AP Spanish Language and Culture Curriculum

Grades 9-12

Unit 4: Contemporary Life
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>
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<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


<table>
<thead>
<tr>
<th>Technology Operations and Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</td>
</tr>
<tr>
<td>□ Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</td>
</tr>
</tbody>
</table>

**Example:**

- Students will create a research-based multimedia-rich presentation to be shared virtually with a target language audience.

<table>
<thead>
<tr>
<th>Creativity and Innovation</th>
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</thead>
<tbody>
<tr>
<td>□ Illustrate and communicate original ideas and stories using digital tools and media-rich resources.</td>
</tr>
</tbody>
</table>

**Example:**

- Students will analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.

<table>
<thead>
<tr>
<th>Communication and Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using Electronic tools.</td>
</tr>
</tbody>
</table>
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.
Career Ready Practices

CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12

- **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.

  **Example:**

  - Students will explain correctly to their peers the methodology used to reach their conclusions.
**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, and 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 solves 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>
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</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 meaning 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?

**CONTENT INTEGRATION**
Teachers use examples and content from a variety of cultures & groups.

- This unit / lesson is connected to other topics explored with students.
- There are multiple viewpoints reflected in the content of this unit / lesson.
- The materials and resources are reflective of the diverse identities and experiences of students.
- The content affirms students, as well as exposes them to experiences other than their own.

**KNOWLEDGE CONSTRUCTION**
Teachers help students understand how knowledge is created and influenced by cultural assumptions, perspectives & biases.

- This unit / lesson provides context to the history of privilege and oppression.
- This unit / lesson addresses power relationships.
- This unit / lesson help students to develop research and critical thinking skills.
- This curriculum creates windows and mirrors* for students.

**PREJUDICE REDUCTION**
Teachers implement lessons and activities to assert positive images of ethnic groups & improve intergroup relations.

- This unit / lesson help students question and unpack biases & stereotypes.
- This unit / lesson help students examine, research and question information and sources.
- The curriculum encourage discussion and understanding about the groups of people being represented.
- This unit / lesson challenges dominant perspectives.

**EQUITABLE PEDAGOGY**
Teachers modify techniques and methods to facilitate the academic achievement of students from diverse backgrounds.

- The instruction has been modified to meet the needs of each student.
- Students feel respected and their cultural identities are valued.
- Additional supports have been provided for students to become successful and independent learners.
- Opportunities are provided for student to reflect on their learning and provide feedback.

**EMPOWERING SCHOOL CULTURE**
Using the other four dimensions to create a safe and healthy educational environment for all.

- There are opportunities for students to connect with the community.
- My classroom is welcoming and supportive for all students?
- I am aware of and sensitive to the needs of my students and their families.
- There are effective parent communication systems established. Parents can talk to me about issues as they arise in my classroom.

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### Culturally Relevant Pedagogy Examples

- Example: -Using media that positively depict a range of cultures and are relevant in job search.

- Example: -Integrating culturally-relevant job searches and different jobs by referencing diverse cultures.

- Example: -Offering different ways to demonstrate skills and understanding.

- Example: -Bring in guest speakers to bring context and passion to the class by discussing job searches and different jobs.
# 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>

## Assistive Technology

- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

## 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

## Organization

- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
<table>
<thead>
<tr>
<th>Differentiated Instruction</th>
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<tbody>
<tr>
<td>Accommodate Based on Students’ Individual Needs: Strategies</td>
</tr>
</tbody>
</table>

- 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
Interdisciplinary Connections

**To-do Junto**

- **Economy**: Health insurance has become an increasingly important part of people’s everyday financial lives as well as an increasing focus of governments’ public policies around the world. In many conversations about health insurance, the concept is misunderstood. All too commonly, many confuse health care with health insurance, yet the two are fundamentally different economic and political concepts.

  [https://www.youtube.com/watch?v=cbBKoyjFLUY](https://www.youtube.com/watch?v=cbBKoyjFLUY)

- **Economy**: Over the frame of September to December, there were 163,000 additional jobs per month and for the year 171,000 jobs were added monthly. This compares to the last six years where the job market averaged at least 174,000 per month and hit 250,000 in 2014.

  [https://www.youtube.com/watch?v=bLuccCq3wcM](https://www.youtube.com/watch?v=bLuccCq3wcM)

**La seniority Julia**

- **Economy**: According to Make Lemonade, there are more than 44 million borrowers who collectively owe 41.5 trillion in student loan debt in the U.S. alone. The average student in the Class of 2016 has $37,172 in student loan debt. The latest loan debt statistics for 2018 show how serious the student loan debt crisis has become for borrowers across all demographics and age groups.

  [https://www.youtube.com/watch?v=b81EWOn55Ds](https://www.youtube.com/watch?v=b81EWOn55Ds)
Interdisciplinary Connections

- **Art**: A self-portrait is a representation of an artist that is drawn, painted, photographed, or sculpted by that artist. Although self-portraits have been made since the earliest times, it is not until the Early Renaissance in the mid-15th century that artists can be frequently identified depicting themselves as either the main subject, or as important characters in their work.

https://www.bing.com/videos/search?q=self+portrait+definition&&view=detail&mid=C0B2CA8F7B61A03429A5C0B2CA8F7B61A03429A5&&FORM=VRDGAR

- **Social Studies**: Cesar Chavez (born March 31, 1927 – April 23, 1993) was an American labor leader and civil rights activist who, with Dolores Huerta, co-founded the National Farm Workers Association (later the United Farm Workers union, UFW) in 1962.

  https://www.youtube.com/watch?v=Ns5NMHTk-yY

**Solo**

- **Science**: In 1933, Nicene Parra entered the Institute Pedagogic of the University of Chile, where he qualified as a teacher of mathematics and physics in 1938, one year after the publication of his first book, “Cancionero sin Nombre”. After teaching in Chilean secondary schools. In 1943 he enrolled in Brown University in the United States to study physics. In 1948, he attended Oxford University to study cosmology. He returned to Chile as a professor at the Universidad de Chile in 1946. From 1952, Parra was a professor of theoretical physics in Santiago and read his poetry in England, France, Russia, Mexico, Cuba, and the United States. Cuban Migration a Post revolution Exodus Ebbs and Flows. In 1959, the Cuban Revolution unleashed the largest refugee flow to the United States in history.

  https://www.youtube.com/watch?v=zRmSt8S3jcU
Health: The potentially harmful effects of loneliness and social isolation on health and longevity, especially among older adults, are well established. For example, in 2013 I reported on research finding that loneliness can impair health by raising levels of stress hormones and inflammation, which in turn can increase the risk of heart disease, arthritis, Type 2 diabetes, dementia and even suicide attempts.

https://www.youtube.com/watch?v=3D39mevpaGY
## 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

### Required District/State Assessments
- College Board AP Exam

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

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. AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange
7.1. AL.B.2 Give, responds to, and asks for clarification on detailed and complex oral and written directions, commands, and indirect requests.
7.1. AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1. AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1. AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
7.1. AL.B.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: 4 | Topic: Contemporary Life

Enduring Understanding/Big Ideas:

1. Students will research and discuss the importance of pastimes, hobbies and other entertainment avenues in maintaining a good quality of life. They will look at what qualifies as entertainment in the Spanish-speaking world and compare/contrast it to their community.

2. Students will continue their study and discussion of the importance of continuing traditions into today’s world. They will look at, compare and contrast how cultural and historical traditions influence life in their community and the Spanish-speaking world.

3. Students will determine what challenges they currently face and will face as they transition from their current stage in life into the future. They will compare and contrast challenges that they face with those faced by young people in the Spanish-speaking world.

New Jersey Student Learning Standards (NJSLS):


<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
<th>Skills, Strategies &amp; Concepts</th>
<th>Essential Understandings/Questions</th>
<th>Tasks/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO #1</td>
<td>By the end of this unit, students can:</td>
<td>• How do societies and individuals define quality of life?</td>
<td>• Students will complete an interest survey regarding their pastimes, hobbies, and other general interests.</td>
</tr>
<tr>
<td>7.1.IH.C.3</td>
<td>• Demonstrate critical viewing or listening of audio, visual, and audiovisual resource in target culture context.</td>
<td>• What qualifications do you need for a job?</td>
<td></td>
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<tr>
<td>Use language creatively in writing for a variety of</td>
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<tr>
<td>7.1.IH.B.6</td>
<td>Use language in a variety of settings to further personal and/or academic goals.</td>
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<td>7.1.II.A.3</td>
<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>
<td></td>
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<tr>
<td>7.1.II.A.4</td>
<td>Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</td>
<td></td>
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</tr>
<tr>
<td>7.1.II.B.5</td>
<td>Engage in short</td>
<td></td>
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<tr>
<td></td>
<td>- Examine, compare, and reflect on products, practices, and perspectives of the target cultures.</td>
<td></td>
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<tr>
<td></td>
<td>- demonstrate critical reading of written and print resources in the target cultural context</td>
<td></td>
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<tr>
<td></td>
<td>- Narrate, describe and explain using all tenses with evidence or examples.</td>
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<tr>
<td></td>
<td>- How do you prepare ready for a job interview?</td>
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<tr>
<td></td>
<td>- What information is needed to complete a resume adequately?</td>
<td></td>
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<tr>
<td></td>
<td>- What are the norms of interviewers?</td>
<td></td>
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<tr>
<td></td>
<td>- Students will select 3 areas of employment they are interested in.</td>
<td></td>
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</tr>
</tbody>
</table>
|          | - Reading comprehension Read the article “Solicitud de Empleo” from Avancemos on p.10. Discuss and then answer the questions on page 11.
<table>
<thead>
<tr>
<th>Conversations about personal experiences or events and/or topics studied in other content areas.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7.1.IL.A.4</strong></td>
</tr>
<tr>
<td>Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</td>
</tr>
</tbody>
</table>

- Produce a variety of creative oral presentations (e.g., original story, personal narrative, speech, performance).
- Self-monitor and adjust language production.
- Communicate ideas and facts orally with a good command of grammatical forms of syntactic patterns.
- Read literary text: novels, essays, poetry, short stories, etc.
- Draw inference from authentic text material read.

- Dialogue
  Work with a partner to create a dialogue representing two individuals who obtained different jobs. Discuss the interview, references, level of education, skills, previous experience, and salary. Present your scenario to the class.

- **Resume**
  Students will create a resume for a particular career in a top company. Use the guidelines found in Ines’ job application on p.10. Share your resume with your peers in a whole group.
<table>
<thead>
<tr>
<th>SLO #2</th>
<th>Comprehend idiomatic expressions</th>
<th>Short Essay</th>
<th>Describe what kind of job would you like to have. Describe your responsibilities and duties. Teacher will select a few students to read aloud.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine work and business hours in Spanish-speaking countries.</td>
<td>Elicit information and clarify meaning by using a variety of strategies.</td>
<td></td>
<td>Reading Comprehension Read the articles “Todo junto” discuss and then answer questions on p. 51. Share your responses in class.</td>
</tr>
<tr>
<td></td>
<td>How does the poem contrasts facets of the poet’s personality?</td>
<td></td>
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<tr>
<td></td>
<td>Why does the writer feel divided and overwhelmed?</td>
<td></td>
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<tr>
<td></td>
<td>Biography Students will analyze the life and work of Ana Cortesi from Avancemos p.56. Write a summary of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1.IL.C.4</td>
<td>7.1.IL.A.3</td>
<td>7.1.IL.B.5</td>
<td>7.1.IL.A.4</td>
</tr>
<tr>
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<tr>
<td>Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</td>
<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>
<td>Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</td>
<td>Use the target language to</td>
</tr>
<tr>
<td>• State and support opinions in oral interactions.</td>
<td>• Engage in discussions where there is an exchange of information, opinions, and ideas in a formal/informal setting.</td>
<td>• How do social action programs help families?</td>
<td>• State and support opinions in oral interactions.</td>
</tr>
<tr>
<td>• Engage in discussions where there is an exchange of information, opinions, and ideas in a formal/informal setting.</td>
<td>• Compare and contrast argumentative topics with audio, visual or written sources.</td>
<td>• Compare/Contrast Compare and contrast how jobs have changed during the years. Use a chart to note five differences. Invite students to a whole group discussion.</td>
<td></td>
</tr>
<tr>
<td>• Use writing to convey the exchange of information, opinions, and ideas in a variety of time frames in</td>
<td>the reading.</td>
<td>• Reading Comprehension Read and analyze the reading “La señorita Julia”, Answer questions on page 59. Share your responses in a whole group discussion.</td>
<td>How do social action programs help families?</td>
</tr>
<tr>
<td>7.1.IL.B.5</td>
<td>7.1.IH.B.6</td>
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<td></td>
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<tr>
<td>Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</td>
<td>Use language in a variety of settings to further personal and/or academic goals.</td>
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</tr>
</tbody>
</table>

- **Describe people, places, objects, and daily activities learned about through oral or written descriptions.**

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

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

- **Understand and use a variety of vocabulary, including idiomatic and culturally appropriate expressions.**

- **Present and define ideas and points of view using supportive text.**

- **Read expository and narrative prose with comprehension.**

**Discussion**

In pairs, discuss what would happen if Alberto went back in time and met Señorita Julia when she was young. Report back to the class, Alberto’s interaction.

**Reading Comprehension**

Read the article “Integración” from Avancemos on p. 52. Answer the questions on p. 52. Share your responses in a whole group discussion.
### SLO #3

**Compare and contrast different types of jobs in United States.**

**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.B.5**

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

<table>
<thead>
<tr>
<th>Demonstrate comprehension of content from authentic text, audio and/or video</th>
<th>What are the requirements and benefits of jobs in United States?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate critical reading of written and print resources in the target cultural context</td>
<td>How is contemporary life influenced by cultural products, practices, and perspectives?</td>
</tr>
</tbody>
</table>

**Biography**

Students will analyze the life and work of Nicanor Parra from Avancemos p.60. Write a summary of the reading. Teacher will select a few students to read aloud.

**Reading Comprehension**

Read and analyze the poem “Solo”, Answer questions on p 61. Share your responses in a whole group discussion.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1.IL.A.4</td>
<td>Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</td>
</tr>
<tr>
<td>7.1.IH.B.6</td>
<td>Use language in a variety of settings to further personal and/or academic goals.</td>
</tr>
<tr>
<td>7.1.IL.B.5</td>
<td>Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</td>
</tr>
<tr>
<td>7.1.IL.A.3</td>
<td>Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the</td>
</tr>
</tbody>
</table>

- **Budget**
  In pairs, create a list of earnings and expenses, and then calculate your monthly budget. Report back to the class.

- **Compare/Contrast**
  Compare and contrast the cost of living in the US with other countries. Share your findings with the class.
| target culture (s) and in one’s own culture |  |  |
### Unit 4 Vocabulary
**Contemporary Life**

<table>
<thead>
<tr>
<th><strong>Vocabulario</strong></th>
<th><strong>Español</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Solicitar</td>
<td>El jefe</td>
</tr>
<tr>
<td>Hoja de vida</td>
<td>La experiencia</td>
</tr>
<tr>
<td>Antecedentes académicos</td>
<td>Las referencias</td>
</tr>
<tr>
<td>El diploma</td>
<td>La oficina de personal</td>
</tr>
<tr>
<td>El título</td>
<td>La oficina</td>
</tr>
<tr>
<td>La solicitud</td>
<td>Los archivos electrónicos</td>
</tr>
<tr>
<td>El puesto</td>
<td>La computadora</td>
</tr>
<tr>
<td>Desempeñar</td>
<td>El archivo</td>
</tr>
<tr>
<td>La letra molde</td>
<td>El cajón</td>
</tr>
<tr>
<td>Las planillas</td>
<td>La fotocopiadora</td>
</tr>
<tr>
<td>Los beneficios</td>
<td>El fax</td>
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<tr>
<td>El Seguro de salud</td>
<td>Las fotocopias</td>
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<td>El aspirante</td>
<td>El personal de mantenimiento</td>
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<td></td>
<td>El personal de limpieza</td>
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<td>El/la agente de relaciones públicas</td>
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<td>El/la analista de sistemas</td>
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<tr>
<td>Atrasarse</td>
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<td>El becario</td>
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<td>La carpeta</td>
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<td>La grapadora</td>
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<tr>
<td>Jubilarse</td>
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<td>El plan de jubilación privada</td>
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<tr>
<td>El seguro de vida</td>
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<tr>
<td>Ser despedido</td>
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</tbody>
</table>

**References & Suggested Instructional Websites**
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 you’ll definitely want to permanently 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 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)

Field Trip Ideas
Unit 1

**ELLIS ISLAND/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/
### Unit Project (Suggested)

1. **Email asking for career advice**

   Students write an email asking for career advice. The email address the do's and don’ts of a job interview related to a career. Students can use negative or positive commands in their responses.

   **RUBRIC REQUIRED**

2. **Career Presentation**

   Students should create a presentation on a future career of their choice. The presentation should outline prerequisites as well as daily duties and obligations. The presentation should also address the benefits and advantages of this particular career choice.

   **RUBRIC REQUIRED**