Advanced Placement

Spanish

For interventions for curriculum and instruction: Diverse learners: please see Appendix A & B

For 21st Century Themes, Skills and Standards for each unit please access Genesis Lesson Planner

For Technology Integration and Standards please access Genesis Lesson Planner
| **Unit 1**  
La familia en la actualidad.  
The Family in Today’s Reality. |
<table>
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<tbody>
<tr>
<td><strong>Content Area:</strong> World Language</td>
</tr>
<tr>
<td><strong>Course &amp; Grade Level:</strong> AP Spanish Language - Grades 11 &amp; 12 only</td>
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</table>
| **College Board AP Spanish Language and Culture Curriculum Framework 2013-2014**  
**Theme:** Families and Communities |
| **Summary and Rationale** |
| As a teen in today’s world and based on the reality surrounding me, how many types of different families am I able to see? Do I believe the concept of traditional family is changing? |
| **Recommended Pacing** |
| 4 weeks |
| **State Standards** |
| **Standard 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. |
| **CPI #**  
**Cumulative Progress Indicator (CPI)**  
*Please note: CPI alignment to the NJSLS are the same as in the previous unit.* |
| **CPI #7.1 A**  
**Cumulative Progress Indicator (CPI) - Strand A Interpretive Mode** |
| **7.1.A.1** Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes. |
| **7.1.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. |
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| 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. |
| **CPI #7.1B** Cumulative Progress Indicator (CPI) - **Strand B Interpersonal Mode** |
| 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 |
| 7.1.AL.B.2 | Give, respond to, and ask 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. |
| **CPI #7.1 C** Cumulative Progress Indicator (CPI) - **Strand C Presentational Mode** |
| 7.1.AL.C.1 | Create a research-based multimedia-rich presentation to be shared virtually with a target language audience. |
| 7.1.AL.C.2 | Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture. |
| 7.1.AL.C.3 | Use language creatively in writing for personal, career, or academic purposes. |
| 7.1.AL.C.4 | Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English. |
| 7.1.AL.C.5 | Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one’s own culture. |
| 7.1.AL.C.6 | Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan. |

**Instructional Focus**
### Unit Enduring Understandings:
- Families are different in today’s reality, which is not necessarily a negative concept.
- Cultural values and the environment play a major role in families’ lifestyle. It is important to understand family roles in context of the cultural environment the family occupies.
- A change within social structures could move the society in a positive direction.

### Unit Essential Questions (Same; Essential Unit Questions sounds better)
- How does my family look in comparison with the traditional paradigm?
- How do my and/or my family’s cultural roots, values and environment influence my perception of the world?
- Am I able to see anything positive after analyzing the family’s change?

### Students will know how to:
- Describe present and past situations by using the different past tenses in the target language.
- Refer to people, objects and facts by using the appropriate subject and object pronouns.
- Identify what is happening in their lives by using present and present-progressive tenses.
- Apply a multitude of adjectives to describe people, objects and facts.
- Contrast different aspects of the reality related to the concept of family.
- Write argumentative essays to express their opinion related to this topic.

### Students will be able to: Using all 3 communication modes
- Discuss causes and effects of problems in their lives.
- Express their feelings about relationships.
- Narrate a personal experience from the past.
- Analyze a story and express their personal opinions.
- Design charts or graphics to compare different types of families in today’s society.

### Resources

**Core Text:** *Temas. AP Spanish Language and Culture*, by Parthena Dragget, Cole Conlin, Max Ehrsam and Elizabeth Millán. Vista Higher Learning. ©2014

**Suggested Resources**

**Books:**

**Online Resources:**

- Gustavo Verzbickis. Interactive activities in Quia.com
- Gustavo Verzbickis. ACHS Class Page
- Real Academia Española
- Gustavo Farés, Ph. D
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### Unit 2
¿Qué ves cuando me ves? Los medios de comunicación y la verdad.
What do you see when you see me? The mass media and the truth.

| Content Area: World Language |
| Course & Grade Level: AP Spanish Language - Grades 11 & 12 only |
| College Board AP Spanish Language and Culture Curriculum Framework 2013-2014 |
| Theme: Contemporary Life |

#### Summary and Rationale

As a young adult, how do I process and evaluate all the information relayed by mass media, given that so much information comes to us through newspapers, radio, television and Internet. The mass media gives us entertainment, information, and also communicates cultural values. For that reason mass media have a huge power over people.

#### Recommended Pacing

4 weeks

#### State Standards

**Standard 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

- **CPI #7.1 A**
  - **Cumulative Progress Indicator (CPI)**
    - **Please note:** CPI alignment to the NJSLS are the same as in the previous unit.
  - **CPI #7.1 A**
    - **Cumulative Progress Indicator (CPI) - Strand A Interpretive Mode**

| 7.1.AL.A.1 | Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes. |
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*Teacher Tube, Educational Videos*
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 Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres.

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.

CPI #7.1B Cumulative Progress Indicator (CPI) - Strand B Interpersonal Mode

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.

7.1.AL.B.2 Give, respond to, and ask 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.

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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.

CPI #7.1 C Cumulative Progress Indicator (CPI) - Strand C Presentational Mode

7.1.AL.C.1 Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.

7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.

7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.

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7.1.AL.C.6 Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.

**Instructional Focus**

**Unit Enduring Understandings:**
- The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of mass media messages.
- Good readers of media messages employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Good readers of media messages compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.

## Unit Essential Questions

- How do I arrive at a valid judgement when it comes to mass media messages?
- As a reader of mass media messages, do I pay attention to the way I process all the information I receive everyday?
- Have I ever thought about how some of the information I get from the media affects my life?

## Students will know how:

- Refer to current events by using the present perfect indicative.
- Refer to a prior completed event in the past by using the past perfect.
- Express emotions, doubts, will and denial by using the present subjunctive in noun clause.
- Talk about something that is uncertain or indefinite using the present subjunctive in adjectival clauses.
- Describe how, why, when or where an action takes place by using the present subjunctive in adverbial clauses.
- Write argumentative essays to express their opinion related to this topic.
- Use vocabulary and grammar structures to express ideas in writing and orally.

## Students will be able to: Using all 3 communication modes

- Discuss how the mass media can manipulate people’s life with subliminal/intentional messages.
- Discuss and reflect on the current events and their connections with real life.
- Express personal opinions and ideas by exploring the choices the language is giving to them in order to create a better personal expression.
- Evaluate and critique the accuracy, validity, and relevance of media messages.
- Improve their vocabulary by incorporating new words and expressions.

## Resources

**Core Text:** *Triángulo Aprobado*, by Barbara Gatski & John McMullan. Wayside.

**Suggested Resources:**
**Books:**

**Online Resources:**
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<td>Women and Men: a Gender Issue.</td>
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**Content Area:** World Language

**Course & Grade Level:** AP Spanish Language - Grades 11 & 12 only

**College Board AP Spanish Language and Culture Curriculum Framework 2013-2014**

**Theme:** Contemporary Life

**Summary and Rationale**

Men and women have been debating the importance of their roles in society for centuries. As a young adult, how am I preparing myself to face this part of my future?

**Recommended Pacing**

4 weeks

**State Standards**

**Standard 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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CPI #7.1B | **Cumulative Progress Indicator (CPI) - Strand B Interpersonal Mode**

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CPI #7.1C | **Cumulative Progress Indicator (CPI) - Strand C Presentational Mode**

7.1.AL.C.1 | Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.

7.1.AL.C.2 | Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.

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7.1.AL.C.6 | Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.

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**Instructional Focus**

**Unit Enduring Understandings:**
- The contrasting ways women and men approach and treat relationship sometimes leads to irreconcilable differences.
The changing role of the women in the home is changing the way men think about their own roles in a relationship.

Women have a wider range and intensity of feelings in comparison to men: true or false?

The man is the head of the house and the society: true or false?

The present situation of women and men is sending a clear message to the future generations.

Unit Essential Questions

- Do I experience difficulty when I try to build a relationship with a person of the opposite sex?
- Have men really rethinked their role in a relationship in context of the changing times?
- Do men allow themselves to have strong feelings and passions?
- In a patriarchal society in crisis, does it make any sense to continue thinking of men as the heads of the house and society?
- What kind of message am I relaying from the present to the future?

Students will know how:
- Use the future tense to make predictions and express probability.
- Use the conditional tense and the imperfect subjunctive to talk about hypothetical situations.
- Use idiomatic expressions and sayings related to men and women in our culture.
- Use different sequence of tenses in complex sentences.
- Write argumentative essays to express their opinion related to this topic.
- Use vocabulary and grammar structures to express ideas in writing and orally.
- Participate in simulated conversations related to this unit theme.

Students will be able to:
- Talk about experiences of the heart for men and women.
- Express their feelings about the roles of men and women in society.
- Make predictions and express probability to the future of men and women.
- Construct new thoughts after reading fictions.

Resources


Suggested Resources:
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### Summary and Rationale

Immigration reform is a complicated and controversial global phenomenon that evokes passionate feelings from both sides of the argument. As a teen who comes from a foreign country/background, or who is surrounded by people from a foreign country/background, do I understand how complicated present-day immigration law and reform really is in the United States? Can I comprehend the undocumented immigrant experience in the United States?

### Recommended Pacing

4 weeks

### State Standards

**Standard 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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**Instructional Focus**

**Unit Enduring Understandings:**
- Many people migrate to the United States illegally. Experts estimate over 12 million undocumented immigrants currently reside in the United States, the majority of whom are of Latin American nationalities. Their methods of transportation vary and include: crossing the border illegally in cars, boats,
by swimming, or on foot. Entering the US through legal pathways is slow, costly, complex, and not an option for many people.

- There is a lot of debate in the United States currently in relation to immigration reform. One of the things being discussed is the DREAM Act, which would allow undocumented immigrants who were brought here as young children by their parents to gain legal status, which would in turn permit those who qualify to pursue higher education and gain employment upon completion of a college degree.
- There are many artists who express their opinions on immigration issues such as: borders and immigration policies, the undocumented immigrant experience as he journeys north, and the undocumented immigrant experience working and living in the United States.
- Immigration reform is extremely complicated and there are no easy solutions.

**Unit Essential Questions**

- Why do many people immigrate to the United States? Where do the majority of undocumented immigrants come from? How do some arrive? Why do many come illegally and not legally? What is the process to enter the United States legally?
- **How would strict enforcement of the DREAM Act change the future of young people?**
- Who are some singers that sing about immigration? What are their perspectives on immigration? How are their songs and music videos similar and different? What is your opinion of the songs and music videos?
- In your opinion, is there a solution to the problem? What does it consist of?

**Students will know how to:**

- Use the different past tenses combined to tell stories of illegal immigrants crossing the border.
- Use the conditional tense and the imperfect subjunctive to talk about hypothetical situations if the Immigration Reform Law finally arrives.
- Use idiomatic expressions in English, Spanish and Spanglish that describe immigrants.
- Write argumentative essays to express their opinion related to this topic.
- Use vocabulary and grammar structures to express ideas in writing and orally.
- Participate in simulated conversations related to this unit theme.
- Practice reading and comprehension skills to interpret reading selections.

**Students will be able to: Using all 3 communication modes**

- Discuss the different aspects of Immigration Law in United States and have their own opinion related to this issue.
- Debate ideas based on personal and authentic stories of people who have arrived to United States legally and illegally.
- Analyze and write an essay citing sources about the situation of millions of people who live in the USA as undocumented immigrants and the consequences in their personal lives.
- Express an opinion about the DREAM Act.

### Resources

**Core Text:** *Temas. AP Spanish Language and Culture*, by Parthena Dragget, Cole Conlin, Max Ehrsam and Elizabeth Millán. Vista Higher Learning. ©2014

**Suggested Resources:**

**Books:**

**Online Resources:**
- Gustavo Verzbickis. Interactive activities in Quia.com
- Gustavo Verzbickis. ACHS Class Page
- Real Academia Española
- Gustavo Farés, Ph. D
- Señora Baker. Interactive Activities Online
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Unit 5

Content Area: World Language

Course & Grade Level: AP Spanish Language - Grades 11 & 12 only.


Summary and Rationale
Fashion is much more than beautiful bodies and faces walking down a runway. It reflects the cultural beauty standards of a particular social group, country or geographical region. As a young person in modern society, how much thought have I given to what my generation expresses through our sense of what is stylish and/or fashionable? What do I know about how fashion varies across cultures and historical periods?

Recommended Pacing
4 weeks

State Standards
**Standard 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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### CPI #7.1A

**Cumulative Progress Indicator (CPI) - Strand A Interpretive Mode**

| 7.1.AL.A.1 | Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes. |
| 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 | Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres |
| 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. |

### CPI #7.1B

**Cumulative Progress Indicator (CPI) - Strand B Interpersonal Mode**

| 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 |
| 7.1.AL.B.2 | Give, respond to, and ask 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. |

### CPI #7.1C

**Cumulative Progress Indicator (CPI) - Strand C Presentational Mode**

| 7.1.AL.C.1 | Create a research-based multimedia-rich presentation to be shared virtually with a target language audience. |
| 7.1.AL.C.2 | Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture. |
| 7.1.AL.C.3 | Use language creatively in writing for personal, career, or academic purposes. |
| 7.1.AL.C.4 | Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English. |
| 7.1.AL.C.5 | Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one’s own culture. |
| 7.1.AL.C.6 | Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan. |

**Instructional Focus**

**Unit Enduring Understandings:**
- Summarize briefly how fashion has changed throughout history.
- Explain the role of fashion designers in the apparel industry.
- List the names and achievements of famous Latino fashion designers.
- Describe the design process.
- Explain how the couture industry is changing
- List examples of how people use clothing to project images and communicate messages.

**Unit Essential Questions**

- Can you describe the impact of 5 famous fashion designers and their achievements?
  - What is the role of a fashion designer in the apparel industry?
  - What education and training do you need to become a fashion designer?
  - How do clothes project a specific image and/or convey a message?
  - How have those messages have changed throughout history?

**Students will know how to:**
- Use more adjectives to describe fashion styles and people’s clothes.
- Write argumentative essays to express their opinion(s) related to this topic.
- Use vocabulary and grammar structures to express ideas in writing and orally.
- Participate in simulated conversations related to this unit theme.
- Practice reading and comprehension skills to interpret reading selections.
- Integrate different resources in order to create one personal essay.

**Students will be able to: Using all 3 communication modes**
- Resignify different aspect of the fashion world and discuss symbols and tendencies.
- Discover what fashion has represented in different times of history.
- Compare and contrast different styles by researching Latino fashion designers.
- Draw a brief map of what fashion means to society and the role that it plays in everyday’s life.
- Evaluate different messages fashion tells people and their consequences.

## Resources


### Suggested Resources:

#### Books:

#### Online Resources:
- [Gustavo Verzbickis. Interactive activities in Quia.com](http://www.quia.com)
- [Gustavo Verzbickis. ACHS Class Page](http://www.achschile.net)
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- [Periodismo.com. Portal de noticias con Diarios, Revistas, Radios , Televisión, Blogs y Medios digitales en línea](http://www.periodismo.com)
- [CNN en español](http://es.cnn.com)
- [Univisión](http://www.univision.com)
- [Telemundo](http://www.telemundo.com)
- [BBC Mundo](http://www.bbc.com/mundo)
- [Lo más TV. Spanish Immersion TV](http://www.lomas.tv)
Unit 6
La tecnología. Acceso e impacto en la vida cotidiana.

Content Area: World Language

Course & Grade Level: AP Spanish Language - Grades 11 & 12 only.


Summary and Rationale

In recent years, humanity has made great strides in the fields of science and technology. Today, technology is an essential part of our everyday lives. We can access all types of information about an infinite number of topics, which has broadened our horizons and allowed us to achieve more as a society. The advent of social media has allowed us to share our ideas, opinions, likes, dislikes, and perhaps most importantly, our personal information. In many ways, private life does not exist anymore and that brings so many topics to the discussion table. There is no question that social networks, blogs, and discussion forums have revolutionized the frequency and speed at which we are able to create and share content on a global scale. The Internet in general seems to
be a wonderland of boundless possibilities. How then, can we as a society impose limits on a technology that is outpacing us?

<table>
<thead>
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| 7.1.AL.A.1 | Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes. |
| 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 |
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| 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 | Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres |
| 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. |

| CPI #7.1B | **Cumulative Progress Indicator (CPI)** - **Strand B** **Interpersonal Mode** |

| 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 |
| 7.1.AL.B.2 | Give, respond to, and ask 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. |

**CPI #7.1 C**

**Cumulative Progress Indicator (CPI) - Strand C Presentational Mode**

| 7.1.AL.C.1 | Create a research-based multimedia-rich presentation to be shared virtually with a target language audience. |
| 7.1.ALC.2 | Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture. |
| 7.1.AL.C.3 | Use language creatively in writing for personal, career, or academic purposes. |
| 7.1.AL.C.4 | Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English. |
| 7.1.AL.C.5 | Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one’s own culture. |
| 7.1.AL.C.6 | Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan. |

**Instructional Focus**

**Unit Enduring Understandings:**
- Technology is a tool that can be used for collecting, organizing, creating, and presenting information.
- Scientific and technological developments affect people’s lives, the environment and transform societies.
- People have incorporated technology to their lives without even realizing by using smartphones (pictures, apps, internet searching, etc)
- Privacy is something that does not exist anymore in the traditional sense.

**Unit Essential Questions**

- How do new technologies affect social change?
- How do the various levels of technological development affect different cultures?
- What is the impact of technology on research and communication?
- What are the benefits and limitations of using modern technology?
- Do I really know how well my privacy is protected when I am online?
- How do I responsibly use information and communication to positively contribute to my world?

**Students will know how to:**
- Increase their vocabulary related to this topic.
- Write argumentative essays to express their opinion related to this topic.
- Use vocabulary and grammar structures to express ideas in writing and orally.
- Participate in simulated conversations related to this unit theme.
- Practice reading and comprehension skills to interpret reading selections.
- Integrate different resources in order to create one personal essay.
- Use the College Board rubrics to evaluate their work.

**Students will be able to: Using all 3 communication modes**
- Effectively search for, evaluate, select, analyze, interpret, and synthesize appropriate information to solve problems through the use of technology.
- Describe how people organize, analyze, interpret, synthesize, and reflect on information in order to effectively communicate and create ideas.
- Evaluate the power communication networks possess as mediums used to spread positive change or to negatively impact others.
- Understand the overarching concepts about how people use information and communication tools to learn from each other, innovate and collaboratively solve problems.
- Draw their own conclusions about the different ways communication behaviors and actions impact the access and safety of users.
## Resources


### Suggested Resources:

#### Books:

#### Online Resources:
- Gustavo Verzbickis. Interactive activities in Quia.com
- Gustavo Verzbickis. ACHS Class Page
- Real Academia Española
- Gustavo Farés, Ph. D
- Señora Baker. Interactive Activities Online
- LangMedia Resources for World Language
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- CNN en español
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- BBC Mundo
- Lo más TV. Spanish Immersion TV
- Formespa Atividades. Materiales para el aula de ELE
| **Unit 7** |
| **La identidad cultural de los hispanos en Estados Unidos.**  
**The Cultural Identity of Hispanic People in the United States.** |

**Content Area:** World Language

**Course & Grade Level:** AP Spanish Language - Grades 11 & 12 only.

**College Board AP Spanish Language and Culture Curriculum Framework 2013-2014**  
**Theme:** Personal and Public Identities.

**Summary and Rationale**

As of July 1, 2011, an estimated 52 million people of Hispanic/Latino descent reside in the United States, making people of Hispanic origin the nation's largest ethnic or race minority. Hispanics constitute 16.7 percent of the nation's total population. As a young person, have I taken into consideration the impact a rising Latino population will have on the political and social landscape of the nation? Do I have a clear idea about how these people have built their cultural identity while simultaneously immersed in the American culture? Besides the visible things such as language and physical appearance, how have these people assimilated into the American culture while still holding on to their ethnic roots?

**Recommended Pacing**

4 weeks
State Standards

**Standard 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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- **7.1.A.1** Analyze and critique the validity of culturally authentic materials using electronic information sources related to targeted themes.
- **7.1.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.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.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.A.5** Evaluate information from oral and written discourse dealing with a variety of topics.
- **7.1.A.6** Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres.
- **7.1.A.7** Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
- **7.1.A.8** Analyze elements of the target language that do not have a comparable linguistic element in English.

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- **7.1.B.1** Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety.
- **7.1.B.2** Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
- **7.1.B.3** Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- **7.1.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.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.

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- **7.1.C.1** Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.
7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.

7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.

7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one’s own culture.

7.1.AL.C.6 Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.

**Instructional Focus**

**Unit Enduring Understandings:**
- Heritage and culture shape a person’s perspective.
- Cultural identity is a concept that is constantly evolving as a result of everyday interaction with people in the community.
- In America, Hispanics have had to assimilate into the American culture and combine it with their own background in order to create personal and communal identities.
- Based on the fact that Hispanics are the largest minority in the country, Hispanic cultural identity in the US might be considered as a new type of American culture. If we look back, the same has happened with European immigration in the past.

**Unit Essential Questions**
- What is the role of heritage and culture in shaping a person’s perspective?
- How can an individual shape his/her community?
- What are the things people have to give up in order to assimilate themselves into the American culture?
- Does living in a country with multiple cultures and diversity make people more open-minded or more racist?
- How can we draw a picture of the Hispanic cultural identity in United States?

**Students will know how to: Using all 3 communication modes**
- Increase their vocabulary related to this topic.
- Write argumentative essays to express their opinion related to this topic.
- Use vocabulary and grammar structures to express ideas in writing and orally.
- Participate in simulated conversations related to this unit theme.
- Practice reading and comprehension skills to interpret reading selections.
- Integrate different resources in order to create one personal essay.
• Use the College Board rubrics to evaluate their work.

**Students will be able to:**

• Debate different aspects of a cultural identity.
• Describe how people build their personal identity every day with simple actions.
• Compare and contrast in order to evaluate how Latinos have managed to blend into American society without losing touch with their ethnic roots.
• Discuss racism in America.
• Apply their knowledge about this topic by expressing their opinions about the Hispanic cultural identity in USA.

**Resources**

**Core Text:** Temas. *AP Spanish Language and Culture*, by Parthena Draggett, Cole Conlin, Max Ehrsam and Elizabeth Millán. Vista Higher Learning.

**Suggested Resources:**

**Books:**

• *Triángulo Aprobado*, by Barbara Gatski & John McMullan. Wayside.

**Online Resources:**

• [Gustavo Verzbickis. Interactive activities in Quia.com](#)
• [Gustavo Verzbickis. ACHS Class Page](#)
• [Real Academia Española](#)
• [Gustavo Farés, Ph. D](#)
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• [LangMedia Resources for World Language](#)
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- Radialistas. Audio Resources On Line
- Spanish Audio Gazette
- Televisión española
- Audio Kiosco. Audio Resources On Line
- Batanga. Música en español en línea
- ITunes Podcasts (in case you have not already downloaded in your computer)
- ITunesU (in case you have not already downloaded in your computer)
- Spanish Institute of Puebla. Audio-Reading Selections.
- Album. Cuentos. In-Text Audio Resources.
- Barbara Kuczun Nelson. Activities On Line
- University of Texas at Austin. Spanish Proficiency Exercises
- BBC El mensual
- Zachary Jones. Learn Spanish With Music and Culture
- Kalipedia. Enciclopedia On Line
- Teacher Tube. Educational Videos