

Madison Public Schools
AP Spanish Language and Culture

Written by:

Jeanna Occhiogrosso

Reviewed by:

Matthew A. Mingle

Director of Curriculum and Instruction

Stacy Snider

Supervisor of World Languages/Visual and Performing Arts

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Members of the Board of Education:

Lisa Ellis, President

Kevin Blair, Vice President

Shade Grahling, Curriculum Committee Chairperson

David Arthur

Johanna Habib

Thomas Haralampoudis

Leslie Lajewski

James Novotny

Madison Public Schools
359 Woodland Road
Madison, NJ 07940
www.madisonpublicschools.org

Course Overview

Description
<p>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).</p>
Goals
<p>The AP Spanish Language and Culture course is structured around six themes:</p> <ul style="list-style-type: none">• Beauty and Aesthetics• Contemporary Life• Families and Communities• Global Challenges• Personal and Public Identities• Science and Technology <p>Themes facilitate the integration of language, content, and culture and promote the use of the language in a variety of contexts. The themes may be combined, as they are interrelated.</p> <p>The AP Spanish Language and Culture course provides students with opportunities to demonstrate their proficiency at the Intermediate to Pre-Advanced range in each of the three modes of communication described in the ACTFL Performance Descriptors for Language Learners. Students are expected to:</p> <ul style="list-style-type: none">• Engage in spoken interpersonal communication;• Engage in written interpersonal communication;• Synthesize information from a variety of authentic audio, visual, and audiovisual resources;• Synthesize information from a variety of authentic written and print resources;• Plan, produce, and present spoken presentational communications; and• Plan and produce written presentational communications.
Materials
<p>Core: AP Spanish (José M. Díaz), Temas</p> <p>Supplemental: VHLCentral</p>
Resources
<p>Various resources as outlined in this document as well as quizlet/youtube/edpuzzle/videoele/kahoot</p>

Benchmark Assessments

Benchmark assessments are given at the end of each unit and focus on specific presentational tasks required on the AP Exam. They will include any multiple choice activity related to the unit themes and any Interpersonal Writing, either Email reply or Argumentative Essay or Interpersonal speaking either directed conversation or Cultural comparison. All assessments are graded according to the AP Scoring rubrics

Modifications and Adaptations for Special Needs Learners

(Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)

Unit Title	Major Topic	AP Themes	Benchmark Assessment
1) The Importance of Education; a Right for All	Education	Families and Communities Global Challenges	Email Response
2) The Best School is Travel	Travel	Contemporary Life Personal and Public Identities Science and Technology	Oral Presentation
3) Who Were We and Who Are We? Part 1	Family	Personal and Public Identities Contemporary Life Science and Technology Families and Communities	Persuasive Essay
4) Enjoy Your Meal!	Food	Contemporary Life Science and Technology Family and Communities	Modified Persuasive Essay
5) Who Were We and Who Are We? Part 2	Immigration	Personal and Public Identities Global Challenges Contemporary Life	Publicity Project
6) Technology: Present and Future	Technology	Contemporary Life Global Challenges Science and Technology Personal and Public Identities	Oral Presentation
7) If the Walls Could Talk	Architecture	Beauty and Aesthetics Personal and Public Identities	Fictional Story
Ongoing Activity: Selection and Sources Database	Regional Culture	Families and Communities Global Challenges Contemporary Life Personal and Public Identities Science and Technology Beauty and Aesthetics	Final Report

Unit 1 Overview
Unit Title: La importancia de la educación; un derecho de todos. (<i>The Importance of Education; a Right for All.</i>)
Unit Summary: This unit introduces students to the processes and skills required by the AP Spanish Language and Culture exam and two of the course themes: Families and Communities and Global Challenges. Students practice their listening and reading comprehension (interpretive language skills), their conversational Spanish (interpersonal language skills), and their formal writing (presentational language skills). The unit theme, education, merely provides a focal point for practicing all three modes of communication and for discussion two of the overarching course themes.
Suggested Pacing: 10 - 15 lessons (2-3 weeks)
Learning Targets
Unit Essential Questions: <ul style="list-style-type: none"> • How does an education system reflect its community? • Should education be a human right? • What constitutes abusive child labor practices? • What can be done to help promote education for all children?
Unit Enduring Understandings: (SWBAT) <ul style="list-style-type: none"> • Understand their own experiences and their own expectations regarding education. • Compare and contrast educational systems and experiences in their own community and others. • Respond orally and in writing to audiovisual and print material.
Evidence of Learning
<p>Formative Assessments: Vocabulary activities, selected group activities, think/pair/share activities, progress checks based on the theme provided on the College Board AP Central website</p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Write a letter to <i>Amnistia Internacional</i> including the following: <ul style="list-style-type: none"> ○ Your thoughts and opinions regarding the topic of child labor. ○ Your ideas regarding educating the public to raise awareness of abuse. ○ Asking for more information about what you can do at the community level. ○ Offering some kind of donation to help. • Graded using the AP Exam rubric for Interpersonal Writing: Email reply
Alternative Assessment/Suggested AP Practice Exercises
Any multiple-choice activity related to the two unit themes (Focus on Global Challenges). Any Interpersonal Writing: E-mail Reply related to the two unit themes. Any Interpersonal Speaking: Conversation related to the two unit themes.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards* (NJCCCS CPIs, CCSS, NGSS)	Pacing
Describe the relationship between education and community.	<p>Content: Vocabulary for describing schools and studies. Past subjunctive and conditional used in hypothetical situations (If I had... I would...) Vocabulary used in the Vertaal video clip.</p> <p>Skills: Define community.</p> <p>State and defend opinions regarding the school schedule and summer vacation.</p> <p>Summarize an audiovisual presentation (video clip) in the target language.</p>	Think-pair-share after engaging in an online forum: What does your community think about education? What challenges do students in your school face? What do they do to overcome these difficulties?	<p>7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.</p> <p>7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.</p> <p>*The following standards apply to all lessons in the course:</p> <p>7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</p> <p>7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.</p>	4 lessons
Analyze educational challenges that children face worldwide.	<p>Content: Child labor, NGOs. Vocabulary used in the BBC Mundo video clip.</p> <p>Skills: Respond to factual questions after viewing an audiovisual presentation (video clip) in the target language.</p> <p>Conduct individual research using web sources.</p> <p>Engage in interpersonal and presentational communication (conversation) to present research.</p>	NGO jigsaw: research and explain the main objective of the NGO and how it achieves that goal. Choices include UNESCO, UNICEF, or an NGO of the student's choosing.	<p>7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.</p>	3 lessons
Defend opinions regarding education as a human right.	<p>Content: The role of the UN. Review of "if" clauses. Vocabulary used in "La carta de Zara" video clip.</p> <p>Skills: Agree or disagree with the UN's statements regarding education.</p> <p>Respond in writing to factual and interpretive questions after viewing the</p>	Online discussion forum: How can we help children in our own community who find themselves in situations similar to Zara's?	<p>7.1.AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.</p> <p>7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners,</p>	4 lessons

	<p>“La carta de Zara” video clip.</p>		<p>building on others’ ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
<p>Evaluate the difficulties facing children engaging in hard labor.</p>	<p>Content: Child labor in Spanish-speaking countries. Vocabulary used in the Bolivian mines video clip. Vocabulary used in “The Devil’s Miner” documentary.</p> <p>Skills: Summarize the difficulties facing the children working in the Bolivian mine after watching the video clip.</p> <p>Respond in writing to questions regarding an audiovisual source.</p> <p>Make suggestions for improving the situation of child laborers.</p>	<p>Written responses to factual and interpretive questions regarding “The Devil’s Miner” documentary.</p>	<p>7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.</p> <p>7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.</p>	<p>3 lessons</p>
<p>Write a letter/an email a la Part C of the AP exam.</p>	<p>Content: Vocabulary and tips for Part C of the AP exam.</p> <p>Skills: Interpersonal written communication.</p>	<p>Unit Benchmark Assessment</p>	<p>7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.</p>	<p>2 lessons</p>

Unit 2 Overview
Unit Title: La mejor universidad es el viajar (<i>The Best School is Travel</i>)
<p>Unit Summary:</p> <p>This unit uses the topic of travel to practice the skills required by the AP Spanish Language and Culture exam and three of the course themes: Contemporary Life, Personal and Public Identities, and Science and Technology. Students practice their listening and reading comprehension (interpretive language skills), their conversational Spanish (interpersonal language skills), and their formal writing (presentational language skills). The unit theme, travel, merely provides a focal point for practicing all three modes of communication and for discussion two of the overarching course themes.</p>
Suggested Pacing: 12 - 16 lessons (3-4 weeks)
Learning Targets
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • What does one learn through travel? • How has travel changed throughout history and changed the way we live?
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Describe the location and characteristics of famous tourist destinations in the Spanish-speaking world. • Explain what characterizes a World Heritage Site. • Write a travel review.
Evidence of Learning
<p>Formative Assessments: Vocabulary activities, selected group activities, think/pair/share activities, progress checks based on the theme provided on the College Board AP Central website</p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Students prepare a 2-minute oral commentary with the following requirements: <ul style="list-style-type: none"> ○ Respond to the blog entry “La mejor universidad es viajar.” ○ Agree or disagree with the blogger’s point of view. ○ Support the argument with details from the unit.
Alternative Assessment/Suggested AP Practice Exercises
<p>Any Interpretive multiple-choice activity related to the three unit themes (Focus on Contemporary Life).</p> <p>Any Presentational Speaking: Cultural Comparison related to the three unit themes.</p>

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Evaluate travel destinations in the Spanish-speaking world.	<p>Content:</p> <p>Online video “Jaén Renacimiento entre Olivos – Andalucía – Muchoviaje.com” Website Paradores de Turismo Travel ratings systems (i.e. estrellas, tenedores) Vocabulary related to travel plans, types of travel, and means of transportation.</p> <p>Skills:</p> <p>Summarize and respond to an audiovisual presentation.</p> <p>Rank travel destinations after reading about them in the target language.</p> <p>State and defend opinions in the target language.</p>	<p>Questionnaire about students' travel interests.</p> <p>Oral discussion regarding different destinations and comparing what is required of the traveler when taking different trips.</p>	<p>7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.</p>	3 lessons
Describe the characteristics of a World Heritage Site.	<p>Content:</p> <p>Vocabulary related to architecture, terrain, and history.</p> <p>Online article “Machu Picchu, ciudad sagrada de los incas” Website Fotos de < Flickr: Patrimonio de la Humanidad > listadas por país Online article “Así son las siete nuevas maravillas”</p> <p>Skills:</p> <p>Summarize information from audio and text-based sources.</p> <p>Articulate conclusions based on photos and visuals.</p> <p>Use the presentational mode of communication to present research.</p> <p>Use the interpersonal mode of communication to find out further information.</p>	<p>Comprehension questions related to the Machu Picchu article.</p> <p>Group discussion about the difficulties of preserving a WH Site.</p> <p>3-min oral presentation using minimal notes with general info about a WH site, why it was chosen, and how it fits the criteria.</p> <p>Student-to-student interviews regarding the information researched for the oral presentation.</p>	<p>7.1.AL.A.6 Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres.</p> <p>7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.</p> <p>7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	5 lessons

			<p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
Evaluate how travel has changed over time.	<p>Content: The history of travel Modes of transportation and tourist destinations over time Online video “Ejercicio de escucha: Pequeña historia de los vuelos transatlánticos”</p> <p>Skills: Listening comprehension Interpersonal communication</p>	Paired discussions about the positive and negative changes in travel over the centuries.	<p>7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.</p>	2 lessons
Create and evaluate samples of travel writing.	<p>Content: Blog entry Mutti, “Día mundial del Turismo: La mejor universidad es viajar”</p> <p>Skills: Writing like a reporter. Making meaningful cultural comparisons.</p>	Write a travel review of the city or community where a WH Site is located discussing how to arrive there, attractions that reflect is history and culture, and how easy it would be for a non-local to adjust to the location.	<p>7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.</p>	4 lessons
Give an oral presentation a la Part E of the AP exam.	<p>Content: Vocabulary and strategies for Part E of the AP exam.</p> <p>Skills: Presentational oral communication.</p>	Unit Benchmark Assessment	<p>7.1.AL.B.6 Use language in a variety of settings to further personal, academic, and career goals.</p>	2 lessons

Unit 3 Overview
Unit Title: ¿Quiénes éramos y quiénes somos? Parte 1 (<i>Who Were We and Who Are We? Part 1</i>)
<p>Unit Summary:</p> <p>This unit continues to practice the processes and skills required by the AP Spanish Language and Culture exam and four of the course themes: Personal and Public identities, Contemporary Life, Science and Technology, and Families and Communities. Students practice their listening and reading comprehension (interpretive language skills), their conversational Spanish (interpersonal language skills), and their formal writing (presentational language skills). The unit theme, families, merely provides a focal point for practicing all three modes of communication and for discussion four of the overarching course themes.</p>
Suggested Pacing: 16 lessons (4 weeks)
Learning Targets
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How does family shape our identity? • How has family structure changed over time? • How has technology affected our personal and public identities?
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Describe changing definitions of family over time. • Evaluate the portrayal of family in a work of Spanish literature. • Explain the relationship between technology and generational gaps in family.
Evidence of Learning
<p>Formative Assessments: Vocabulary activities, selected group activities, think/pair/share activities, progress checks based on the theme provided on the College Board AP Central website</p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Students write a persuasive essay with the following requirements: <ul style="list-style-type: none"> ◦ Discuss the changing concept of family and the factors important in these changes. ◦ Read a previously unseen article and use information from that article, videos from class, and what they have learned overall regarding the history of the family, changes to the family, and how technology has affected the institution of family.
Alternative Assessment/Suggested AP Practice Exercises
<p>Any Interpretive multiple-choice activity related to the four unit themes. (Focus on Families and Communities)</p> <p>Any Presentational Writing: Persuasive Essay related to the four unit themes. (Focus of Families and Communities)</p>

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Describe the members of the Spanish royal family.	<p>Content: Vocabulary related to the family and relatives. The members of the Spanish royal family. Website Casa de Su Majestad el Rey de España</p> <p>Skills: Discuss the family in the target language.</p> <p>Name the members of the Spanish royal family.</p> <p>Find factual information through Internet research.</p>	Homework assignment: jigsaw with the members of the Spanish royal family and brainstorming about the various members' life experiences.	<p>7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.</p>	2 lessons
Describe how the institution of family has changed over time.	<p>Content: Online video "Ejercicio de escucha: Historia de la familia y la pareja" Online slideshow "Cómo ha cambiado la familia en 5 décadas"</p> <p>Skills: Listening comprehension. Presentational speaking.</p>	<p>Watch the video and answer comprehension questions.</p> <p>Class discussion on changes to the concept of family over time.</p> <p>Small group activity: list 5 types of changes represented by the slideshow.</p>	<p>7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.</p> <p>7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.</p>	3 lessons
Analyze the family dynamics in a work of fiction.	<p>Content: Rulfo, "No oyes ladrar los perros" Vocabulary related to the story.</p> <p>Skills: Reading comprehension Literary analysis Presentational writing.</p>	<p>Class discussion regarding the story and its depiction of family struggles.</p> <p>Students write an imaginary news report of what happened in the story after the son died. They are required to include a reporter's interview with the father in which they ask (and answer) probing questions.</p>	<p>7.1.AL.A.6 Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres.</p> <p>7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.</p> <p>7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.</p>	5 lessons
Discuss the concept of a "generational gap" in families with technology as a contributing factor.	<p>Content: Blog entry "La gestión de la diversidad generacional" Online video "La familia digital"</p> <p>Skills: Reading comprehension.</p> <p>Interpersonal communication, oral and written.</p>	<p>Class discussion about generation gaps and technology based on the blog article.</p> <p>Students write a letter or an imaginary older adult/relative, inviting that person to participate in an activity that requires the use of some technology that he or she probably doesn't know how to use. Students refer in</p>	<p>7.1.AL.A.6 Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres.</p> <p>7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.</p> <p>7.1.AL.C.3</p>	4 lessons

	Listening comprehension.	<p>their letters to the inventions, etc., that are probably new to the experience of the older person and ask questions about how some tasks were accomplished in the past.</p> <p>Class discussion about the effect of technology on family life. Comparison with students' personal experience.</p>	<p>Use language creatively in writing for personal, career, or academic purposes.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
Write a persuasive essay as a Part D of the AP exam.	<p>Content: Vocabulary and strategies for Part D of the AP exam.</p> <p>Skills: Reading comprehension. Listening comprehension. Written presentational communication.</p>	Unit Benchmark Assessment.	<p>7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.</p>	2 lessons

Unit 4 Overview	
Unit Title: Buen provecho! (<i>Enjoy Your Meal!</i>)	
Unit Summary: This unit continues to practice the processes and skills required by the AP Spanish Language and Culture exam and three of the course themes: Contemporary Life, Science and Technology, and Families and Communities. Students practice their listening and reading comprehension (interpretive language skills), their conversational Spanish (interpersonal language skills), and their formal writing (presentational language skills). The unit theme, food, merely provides a focal point for practicing all three modes of communication and for discussion three of the overarching course themes.	
Suggested Pacing: 9-10 lessons (2-3 weeks)	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> How does food reflect the culture of its origin? How have changes in our society affected our diet and health? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> Explain that what people eat reflects their culture of origin. Recall that “Spanish” food is not all tacos and burritos. Analyze how different cultures have different ideas about what constitutes a healthy diet. 	
Evidence of Learning	
Formative Assessments: Vocabulary activities, selected group activities, think/pair/share activities, progress checks based on the theme provided on the College Board AP Central website Summative Assessment: <ul style="list-style-type: none"> Students write essays evaluating how lifestyle and culture affects diet. They evaluate the differences among the ingredients of all the dishes presented in a previous activity. Then they compare these to the U.S. food pyramid and the Mediterranean food pyramid. They also include personal commentaries from their own lives. They respond to three sources that they have read and/or listened to in preparation: an article from Spain about organic food, a newspaper story from Mexico about how food prices have changed consumption, and a podcast from RTVE about rising obesity in Spain. 	
Alternative Assessment/Suggested AP Practice Exercises	
Any Interpretive (multiple-choice) activities related to the unit themes. (Focus on Contemporary Life.) Any Presentational Writing: Persuasive Essay practice related to the unit themes.	

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Identify typical restaurant settings and meals in the US/in Madison, NJ.	<p>Content: Vocabulary related to restaurants and food. Article “EE. UU. consume más salsa que ketchup”</p> <p>Skills: Interpersonal oral communication.</p> <p>Reading comprehension.</p>	Work in pairs to comment on the types of restaurants in the local community, categorized by atmosphere, type of food, and nationality. List 5 most common meals in the US and pair/share with the class.	<p>7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.</p>	1 lesson
Compare and contrast dietary guidelines from the US and from Spain.	<p>Content: Online articles “Dieta mediterránea: Alimentos, calidades y frecuencia” “La Guía Pirámide de Alimentos”</p> <p>Skills: Compare and contrast two different food pyramids.</p> <p>Reading comprehension.</p> <p>Interpersonal and presentational oral communication.</p>	In-class discussion comparing the US food pyramid and a Spanish pyramid describing the Mediterranean diet.	<p>7.1.AL.A.6 Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres.</p> <p>7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.</p>	1 lesson
Analyze the relationship between dishes and the history and culture of their country of origin.	<p>Content: Vocabulary of food preparation and ingredients. Recipes from Spanish-speaking regions/countries.</p> <p>Skills: Reading comprehension.</p> <p>Online research.</p> <p>Presentational written communication. Interpersonal oral communication.</p> <p>Listening comprehension.</p> <p>Cooking!</p>	<p>Students are assigned a country from which to research two recipes. Each student writes a report of approximately 100–150 words on the basics about preparing these dishes, the main ingredients, and the connection between these dishes and the history and culture of their country of origin.</p> <p>After receiving feedback, each student gives a 3-minute oral presentation to the class. The other students take notes and ask questions for clarification. The students then compile a booklet of the recipes. Later on, in groups of three, students will choose a recipe to prepare and bring to class to share.</p>	<p>7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources..</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	5 lessons

			9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.	
Write a persuasive essay a la Part D of the AP Spanish exam.	<p>Content: Vocabulary and strategies for Part D of the AP exam.</p> <p>Skills: Reading comprehension.</p> <p>Listening comprehension.</p> <p>Written presentational communication.</p>	Unit Benchmark Assessment.	<p>7.1.AL.C.3</p> <p>Use language creatively in writing for personal, career, or academic purposes.</p>	2 lessons

Unit 5 Overview
Unit Title: ¿Quien eramos y quienes somos? Parte 2 (<i>Who Were We and Who Are We? Part 2</i>)
<p>Unit Summary:</p> <p>This unit continues to practice the processes and skills required by the AP Spanish Language and Culture exam and three of the course themes: Personal and Public identities, Global Challenges, and Contemporary Life. Students practice their listening and reading comprehension (interpretive language skills), their conversational Spanish (interpersonal language skills), and their formal writing (presentational language skills). The unit theme, immigration , merely provides a focal point for practicing all three modes of communication and for discussion three of the overarching course themes.</p>
Suggested Pacing: 16 lessons (4 weeks)
Learning Targets
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How do immigration and ethnicity affect our society and each individual’s personal identity? • How does the media affect our view of ourselves and others?
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Different regions and countries have different marginalized populations. • “Gypsies” are not just fictional characters who read crystal balls. • Immigration is a challenge both for the immigrants and for the countries who receive them.
Evidence of Learning
<p>Formative Assessments: Vocabulary activities, selected group activities, think/pair/share activities, progress checks based on the theme provided on the College Board AP Central website</p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Publicity Campaign <ul style="list-style-type: none"> ○ In pairs, students will devise a U.S. publicity campaign like the one viewed earlier in class about the Romani people, addressing an issue of immigration pertinent to our country. They are required to present either a poster or a PowerPoint presentation, as well as a pamphlet and a short video of a commercial message.
Suggested AP Practice Exercises
<p>Any multiple-choice activity related to the two unit themes (Focus on Personal and Public Identities).</p> <p>Any Interpersonal Speaking: Conversation related to the three unit themes.</p> <p>Any Presentational Speaking or Writing related to the three unit themes.</p>

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Evaluate immigration as a global challenge.	<p>Content: Online videos “Torre de Babel” “Chinos en España”</p> <p>Skills: Listening comprehension.</p> <p>Oral interpersonal communication.</p>	Class discussion regarding immigration and the problems it presents in the US and in other countries.	<p>7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.</p> <p>7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	2 lessons
Research why people immigrate and what problems arise both for the immigrants and for their new country.	<p>Content: Hispanic immigration to the US.</p> <p>Skills: Pull key information from informational texts.</p> <p>Conduct online research.</p> <p>Written presentational communication.</p>	Written research project answering these questions: 1. In order of population figures, from what countries do Hispanic immigrants to the U.S. emigrate? 2. For what reasons do these groups come? Give examples. What are your reactions to those reasons? 3. What do you imagine the experience of the Hispanic immigrant is like before, during, and after his or her arrival to the U.S.? 4. What effects does immigration have on the U.S.?	<p>7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.</p> <p>7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.</p>	3 lessons

		5. What are some suggestions people have made about dealing with illegal immigration? Which of these do you agree with? Which do you disagree with?		
Compare and contrast racial and ethnic prejudice in the US and in Spain.	<p>Content: Gypsies in Spain. Websites Unión Romani Fundación Secretariado Gitano</p> <p>Skills: Listening comprehension. Reading comprehension. Interpersonal oral communication. Presentational written communication.</p>	Create a Venn diagram in small groups to compare and contrast racial/ethnic prejudice in the US and in Spain.	<p>7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.</p> <p>7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	2 lessons
Imagine the experience of a Romani teenager living in Spain.	<p>Content: Short story Matute, "Los alambreadores"</p> <p>Skills: Reading comprehension and literary analysis. Interpersonal oral communication.</p>	Write and role-play an interview with a Romani teenager living in Spain.	<p>7.1.AL.A.6 Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres.</p> <p>7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.</p> <p>7.1.AL.B.6</p>	4 lessons

			Use language in a variety of settings to further personal, academic, and career goals.	
Analyze the themes of alienation and discrimination in a work of fiction.	<p>Content: Short story Matute "Los alambreadores"</p> <p>Skills: Reading comprehension and literary analysis.</p> <p>Written presentational communication.</p>	Reflection essay discussing the unit's essential questions.	<p>7.1.AL.C.3</p> <p>Use language creatively in writing for personal, career, or academic purposes.</p>	2 lessons
Design a publicity campaign to raise awareness about a marginalized group in the United States.	<p>Content: Varies depending on the group researched.</p> <p>Skills: Online research.</p> <p>Oral presentational communication.</p>	Unit Benchmark Assessment.	<p>7.1.AL.C.1</p> <p>Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.</p>	2 lessons

Unit 6 Overview

Unit Title: La tecnología: presente y futuro. (*Technology: Present and Future*)

Unit Summary:

This unit continues to work the processes and skills required by the AP Spanish Language and Culture exam and three of the course themes: Contemporary Life, Global Challenges, and Science and Technology, and Personal and Public identities. Students practice their listening and reading comprehension (interpretive language skills), their conversational Spanish (interpersonal language skills), and their formal writing (presentational language skills). The unit theme, technology, merely provides a focal point for practicing all three modes of communication and for discussing four of the overarching course themes.

Suggested Pacing: 18 lessons (4 weeks)

Learning Targets

Unit Essential Questions:

- What are the social implications of technology?
- What is the role of the school in preparing students to use technology responsibly?
- Does technology improve our lives in the long run?
- How does access/lack of access to technology affect people in the Spanish-speaking world?
- What role do ethics play in scientific advancement?
- How do developments in science and technology affect our lives?

Unit Enduring Understandings: (SWBAT)

- Understand their own experiences and their own expectations regarding technology.
- Define and discuss cultural globalization.
- Compare and contrast technology practices and uses in their own community and others.
- Respond orally and in writing to audiovisual and print material.
- Engage in interpersonal speaking on a related topic.

Evidence of Learning

Formative Assessments: Vocabulary activities, selected group activities, think/pair/share activities, progress checks based on the theme provided on the College Board AP Central website

Summative Assessment:

- Record a 2-minute in-class oral presentation with the following requirements:
 - Research the question by finding 2 articles/video clips in Spanish referencing a specific country or region in the Spanish-speaking world the night(s) before.
 - Respond to the question prompt: Does technology improve our lives in the long run?
 - Take 4 minutes to prepare the response in class with notes based on the homework.
 - Use transition words from Appendix G of the Diaz AP Spanish review book.
 - Type up a transcript of the recorded audio after recording.

Suggested AP Practice Exercises

Any multiple-choice activity related to the three unit themes (Focus on Science and Technology).
Any Interpersonal Writing: E-mail Reply related to the three unit themes.

Any Interpersonal Speaking: Conversation related to the three unit themes.
Any Presentational Speaking: Cultural Comparison related to the three unit themes.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Define cultural globalization and evaluate its effect on interpersonal interaction.	<p>Content: Vocabulary for describing technology. Online article “Los niños prefieren preguntar a Google antes que a sus padres” Online video “¿Qué son las TIC?” Online video “La Globalización Cultural”</p> <p>Skills: Evaluate the uses of old and new technologies.</p> <p>Determine commonalities between students’ lives and the lives of students in the Google article.</p> <p>Summarize an audiovisual presentation (video clip) in the target language.</p> <p>Compare and contrast student-generated definitions of <i>cultural globalization</i> with that presented in the online video.</p>	In-class discussion about the definition of <i>cultural globalization</i> .	<p>7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.</p> <p>7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	5 lessons
Analyze and predict the effects of new technologies.	<p>Content: Online video “Libros electrónicos: Pros y contras” Online article Ortiz, “Los libros no van a desaparecer, pero nosotros pertenecemos a la última generación que va a poder tener una relación sensual con ellos”</p>	Students watch the online video and read an article about eReaders and books. Students then write a note to a friend who asks for advice about whether he or she should buy an ereader, referring to information learned from the video. They offer their opinions on whether they agree with the video.	<p>7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.AL.A.6 Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres.</p>	5 lessons

	<p>Online article “Consecuencias políticas y culturales de las nuevas tecnologías”</p> <p>Skills: Respond to factual questions after reading an article in the target language.</p> <p>Engage in interpersonal and presentational communication (conversation).</p>	<p>Online recorded discussion forum: What will life be like in the year 2168? Justify your response based on the conversations we’ve had in class.</p>	<p>7.1.AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
<p>Evaluate the relationship between ethics and technology.</p>	<p>Content: Short story Adolph, “Nosotros, No” Short story Balzino, “Rosa”</p> <p>Skills: Respond orally to comprehension and discussion questions based on a work of fiction in the target language.</p> <p>State and defend opinions based on the central ethical question raised by the story in an in-class debate.</p> <p>Analyze the effect of new technologies on an older generation.</p> <p>State and defend personal opinions in an online discussion forum.</p>	<p>Online written discussion forum: Should a business have the right to access individual pages from social networking sites? If it had this right, how would people’s behavior change?</p>	<p>7.1.AL.A.6 Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres.</p> <p>7.1.AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.</p> <p>7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one’s own culture.</p>	5 lessons
<p>Determine how access or lack of access to technology impacts people in the Spanish-speaking world.</p>	<p>Content: Online Resources “La banda ancha es la nueva división entre naciones” “Finlandia, donde internet es un derecho”</p>	<p>Presentation writing: Short essay addressing the essential question (How does access to or lack of access to technology impact people in the Spanish-speaking world?)</p>	<p>7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.AL.C.3</p>	3 lessons

	<p>“Palomas mensajeras le ganan a la banda ancha” Online articles “Un 40% de los usuarios de teléfono móvil en España lo usa para conectarse a internet” Oviedo, “El Gobierno de Costa Rica planea aumentar masivamente el acceso a telefonía móvil e internet”</p> <p>Skills: Summarize a text source in the target language.</p>	How can society address these impacts?)	<p>Use language creatively in writing for personal, career, or academic purposes.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
Give an oral presentation a la Part E of the AP exam.	<p>Content: Vocabulary and strategies for Part E of the AP exam.</p> <p>Skills: Presentational oral communication.</p>	Unit Benchmark Assessment	<p>7.1.AL.B.6 Use language in a variety of settings to further personal, academic, and career goals.</p>	2 lessons

Unit 7 Overview
Unit Title: Si las paredes pudieran hablar (<i>If the Walls Could Talk</i>)
<p>Unit Summary:</p> <p>This unit finishes work on the processes and skills required by the AP Spanish Language and Culture exam and two of the course themes: Beauty and Aesthetics and Personal and Public Identities. Students practice their listening and reading comprehension (interpretive language skills), their conversational Spanish (interpersonal language skills), and their formal writing (presentational language skills). The unit theme, architecture, merely provides a focal point for practicing all three modes of communication and for discussing two of the overarching course themes.</p>
Suggested Pacing: 12 lessons (3 weeks)
Learning Targets
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How does a country's architecture reflect its soul? • What role does architecture play in the development of a country?
<p>Unit Enduring Understandings: (SWBAT)</p> <ul style="list-style-type: none"> • Recognize and identify famous works of architecture in Spain and Latin America. • Understand the incredible architectural inventions of indigenous Mayans.
Evidence of Learning
<p>Formative Assessments: Vocabulary activities, selected group activities, think/pair/share activities, progress checks based on the theme provided on the College Board AP Central website</p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Students write a fictional story with the following requirements: <ul style="list-style-type: none"> ◦ Choose an iconic monument and write a story from the point of view of a person who visits that monument. ◦ Respond to the essential question: "How does a country's architecture reflect its soul?" ◦ Focus on the connection between the fictional character and the monument itself. ◦ Students should reflect on how the monument embodies the national character of the country. • This assessment can also constitute a final year project due after the AP exam. • Students should consider choosing a monument from the region they have studied during the Ongoing Activity.
Suggested AP Practice Exercises
<p>Any multiple-choice activity related to the three unit themes (Focus on Beauty and Aesthetics).</p> <p>Any Interpersonal Writing: E-mail Reply related to the two unit themes.</p> <p>Any Interpersonal Speaking: Conversation related to the two unit themes.</p> <p>Any Presentational Speaking: Cultural Comparison related to the two unit themes.</p>

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
Evaluate the relationship between a Spanish monument and Spanish history and culture and an American monument and American history and culture.	<p>Content: Vocabulary for describing architecture. Online article “Monumentos de España” Website ArteGuías</p> <p>Skills: Reading comprehension.</p> <p>Interpersonal oral communication.</p> <p>Presentational oral communication.</p> <p>Online research.</p>	<p>Jigsaw: The class is divided into four groups to read selections about specific monuments from the website ArteGuías. They answer 10 teacher-developed questions from the reading. Students then meet in a jigsaw format with members of other groups, sharing the content of their reading.</p> <p>Students prepare a 2-minute oral presentation comparing the importance of a monument from the Spanish-speaking world to one from their own culture and focusing on how it is a symbol of the “soul” of the country it represents.</p>	<p>7.1.AL.A.6 Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres.</p> <p>7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.</p>	3 lessons
Analyze the historical and cultural significance of a cathedral.	<p>Content: Online article “Giralda”</p> <p>Skills: Reading comprehension.</p> <p>Interpersonal oral communication.</p>	<p>Students read sections of the article and present the information in jigsaw fashion, focusing on the historical significance of the Giralda.</p> <p>In-class discussion about the structure of a cathedral and the metaphors contained in its architecture. Questions for discussion revolve around the role of Catholicism and religion in Spanish architecture.</p>	<p>7.1.AL.A.6 Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres.</p> <p>7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.</p>	2 lessons
Compare and contrast Gaudi’s architecture with the Mayan construction of Chichen Itza.	<p>Content: Online videos “Documental sobre Gaudí” “La Basílica de la Sagrada Familia en Barcelona” Online article “Historia del arte y arquitectura mexicana: Chichen Itza”</p> <p>Skills: Reading comprehension.</p> <p>Interpersonal oral communication.</p> <p>Presentational written communication.</p>	<p>Create a Venn Diagram to compare Gaudi’s work and the building of Chichen Itza to illustrate similarities in the forward thinking of both.</p>	<p>7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>7.1.AL.B.6 Use language in a variety of settings to further personal, academic, and career goals.</p>	3 lessons
Imagine how a monument might speak.	<p>Content: Short Story Fuentes, “Chac Mool”</p>	<p>After reading the story, students choose one monument that relates what they</p>	<p>7.1.AL.A.6 Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres.</p>	4 lessons

	<p>Skills:</p> <p>Literary analysis and reading comprehension.</p> <p>Interpersonal oral communication.</p> <p>Presentational written communication.</p>	<p>have studied and give it a voice to tell its story, focusing on how the object that has come to life is important to the culture it represents.</p>	<p>7.1.AL.C.3</p> <p>Use language creatively in writing for personal, career, or academic purposes.</p>	
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Ongoing Activity

Unit Title: Selection and Sources Database

Unit Summary:

This unit prepares students for the cultural component of the AP Spanish exam required for Part F, Presentational Speaking: Cultural Comparison. This section of the exam asks students to create an oral presentation that makes a cultural comparison in response to a written question. Students will need to demonstrate an understanding of the target culture as related to one of the six course themes: Beauty and Aesthetics, Contemporary Life, Families and Communities, Global Challenges, Personal and Public Identities, and Science and Technology.

Suggested Pacing: September - May (until the AP exam)

Learning Targets

Unit Essential Questions:

- What is life like in one region of the Spanish-speaking world?
- How does life in one region of the Spanish-speaking world compare to my own?
- How can geography and history affect modern-day culture and life?

Unit Enduring Understandings:

These understandings should differ depending on students' findings. Samples might include:

- Life in one region of the Spanish-speaking world is similar to life in Madison, NJ.
- Life in one region of the Spanish-speaking world is radically different from life in Madison, NJ.
- People everywhere share similar values and experience similar challenges.
- Values and challenges differ radically worldwide.

Evidence of Learning

Formative Assessments: Vocabulary activities, selected group activities, think/pair/share activities, progress checks based on the theme provided on the College Board AP Central website

Summative Assessment:

- Ongoing journal with completed "[Notas de seleccion](#)" sheets for each audio/video/article.
- Final written report:
 - 3-5 page essay responding to the essential questions as related to the student's particular region or country of focus.
 - Should use transition words from the Diaz appendix.
 - Due May 1.

Unit 8 Overview

Unit Title: El cine de la lengua español (*Films of the Spanish-speaking World*)

Unit Summary:

This unit specifically aims to prepare students for university-level film courses or film discussions. Students will view 1-3 Spanish-language films in class over the course of the unit. Previewing activities will help facilitate their comprehension of vocabulary and cultural items in the film. Students will write short reaction papers to the films after watching them and will engage in class discussions related to a variety of themes. Possible films include *También la lluvia*, *Mujeres al borde de un ataque de nervios*, *Como agua para chocolate*, *Camila*, and *Con ganas de triunfar*.

Suggested Pacing: 6 weeks/After the AP exams

Learning Targets

Unit Essential Questions:

- How is a Spanish-language drama similar to/different from an American drama?
- What role do language and history play in the tone of a film?

Unit Enduring Understandings: (SWBAT)

- Recognize and summarize famous films from Spain and Latin America.
- Discuss the recurring role of passion in Spanish-language films.

Evidence of Learning

Formative Assessments: Vocabulary activities, selected group activities, think/pair/share activities, progress checks based on the theme provided on the College Board AP Central website

Summative Assessment:

- Students will engage in class discussions after viewing each film or film segment and write reaction papers after each film.
- Students write a paper comparing one of the films viewed to an American film in the same genre (drama, romantic comedy, etc.)
 - Choose 3-4 specific aspects of the film to address.
 - Focus on how cultural, linguistic, and historical influences might cause similarities or differences.