AP Spanish Language and Culture Curriculum

Grades 9-12
Unit 3: Technology and Science
Course Description

Philosophy

Paterson Public Schools is committed to seeing that all students improve their proficiency across the three modes of communication. The course focuses on the integration of authentic resources including online print, short dialogues, stories, narratives, essays on a variety of topics; all with the goal of providing a diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level. Students will be able to become valuable citizens globally, understanding and respecting cultural differences, and promoting acceptance of all people from all cultures.

Organization

The course is divided into 4 thematic units which are based on selected contexts and guided by essential questions. Corresponding elements are integrated into the culture and traditions of the native speakers’ countries while learning the language and cultural expressions. It is assumed that students have been exposed to advanced language structures in the courses leading up to the AP Spanish Language and Culture course; however, review of the mechanics is done within the contextual framework of each unit as needed.

Real-Life Language and Culture

Real-Life Language and Culture Students are required to engage in real-life activities outside the classroom to enrich their Spanish language and culture experiences. They complete entries that interest them throughout the year for their Language and Culture Portfolio. Options include but are not limited to: attending an art exhibit, musical show or play; preparing a meal while following recipes written in Spanish; regular correspondence through email, Skype or Face Time with heritage speakers in a Spanish-speaking country; viewing of important events involving target language speakers, such as a president's acceptance speech or a national celebration of a country's independence; visits to university campuses for special events; hosting a student from a Spanish-speaking country; visiting area businesses and learning about opportunities with Spanish; teaching Spanish to area EMS/firefighters as part of their service for the Sociedad Honoraria Hispánica, and more.
Overview

The Spanish Program at Paterson Public Schools will focus on enriching the Spanish language and cultural exposure. It is guided by the NJ DOE Model Curriculum for World Languages and encompasses the N.J.C.C.C. Standards for World Languages which address the need to prepare all students become valuable citizens globally.

The World Languages units for grades 9-12 consist of the following four thematic units of study:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Family and Communities</td>
<td>7-9 Weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Beauty and Aesthetics</td>
<td>7-9 Weeks</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Science and Technology</td>
<td>7-9 Weeks</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Contemporary Life</td>
<td>7-9 Weeks</td>
</tr>
</tbody>
</table>
Educational Technology

Standards

- Technology Operations and Concepts
  □ Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  □ Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
  Example:
  - Students will create a research-based multimedia-rich presentation to be shared virtually with a target language audience.

- Creativity and Innovation
  □ Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
  Example:
  - Students will analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.

- Communication and Collaboration
  □ Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.
  Example:
  - Students will Skype or Face Time with heritage speakers in a Spanish-speaking country.

- Digital Citizenship
  □ Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  □ Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
  Example:
  - Students will cite all sources when they do research online.

- Research and Information Literacy
  □ Produce a position statement about a real-world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
Example:
- Students will research on bullying from electronic resources.

- Critical Thinking, Problem Solving, and Decision-Making
  □ Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Example:
- Students will analyze how the media may affect them socially.
• CRP1. Act as a responsible and contributing citizen and employee
  Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
  **Example:**
  - Students will stay informed of the issues affecting their community. Respect the rights, beliefs, and opinions of others.

• CRP2. Apply appropriate academic and technical skills.
  Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
  **Example:**
  - Students will learn time management during their independent study sessions.

• CRP4. Communicate clearly and effectively and with reason.
  Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
  **Example:** Students will present a topic in the classroom.
• **CRP5. Consider the environmental, social and economic impacts of decisions.**
  Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
  
  **Example:**
  - Students will analyze the effects of a lack of ethics in a society.

• **CRP6. Demonstrate creativity and innovation.**
  Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
  
  **Example:**
  - Students will compose a dialogue for a television or radio commercial.

• **CRP7. Employ valid and reliable research strategies.**
  Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
  
  **Example:**
  - Students will use electronic academic journals for research.

• **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
  Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

Example:
- Students will show respect to their peers by listening to them attentively and valuing their contributions to the classroom.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

Example:
- Students will increase personal knowledge in the classroom.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Example:
- Students will organize their tasks by using to-do list apps.

CRP12. Work productively in teams while using cultural global competence.
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to
increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

**Example:**

- Students will talk about their backgrounds and revealing their differences, the team can go about the tasks at hand without inferring incorrect assumptions about what a peer may be attempting to communicate.
### WIDA Proficiency Levels:

At the given level of English language proficiency, English language learners will process, understand, produce or use:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| **6- Reaching** | - Specialized or technical language reflective of the content areas at grade level  
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level  
- Oral or written communication in English comparable to proficient English peers |
| **5- Bridging** | - Specialized or technical language of the content areas  
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports  
- Oral or written language approaching comparability to that of proficient English peers when presented with grade level material. |
| **4- Expanding** | - Specific and some technical language of the content areas  
- A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs  
- Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support |
| **3- Developing** | - General and some specific language of the content areas  
- Expanded sentences in oral interaction or written paragraphs  
- Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support |
| **2- Beginning** | - General language related to the content area  
- Phrases or short sentences  
- Oral or written language with phonological, syntactic, or semantic errors that often impede the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support |
| **1- Entering** | - Pictorial or graphic representation of the language of the content areas  
- Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support |
# Language Development Supports For English Language Learners
To Increase Comprehension and Communication Skills

## Environment

- Welcoming and stress-free
- Respectful of linguistic and cultural diversity
- Honors students' background knowledge
- Sets clear and high expectations
- Includes routines and norms
- Is thinking-focused vs. answer-seeking
- Offers multiple modalities to engage in content learning and to demonstrate understanding
- Includes explicit instruction of specific language targets
- Provides participation techniques to include all learners

- Integrates learning centers and games in a meaningful way
- Provides opportunities to practice and refine receptive and productive skills in English as a new language
- Integrates meaningful and purposeful tasks/activities that:
  - Are accessible by all students through multiple entry points
  - Are relevant to students' lives and cultural experiences
  - Build on prior mathematical learning
  - Demonstrate high cognitive demand
  - Offer multiple strategies for solutions
  - Allow for a language learning experience in addition to content

## Sensory Supports*

- Real-life objects (realia) or concrete objects
- Physical models
- Manipulatives
- Pictures & photographs
- Visual representations or models such as diagrams or drawings
- Videos & films
- Newspapers or magazines
- Gestures
- Physical movements
- Music & songs

## Graphic Supports*

- Graphs
- Charts
- Timelines
- Number lines
- Graphic organizers
- Graphing paper

## Interactive Supports*

- In a whole group
- In a small group
- With a partner such as Turn-and-Talk
- In pairs as a group (first, two pairs work independently, then they form a group of four)
- In triads
- Cooperative learning structures such as Think-Pair-Share
- Interactive websites or software
- With a mentor or coach

## Verbal and Textual Supports

- Labeling
- Students' native language
- Modeling
- Repetitions
- Paraphrasing
- Summarizing
- Guiding questions
- Clarifying questions
- Probing questions
- Leveled questions such as What? When? Where? How? Why?
- Questioning prompts & cues
- Word Banks
- Sentence starters
- Sentence frames
- Discussion frames
- Talk moves, including Wait Time

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# Building Equity in Your Teaching Practice

How do the essential questions highlight the connection between the big ideas of the unit and equity in your teaching practice?

<table>
<thead>
<tr>
<th>Content Integration</th>
<th>Knowledge Construction</th>
<th>Prejudice Reduction</th>
<th>Equitable Pedagogy</th>
<th>Empowering School Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers use examples and content from a variety of cultures &amp; groups.</td>
<td>Teachers help students understand how knowledge is created and influenced by cultural assumptions, perspectives &amp; biases.</td>
<td>Teachers implement lessons and activities to assert positive images of ethnic groups &amp; improve intergroup relations.</td>
<td>Teachers modify techniques and methods to facilitate the academic achievement of students from diverse backgrounds.</td>
<td>Using the other four dimensions to create a safe and healthy educational environment for all.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>This unit / lesson is connected to other topics explored with students.</th>
<th>This unit / lesson provides context to the history of privilege and oppression.</th>
<th>This unit / lesson helps students question and unpack biases &amp; stereotypes.</th>
<th>The instruction has been modified to meet the needs of each student.</th>
<th>There are opportunities for students to connect with the community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are multiple viewpoints reflected in the content of this unit / lesson.</td>
<td>This unit / lesson addresses power relationships.</td>
<td>This unit / lesson helps students examine, research and question information and sources.</td>
<td>Students feel respected and their cultural identities are valued.</td>
<td>My classroom is welcoming and supportive for all students.</td>
</tr>
<tr>
<td>The materials and resources are reflective of the diverse identities and experiences of students.</td>
<td>This unit / lesson helps students to develop research and critical thinking skills.</td>
<td>The curriculum encourages discussion and understanding about the groups of people being represented.</td>
<td>Additional supports have been provided for students to become successful and independent learners.</td>
<td>I am aware of and sensitive to the needs of my students and their families.</td>
</tr>
<tr>
<td>The content affirms students, as well as exposes them to experiences other than their own.</td>
<td>This curriculum creates windows and mirrors* for students.</td>
<td>This unit / lesson challenges dominant perspectives.</td>
<td>Opportunities are provided for student to reflect on their learning and provide feedback.</td>
<td>There are effective parent communication systems established.</td>
</tr>
</tbody>
</table>

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## Culturally Relevant Pedagogy Examples

- Example: Using media that positively depict a range of cultures and are relevant to technology and media.
- Example: Integrating culturally-relevant technology by referencing diverse cultures.
- Example: Offering different ways to demonstrate skills and understanding of diverse Spanish countries.
- Example: Bring in guest speakers to bring context and passion to the class by speaking about technology.
## Differentiated Instruction

**Accommodate Based on Students Individual Needs: Strategies**

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

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
</tr>
<tr>
<td>Tape recorder</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
</tr>
<tr>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Note-taking assistance</td>
</tr>
<tr>
<td>Audio-taped books</td>
<td>Read directions aloud</td>
<td></td>
<td>Color code materials</td>
</tr>
</tbody>
</table>

### Tests/Quizzes/Grading
- Extended time
- Study guides
- Shortened tests
- Read directions aloud

### Behavior/Attention
- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback
## Differentiated Instruction

**Accommodate Based on Students’ Individual Needs: Strategies**

- Leveled Text
- Chunking text
- Choice Board/Menu
- Tiered Instruction
- Small group instruction
- Sentence starters/frames
- Writing scaffolds
- Tangible items/pictures (i.e., to facilitate vocabulary acquisition)
- Use of oral assessment
- Tiered learning centers
- Tiered questioning
- Data-driven student partnerships
Entrevista

- **Social Studies:** Data from the Census Bureau shows that 42.4 million immigrants (both legal and illegal) now live in the United States. This Backgrounder provides a detailed picture of immigrants, also referred to as the foreign-born, living in the United States by country of birth and state.

  https://www.youtube.com/watch?v=behsmaHh2bg

- **Social Studies:** While today’s television’s landscape is arguably as diverse as its audience, that hasn’t always been the case. From its beginnings in the late 1940s, American television was a nearly all-white medium, producing a troubling and incorrect image of a society in which people of color were all but invisible.

  https://www.youtube.com/watch?v=DH5NkAcEi-o

Las telenovelas en Latinoamérica

- **Social Studies:** Brazilian, Mexican and Colombian soap operas shown to impact social behaviors long known for showcasing stunning beaches, charismatic characters and realistic depictions of the lives and aspirations of the middle class, soap operas have helped shape women’s views on divorce and childbearing in critical ways, two recent studies by the Inter-American Development Bank (IDB) show.

  https://www.youtube.com/watch?v=ys5eSxTetF4
Interdisciplinary Connections

- **Economics:** Economic impact Telenovelas are comparable to Hollywood movies rather than to US soap operas by the economic impact in countries such as Mexico, Colombia, Venezuela, Ecuador, Chile, Peru, Argentina and Brazil for the huge production budgets and the sequels made.

  https://www.youtube.com/watch?v=A54HcZl0IUu

**Artículo biográfico en internet**

- **Health:** In recent years there have been an abundance of studies conducted by mental health professionals that focus on Facebook and social media use.

  https://www.youtube.com/watch?v=Czg_9C7gw0o

- **Sociology:** Media often report that intense use of the Internet increases the risk of isolation, alienation, and withdrawal from society, but available evidence shows that the Internet neither isolates people nor reduces their sociability; it actually increases sociability, civic engagement, and the intensity of family and friendship relationships, in all cultures.

  https://www.youtube.com/watch?v=t7Xr3AsBEK4
Enrichment

Accommodate Based on Students Individual Needs: Strategies

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.

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

<table>
<thead>
<tr>
<th>Required District/State Assessments</th>
<th>Suggested Formative/Summative Classroom Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Board AP Exam</td>
<td>• Short constructed response questions</td>
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<tr>
<td></td>
<td>• Multiple Choice questions</td>
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<td>• Quizzes</td>
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<td>• Journals</td>
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<td>• Essays</td>
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<td></td>
<td>• Quick writes</td>
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<td>• Summative chapter test</td>
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<td>• Projects</td>
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<td>• Portfolio</td>
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<td>• Exit Slips</td>
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<tr>
<td></td>
<td>• Graphic Organizers</td>
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<tr>
<td></td>
<td>• Presentations (incorporating Web 2.0 tools)</td>
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<td>• Homework</td>
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<td></td>
<td>• Anecdotal Notes</td>
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<td>• Student Conferencing</td>
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</tbody>
</table>
# New Jersey Student Learning Standards (NJSLS)

## World Languages

7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted them.

7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.

7.1.AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one’s own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.

7.1.AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.

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

7.1.AL.A.6 Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.

7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.

7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.

7.1.ALB.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange.

7.1.ALB.2 Give, responds to, and asks for clarification on detailed and complex oral and written directions, commands, and indirect requests.

7.1.ALB.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

7.1.ALB.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

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

7.1.ALB.6 Use language in a variety of settings to further personal, academic, and career goals.
College Board Practices

The AP Spanish course is designed to be the equivalent of a one-semester, introductory college course in Spanish, through which students engage in conversations and practice discussion skills about various genre, evaluate art required to understand language and culture. The course requires that students identify and analyze text, persuasive arguments, evaluate the author’s point of view and craft. AP Spanish is interdisciplinary, topics ranging from societal, historical, cultural issues that influenced by a geographical location.

The AP Spanish course emphasizes interpretive listening and reading analysis of a variety of genres and places in the Spanish speaking world. AP Spanish would provide students with opportunities to:

- Engage in meaningful discussions and practice conversational skills
- Read analyze variety of text
- Compare and contrast multiple texts
- Conduct comparisons between text and art
- Analyze and interpret persuasive arguments
- Demonstrate comprehension appropriate cultural context in their speech and written communication.
Grade: 9-12  |  Unit: 3  |  Topic: Technology and Science

### Enduring Understanding/Big Ideas:
1. Students will investigate the use of, access to and effects of technology in the lives of young people in the Spanish-speaking world. They will compare and contrast this to technology in their own lives and those of the members of their community.
2. Students will look at technological innovations, their causes and effects both in their own community and the Spanish-speaking world. Based on those findings, they will predict future technological innovations and discuss why they think those will occur.
3. Students will discuss proper use of technology and the importance of ethical use of technology.

### New Jersey Student Learning Standards (NJSLS):

<p>| NJDOE Student Learning Objective | Skills, Strategies &amp; Concepts | Essential Understandings/Questions | Tasks/Activities |</p>
<table>
<thead>
<tr>
<th>SLO #1</th>
<th>By the end of this unit, students can:</th>
<th>What impact do the scientific and technical developments have in our lives?</th>
<th>Reading comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and determine television equipment, programming and advertising. 7.1.IH.C.3</td>
<td>Elicit information and clarify meaning by using a variety of strategies. State and support opinions in oral interactions. Engage in discussions where there is an exchange of information, opinions, and ideas in a formal/informal setting.</td>
<td>What factors have driven the development and innovation in science and technology? What is the role of ethics in scientific progress?</td>
<td>Read the article “La programación de Canal Todos” from Avancemos on p.234. Discuss and then answer the questions on page 258.</td>
</tr>
<tr>
<td>Use language creatively in writing for a variety of purposes. 7.1.IH.B.6</td>
<td></td>
<td></td>
<td>Discussion In pairs, discuss what kind of technology you have at home. Share with the class.</td>
</tr>
<tr>
<td>Use language in a variety of settings to further personal and/or academic goals. 7.1.IL.A.3</td>
<td></td>
<td></td>
<td>Compare/Contrast Compare and contrast technology from the 50’s to technology of the present. Invite students to a whole group discussion.</td>
</tr>
<tr>
<td>Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture (s) and in one’s own culture.</td>
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</table>

- By the end of this unit, students can:
  - Elicit information and clarify meaning by using a variety of strategies.
  - State and support opinions in oral interactions.
  - Engage in discussions where there is an exchange of information, opinions, and ideas in a formal/informal setting.

- What impact do the scientific and technical developments have in our lives?
  - What factors have driven the development and innovation in science and technology?
  - What is the role of ethics in scientific progress?

- Reading comprehension
  Read the article “La programación de Canal Todos” from Avancemos on p.234. Discuss and then answer the questions on page 258.

- Discussion
  In pairs, discuss what kind of technology you have at home. Share with the class.

- Compare/Contrast
  Compare and contrast technology from the 50’s to technology of the present. Invite students to a whole group discussion.
| 7.1.IL.A.4 | Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. |
| 7.1.IL.B.5 | Engage in short conversations about personal experiences or events and/or topics studied in other content areas. |
| 7.1.IL.A.4 | Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. |

- **Use writing to convey the exchange of information, opinions, and ideas in a variety of time frames in formal/informal situations.**

- **Demonstrate comprehension of content from authentic text, audio and/or video resources.**

- **Demonstrate critical reading of written and print resources in the target cultural context.**

- **Can we live without technology?**

- **Record a two minute cultural comparison on health care systems.**

- **After research the topic of cloning, the class will conduct a debate about cloning.**

- **Short Essay**
  Write an essay explaining the role of technology in your life. Teacher will select few students to read aloud.
• Evaluate similarities and differences in the perspectives of the target cultures and his or her own culture(s) as found in written and print resources.

• Read the article “Entrevista” from Avancemos on p. 367. Complete questions on page 368. Share your responses in a whole group discussion.

• Research a local chemistry laboratory in your area. Write an e-mail message in response to a job offer.
<table>
<thead>
<tr>
<th>SLO #2</th>
<th>7.1.IL.C.4</th>
<th>7.1.IL.A.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and determine media aspects in Latin America including movies, films, soap operas, and shows.</td>
<td>Compare and contrast age-appropriate culturally authentic materials orally and in writing.</td>
<td>Compare and contrast the</td>
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<tr>
<td>• State and support opinions in oral interactions.</td>
<td>• Demonstrate critical reading of written and print resources in the target cultural context.</td>
<td>• Compare and contrast argumentative topics with audio, visual or written sources.</td>
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<tr>
<td></td>
<td>• How do present day television shows compare with the shows in the 1960’s?</td>
<td>• How has technology advanced?</td>
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<tr>
<td></td>
<td>• What is the basic difference between TV drama, a movie or a film?</td>
<td>• How do people communicate? How has the mode of communication evolved over time?</td>
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<tr>
<td></td>
<td>• Reading Comprehension Read and analyze the article “Programas de ayer y hoy”, Answer questions on page 371. Share your responses in a whole group discussion.</td>
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<tr>
<td></td>
<td>• Compare/Contrast Compare the similarities and differences between new and old TV shows. Invite students to a whole group discussion.</td>
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<tr>
<td><strong>use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.</strong></td>
<td><strong>7.1.IL.B.5</strong></td>
<td>Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</td>
</tr>
<tr>
<td><strong>7.1.IL.A.4</strong></td>
<td>Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</td>
<td><strong>7.1.IL.B.5</strong></td>
</tr>
<tr>
<td><strong>7.1.IL.B.5</strong></td>
<td><strong>• Understand authentic text on various topics of interests.</strong></td>
<td><strong>• Short Essay</strong></td>
</tr>
<tr>
<td></td>
<td><strong>• Understand and use a variety of vocabulary, including idiomatic and culturally appropriate expressions.</strong></td>
<td><strong>• Discussion</strong></td>
</tr>
<tr>
<td></td>
<td><strong>• Draw inference from authentic text material read.</strong></td>
<td><strong>• Reading Comprehension</strong></td>
</tr>
</tbody>
</table>
### SLO #3

| Understand and use a variety of vocabulary, including idiomatic and culturally appropriate expressions. | How can music influence a person’s behavior? | Persuasive essay Discuss how violent songs may lead to violent behavior. Teacher will select few students to read aloud. |
| Draw inference from authentic text material read. | What makes a quality television show? | Compare and contrast the impact of reggaetón and yoga music. Invite students to a whole discussion. |
| Comprehend high frequency figurative language | How do social media impact our lives? | |

**7.1.IH.B.6**

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

**7.1.IL.B.5**

Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

in other content areas.

Teacher will select few students to read aloud. Responses in a whole group discussion.
<table>
<thead>
<tr>
<th>7.1.IL.A.3</th>
<th>7.1.IL.C.2</th>
<th>7.1.IL.B.5</th>
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</thead>
<tbody>
<tr>
<td><strong>Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture (s) and in one’s own culture.</strong></td>
<td><strong>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).</strong></td>
<td><strong>Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</strong></td>
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<td></td>
<td><strong>produce a variety of creative oral presentations (e.g., original story, personal narrative, speech, performance)</strong></td>
<td><strong>Present and define ideas and points of view using supportive text.</strong></td>
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<td><strong>Provide appropriate examples and draw conclusions based on information acquired.</strong></td>
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<td></td>
<td><strong>What are the effects of technology on your everyday life?</strong></td>
<td><strong>Write an essay comparing availability and purpose of technology to youths in Hispanic countries and the U.S. via interpretive reading and listening.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>technology do people have in other countries?</strong></td>
<td><strong>Reading Comprehension Read and analyze the article “Dichos y refranes” from Avancemos on p. 385. Discuss and then answer the questions on page 385. Share your responses in a whole group discussion.</strong></td>
</tr>
<tr>
<td>7.1.IL.A.4</td>
<td>7.1.IL.B.5</td>
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<td>Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</td>
<td>Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</td>
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</tbody>
</table>

- **Short Essay**  
  Write a short well composed essay about the benefits and disadvantages of social media. Teacher will select few students to read aloud.

- **Reading Comprehension**  
  Read and analyze the article “Artículo biográfico en Internet” from Avancemos on p. 386. Discuss and then answer the questions on page 386. Share your responses in a whole group discussion.
# Unit 3 Vocabulary
## Technology and Media

<table>
<thead>
<tr>
<th><strong>Vocabulario</strong></th>
<th><strong>English Translation</strong></th>
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</thead>
<tbody>
<tr>
<td>El entretenimiento</td>
<td>Entertainment</td>
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<tr>
<td>La programación</td>
<td>Program</td>
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<tr>
<td>La guía de televisión</td>
<td>Television Guide</td>
</tr>
<tr>
<td>El/la televidente</td>
<td>Viewer</td>
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<tr>
<td>La alta definición</td>
<td>High Definition</td>
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<tr>
<td>La señal digital</td>
<td>Digital Signal</td>
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<td>El recibidor</td>
<td>Receiver</td>
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<td>El cable</td>
<td>Cable</td>
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<td>El satélite</td>
<td>Satellite</td>
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<tr>
<td>El grabador de DVD</td>
<td>DVD Recorder</td>
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<tr>
<td>La suscripción</td>
<td>Subscription</td>
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<tr>
<td>Los paquetes</td>
<td>Packages</td>
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<tr>
<td>El reproductor de DVD</td>
<td>DVD Player</td>
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<tr>
<td>El control remoto</td>
<td>Remote Control</td>
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<tr>
<td>La Tecla</td>
<td>Remote Control</td>
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<tr>
<td>El retroceso rápido</td>
<td>Fast Rewind</td>
</tr>
<tr>
<td>El avance rápido</td>
<td>Fast Forward</td>
</tr>
<tr>
<td>La tecla de pausa</td>
<td>Pause Button</td>
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<td>La actuación</td>
<td>Acting</td>
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<tr>
<td>Los comerciales</td>
<td>Commercials</td>
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<tr>
<td>Las telenovelas</td>
<td>Telenovelas</td>
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<tr>
<td>Los programas de chismes</td>
<td>Gossip Shows</td>
</tr>
<tr>
<td>La farándula</td>
<td>Show Business</td>
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<td>Los programas de talento</td>
<td>Talent Shows</td>
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<tr>
<td>Los programas de vida animal</td>
<td>Animal Life Shows</td>
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<tr>
<td>Los programas infantiles</td>
<td>Children Shows</td>
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<td>El panel</td>
<td>Panel</td>
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<td>El público</td>
<td>Audience</td>
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<tr>
<td>El programa de cocina</td>
<td>Cooking Show</td>
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<tr>
<td>Las miniseries</td>
<td>Miniseries</td>
</tr>
<tr>
<td>Los capítulos continuados</td>
<td>Continual Chapters</td>
</tr>
</tbody>
</table>
References & Suggested Instructional Websites

Avancemos (Level 4)
Expands upon the content from the first three levels, as students go on to master more advanced language skills.
www.avancemos.com

Study Spanish
This website allows students to access brief explanations of grammatical points and practice with verb drills and pronunciation. It also offers custom flashcards, an idiom generator and a bilingual cultural section where students can read and listen about different aspects of Hispanic American and Spanish culture.
www.studyspanish.com

Spanish Language and Culture by Barbara Kuczun Nelson (Colby College)
There are materials here for absolute beginners to the most advanced students, ranging from verb conjugation practice to more open-ended exercises and even fun multimedia activities with music. This is a site to embed in your Course Management System for all your Spanish language courses and encourage your students to work with often.
www.spanish.language&culture.com

Quizlet Flashcards
Quizlet might seem at first glance as though it would be too general to consider on a list like this. However, the website offers the awesome capability to not only make your own study cards, but also to quickly look up and make use of flashcards that other students have designed for their classes.
www.quizletflashcards.com
**References & Suggested Instructional Websites**

**FluentU**
When your students have gotten their fill of the more traditional grammar and vocabulary practice methods, send them clicking over to FluentU. This is a great website for in-class activities, computer lab class days, long-term group projects and individual homework assignments. Oh, and it’s so much fun that students may not even realize how much study time they’re actually logging in.
[www.fluentU.com](http://www.fluentU.com)

**Conjugation.org**
A site that does just what you think it does: It conjugates verbs in all tenses, moods, shapes and sizes. Students just click here and enter a verb they wish to conjugate, choose the subject pronoun they want and… ¡ahí está! (there it is!) The site even offers the -se conjugations of the imperfect subjunctive,
[www.conjugation.org](http://www.conjugation.org)

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**Field Trip Ideas**

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Unit 1

**STATUE OF LIBERTY** - Today the Ellis Island Immigration Museum is part of the Statue of Liberty National Monument and is under the care of the National Parks Service. It is a place where visitors can spend hours learning about Ellis Island's history before, during, and after its use as America's immigration station. The museum also tells the stories of why so many people immigrated to America and what became of them after they arrived.

http://www.statueoflibertytickets.com/Ellis-Island/

Unit 2

**EL MUSEO DEL BARRIO** – New York’s leading Latino cultural institution, welcomes visitors of all backgrounds to discover the artistic landscape of Latino, Caribbean, and Latin American cultures. Their richness is represented in El Museo’s wide-ranging collections and exhibitions, complemented by film, literary, visual and performing arts series, cultural celebrations, and educational programs.

www.elmuseo.org

Unit 3

**PATERSON MUSEUM** – The Paterson Museum was founded in 1925 and is owned and run by the city of Paterson. Housed in a former mill, its mission is to preserve and display the industrial history of Paterson.

http://patersonmuseum.com/

Unit 4

**AMERICAN LABOR MUSEUM (BOTTO HOUSE)** - The American Labor Museum advances public understanding of the history of work, workers and the labor movement throughout the world, with special attention to the ethnicity and immigrant experience of American workers.

http://www.labormuseum.net/
<table>
<thead>
<tr>
<th><strong>Unit Project (Suggested)</strong></th>
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<tbody>
<tr>
<td><strong>1. YouTube Video</strong></td>
</tr>
<tr>
<td>Students can create a video in YouTube about themselves. Students are going to record video clips from many different facets of their lives adding a voiceover to tell the story and music to set the mood.</td>
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<tr>
<td><strong>RUBRIC REQUIRED</strong></td>
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<tr>
<td><strong>2. Survivor</strong></td>
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<tr>
<td>This project is a “spin-off” of the hit TV show “Survivor.” On that show, teams are dropped off at remote locations around the world and have to work together to “survive” (i.e., win the game). Much like the show, small groups in your class are given the name of an unfamiliar Latin American/Spanish city and are asked to investigate all aspects of the culture and life there, in order to survive and become a contributing individual in that society. Students are asked to investigate local foods, shelters, resources, occupations, etc. in order to form a survival plan.</td>
</tr>
<tr>
<td><strong>RUBRIC REQUIRED</strong></td>
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</tbody>
</table>