

**Summit Public Schools**  
**Summit, New Jersey**  
**AP Spanish Language and Culture**  
**Intermediate High to Advanced Spanish**  
**Length of Course: Full Year**

**Curriculum – AP Spanish Language and Culture**

**Course Description:**

In today's global community, competence in more than one language is an essential part of communication and cultural understanding. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes but also gives them access to perspectives and knowledge that are only available through the language and culture.

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 to incorporate grammatical accuracy while emphasizing oral and written communication. Therefore, this course does not teach grammar, instead grammatical points are reviewed and explained during the course of task-based activities.

To best facilitate the study of language and culture, the course is taught exclusively in Spanish in order to prepare each student for the 21<sup>st</sup> century with the ability to use the target language to communicate about contemporary issues, to interpret non-fiction text, literary, and cinematic genres with a social and historical context, to present ideas that connect with other disciplines, and to link the learning to the world in which the student lives.

### 7.1 World Languages

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

**Big Ideas: Unit 1:** Families in different situations and societies.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"><li>• What constitutes a family?</li><li>• What are some important aspects of family values and family life in Spanish-speaking societies?</li><li>• What challenges do families face in today's world?</li><li>• How do individuals contribute to the welfare of the community?</li></ul>	<p>Students will understand...</p> <ul style="list-style-type: none"><li>• how the composition of the family has changed in the Spanish-speaking world.</li><li>• that values and traditions have shaped the families' beliefs and interests.</li><li>• that the challenges faced by families, such as access to education and jobs can have a tremendous impact on their daily life.</li><li>• how the role each member plays in the family unit and how it impacts the family life and the community.</li></ul>

<b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
<p>Students will:</p> <p>7.1.IM.A.1 -Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>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.</p> <p>7.1.IM.A.6-Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.</p> <p>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.</p> <p>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.</p> <p>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 presentation.</p>	<p><b><u>INSTRUCTIONAL FOCUS:</u></b></p> <p>In the target language, students will:</p> <ul style="list-style-type: none"> <li>● identify main ideas and relevant details.</li> <li>● identify audience, purpose, and point of view.</li> <li>● identify and describe the content and connections among. cultural topics.</li> <li>● explain how data from a graph or table illustrate cultural topics.</li> <li>● explain how information from a text connects or relates to the target culture’s topics.</li> <li>● Listen to and deconstruct recorded conversations.</li> <li>● initiate, maintain, and close spontaneous conversations in the appropriate register.</li> <li>● write and respond to email.</li> <li>● deliver a one-minute presentation discussing an aspect of a target community’s culture.</li> </ul>

<p>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.</p> <p>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.</p>	<p><b><u>Sample Assessments/Activities:</u></b></p> <p><i>Formative</i></p> <ul style="list-style-type: none"> <li>• E-mail replies</li> <li>• Argumentative essays</li> <li>• Simulated conversation</li> <li>• Reading and Listening comprehension passages</li> <li>• Vocabulary quizzes</li> </ul> <p><i>Summative</i></p> <ul style="list-style-type: none"> <li>• After reading the play “La niebla” and watching the movie “El bola”, students will write, edit and film a play depicting a family situation and its resolution.</li> </ul> <p><b><u>Instructional Strategies:</u></b></p> <p><b><u>Interpretive Mode:</u></b> Students will...</p> <ul style="list-style-type: none"> <li>• Watch video “Ella o yo” and identify and discuss the dynamic of an Argentinian family</li> <li>• Read stories such as “La niebla” to identify family situations and problems</li> </ul> <p><b><u>Interpersonal Mode:</u></b> Students will...</p> <ul style="list-style-type: none"> <li>• Converse with a Spanish-speaking colleague or community member about their education, family and career and share the results with the class.</li> <li>• interview each other about their family composition.</li> </ul>
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	<p><b><u>Presentation Mode:</u></b></p> <p>Students will...</p> <ul style="list-style-type: none"> <li>• Create a presentation discussing the family breakdowns in different parts of Latin America using <a href="http://www.unesco.org">www.unesco.org</a> and compare it to the standards in the United States</li> </ul> <p><b><u>Interdisciplinary Connections:</u></b></p> <ul style="list-style-type: none"> <li>• Students will learn about family statistics and Mayan, Aztec and Incan traditions still in use today.</li> </ul> <p><b><u>Technology Integration:</u></b></p> <ul style="list-style-type: none"> <li>• Students use <i>Audacity</i> to record their simulated conversations.</li> <li>• <a href="http://www.youtube.com">www.youtube.com</a> is used to show a variety of short films.</li> <li>• Google Voice to record spontaneous conversations.</li> <li>• Google Slides is used for all presentations.</li> <li>• <a href="http://www.unesco.org">www.unesco.org</a></li> <li>• <a href="http://www.bbc.com">www.bbc.com</a></li> <li>• <a href="http://www.lanación.com">www.lanación.com</a></li> <li>• <a href="http://www.univision.com">www.univision.com</a></li> </ul> <p><b><u>Media Literacy Integration:</u></b></p> <ul style="list-style-type: none"> <li>• La niebla</li> <li>• Ella o yo (Short film)</li> <li>• El bola (Film)</li> </ul> <p><b><u>Global Perspectives:</u></b></p> <ul style="list-style-type: none"> <li>• Compare and contrast family units in different parts of the world.</li> <li>• Talk about Mayan, Aztec and Incan traditions still in use today.</li> </ul>
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<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21<sup>st</sup> Century Skills:</p> <ul style="list-style-type: none"> <li>Creativity and Innovation</li> <li>Critical Thinking and Problem Solving</li> <li>Communication and Collaboration</li> <li>Information Literacy</li> <li>Media Literacy</li> <li>Life and Career Skills</li> </ul> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> <li>Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>Civic Literacy</li> <li>Health Literacy</li> <li>S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</li> </ul>

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**Big Ideas: Unit 2:** The influence of Language and Culture on Identity.

<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"><li>• How does one's identity evolve over time?</li><li>• How does the art of a community shape our cultural identity?</li><li>• How does technology influence the development of personal and public identity?</li></ul>	<p>Students will understand that...:</p> <ul style="list-style-type: none"><li>• developments in science and technology can impact language and the ways we communicate and, ultimately, see ourselves.</li><li>• social media affects personal image and identity.</li><li>• the role of advertising shapes personal and public identity.</li><li>• a community's identity is reflected in its art.</li></ul>

<b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
<p>Students will:</p> <p>7.1.IM.A.1 -Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>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.</p> <p>7.1.IM.A.6-Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.</p> <p>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.</p> <p>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.</p> <p>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 presentation.</p>	<p><b><u>INSTRUCTIONAL FOCUS:</u></b></p> <ul style="list-style-type: none"> <li>• identify perspectives.</li> <li>• comprehend vocabulary in context</li> <li>• summarize content in narrative form</li> <li>• make interdisciplinary and cultural connections.</li> <li>• Students build skills in understanding content</li> <li>• build academic vocabulary needed for writing an argumentative essay</li> <li>• listen to and discuss audio reports</li> <li>• interpret data and cultural trends from a visual text</li> <li>• read and discuss articles</li> <li>• write a thesis statement and select relevant evidence to demonstrate their ability to express their own viewpoints and support them with textual evidence</li> <li>• present a one-minute oral cultural comparison between their own community and a target community by interacting with sources provided</li> </ul>



<p>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.</p> <p>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.</p>	<p><b><u>Sample Assessments/Activities:</u></b></p> <p><i>Formative</i></p> <ul style="list-style-type: none"> <li>• E-mail replies</li> <li>• Argumentative essays</li> <li>• Simulated conversation</li> <li>• Reading and Listening comprehension passages</li> <li>• Vocabulary quizzes</li> </ul> <p><i>Summative</i></p> <ul style="list-style-type: none"> <li>• After watching the movie <i>Como agua para chocolate</i>, students will write their own version of a magical realism short story, depicting a memoir that includes a personal experience related to their own culture and identity.</li> </ul> <p><b><u>Instructional Strategies:</u></b></p> <p><b><u>Interpretive Mode:</u></b> Students will...</p> <ul style="list-style-type: none"> <li>• Read excerpts from Sandra Cisneros' <i>La casa en Mango Street</i> and have students explore their own identity.</li> <li>• Read article "lenguas indígenas" and discuss their importance in Latin America</li> </ul> <p><b><u>Interpersonal Mode:</u></b> Students will...</p> <ul style="list-style-type: none"> <li>• interview each other about their background and own identity</li> <li>• create and dramatize different dialogues from pictures of the film <i>La lengua de las mariposas</i>.</li> </ul>
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	<p><b><u>Presentational Mode:</u></b> Students will...</p> <ul style="list-style-type: none"> <li>• After reading the article “En tres idiomas mejor que en dos”, write a thesis statement and two supporting paragraphs about their own opinion.</li> <li>• Do an oral presentation on Spain and the importance of keeping its different languages and compare their viewpoint with USA’s English Only stance.</li> </ul> <p><b><u>Interdisciplinary Connections:</u></b> Students will learn about...</p> <ul style="list-style-type: none"> <li>• the use of magical realism in Latin-American literature of 1960’s.</li> <li>• the Mayan god legends and its impact on Mexican literature through their reading of <i>Chac Mool</i>.</li> </ul> <p><b><u>Technology Integration:</u></b></p> <ul style="list-style-type: none"> <li>• Students use <i>Audacity</i> to record their simulated conversations.</li> <li>• <a href="http://www.youtube.com">www.youtube.com</a> is used to show a variety of short films.</li> <li>• Google Voice to record spontaneous conversations.</li> <li>• Google Slides is used for all presentations.</li> </ul> <p><b><u>Media Literacy Integration:</u></b></p> <ul style="list-style-type: none"> <li>• La lengua de las mariposas (film)</li> <li>• Chac Mool</li> </ul>
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	<p><b>Global Perspectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>• Read an assortment of short stories that include magic realism from different countries in Latin America.</li> <li>• Learn about the Mayan pantheon and its effects on Mexican culture and identity.</li> </ul>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21<sup>st</sup> Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p> <p>S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</p>

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**Big Ideas: Unit 3:** The influence of beauty and art in Spanish-speaking communities.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"><li>• How do ideals of beauty and aesthetics influence daily life?</li><li>• How does art both challenge and reflect cultural perspectives?</li><li>• How do communities value beauty and art?</li><li>• How is art used to record history?</li></ul>	<p>Students will understand:</p> <ul style="list-style-type: none"><li>• how art influences the quality of life and values in a community.</li><li>• the role/importance of art in Spanish-speaking communities.</li><li>• how the arts capture and reflect the history of a community.</li><li>• how the concept of beauty is defined within a culture.</li><li>• how art challenges and reflects cultural perspectives.</li></ul>

<b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
<p>Students will:</p> <p>7.1.IM.A.1 -Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>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.</p> <p>7.1.IM.A.6-Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.</p> <p>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.</p> <p>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.</p> <p>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 presentation.</p>	<p><b><u>INSTRUCTIONAL FOCUS:</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● identify point of view and purpose</li> <li>● infer meanings</li> <li>● summarize content</li> <li>● identify themes or morals</li> <li>● explain and compare cultural products, practices, and perspectives</li> <li>● building skills in reading and respond to emails.</li> <li>● deliver an organized presentation with a thesis statement and supporting evidence.</li> <li>● build their repertoire of transitional and cohesive expressions.</li> </ul>

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.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.

**Sample Assessments/Activities:**

*Formative*

- E-mail replies
- Argumentative essays
- Simulated conversation
- Reading and Listening comprehension passages
- Vocabulary quizzes

*Summative*

- Students will create a virtual tour of a either *El museo del Prado* or *El Reina Sofia*, explaining their favorite pieces of art and their meaning.

**Instructional Strategies:**

**Interpretive Mode:**

Students will...

- Read article “La importancia del arte en la educación” and create a list summarizing the positive impact of each art form mentioned.
- Read “La obra maestra” by Álvaro Yunque, summarize and compare and contrast with José María Méndez “Ernesto El embobado”.

**Interpersonal Mode:**

Students will

- Create dialogues between famous contemporary Spanish and Latin American painters. What would they have said to each other if they had met?
- interview each other about their own meaning of beauty.

	<p><b><u>Presentational Mode:</u></b> Students will...</p> <ul style="list-style-type: none"> <li>• After reading the article – <i>Cirugía plástica – ¿un regalo de quinceañero?</i> Have a student debate.</li> <li>• After visiting, <a href="https://www.cursosdedibujoypaintura.com/">https://www.cursosdedibujoypaintura.com/</a>, a free art workshop for students in México, share information on the benefits of an education in the arts.</li> </ul> <p><b><u>Interdisciplinary Connections:</u></b> The students will learn about...</p> <ul style="list-style-type: none"> <li>• important events in the lives of famous Spanish and Latin American painters.</li> <li>• famous paintings, sculptures and murals</li> </ul> <p><b><u>Technology Integration:</u></b></p> <ul style="list-style-type: none"> <li>• Students use <i>Audacity</i> to record their simulated conversations.</li> <li>• <a href="http://www.youtube.com">www.youtube.com</a> is used to show a variety of short films.</li> <li>• Google Voice to record spontaneous conversations.</li> <li>• Google Slides is used for all presentations.</li> </ul> <p><b><u>Media Literacy Integration:</u></b></p> <ul style="list-style-type: none"> <li>• Ernesto el embobado</li> <li>• La obra maestra</li> <li>• Pelo malo (Film)</li> </ul>
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	<p><b>Global Perspectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>• read an assortment of articles from different newspapers from the Spanish-speaking world.</li> <li>• learn about Spanish and Latin American painters and their work.</li> </ul>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21<sup>st</sup> Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p> <p>S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</p>



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**Big Ideas: Unit 4:** How science and technology affect our lives

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"><li>• What factors drive innovation and discovery in the fields of science and technology?</li><li>• What role do ethics play in scientific advancement?</li><li>• What are the social consequences of scientific or technological advancements?</li></ul>	<p>Students will understand...:</p> <ul style="list-style-type: none"><li>• how developments in science can both create and resolve challenges in contemporary society.</li><li>• that technology creates new ways for us to connect with others</li><li>• that technology impacts and shapes our personal and public identities</li><li>• that the way we access technology affects society and the quality of life</li><li>• that science and technology affect the values and ethics of a community</li></ul>

<b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
<p>Students will:</p> <p>7.1.IM.A.1 -Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>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.</p> <p>7.1.IM.A.6-Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.</p> <p>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.</p> <p>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.</p> <p>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 presentation.</p>	<p><b><u>INSTRUCTIONAL FOCUS:</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• identify purpose, perspectives, and point of view</li> <li>• make connections within and across disciplines</li> <li>• identify and explain cultural products, practices, and perspectives.</li> <li>• continue to develop visual literacy by identifying and describing patterns and trends in data</li> <li>• Identify main ideas, supporting details, and points of view in written and audio sources</li> <li>• build skills in selecting evidence for writing an argumentative essay</li> </ul>

<p>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.</p> <p>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.</p>	<p><b><u>Sample Assessments/Activities:</u></b></p> <p><i>Formative</i></p> <ul style="list-style-type: none"> <li>• E-mail replies</li> <li>• Argumentative essays</li> <li>• Simulated conversation</li> <li>• Reading and Listening comprehension passages</li> <li>• Vocabulary quizzes</li> </ul> <p><i>Summative</i></p> <ul style="list-style-type: none"> <li>• Students will make a promotional video of a non-technology item and make it technology-based.</li> <li>• In groups of no more than three, students will create and present their own App and try to sell it to the class.</li> </ul> <p><b><u>Instructional Strategies:</u></b></p> <p><b><u>Interpretive Mode:</u></b></p> <p>Students will...</p> <ul style="list-style-type: none"> <li>• Read articles: “Transporte de Medellín es un modelo para toda Latinoamerica” and “Este es el medio de transporte preferido por los cartageneros” and relate them to human geography.</li> <li>• Watch video “Como proteger tus datos en internet” and connect with digital citizenship as it is addressed in our school.</li> </ul>
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	<p><b><u>Interpersonal Mode:</u></b> Students will...</p> <ul style="list-style-type: none"> <li>• interview an elderly guest as to their use of technology and compare and contrast with their daily use.</li> <li>• After watching the movie, <i>Mar Adentro</i>, students will debate the topic of euthanasia.</li> </ul> <p><b><u>Presentational Mode:</u></b> Students will...</p> <ul style="list-style-type: none"> <li>• After watching video <i>Va a robarte el trabajo un robot?</i> have students write an argumentative essay answering the question.</li> <li>• In groups of three, students will research and present three inventions from the Spanish-speaking world.</li> </ul> <p><b><u>Interdisciplinary Connections:</u></b> Students will...</p> <ul style="list-style-type: none"> <li>• learn about the law and the constitutional change regarding euthanasia in Spain.</li> <li>• urban planning in Medellín, Colombia and how this city has become a model for other cities in the world.</li> </ul> <p><b><u>Technology Integration:</u></b></p> <ul style="list-style-type: none"> <li>• Students use <i>Audacity</i> to record their simulated conversations.</li> <li>• <a href="http://www.youtube.com">www.youtube.com</a> is used to show a variety of short films.</li> <li>• Google Voice to record spontaneous conversations.</li> <li>• Google Slides is used for all presentations</li> </ul>
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	<p><b>Media Literacy Integration:</b></p> <ul style="list-style-type: none"> <li>• Mar Adentro (Film)</li> <li>• Nosotros, no</li> </ul> <p><b>Global Perspectives:</b></p> <p>Students will ...</p> <ul style="list-style-type: none"> <li>• discover the different methods of public transportation around the world.</li> <li>• learn different scientific discoveries made around the Spanish-speaking world</li> </ul>
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**Big Ideas: Unit 5:** Factors that Impact the Quality of Life

<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"><li>• How do aspects of everyday life influence and relate to the quality of life?</li><li>• How does where one lives impact the quality of life?</li><li>• What influences one's interpretation and perceptions of the quality of life?</li></ul>	<p>Students will understand:</p> <ul style="list-style-type: none"><li>• how one's social status influences one's quality of life.</li><li>• that cultural perspectives and traditions relate to the quality of life.</li><li>• that access to education, health care, justice, food, and water impact the quality of life.</li><li>• that geography influences the quality of life.</li></ul>

<b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
<p>Students will:</p> <p>7.1.IM.A.1 -Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>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.</p> <p>7.1.IM.A.6-Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.</p> <p>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.</p> <p>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.</p> <p>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 presentation.</p>	<p><b><u>INSTRUCTIONAL FOCUS:</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• identify point of view, purpose, perspectives, and intended audience.</li> <li>• identify theme or moral.</li> <li>• infer meanings based on context.</li> <li>• connect content to interdisciplinary themes.</li> <li>• apply appropriate register, elaboration, and communication strategies to interpersonal speaking and writing.</li> <li>• apply skills and vocabulary gained from reading and deconstruct authentic sources while writing and speaking.</li> <li>• build their repertoire of transitions and cohesive devices to enhance their presentational speaking.</li> <li>• deliver organized spoken presentations with a thesis statement and supporting evidence.</li> </ul>

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.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.

**Sample Assessments/Activities:**

*Formative*

- E-mail replies
- Argumentative essays
- Simulated conversation
- Reading and Listening comprehension passages
- Vocabulary quizzes

*Summative*

- In groups of no more than three, students will research a social problem in a Spanish-speaking world and create an NGO to help alleviate it.

**Instructional Strategies:**

**Interpretive Mode:**

Students will...

- Read articles: "La partida de Leónidas Barletta" and analyze the impact of lack of economic and family separation on quality of life.
- Watch the movie "pelo malo" and observe venezuela's economic problems and how it affects people's lives. Connect with their culture.



	<p><b><u>Interpersonal Mode:</u></b> Students will...</p> <ul style="list-style-type: none"> <li>• Students will interview different Colombian guests via Skype and analyze whether or not their dwelling affects their lifestyle.</li> <li>• Interview each other about quality of life and then compare list with article “¿Cómo mejorar tu calidad de vida?”</li> </ul> <p><b><u>Presentational Mode:</u></b> Students will...</p> <ul style="list-style-type: none"> <li>• After reading the article <i>¿Qué es para ti la comunidad perfecta?</i>, students will create and present their own perfect community.</li> <li>• Vecindarios en Buenos Aires -- Who lives better? Each group of students will receive a name of a neighborhood and they have to explain how living there can be bad or good.</li> </ul> <p><b><u>Interdisciplinary Connections:</u></b> Students will...</p> <ul style="list-style-type: none"> <li>• learn about historical events that have impacted certain socio-economic situations affecting Spain and Latin America.</li> </ul>
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	<p><b>Technology Integration:</b></p> <ul style="list-style-type: none"> <li>• Students use <i>Audacity</i> to record their simulated conversations.</li> <li>• <a href="http://www.youtube.com">www.youtube.com</a> is used to show a variety of short films.</li> <li>• Google Voice to record spontaneous conversations.</li> <li>• Google Slides is used for all presentations.</li> </ul> <p><b>Media Literacy Integration:</b></p> <ul style="list-style-type: none"> <li>• Azúcar Amarga (Film)</li> <li>• El laberinto del Fauno (film)</li> <li>• Pelo malo (film)</li> </ul> <p><b>Global Perspectives:</b> Students will..</p> <ul style="list-style-type: none"> <li>• talk about human rights and conditions in other parts of the world and compare them to the United States</li> <li>• Compare and contrast politics between native and target cultures</li> </ul>
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<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21<sup>st</sup> Century Skills:</p> <ul style="list-style-type: none"> <li>Creativity and Innovation</li> <li>Critical Thinking and Problem Solving</li> <li>Communication and Collaboration</li> <li>Information Literacy</li> <li>Media Literacy</li> <li>Life and Career Skills</li> </ul> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> <li>Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>Civic Literacy</li> <li>Health Literacy</li> <li>S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</li> </ul>
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### **7.1 World Languages**

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

**Big Ideas: Unit 6:** Environmental, Political and Societal Challenges

<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"><li>• How do environmental, political, and societal challenges positively and negatively impact communities?</li><li>• What role do individuals play in addressing complex societal issues?</li><li>• How do challenging issues affect a society's culture?</li></ul>	<p>Students will understand:</p> <ul style="list-style-type: none"><li>• that economic development and environmental challenges often impact society and politics on a larger scale, which in turn affects individual families and communities.</li><li>• that individuals can positively or negatively influence the world around them.</li></ul>

<b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
<p>Students will:</p> <p>7.1.IM.A.1 -Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>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.</p> <p>7.1.IM.A.6-Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.</p> <p>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.</p> <p>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.</p> <p>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 presentation.</p>	<p><b><u>INSTRUCTIONAL FOCUS:</u></b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• identify main ideas, supporting details, and other distinguishing features in articles, which builds skills for students in selecting evidence for an argumentative essay</li> <li>• interpret data</li> <li>• integrate relevant evidence from all three sources into their argumentative essay</li> </ul>

<p>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.</p> <p>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.</p>	<p><b><u>Sample Assessments/Activities:</u></b></p> <p><i>Formative</i></p> <ul style="list-style-type: none"> <li>• E-mail replies</li> <li>• Argumentative essays</li> <li>• Simulated conversation</li> <li>• Reading and Listening comprehension passages</li> <li>• Vocabulary quizzes</li> </ul> <p><i>Summative</i></p> <ul style="list-style-type: none"> <li>• Make a PSA promoting the betterment of the environment.</li> </ul> <p><b><u>Instructional Strategies:</u></b></p> <p><b><u>Interpretive Mode:</u></b> Students will...</p> <ul style="list-style-type: none"> <li>• Read: “las huellas del cambio climático en América Latina” and explore the different renewable energy projects being done in Latin America.</li> <li>• Watch the movie “La historia oficial” and connect the political situation in Argentina during the 1980’s with what is happening in Venezuela and the United States.</li> </ul> <p><b><u>Interpersonal Mode:</u></b> Students will...</p> <ul style="list-style-type: none"> <li>• After watching ‘Lo imposible’, students will interview a natural disaster survivor and compare her story to the one in the movie.</li> <li>• Debate on global warming.</li> </ul>
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	<p><b><u>Presentational Mode:</u></b></p> <p>Students will...</p> <ul style="list-style-type: none"> <li>• ¿Cómo los problemas socio-económicos afectan la emigración? – In groups of three, have students research and answer this question to present to class.</li> <li>• research a major natural disaster in a Spanish-speaking world, and present a detailed report to class.</li> </ul> <p><b>Interdisciplinary Connections:</b></p> <p>Students will...</p> <ul style="list-style-type: none"> <li>• learn about historical events that impacted the migration of groups.</li> <li>• environmental changes and natural disasters.</li> </ul> <p><b>Technology Integration:</b></p> <ul style="list-style-type: none"> <li>• Students use <i>Audacity</i> to record their simulated conversations.</li> <li>• <a href="http://www.youtube.com">www.youtube.com</a> is used to show a variety of short films.</li> <li>• Google Voice to record spontaneous conversations.</li> <li>• Google Slides is used for all presentations.</li> </ul> <p><b>Media Literacy Integration:</b></p> <ul style="list-style-type: none"> <li>• El árbol (short film)</li> <li>• La leche y el agua (short film)</li> <li>• Lo imposible (film)</li> <li>• La historia oficial (film)</li> </ul>
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	<p><b>Global Perspectives:</b> Students will..</p> <ul style="list-style-type: none"> <li>• talk about environmental issues and natural disasters that have impacted the world.</li> <li>• discuss historical events</li> <li>• explore immigration issues</li> </ul>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21<sup>st</sup> Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p> <p>S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</p>

#### **Career-Ready Practices**

**CRP1:** Act as a responsible and contributing citizen and employee.

**CRP2:** Apply appropriate academic and technical skills.

**CRP3:** Attend to personal health and financial well-being.

**CRP4:** Communicate clearly and effectively and with reason.



- CRP5:** Consider the environmental, social and economic impacts of decisions.
- CRP6:** Demonstrate creativity and innovation.
- CRP7:** Employ valid and reliable research strategies.
- CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9:** Model integrity, ethical leadership and effective management.
- CRP10:** Plan education and career paths aligned to personal goals.
- CRP11:** Use technology to enhance productivity.
- CRP12:** Work productively in teams while using cultural global competence.

### Instructional Strategies:

#### Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

#### Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading

# Summit Public Schools

Summit, New Jersey

## Curricular Addendum

### **Career-Ready Practices**

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**CRP11:** Use technology to enhance productivity.

**CRP12:** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections**

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

### **Technology Integration**

#### Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

#### Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

### Instructional Strategies: Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

### Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

### Global Perspectives

- [The Global Learning Resource Library](#)

### Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
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