AP Spanish Language & Culture

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AP Spanish Language & Culture is a communicative based course that was developed by the Fair Lawn World Language Department and aligned to the New Jersey World Language CCCS Standard 7.1.

Fair Lawn

Public Schools

Fair Lawn, NJ

Fair Lawn School District

Committee Credits
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AP Spanish Language & Culture

I. Course Synopsis

The AP Spanish Language & Culture curriculum is designed for intermediate/pre-advanced language learners. 90%+ of all classroom communication will take place in the target language. Instruction focuses on developing reading, writing, speaking, and listening skills aligned with the Common Core State Standards Initiative and the College and Career Readiness Anchor Standards for World Languages.   Throughout the year, students will explore six thematic units which are each anchored by an essential question and a cumulative goal to benchmark the development of language proficiency. Students will engage in lessons that are differentiated, interactive, and characterized by authenticity. Instructional methods and materials will provide for diversification across ability levels. The students will be exposed to and will explore a variety of authentic resources, informational texts and electronic sources. Assessment will be on-going and will include performance-based tasks, reading comprehension and writing samples that further demonstrate and confirm the acquisition of language skills. Cultural practices and products from people of different parts of the Spanish speaking world are incorporated routinely so that students may develop a sense of cultural plurality and thereby expand to reshape their world view.

II. Philosophy & Rationale

A. Modes of Communication:

> The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and national standards is to recognize three

communicative modes that place primary emphasis on the context and purpose of communication. The three modes are:

The interpretive mode: Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of one way reading or listening includes but are not limited to the cultural interpretation of texts, movies, radio and television broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to read and listen "between the lines."

The interpersonal mode: Students engage in direct oral and/or written communication. Examples involving two way interactive communication are conversing face-to-face or exchanging personal letters or email messages.

The presentational mode: Students present through oral and/or written communications information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this "one to many" mode of communication are making a presentation to a group or writing an article for the school newspaper.

B. "Can Do" statements

The NCSSFL-ACTFL Can-Do Statements are self-assessment checklists used by language learners to assess what they "can do" with language in the Interpersonal, Interpretive, and Presentational modes of communication. The checklists are best used by learners and learning facilitators as part of an overall reflective learning process that includes:
• setting goals
• selecting strategies

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- self-assessing
- providing evidence
- reflecting before setting new goals

Communicative Skills				
Students will be able to do				
Intermediate Low				
Interpersonal Communication	**Presentational Speaking**	**Presentational Writing**	**Interpretive Listening**	**Interpretive Reading**
I can participate in conversations on a variety of familiar topics using simple sentences. *- I can interact in everyday situations and subjects of interest to me (e.g., school, language, household, interests, work, social media, electronic correspondence, travel situations) by asking and answering questions.* *-I can use simple sentences to meet my basic needs in familiar situations (e.g. school, work, community, transportation) I can*	**I can present information on familiar topics using a series of simple sentences. I can speak with greater fluency, including a wider variety of language, details, and time frames.** *- I can talk about myself, family members, friends, and characters in readers or texts (e.g., sports, personalities, interests, famous places, activities).* *- I can present or narrate using a variety of language about personal experiences or about*	**I can write briefly about most familiar topics and present information in various time frames using a series of simple sentences with limited support. I can write with greater fluency, including a wider variety of language and details than in Novice High writing.** *- I can write a series of simple sentences about myself, family members, friends, and characters in readers or texts (e.g., day-to-day activities, sports, descriptions, interests, likes/dislikes).*	**I can understand increasingly complex messages, stories, conversations, and presentations related to a variety of familiar topics in a variety of time frames.** *-I can understand basic purposes and identify main ideas of messages (e.g., events, announcements,*	**I can understand increasingly complex texts in a variety of situations based on familiar vocabulary in a variety of time frames.** *- I can understand basic purposes, main ideas, characters, settings, and main events in age-appropriate media.* *- I can interpret meaning through knowledge of structures, cognates, and context (e.g., prefixes,*

-I can negotiate meaning by asking and answering simple questions about level-appropriate texts or readers.	information from cultural contexts . - I can identify, describe, compare, and contrast people, locations, pictures, and cultural topics.	- I can write using a variety of language and details from cultural contexts (e.g., write stories, summarize main events). - I can write using a variety of language about personal experiences in various time frames (e.g., what I did or will do on the weekend, on vacation, in school). - I can write about cultural topics mentioned in texts/literature. - I can write to request information with limited support.*	advertisements, voicemail) -I can understand messages or questions that require specific actions or responses (e.g., deadlines, voicemail directions, transportation announcements). -I can make inferences and draw conclusions based on messages.	word order, suffixes, root words). - I can make inferences and draw conclusions from a variety of written sources (e.g., readers, literature, electronic correspondence, articles, travel situations). - I can understand messages in which writers engage me about topics of personal interests in age-appropriate media.

Support may include gestures, pictures, props, and word walls.

Communicative Skills				
Students will be able to do				
Intermediate Mid				
Interpersonal Communication	**Presentational Speaking**	**Presentational Writing**	**Interpretive Listening**	**Interpretive Reading**
I can participate in conversations and expand on a variety of themes.	**I can communicate orally at the sentence level on a variety of themes.**	**I can write with greater fluency, including a wider variety of language and details than Intermediate Low writing.**	**I can understand increasingly complex messages, stories,**	**I can understand increasingly complex texts in a variety of situations based on**

-I can handle social interactions in everyday situations by asking and answering a variety of questions. -I can ask for clarification, use circumlocution, self correct when not understood, paraphrase, repeat and ask for repetition. -I can use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics. -I can ask and respond to factual and interpretive questions. I can ask and answer questions related to everyday life. -I can understand and use some idiomatic expressions and culturally authentic expressions.	-I can speak about a wide variety of familiar topics using connected sentences. -I can compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each. - I can use language creatively to respond to a variety of prompts about familiar and some unfamiliar situations.	-I can communicate in written form at the sentence level on a variety of themes. -I can write on a wide variety of familiar topics using connected sentences. -I can compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each in my writing. - I can use language creatively to respond to a variety of prompts about familiar and some unfamiliar situations.	**conversations, and presentations related to a variety of familiar topics in a variety of time frames.** -I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. -I can understand the main idea in conversations that I hear.	**familiar vocabulary in a variety of time frames.** -I can use my knowledge of my own culture and target culture to deduce meaning. -I can identify the main idea and supporting details when reading. -I can derive meaning by examining familiar and unfamiliar structures -I can synthesize information found in age- and level-appropriate culturally authentic materials.

Communicative Skills
Students will be able to do

Intermediate High				
Interpersonal Communication	**Presentational Speaking**	**Presentational Writing**	**Interpretive Listening**	**Interpretive Reading**
I can participate in conversations with ease and expand on a variety of familiar topics/themes. *-I can understand and use idiomatic expressions and culturally authentic expressions.* *-I can participate with ease and confidence in conversation on familiar topics.* *-I can talk about events and experiences in various time frames.* *-I can use digital tools to participate in conversations and exchange information related to a variety of familiar topics and some unfamiliar topics.* *-I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.*	**I can communicate orally at the sentence level on a variety of themes.** *-I can make presentations in an organized way about school, work community topics, and on topics I have researched.* *-I can present information about events and experiences in various time frames.*	**I can write with greater fluency, including a wider variety of language and details than Intermediate Mid writing.** *-I can communicate in written form at the sentence level on a variety of themes and in a variety of time frames.* *-I can write on topics related to school, work, community in an organized way. I can write paragraphs about events and experiences in various time frames.* *-I can compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each in my writing.* *- I can use language creatively to respond to a variety of prompts about familiar and some unfamiliar situations.*	**I can understand increasingly complex messages, stories, conversations, and presentations related to a variety of familiar topics in a variety of time frames.** *-I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.* *-I can usually understand details of what I hear in conversations, even when something unexpected in expressed.* *-I can follow what I hear about events and*	**I can understand increasingly complex texts in a variety of situations based on familiar vocabulary in a variety of time frames.** *-I can easily understand the main idea of texts related to everyday life, personal interests, and studies.* *-I can follow stories and descriptions about events and experiences in various time frames.*

			experiences in various time frames.	

Sources: **ACTFL Performance Guidelines** , **NJ World Language 2014 Standards**, **NCSSFL-ACTFL Can-Do Statements and LinguaFolio® Self-Assessment Statements**
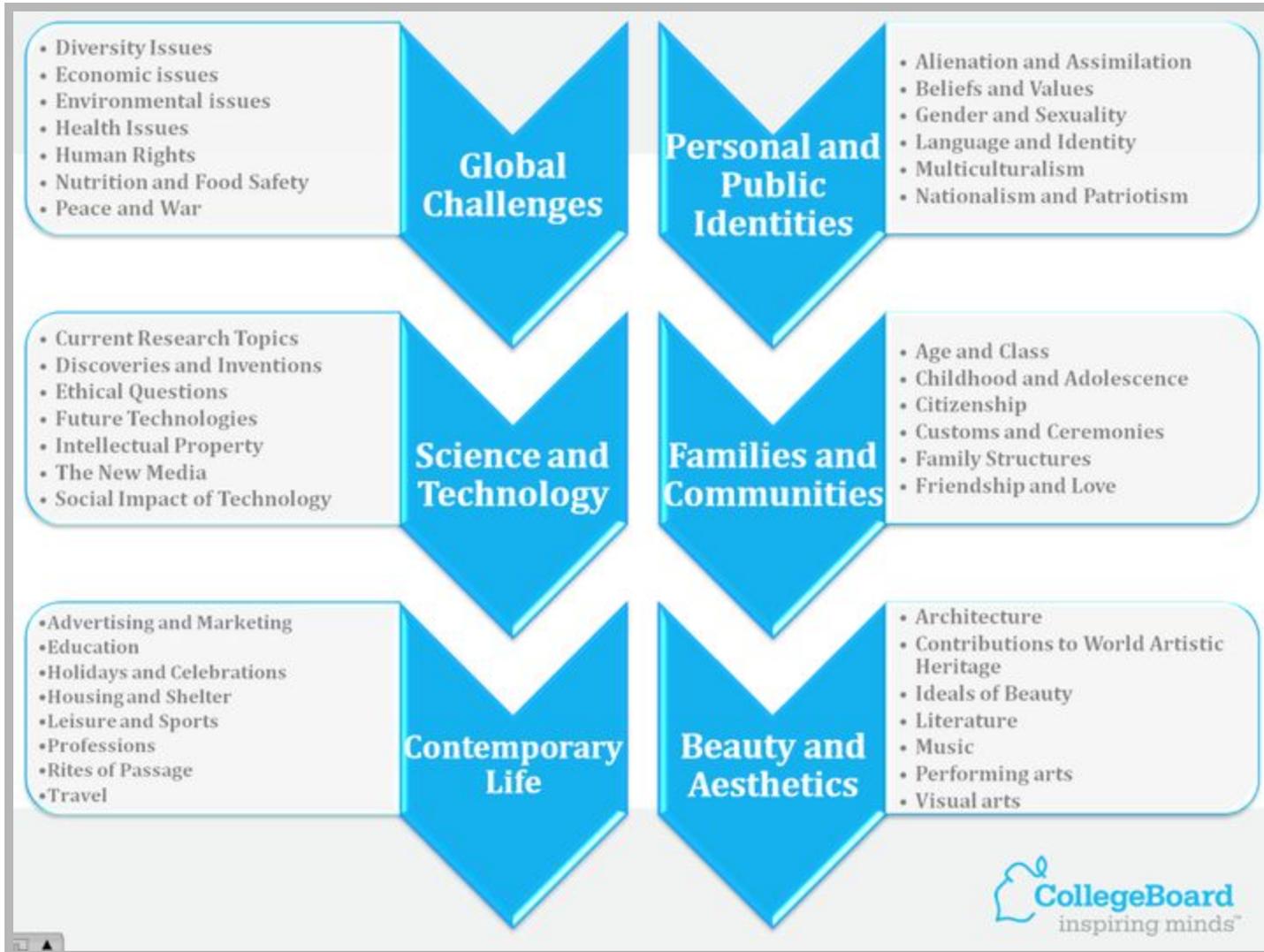
C. Proficiency vs. Performance

The American Council of Teachers of Foreign Languages (ACTFL) advises us to measure students' learning in terms of *proficiency* rather than performance. Language proficiency refers to a student's ability to communicate spontaneously in a language in a non-rehearsed context. It also refers to the degree of skill with which a student uses culturally appropriate language to read, write, listen and interpret the target language in real-world scenarios. ACTFL has identified eleven different levels of language proficiency.

D. Integrated Performance Assessment

The Integrated Performance Assessment (IPA) is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational. The three tasks are aligned within a single theme or content area, reflecting the manner in which students naturally acquire and use the language in the real world or the classroom. Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. They are standards-based, performance-based, developmental in nature, integrative. IPAs are designed to be used with scoring rubrics to show expectations.

III. AP THEMES

Global Challenges
- Diversity Issues
- Economic issues
- Environmental issues
- Health Issues
- Human Rights
- Nutrition and Food Safety
- Peace and War

Personal and Public Identities
- Alienation and Assimilation
- Beliefs and Values
- Gender and Sexuality
- Language and Identity
- Multiculturalism
- Nationalism and Patriotism

Science and Technology
- Current Research Topics
- Discoveries and Inventions
- Ethical Questions
- Future Technologies
- Intellectual Property
- The New Media
- Social Impact of Technology

Families and Communities
- Age and Class
- Childhood and Adolescence
- Citizenship
- Customs and Ceremonies
- Family Structures
- Friendship and Love

Contemporary Life
- Advertising and Marketing
- Education
- Holidays and Celebrations
- Housing and Shelter
- Leisure and Sports
- Professions
- Rites of Passage
- Travel

Beauty and Aesthetics
- Architecture
- Contributions to World Artistic Heritage
- Ideals of Beauty
- Literature
- Music
- Performing arts
- Visual arts

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Course Themes and Units:

AP THEMES	AP UNIT
Personal and Public Identities	How do language and culture influence my identity and how I express myself in various situations?
Families and Communities	How do the roles of family and community in my life differ from other societies around the world?
Contemporary Life	Do our cultural products, practices and perspectives improve or add to the challenges of our contemporary life?
Beauty and Aesthetics	How do our perceptions of beauty and aesthetics both challenge and reflect cultural perspectives?
Science and Technology	Are our lives improved or hindered by technological and scientific advances?
Global Challenges	How do environmental, political and social issues affect communities around the world and what role do I play?

IV. Scope & Sequence

There are six interconnected thematic units (Units 1 - 6). Vocabulary, Language Functions, and Culture are embedded in each unit. The following are unit themes and questions discussed throughout the course and will be modified based on students' interests, current events and interdisciplinary connections. The unit themes and questions are covered throughout the year with a continuous spiraling progression. Interconnectedness of themes is expected and encouraged. Within the basis theme, students work on all aspects of communication: Interpretive, Interpersonal, and Presentational. Students are evaluated based on various assignments graded according to the AP World Language and Culture Scoring Guidelines.

Unit 1: Personal and Public Identities
- How do language and culture influence my identity and how I express myself in various situations?
  1. How does learning another language influence who I am and how I see the world?
  2. How are aspects of identity expressed in various situations?
  3. How do language and culture influence identity?
  4. How does one's identity develop over time?

Unit 2: Families and Communities
- How do the roles of family and community in my life differ from other societies around the world?
  1. How does my family reflect and shape who I am?
  2. How do communities develop and how do they reflect society?
  3. What constitutes a family in different societies?

4. How do individuals contribute to the well being of communities?
5. How do the roles that families and communities assume differ in societies around the world?

Unit 3: Contemporary Life
- Do our cultural products, practices and perspectives improve or add to the challenges of our contemporary life?
    1. How do we encourage creativity and innovation ?
    2. How is contemporary life influenced by cultural products, practices, and perspectives?
    3. What are the challenges of contemporary life?

Unit 4: Beauty and Aesthetics
- How do our perceptions of beauty and aesthetics both challenge and reflect cultural perspectives?
    1. How are perceptions of beauty and creativity established?
    2. How do ideals of beauty and aesthetics influence daily life?
    3. How do the arts both challenge and reflect cultural perspectives?
    4. What makes a work of literature or a movie a *classic*?

Unit 5: Science and Technology
- Are our lives improved or hindered by technological and scientific advances?
    1. What inventions are needed to improve the quality of life on earth?
    2. How do developments in science and technology affect our lives?
    3. What factors have driven innovation and discovery in the fields of science and technology?
    4. What role do ethics play in scientific advancement?

5. What are the ethical consequences of cloning, stem cell research, fracking, megamining, wikileaks, hacking etc?

Unit 6: Global Challenges
- ● How do environmental, political and social issues affect communities around the world and what role do I play?
   1. What are the origins of those issues?
   2. What are possible solutions to those challenges?

V. Comprehensive Communication Objectives

The course is structured so that students achieve the following communicative objectives:

Spoken Interpersonal Communication
- ● I can engage in the oral exchange of information, opinions and ideas in a variety of time frames in formal and informal situations
- ● I can elicit information and clarify meaning by using a variety of strategies
- ● I can state and support my opinions in oral interactions
- ● I can initiate and sustain interaction through the use of various verbal and nonverbal strategies
- ● I can understand a variety of vocabulary, including idiomatic and culturally appropriate expressions
- ● I can use a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics
- ● I can self-monitor and adjust language production
- ● I can demonstrate understanding of the features of target culture communities
- ● I can demonstrate knowledge and understanding of content across disciplines

Written Interpersonal Communication

- I can engage in the written exchange of information, opinions, and ideas in a variety of time frames in formal and informal situations
- I can write formal and informal correspondence in a variety of media using appropriate formats and conventions
- I can elicit information and clarify meaning by using a variety of strategies
- I can state and support my opinions in written interactions
- I can initiate and sustain interaction during written interpersonal communication in a variety of media
- I can understand a variety of vocabulary, including idiomatic and culturally appropriate expressions
- I can use a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics
- I can self-monitor and adjust language production
- I can demonstrate understanding of the features of target culture communities
- I can demonstrate knowledge and understanding of content across disciplines

Audio, Visual, and Audiovisual Interpretive Communication
- I can demonstrate comprehension of content from authentic audio resources
- I can demonstrate comprehension of content from authentic visual resources
- I can demonstrate comprehension of content from authentic audiovisual resources
- I can demonstrate understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions
- I can understand the purpose of a message and the point of view of its author
- I can identify the distinguishing features of authentic audio, visual and audiovisual resources
- I can demonstrate critical viewing or listening of audio, visual and audiovisual resources in the target culture context
- I can monitor comprehension and use other sources to enhance understanding
- I can examine, compare and reflect on products, practices, and perspectives of the target culture

- I can evaluate similarities and differences in the perspectives of the target culture and my own culture as found in the audio, visual and audiovisual resources
- I can demonstrate an understanding of the features of target culture communities
- I can demonstrate knowledge and understanding of content across disciplines

VI. Unit Descriptions

The following are a sample of activities throughout the course and will be modified based on students' interests and current events. The unit descriptions contain a sampling of activities covered throughout the year with a continuous spiraling progression.

Unit 1: Personal and Public Identities

Enduring Understanding:
My identity and how I express myself in various situations are influenced by language and culture.

Essential Questions:
- How do language and culture influence my identity and how I express myself in various situations?

1. How does learning another language influence who I am and how I see the world?
2. How are aspects of identity expressed in various situations?
3. How do language and culture influence identity?
4. How does one's identity develop over time?

Can-Do Statements:
- I can describe myself and how I react to different circumstances
- I can explain reasons for my behavior and reactions
- I can relate language and culture to identity

Language Functions:
- Accepting/refusing invitations
- Agreeing/Disagreeing
- Analyzing/Interpreting
- Asking for/giving clarification
- Asking for/Giving Information
- Comparing/Contrasting
- Describing people
- Discussing
- Evaluating
- Explaining
- Expressing cause and effect
- Expressing comprehension/lack of comprehension
- Expressing emotions, feelings
- Expressing likes/dislikes/preferences
- Expressing opinions
- Giving biographical information

- Giving reasons
- Hypothesizing
- identifying
- indicating relationships
- Justifying
- Maintaining a conversation
- presenting information
- Reporting
- Responding
- Using formal/informal langauge appropriately

Grammar:
- *ser* and *estar*
- adjectives
- preterite tense
- imperfect tense
- present perfect tense

Suggested Vocabulary:
- descriptive words
- nationalities/origin words
- vocabulary from authentic sources
- Idiomatic expressions related to the theme

Suggested Activities / Benchmark Assessments:
- Interpersonal Speaking - simulated conversation
- Interpersonal Writing - Email Response
- Presentational Speaking - Cultural Comparison
- Presentational Writing - Essay
- Reading comprehension activities
- Oral comprehension activities
- Compare and contrast one's online social media presence with their IRL(in real life) self
- "Borges y yo" by Jorge Luis Borges and related activities

Unit 2:Families and Communities

Enduring Understanding:
Definitions and roles of family and community vary around the world.

Essential Questions:
- How do the roles of family and community in my life differ from other societies around the world?

1. How does my family reflect and shape who I am?
2. How do communities develop and how do they reflect society?
3. What constitutes a family in different societies?

4. How do individuals contribute to the well being of communities?
5. How do the roles that families and communities assume differ in societies around the world?

Can Do Statements:
● I can explore and explain how different communities define family
● I can connect my definition of family with those from other parts of the world
● I can explain the role family plays in my life
● I can explain the role I play in my family and society
● I can explain the role different communities play in my life and vice versa

Language Functions:
● Analyzing/interpreting
● Asking for/giving information
● Comparing/contrasting
● Evaluating
● Expressing opinions
● Identifying
● Recounting experiences/events
● Reporting
● Summarizing
● Telling/Retelling stories
● Ask/answer questions
● Expressing obligation

- Agreeing/disagreeing
- Describing people
- Discussing
- Explaining
- Expressing comprehension or lack of comprehension
- Expressing emotions, feelings
- Expressing needs
-

Grammar:
- present tense
- preterite tense
- imperfect tense
- present perfect tense
- present subjunctive
- commands

Suggested Vocabulary:
- family relationship vocabulary
- government vocabulary
- vocabulary from authentic sources
- social media vocabulary
- Idiomatic expressions related to the theme

Suggested Activities / Benchmark Assessments
- Interpersonal Speaking - simulated conversation
- Interpersonal Writing - Email Response
- Presentational Speaking - Cultural Comparison
- Presentational Writing - Essay
- "No te metas a mi Facebook" song and related activities
- Compare and contrast social media sites that are popular with students in our community with those popular in the target culture
- Explore and discuss the structure of the family in different parts of the Spanish speaking world

Unit 3: Contemporary Life

Enduring Understanding:
Cultural products, practices and perspectives improve and challenge our contemporary life.

Essential Questions:
- Do our cultural products, practices and perspectives improve or add to the challenges of our contemporary life?

1. How do we encourage creativity and innovation ?
2. How is contemporary life influenced by cultural products, practices, and perspectives?
3. What are the challenges of contemporary life?

Can Do Statements:
- I can describe the impact that different technological advances have in my daily life
- I can explore technological innovations in different parts of the world
- I can investigate cultural products, practices and perspectives and their importance
- I can describe the challenges of life today in different parts of the world

Language Functions:
- Analyzing/interpreting
- Asking for/giving information
- Comparing/contrasting
- Evaluating
- Expressing opinion
- Identifying
- Recounting experiences/events
- Reporting
- Summarizing
- Expressing needs/wishes/wants
- Telling/Retelling stories
- Giving advice
- Describing procedures, processes
- Describing objects
- Discussing
- Explaining

- Expressing doubt/indecision
- Responding

Grammar:
- commands
- present subjunctive
- present tense
- preterite tense
- imperfect tense
- future
- conditional

Suggested Vocabulary:
- terms related innovations
- vocabulary from authentic sources
- Idiomatic expressions related to the theme

Suggested Activities / Benchmark Assessments:
- Interpersonal Speaking - simulated conversation
- Interpersonal Writing - Email Response
- Presentational Speaking - Cultural Comparison
- Presentational Writing - Essay
- Discuss the evolution of friendship throughout life

- El Movimiento Estudiantil de Chile
  - The song "Shock" by Ana Tijoux and related activities and interview
    - Analysis of graffiti from the music video
  - Discussion of education in the US
  - videos showing student protests in Chile
  - Shock Doctrine

Unit 4: Beauty and Aesthetics

Enduring Understanding:
Perceptions of beauty and aesthetics are tied to cultural perspectives.

Essential Questions:
- How do our perceptions of beauty and aesthetics both challenge and reflect cultural perspectives?

1. How are perceptions of beauty and creativity established?
2. How do ideals of beauty and aesthetics influence daily life?
3. How do the arts both challenge and reflect cultural perspectives?
4. What makes a work of literature or a movie a *classic*?

Can Do Statements:
- I can explain what I believe the definition of beauty is
- I can connect different understandings of beauty to cultural identity
- I can begin to understand different perceptions of beauty and their origins

- I can describe the connection between my definition of beauty and my perceptions of the world around me
- I can justify my understanding of works of art

Language Functions:
- Asking for/Giving information
- Explaining
- Giving reasons and explaining
- Hypothesizing
- Planning
- Presenting information
- Reporting
- Expressing hopes
- analyzing/interpreting
- agreeing/disagreeing
- comparing/contrasting
- expressing emotions, feelings
- summarizing
- recounting experiences

Grammar:
- imperfect subjunctive
- conditional
- preterite tense

- imperfect tense
- present tense
- present subjunctive

Suggested Vocabulary:
- terms related to art and architecture
- fashion vocabulary
- literary terms
- vocabulary from authentic sources
- Idiomatic expressions related to the theme

Suggested Activities / Benchmark Assessments:
- Interpersonal Speaking - simulated conversation
- Interpersonal Writing - Email Response
- Presentational Speaking - Cultural Comparison
- Presentational Writing - Essay
- Explore definitions of beauty over the years
  - videos showing the progression of "beauty" through the years in different parts of the world
- Explore fashion
  - Hipsters
  - designers vs. people who work to create the clothing
  - What is your "style"
- Self-esteem and its origins

Unit 5: Science and Technology

Enduring Understanding:
Technological and scientific advances can both improve and hinder our quality of life.

Essential Questions:
- Are our lives improved or hindered by technological and scientific advances?

1. What inventions are needed to improve the quality of life on earth?
2. How do developments in science and technology affect our lives?
3. What factors have driven innovation and discovery in the fields of science and technology?
4. What role do ethics play in scientific advancement?
5. What are the ethical consequences of cloning, stem cell research, fracking, mega-mining, wikileaks, hacking etc?

Can Do Statements:
- I can describe the necessity of scientific innovations
- I can describe the quality of life in different parts of the world
- I can equate quality of life to scientific innovation
- I can explore and describe the ethical dilemmas associated with scientific advances
- I can explore and explain what led to various scientific advances

Language Functions:

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- Asking for/Giving information
- Describing events
- Explaining
- Expressing needs/wishes/wants
- Giving reasons and explaining causality
- Hypothesizing
- Planning
- Presenting information
- Reporting
- summarizing
- clarifying

Grammar:
- present subjunctive
- imperfect subjunctive
- present tense
- conditional
- imperfect tense
- preterite tense

Suggested Vocabulary:
- terms related to science and innovation
- vocabulary from authentic sources

- Idiomatic expressions related to the theme

Suggested Activities / Benchmark Assessments:
- Interpersonal Speaking - simulated conversation
- Interpersonal Writing - Email Response
- Presentational Speaking - Cultural Comparison
- Presentational Writing - Essay
- "Nomofobia" - explore fear of being without one's cell phone
- "Nosotros, no" - short story
  - explore the possibility of living forever and its repercussions
- Natural Phenomena
  - explore the myths and legends that surround various natural phenomena parts of the Spanish speaking world
- Holistic medicine
  - Explore eastern vs. western medical practices
  - "El Curandero"
    - Exploration of art
    - Documentary video with interview

Unit 6: Global Challenges

Enduring Understanding:

I play a role in improving, maintaining and/or hindering the effects of environmental, political and social issues in communities around the world.

Essential Questions:
- How do environmental, political and social issues affect communities around the world and what role do I play?
1. What are the origins of those issues?
2. What are possible solutions to those challenges?

Can Do Statements:
- I can describe various political, social and environmental issues in my community and those in the Spanish speaking world
- I can understand and describe the possible effects of these political, social and environmental issues
- I can explain the origins of these issues
- I can brainstorm and hypothesize about solutions to these issues

Language Functions:
- Asking for/Giving information
- Describing events
- Explaining
- Expressing needs/wishes/wants
- Giving reasons and explaining causality
- Hypothesizing
- Planning

- Presenting information
- Reporting
- Expressing hopes

Grammar:
- Present subjunctive
- Past subjunctive
- Preterite tense
- Imperfect tense
- Present tense
- Conditional tense
- Future

Suggested Vocabulary:
- terms related to political, social and environmental issues
- vocabulary from authentic sources
- Idiomatic expressions related to the theme

Suggested Activities / Benchmark Assessments:
- Interpersonal Speaking - simulated conversation
- Interpersonal Writing - Email Response
- Presentational Speaking - Cultural Comparison
- Presentational Writing - Essay

- Megamining
  - Explore what this is
  - Examine its effects in Argentina
  - Videos that explain the topic
  - Music video with call to action
- Fracking

VII. Core Instructional Materials and Daily/Weekly/Monthly Activities to address learning objectives:
Suggested materials that teachers use are (but are not limited to)
- Temas: AP Spanish Language and Culture textbook
- AP Spanish Language and Culture Exam Preparation workbook
- Authentic texts
  - Newspaper articles
  - Internet sources
    - blogs
    - wikis
    - social media
  - Authentic literature
    - short stories
    - poetry
    - excerpts from novels
    - narratives

■ plays
■ additional authentic Spanish language literature may be substituted to fit the themes outlined above

● The following is a sampling of possible sources for authentic materials
  ○ BBC Radio
  ○ BBC Mundo
  ○ Radio Naciones Unidas
  ○ Radio Televisión Española
  ○ Univisión
  ○ TV Azteca
  ○ UNICEF
  ○ El País (Madrid)
  ○ El Mundo
  ○ BBC News in Spanish
  ○ People en español
  ○ Zambombazo
  ○ Ver-taal
  ○ Practica Español
  ○ Veintemundos

● culturally/linguistically appropriate videos found on websites such as www.youtube.com, www.vimeo.com, or other sites
● Fair Lawn District World Language Teacher website

- At least once a week (more frequently as the exam approaches) students will use the language cart on wheels (COW) to practice recording a simulated conversation and a cultural comparison. Samples are assessed using the AP scoring guidelines for this assignment. Informal speaking assessments can be teacher, peer or self assessed. These types of assessments encourage students to internalize and understand the scoring guidelines.
- Student journals based on outside experiences with the target language.
- Ongoing country project
- Use of technology such as but not limited to: Voicethread, Conjueguemos, Google Drive, social media outlets and learning management systems

VIII. Assessments
Formative Assessments
- Vocabulary Practice
- Exit Tickets
- Think, Pair, Share
- Speaking Practice
- Inside / Outside circle
- Deductive Reasoning Reading
- Envelope activities
- AB Information Gap activities
- Class surveys
- Anecdotal Notes on Partner, Small-Group, and Whole-Group Discussion
- Socratic Class Discussion / Lecture Notes / Participation

- Weekly Journal Prompts – with Double Entry Journals
- Rough Drafts

Summative Assessments
- Vocabulary Quizzes
- Integrated Performance Assessments
- Recorded Speaking
- Skit / Dialogue
- Presentational writing
- Projects
- Presentations

IX. Suggested Modifications and Accommodations for Special Education, ELL, At-Risk, and Gifted Students

ACCOMMODATIONS			
Preferential seating	Repeating/ simplifying of directions	Ample use of visuals	Use of manipulatives
Strategic/flexible grouping and pairing	Clear visual, verbal and demonstrative modeling	Kinesthetic activities Rhythm, music, body movements	Use of graphic organizers
Ample wait time before	Think/Pair/Share	Teach vocab in context, and	Frequent repetition

calling on students		in small chunks	
Student self-assessment, self-monitoring of progress	Have students set personal growth goals	Break down assignments into manageable parts/tasks	Learning centers or stations that address varied activities, skills, learning modalities
MODIFICATIONS			
Speaking Provide: -sentence starters -processing time -cues and prompts -embedded choices -practice time	**Groups/Pairs** Teach: -rules and expectations -skills of independence – bridging phrases, disagreeing agreeably, voice level -strategies for moving in and out of groups -signal for getting teacher's attention Allow: Flexible grouping Adequate/extra time Assign group roles	**Reading** Use: -peer tutoring -label main ideas -label 5 W's -visual imagery -graphic organizers Allow: -Highlighting of key words/concepts -Silent pre-reading -Partner reading Teach: -Pre-reading strategies -'During' reading strategies -Post-reading strategies	**Writing** -Shorten task -Require lists rather than sentences Allow: -note-taking -visual representation of ideas -collaborative writing -Brainstorm word bank -Pre-writing with graphic organizers Provide: -Model of writing -Structure for writing -Fill-in-blank form for

			note-taking

X. New Jersey Core Curriculum Content Standards

Depending on student performance and proficiency ability level, exposure to the Spanish language outside of the classroom and the task, the target language proficiency standards will vary between the Intermediate Mid and Intermediate High Standards.

- Common Core Curriculum Standards (http://www.state.nj.us/education/cccs/2014/wl/WL-1-IM.pdf, http://www.state.nj.us/education/cccs/2014/wl/WL-1-IH.pdf)

7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.

7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.

7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.

7.1.IM.A.5 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.

7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics

7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.

7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.

7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.

7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.

7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.

7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.

7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.

7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.

7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.

7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies

7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.

7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.

7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.

7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.

7.1.IM.C.5 Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each..

7.1.IH.C.1 Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.

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7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).

7.1.IH.C.3 Use language creatively in writing for a variety of purposes.

7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials.

7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.

7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

- Technology standards (http://www.state.nj.us/education/cccs/2014/tech/):

8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software

- Workplace readiness standards (http://www.state.nj.us/education/cccs/1996/05ccwrready.html):

7.2.13 Use technology to enhance language acquisition, and to acquire current cultural information, in order to develop more accurate impressions of the culture studied.

7.2.8 Examine interrelationships between the language and the culture of a given group of people, as evidenced in literary works.

7.1.17 Communicate and interact in a limited range of task-oriented and social situations.

● 21st Century Content Standards (http://www.state.nj.us/education/cccs/standards/9/#91):

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.
9.1.12.D.2 Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
9.1.12.D.3 Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.
9.1.12.E.1 Explain how digital media are used in daily life in a variety of settings.

XI. Interdisciplinary Connections and Alignment to Technology standards

The following topics have connections to other content areas:

- Social Studies - (Geography of Target Language Countries, Immigration, Service Learning)

6.2.12.B.6.a Determine the global impact of increased population growth, migration and changes in urban-rural populations on natural resources and land use

6.3.12.C.1 Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigrations), and justify conclusions after weighing evidence from multiple experts and stakeholders.

6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values.

- Math - Currency Exchange Rates, Metric System

CCSS.Math.Content.HSS-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).

CCSS.MATH.CONTENT.HSS.IC.B.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

CCSS.MATH.CONTENT.HSS.IC.B.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

CCSS.MATH.CONTENT.HSS.IC.B.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

CCSS.MATH.CONTENT.HSS.IC.B.6 Evaluate reports based on data.

- English

Key Ideas and Details:
CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure:

CCSS.ELA-LITERACY.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Craft and Structure:

CCSS.ELA-LITERACY.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

- Technology - *See above*

- 21st Century Life and Careers - *See above*