an authentic letter/email ● Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers) ● Interpret the content of written or audio text (words) ● Make meanings from words and expressions ● Communicate interpersonally by writing to others	- Close Read - Graphic Organizer - Descriptive Outlining - Vocabulary Notebook - Circumlocution - Class Drafting	Blog Post: Idealista News: ¿Qué es para ti la comunidad perfecta? http://blog.es.idealist.org/que-es-para-ti-la-comunidad-perfecta/	Final Email Response
Presentational 7.1.AL.C.1 7.1.AL.C.2 7.1.AL.C.3 7.1.AL.C.4 7.1.AL.C.5	What aspects contribute to one's quality of life?	Create an oral and visual presentation comparing and contrasting the positive and negative aspects that affect the quality of life in the US and spanish-speaking world ● Make meanings from words and expressions ● Communicate interpersonally by speaking with others ● Communicate through spoken presentations	- Dialogues - Skits - Turn and Talks - Interviews - Presentations	*TEMAS* AP Spanish Language and Culture Textbook p. 210-277	Final Presentation

Robbinsville Public Schools

Unit #6: Environmental, Political, and Societal Challenges

Enduring Understandings:	Essential Questions: :
● Investigate how economic developments and environmental challenges often impact society and politics on a larger scale, which in turn affects individual families and communities. ● Explore how individuals can positively or negatively influence the world around them. ● Suggest possible solutions that address contemporary global challenges.	● How do environmental, political, and societal challenges positively and negatively impact communities? ● What role do individuals play in addressing complex societal issues? ● How do challenging issues affect a society's culture?

Interdisciplinary Connection

● **Social Studies 6.1.12.C.14.a** Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
Example: Students will analyze various economic trends in Spanish-speaking countries and compare the various economic indicators to assess the effectiveness of these policies.

● **Social Studies 6.1.12.B.14.c** Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
Example: Students will evaluate and discuss the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in the U.S. and Spanish-speaking countries

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
Interpretive 7.1.AL.A.1 7.1.AL.A.2 7.1.AL.A.3 7.1.AL.A.4 7.1.AL.A.5 7.1.AL.A.7 7.1.AL.A.8	What is impacting global warming? How can we minimize the effects of global warming? What will be the long term effects of global warming?	Read, interpret, and analyze an article and chart on the impact of global warming in Latin America ● Comprehend written, audio, audiovisual, and visual text ● Make interdisciplinary and cultural connections ● Interpret the content of written or audio text (words)	- Close read - Text chunking - Graphic Organizer - Vocabulary Journal	Climate Change Article: http://cinu.mx/minisit io/cambio_climatico/l as_huellas_en_america _latina/ Chart: http://entreojos.co/im ages/articulos/especial es/infografias/compro misosALC.jpg	Illustration Presentation

Interpersonal 7.1.AL.B.1 7.1.AL.B.2 7.1.AL.B.3 7.1.AL.B.4 7.1.AL.B.5 7.1.AL.B.6	How can society combat global warming?	Listen to and interpret an interview that discusses the effects of global warming on agricultural families in Latin America and then create your own interview with a classmate on another environmental issue ● Make interdisciplinary and cultural connections ● Interpret the content of written or audio text (words) ● Communicate interpersonally by speaking with others	- Reading and Audio Sources - Close read - Close listening - Turn and Talks - Interviews - Dialogues	Video: https://www.youtube.com/watch?v=c48-1QLds0Y	Final Interview Presentation
Presentational 7.1.AL.C.1 7.1.AL.C.2 7.1.AL.C.3 7.1.AL.C.4 7.1.AL.C.5	How is plastic affecting the environment? Should the use of plastic be prohibited?	Write an argumentative essay on the impact of plastic in society. ● Make meanings from words and expressions ● Communicate through written presentations	- Close Read - Graphic Organizer - Drafting	Article: http://anaip.es/blog-del-plastico/noticias-del-blog/308-la-opinion-de-cgr-group-de-verdad-el-plastico-mata.html Video: https://www.24horas.cl/nacional/bolsas-plasticas-asi-se-implementarala-ley-que-prohibe-su-uso-en-chile-2782681 Infographic: http://levante-emv.com/	Final Argumentative Essay

General Differentiated Instruction Strategies

- Leveled texts
- Chunking texts
- Choice board
- Socratic Seminar
- Tiered Instruction
- Small group instruction
- Guided Reading
- Sentence starters/frames
- Writing scaffolds
- Tangible items/pictures
- Adjust length of assignment

- Repeat, reword directions
- Brain breaks and movement breaks
- Brief and concrete directions
- Checklists for tasks
- Graphic organizers
- Assistive technology (spell check, voice to type)
- Study guides
- Tiered learning stations
- Tiered questioning
- Data-driven student partnerships
- Extra time

Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)

Time/General	Processing	Comprehension	Recall
- Extra time for assigned tasks - Adjust length of assignment - Timeline with due dates for reports and projects - Communication system between home and school - Provide lecture notes/outline	- Extra Response time - Have students verbalize steps - Repeat, clarify or reword directions - Mini-breaks between tasks - Provide a warning for transitions - Reading partners	- Precise step-by-step directions - Short manageable tasks - Brief and concrete directions - Provide immediate feedback - Small group instruction - Emphasize multi-sensory learning	- Teacher-made checklist - Use visual graphic organizers - Reference resources to promote independence - Visual and verbal reminders - Graphic organizers
Assistive Technology	**Assessments and Grading**	**Behavior/Attention**	**Organization**

• Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	• Extended time • Study guides • Shortened tests • Read directions aloud	• Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	• Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources

- Learning style quiz for students- http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml
- "Word clouds" from text that you provide-http://www.wordle.net/
- Bilingual website for students, parents and educators: http://www.colorincolorado.org/
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-http://www.online-stopwatch.com/
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-http://www.wida.us/
- Everything ESL - http://www.everythingESL.net
- ELL Tool Box Suggestion Site http://www.wallwisher.com/wall/elltoolbox
- Hope4Education - http://www.hope4education.com
- Learning the Language http://blogs.edweek.org/edweek/learning-the-language/
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: http://www.flenj.org/Publications/?page=135
- OELA - http://www.ed.gov/offices/OBEMLA
- New Jersey Department of Education- Bilingual Education information http://www.state.nj.us/education/bilingual/

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. https://animoto.com
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. http://bookbuilder.cast.org/
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. http://www.cast.org
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. http://www.cosketch.com/
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. http://crayon.net/ Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! http://www.educationoasis.com/printables/graphic-organizers/
- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12

education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. http://www.edutopia.org/

- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embedded media links, sound, and video, and then share their posters with friends. http://edu.glogster.com/?ref=personal
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. http://www.learner.org/interactives/story/index.html
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. http://www.nwp.org
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. http://pacecar.missingmethod.com/