

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**CLASSICAL & WORLD LANGUAGES DEPARTMENT**

# **ADVANCED PLACEMENT SPANISH LANGUAGE**

Grade Level: 11-12

Credits: 5

**BOARD OF EDUCATION ADOPTION DATE:**

**AUGUST 31, 2015**

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

# **FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

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## AP SPANISH LANGUAGE

### COURSE PHILOSOPHY

In today's global society it is indispensable to develop competency in more than one language. Students gain a deeper perspective of the world through the study of world languages. *Advanced Placement Spanish* is designed to address the demands of the dynamic and technology-driven global society in which students learn and grow. Through this study, students are able to make connections, comparisons, and develop a deeper understanding of their own language and culture and those of other people and communities. This Advanced Placement course will facilitate the learning of Spanish at an advanced level.

### COURSE DESCRIPTION

*Advanced Placement Spanish* is a rigorous college-level course that encompasses the in depth study of various language structures embedded in relevant literary, cultural and social topics. The course provides students with multiple opportunities to apply and transfer their knowledge of Spanish in all three modes of communication. This course is designed to further develop and refine the four communication skills in the Spanish language. Students in this course will explore and analyze meaningful themes that will allow them to make connections and comparisons between their culture and those of the Spanish-speaking world to develop a deeper understanding of the global community in which they live. Students will interact in the target language by completing authentic tasks including reading and listening to authentic materials, interacting in written form by developing essays and creating electronic and conventional correspondence, and engaging in simulated and real-life conversations at high levels of complexity. They will also interpret written, visual and audio communication in the target language.

## COURSE SUMMARY

### COURSE GOALS

- CG1: Students will transfer their knowledge of the Spanish language to communicate ideas about real-life situations and across disciplines.  
CG2: Students will justify their views on varied topics based on their appreciation for diversity and culture of the Hispanic world as well as their own.  
CG3: Students will make connections between their culture and that of Spanish-speaking countries in the target language.

### COURSE ENDURING UNDERSTANDINGS

- CEU1: Mastering complex language structures facilitates authentic communication across cultures and disciplines  
CEU2: Language develops and evolves in a cultural context.  
CEU3: Making connections between cultures is important to understanding the nature of diversity.  
CEU4: Having a deep understanding of other cultures is essential to develop global literacy.

### COURSE ESSENTIAL QUESTIONS

- CEQ1: How does mastering complex language structures facilitate authentic communication across cultures and disciplines?  
CEQ2: How does culture impact language?  
CEQ3: What is culture and how does it affect the nature of diversity?  
CEQ4: How does cultural diversity impact you?

**UNIT GOALS & PACING**

<b>UNIT TITLE</b>	<b>UNIT GOALS</b>	<b>RECOMMENDED DURATION</b>
<a href="#"><u>Unit 1 Personal and Public Identities</u></a>	Students will justify how the development of one's identity is impacted by the unique characteristics of different cultures within a society.	4-5 weeks
<a href="#"><u>Unit 2 Beauty and Aesthetics</u></a>	Students will analyze and demonstrate how the definition and perception of aesthetics differ from country to country.	4-5 weeks
<a href="#"><u>Unit 3 Families and Communities</u></a>	Students will evaluate the contributions of education, technology, and volunteerism to the well-being of a community.	4-5 weeks
<a href="#"><u>Unit 4 Science and Technology</u></a>	Students will develop a logical argument about the effects and ethical consequences of science and technology on the present and future.	4-5 weeks
<a href="#"><u>Unit 5 Global Challenges</u></a>	Students will compare and contrast current global challenges in order to evaluate their impact on society.	6-7 weeks
<a href="#"><u>Unit 6 Contemporary Life</u></a>	Students will analyze cultural differences and hypothesize how current practices may change over time due to globalization.	6-7 weeks

**AP SPANISH LANGUAGE****UNIT 1: Personal and Public Identities****SUGGESTED DURATION: 4-5 weeks****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will justify how the development of one's identity is impacted by the unique characteristics of different cultures within a society.

**UNIT LEARNING SCALE**

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or students can apply concepts learned in class to aid other students who are at a lower proficiency level to communicate key personal information with others.
3	Exclusively in the target language, the student can: <ul style="list-style-type: none"> <li>• interpret the meaning of identity based on various cultural factors that affect its development;</li> <li>• compare and contrast various cultural perspectives about identity;</li> <li>• evaluate and explain how different elements within society influence the development of identities;</li> <li>• explain and justify how immigration affects the development of identities;</li> <li>• identify and assess the factors that affect the self-image and self-esteem of a person.</li> </ul>
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performances.
0	Even with help, the student does not exhibit understanding of performances listed in score 3.

**ENDURING UNDERSTANDINGS**

EU1: One's private identity may differ from one's public identity.

**ESSENTIAL QUESTIONS**

EQ1a: How do different cultures in a society affect our private and public identity?  
EQ1b: What factors can affect our self-concept and self-esteem?

**NJCCCS & COMMON CORE STANDARDS****NJCCCS:**

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

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

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

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

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

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

7.1.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 information.

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

## NJCCCS & COMMON CORE STANDARDS

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.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.

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.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.

### **CCSS:**

11-12.RI.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

11-12.W.4 Produce clear and coherent writing in which the development, organization, and style appropriate to task, purpose, and audience.


11-12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.





11-12.W.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

11-12.L.6 Acquire and use accurately academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering word or phrase important to comprehension or expression

11-12.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1a, b, c 7.1.IH.A.5 7.1 AL.A.3 7.1 AL.B.1, 2 7.1 AL.C 2, 4, 5 11-12.RI.1, 7 11-12.W.1 11-12. SL.2 DOK 4	<p>Students will develop a logical argument and use supporting evidence from various sources to establish their definition of identity and justify how its development is influenced by the unique characteristics of different cultures and how it will facilitate interaction with people of different backgrounds. They will create and present a multimedia presentation using a tool of their choice.</p> <p>Core Guidelines</p> <ul style="list-style-type: none"> <li>• Conduct research and cite resources in MLA style.</li> <li>• Develop a thesis statement based on the prompt.</li> <li>• Conduct the presentation entirely in the target language incorporating appropriate grammar, syntax, and vocabulary.</li> </ul> <p>Suggested guiding questions</p> <ul style="list-style-type: none"> <li>• How do you define your identity?</li> <li>• How is your private identity different from your public identity?</li> <li>• What factors influenced your identity development?</li> <li>• What are some practices that reflect your identity?</li> <li>• How does your definition of identity aid you in understanding and respecting other cultures in society?</li> </ul>

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Students depict their personal identity by gathering visuals from magazines, clip art, personal photos, or other images into a collage.</p> <p> Provide a list of vocabulary to aid students in their presentation of the collage.</p> <p>Students who are advanced can provide peer tutoring under the supervision of teacher for students demonstrating difficulty with the activity.</p>	<p>Vocabulary relating to: self-image analysis and personal interests</p> <p><i>Ser vs estar</i>            present tense            preterite tense            imperfect tense</p>	<p>Relate key ideas and details on the development of personal identity</p> <p>Infer meaning from various sources</p> <p>Categorize information</p> <p>DOK 2</p>

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Compare and contrast your personal identity with a classmate's identity by producing a Venn diagram or other graphic organizer.</p>  <p>Students who are advanced can write an email to another classmate, describing the person they compared/contrasted themselves with to see if students can guess who is being described.</p>	<p>Vocabulary relating to: personal identity &amp; public identity <i>ser vs estar</i> transition words</p>	<p>Compare and contrast opinions and facts posed by peers on personal identity</p> <p>DOK 2</p>
 <p>Design a blog titled "A Day in the Life" of a person from a Spanish-speaking country. Students will assume an identity of a person from a specific Spanish-speaking country.</p>  <p>Students who are advanced can choose a person from another student's blog and compare and contrast their person to that of the other student.</p>	<p>Vocabulary acquisition to: self-esteem development and immigration present tense preterit vs imperfect</p>	<p>Write a narrative that includes a reflective conclusion that follows from what is experienced and observed</p> <p>DOK 4</p>
 <p>Students will increase their exposure to the target language and cultural practices by completing listening activities that can include, but are not limited to, YouTube videos, documentaries, etc. These activities can be done in class or uploaded to Edmodo or similar services.</p> <p>Students will increase their knowledge of the target language by producing emails, texts, tweets, blogs, etc. related to the unit.</p>	<p>Vocabulary relating to: personal identity &amp; public identity <i>ser vs estar</i> transition words present tense preterit vs imperfect</p>	<p>Analyze and evaluate text, comments, claims, and evidence posed</p> <p>Synthesize comments, claims, and evidence from all sides of an issue</p> <p>Question or respond to clarify, verify, or challenge conclusions posed by others</p> <p>DOK 2, 3</p>



**AP SPANISH LANGUAGE****UNIT #2: BEAUTY AND AESTHETICS****SUGGESTED DURATION: 4-5 weeks****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will analyze and demonstrate how the definition and perception of aesthetics differ from country to country.

**UNIT LEARNING SCALE**

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or students can apply concepts learned in class to aid other students who are at a lower proficiency level to communicate key personal information with others.
3	Exclusively in the target language, the student can: <ul style="list-style-type: none"> <li>• identify and assess the factors that affect beauty;</li> <li>• explain and evaluate how perceptions of beauty are developed;</li> <li>• provide evidence on how the perceptions of beauty differ from country to country;</li> <li>• justify a definition of beauty, providing evidence to support.</li> </ul>
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performances.
0	Even with help, the student does not exhibit understanding of performances listed in score 3.

**ENDURING UNDERSTANDINGS**

EU1: One's own perception of beauty is affected by culture.

EU2: Perceptions of beauty can affect self-esteem and self-image.

**ESSENTIAL QUESTIONS**

EQ1a: Who decides what is beautiful?

EQ1b: How do ideals of beauty and aesthetics influence daily life?

EQ2: Why does it matter what people think of me?

**NJCCCS & COMMON CORE STANDARDS****NJCCCS:**

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

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.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.

**Presentational**

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

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.

**NJCCCS & COMMON CORE STANDARDS**

**CCSS:**

11-12.RI.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

11-12. RI.7 Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

11-12.W.4 Produce clear and coherent writing in which the development, organization, and style appropriate to task, purpose, and audience.

11-12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.








11-12.W.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

11-12.L.6 Acquire and use accurately academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering word or phrase important to comprehension or expression

11-12.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**COMMON ASSESSMENT**

ALIGNMENT	DESCRIPTION
LG 1 EU1, 2 EQ1a 1b, 2 7.1 AL.A 1,3,5 7.1 AL.B.5 7.1 AL.C.3,5 11-12. RI.1, 7 11-12.W.6 11-12.SL.2 DOK 4	<p>Students will create an online or print magazine about the concept of beauty in the target language. Students will select a Spanish-speaking country to focus on. The magazine will contain articles in which they define beauty, explain how the perceptions of beauty are developed in different parts of the Spanish-speaking world, and advice columns on how to cope with society’s expectations. The magazine must include visual examples of paintings, sculptures, architectural structures and fashion. Lastly, students will compare and contrast these categories between their Spanish-speaking country and the United States. They will provide proof and evidence to support their claims. Students will share their magazines with the class as per teacher instructions (online forum, Socratic seminar style, carousels, classroom exhibit, etc.).</p> <p>Core Guidelines</p> <ul style="list-style-type: none"> <li>● Conduct research and cite resources in MLA style.</li> <li>● Develop a thesis statement based on the prompt.</li> <li>● Conduct the presentation entirely in the target language incorporating appropriate grammar, syntax, and vocabulary.</li> </ul> <p>Suggested guiding questions</p> <ul style="list-style-type: none"> <li>● How do you define beauty?</li> <li>● What influences the development of beauty in different areas? Why?</li> <li>● How do important artists or influential people define beauty? Do you agree? Why or why not?</li> <li>● What is the difference between "beauty" and "beautiful"?</li> <li>● How might the perception of beauty within a region affect the cultures and social expectations/norms of that region? Why?</li> </ul>

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
 Students create an online photo collection (with a service such as on Instagram) in which they display pictures of beautiful structures/fashion etc. and describe them in the target language. They will orally present why they were attracted to those elements and speculate as to what factors have led them to their preference.   Provide a list of vocabulary to aid students in their presentation. Students who are advanced can write a letter to a beauty magazine to persuade them to incorporate a student's Instagram presentation into their magazine.	Vocabulary related to: aesthetics analysis and personal interests Structures to express likes and dislikes adjective placement/gender present tense	Relate key ideas and details on the development of perceptions of beauty  Provide supporting details  DOK 2
Compare and contrast a fashion magazine from a Spanish-speaking country and one from the United States by producing a Venn diagram or other graphic organizer. Students will explore the different perceptions of beauty and how they differ from their own culture.   Provide an outline of items to be included.  Students who are advanced can write an email asking a publishing company of a fashion magazine to rethink an ad or convince them to incorporate something in their fashion magazine.	Vocabulary relating to: perceptions of beauty and cultural differences present tense transitional words	Compare and contrast opinions and facts posed by peers on perceptions of beauty  Evaluate conclusion and conclusions of others  DOK 3
 Create an entertainment news segment. Students will compare and contrast celebrities in the US to celebrities in a Spanish-speaking country. OR  Create a travel news segment. Students will compare and contrast tourist attractions in the US to those of a Spanish-speaking country.   Students who are advanced can create spontaneous questions to help other students think on their feet and not be completely rehearsed in their presentation.	Vocabulary related to: perceptions of beauty and cultural differences present tense preterit vs imperfect subjunctive	Compare and contrast opinions and facts posed by peers on perceptions of beauty  DOK 3
 Students will increase their exposure to the target language and cultural practices by completing listening activities that can include, but are not limited to, YouTube videos, documentaries, etc. These activities can be done in class or uploaded to Edmodo or similar services.  Students will increase their knowledge of the target language by producing emails, texts, tweets, blogs, etc. related to the unit.	Vocabulary related to: aesthetics analysis and personal interests structures to express likes and dislikes adjective placement/gender present tense	Analyze and evaluate text, comments, claims, and evidence posed  Synthesize comments, claims, and evidence from all sides of an issue  Question or respond to clarify, verify, or challenge conclusions posed by others  DOK 2, 3

**AP SPANISH LANGUAGE****UNIT 3: FAMILIES AND COMMUNITIES****SUGGESTED DURATION: 4-5 weeks****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will evaluate the contributions of education, technology, and volunteerism to the well-being of a community.

**UNIT LEARNING SCALE**

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or students can apply concepts learned in class to aid other students who are at a lower proficiency level to communicate how individuals can contribute to the well-being of the community.
3	Exclusively in the target language, the student can: <ul style="list-style-type: none"> <li>describe what constitutes the well-being of a community;</li> <li>evaluate and explain with supporting evidence, the impact of education in the wellbeing of communities;</li> <li>evaluate the impact of volunteerism, with supporting evidence, on the wellbeing of a community;</li> <li>evaluate the impact of technology, with supporting evidence, on the wellbeing of a community with supporting evidence.</li> </ul>
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performances.
0	Even with help, the student does not exhibit understanding of performances listed in score 3.

**ENDURING UNDERSTANDINGS****ESSENTIAL QUESTIONS**

EU1: Families benefit from positive education and technological changes in the community.

EQ1a: How do families benefit from positive changes in the community?

EQ1b: How can education and technology transform a community?

EU2: Volunteerism can be make significant, positive changes to a community.

EQ2a: Why should I help my community?

EQ2b: How can a small contribution on my part make a big change?

**NJCCCS & COMMON CORE STANDARDS****NJCCCS:**

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

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.

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.

NJCCCS & COMMON CORE STANDARDS

**CCSS:**

11-12.RI.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

11-12. RI.7 Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

11-12.W.4 Produce clear and coherent writing in which the development, organization, and style appropriate to task, purpose, and audience.

11-12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.



11-12.W.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

11-12.L.6 Acquire and use accurately academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering word or phrase important to comprehension or expression

11-12.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**COMMON ASSESSMENT**

ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1b 7.1 AL.A.3,5 7.1 AL.B.5 7.1 AL.C.3,4,5 11-12.W.4 11-12.SL.2 DOK 3	<p>Students will work collaboratively in groups of three to four to develop a community well-being project. They will create a written plan describing a specific problem affecting a Spanish-speaking community and provide solutions to solve the problem, applying their understanding of the impacts of education, technology, and volunteerism. Students will also present their plan in class using multimedia (video, website, Prezi, etc.). Prior to the presentations, students will develop or receive a teacher-generated rubric that includes elements related to the potential impact of the projects on the community. At the conclusion of each presentation, students will work individually or in groups, as directed by the teacher, to rate the presentation using the rubric and share evaluations and suggestions with the presenting group.</p> <p>The plan will include:</p> <ul style="list-style-type: none"><li>• a proposal identifying the problem and the reasons why it needs to be corrected;</li><li>• notifications to the government and other pertinent agencies;</li><li>• access to funding;</li><li>• a plan to reach out to the community and to invite volunteers to participate in the project;</li><li>• explanations of how to educate the public about the issue and the plan;</li><li>• explanation of how to incorporate technology;</li><li>• arguments with supporting evidence on why the proposed project will be effective in addressing the problem.</li></ul> <p>Core Guidelines</p> <ul style="list-style-type: none"><li>• Conduct research and cite resources in MLA style.</li><li>• Develop a thesis statement based on the prompt.</li><li>• Conduct the presentation entirely in the target language incorporating appropriate grammar, syntax, and vocabulary.</li></ul> <p>Guiding questions</p> <ul style="list-style-type: none"><li>• What problem have you identified and where? (These problems include, but are not limited to, potable water supply, education, poverty, food/nutrition, access to healthcare, etc.)</li><li>• Why is it important to solve the issue?</li><li>• What other proposals have been made and why is your proposal better?</li><li>• How does education play a role in making an impact?</li><li>• How does technology play a role in making an impact?</li><li>• How does volunteerism play a role in making an impact?</li></ul>

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Students can research problems that Spanish-speaking countries are facing. Students will present their findings.</p> <p> Students will increase their knowledge of problems that Spanish-speaking countries are facing by completing listening activities that can include, but are not limited to, YouTube videos, documentaries, interviews, etc. These activities can be done in class or uploaded to Edmodo or similar services.</p>	<p>Vocabulary related to communities, such as, but not limited to: potable water, education, poverty, food, nutrition, healthcare, etc.</p>	<p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p>DOK 2</p>
<p>Students can create a poster looking for volunteers to help a community that lacks a resource (e.g., potable water). The poster will include, but is not limited to, the name of the community, purpose of the volunteer projects, and the volunteers' responsibilities.</p> <p> Students will write an email to an official sharing the volunteer project idea and asking for critique of/suggestions on its potential efficacy in addressing the problem. Students will exchange emails and respond electronically via Edmodo or similar services.</p>	<p>Vocabulary related to: volunteerism, community service</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>DOK 3</p>

**AP SPANISH LANGUAGE****UNIT 4: SCIENCE AND TECHNOLOGY****SUGGESTED DURATION: 4-5 weeks****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will develop a logical argument about the effects and ethical consequences of science and technology on the present and future.

**UNIT LEARNING SCALE**

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or students can apply concepts learned in class to aid other students who are at a lower proficiency level to communicate key information about the effects and ethical consequences of science and technology on the present and future.
3	Exclusively in the target language, the student can: <ul style="list-style-type: none"> <li>• evaluate the positive and negative implications of scientific and technological practices through arguments on the ethics of such practices;</li> <li>• develop an argument and provide supporting evidence about the ethical use of information;</li> <li>• develop and defend an argument on the appropriate balance between cultural values and the pursuit of advances in science and technology.</li> </ul>
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performances.
0	Even with help, the student does not exhibit understanding of performances listed in score 3.

**ENDURING UNDERSTANDINGS**

EU1: Scientific and technological advances affect people's lives and the environment, as well as transform societies.

**ESSENTIAL QUESTIONS**

EQ1a: What role do ethics play in scientific advancement?  
EQ1b: How do developments in science and technology affect our lives?

**NJCCCS & COMMON CORE STANDARDS****NJCCCS:**

- 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.5 Evaluate information from oral and written discourse dealing with a variety of topics.
- 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.
- 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.







**NJCCCS & COMMON CORE STANDARDS**

**CCSS:**  
 11-12. RI.7 Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.  
 11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  
 11-12.W.4 Produce clear and coherent writing in which the development, organization, and style appropriate to task, purpose, and audience.  
 11-12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  
 11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information  
 11-12.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  
 11-12.L.6 Acquire and use accurately academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering word or phrase important to comprehension or expression.

**COMMON ASSESSMENT**

ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1a, b 7.1 AL.A.3,5 7.1 AL.B.5 7.1 AL.C.4,5 11-12.RI.7 11-12.W.1 DOK 3	<p>Students will write an editorial that presents their point of view, including an original claim with supporting evidence about the ethical use of technology and science in our society. Students will analyze and cite multiple primary sources, and incorporate visuals (such as photographs, charts, data tables, videos, etc.). Then students will present their arguments and supporting evidence in the target language and explain how the issue impacts people in the present and the implications for the future.</p> <p>Core Guidelines</p> <ul style="list-style-type: none"> <li>• Conduct research and cite resources in MLA style.</li> <li>• Develop a thesis statement based on the prompt.</li> <li>• Conduct the presentation entirely in the target language incorporating appropriate grammar, syntax, and vocabulary.</li> </ul> <p>Guiding questions</p> <ul style="list-style-type: none"> <li>• What are effects and ethical consequences of science and technology on the present and future?</li> <li>• What ethical issues are currently related to science and technology?</li> <li>• What evidence supports the negative or positive effects of science and technology on society?</li> </ul>

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Design a chart that compares two different points of view on a controversial topic related to science and technology (cloning, stem cells research, transgenic foods, etc.) by listing the arguments in favor of and against it.</p>  <p>Provide students with a list of vocabulary words. Students who are advanced can create charts with a third column (gray areas).</p>	Vocabulary relating to science and technology	Determine connotative and technical meaning of words and phrases  DOK 2
<p>Students will conduct an interview in which they switch roles and defend the opposite point of view on a controversial topic.</p>  <p>Provide students with a list of controversial topics. Students who are advanced can create a questionnaire with controversial questions on the topic.</p>	Vocabulary relating to science and technology present tense	Evaluate conclusions and the conclusions of others  DOK 3
<p>Students are presented with a hypothetical situation, such as using animals as test subjects for pharmaceutical research. They will write an e-mail to the director of a pharmaceutical company expressing their opinion on the moral and ethical consequences of such a practice.</p>  <p>Provide students with a list of guidelines to write an e-mail. Students can propose a more ethical alternative.</p>	Vocabulary relating to science and technology present vs future tense subjunctive tenses formal language	Analyze the reason for writing to decide on task, purpose, and audience  Determine suitable idea development strategies, organization, and style  DOK 4
<p>Students will increase their exposure to target language and cultural practices by completing listening activities that can include, but are not limited to, YouTube videos, documentaries, etc. These activities can be done in class or uploaded to Edmodo or similar services.</p>  <p>Students will increase their knowledge of the target language by producing emails, texts, tweets, blogs, etc. related to the unit.</p>	Vocabulary relating to science and technology present vs future tense subjunctive tenses formal language	Analyze and evaluate text, comments, claims, and evidence posed  Synthesize comments, claims, and evidence from all sides of an issue  Question or respond to clarify, verify, or challenge conclusions posed by others  DOK 2, 3

**AP SPANISH LANGUAGE**  
**UNIT 5: Global Challenges**

**SUGGESTED DURATION: 6-7 weeks**

**UNIT OVERVIEW**

**UNIT LEARNING GOALS**

Students will compare and contrast current global challenges in order to evaluate their impact on society.

**UNIT LEARNING SCALE**

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or students can apply concepts learned in class to aid other students who are at a lower proficiency level to communicate key information regarding current global challenges in order to evaluate their impact in society.
3	Exclusively in the target language, the student can: <ul style="list-style-type: none"> <li>describe and illustrate how different global challenges impact our quality of life;</li> <li>explain, with supporting evidence, how global challenges have an impact in our society;</li> <li>explain what can be done solve specific global challenges and what can be done to prevent future challenges;</li> <li>explain the responsibility of members of society in solving global challenges and preventing them.</li> </ul>
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performances.
0	Even with help, the student does not exhibit understanding of performances listed in score 3.

**ENDURING UNDERSTANDINGS**

EU1: Global challenges have a profound effect on our quality of life.

**ESSENTIAL QUESTIONS**

EQ1a: How do global challenges affect my quality of life?

EQ1b: Why should I care if global challenges affect others and not me?

**NJCCCS & COMMON CORE STANDARDS**

**NJCCCS:**

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

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.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 information.

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.

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.




**NJCCCS & COMMON CORE STANDARDS**

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.

- CCSS:**  
 11-12. RI.7 Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.  
 11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  
 11-12.W.4 Produce clear and coherent writing in which the development, organization, and style appropriate to task, purpose, and audience.  
 11-12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  
 11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information  
 11-12.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  
 11-12.L.6 Acquire and use accurately academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering word or phrase important to comprehension or expression.

**COMMON ASSESSMENT**

ALIGNMENT	DESCRIPTION
LG1 EU1, EQ1a, b 7.1 AL.A.3,5 7.1 AL.B.1, 5 7.1 AL.C.3,4,5 11-12.W.1 11-12.SL.2 DOK 3	Students will create a multimedia presentation to compare and contrast the impacts of a global issue on people in the United States and people in a Spanish-speaking country.  Core Guidelines <ul style="list-style-type: none"> <li>• Conduct research and cite resources in MLA style.</li> <li>• Develop a thesis statement based on the prompt.</li> <li>• Conduct the presentation entirely in the target language incorporating appropriate grammar, syntax, and vocabulary.</li> </ul> Guiding questions <ul style="list-style-type: none"> <li>• What is the issue?</li> <li>• How did it affect the lives of people in the regions you are addressing?</li> <li>• How are the context similar and different (referring to demographics, economy, culture and social structure)?</li> <li>• How did the issue affect the culture of the region?</li> <li>• How are the people coping?</li> </ul>

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Students will create a fictional diary entry of a person from 50 years in the future who describes the changes they have noticed from when they were a teenager.</p>	<p>Vocabulary related to global issues present tense preterit vs imperfect</p>	<p>Determine figurative, connotative, and technical meaning of words and phrases  DOK 3</p>
<p>Divide the class into teams that race each other to identify as many different ways that global issues such as global warming, poverty, hunger, and others impact people in different countries.</p> <p> Students will be given an outline of information to be included. Students who are advanced can design questions for the other students on the topics.</p>	<p>Vocabulary related to global warming, poverty and hunger. Present tense</p>	<p>Determine goals, deadlines and individual roles for discussion groups  Evaluate personal conclusions and the conclusions of others  DOK 3</p>
<p>Students will have the opportunity to launch a campaign to create awareness about an environmental issue such as global warming. In an e-mail to the director of an agency or other appropriate organizations, they will share their suggestions for the campaign.</p> <p> Provide a students with a list of guidelines to write an e-mail. Students who are advanced can include a plan on how to fund the campaign.</p>	<p>Vocabulary related to climate changes. present tense future subjunctive tenses</p>	<p>Analyze the reason for writing to decide on task, purpose and audience.  Determine suitable idea development strategies, organization, and style.  DOK 4</p>
<p> Students will increase their exposure to target language and cultural practices by completing listening activities that can include, but are not limited to, YouTube videos, documentaries, etc. These activities can be done in class or uploaded to Edmodo or similar services.</p> <p>Students will increase their knowledge of the target language by producing emails, texts, tweets, blogs, etc. related to the unit.</p>	<p>Vocabulary related to global issues present tense preterit vs imperfect</p>	<p>Analyze and evaluate text, comments, claims, and evidence posed  Synthesize comments, claims, and evidence from all sides of an issue  Question or respond to clarify, verify, or challenge conclusions posed by others  DOK 2, 3</p>

**AP SPANISH LANGUAGE****UNIT 6: Contemporary Life****SUGGESTED DURATION: 6-7 weeks****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will analyze cultural differences and hypothesize how current practices may change over time due to globalization.

**UNIT LEARNING SCALE**

4	In addition to score 3 performances, the student can use the learned skills and vocabulary in new and spontaneous/unrehearsed situations and/or students can apply concepts learned in class to aid other students who are at a lower proficiency level to communicate key information on cultural differences in contemporary life with others.
3	Exclusively in the target language, the student can: <ul style="list-style-type: none"> <li>hypothesize how specific holidays and traditions might be celebrated in the future;</li> <li>explain with supporting evidence how globalization has affected cultural similarities and differences between Spanish-speaking countries;</li> <li>analyze cultural differences in Hispanic countries;</li> <li>explain with supporting evidence how globalization has impacted the sharing of cultural customs among Spanish-speaking countries and the United States;</li> <li>describe globalization and explain how it has evolved in the last two decades;</li> <li>explain the causes of globalization.</li> </ul>
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance or makes multiple errors in attempting to reach score 3 performances.
0	Even with help, the student does not exhibit understanding of performances listed in score 3.

**ENDURING UNDERSTANDINGS**

EU1: Contemporary life is influenced by the cultural products, practices, and perspectives.

**ESSENTIAL QUESTIONS**

EQ1a: How do cultural practices and perspectives vary between countries?  
EQ1b: How does contemporary life influence cultural practices?  
EQ1c: How do cultural practices change over time?

**NJCCCS & COMMON CORE STANDARDS****NJCCCS:**

7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.  
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.5 Evaluate information from oral and written discourse dealing with a variety of topics.  
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.  
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.






**NJCCCS & COMMON CORE STANDARDS**

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.

- CCSS:**
- 11-12. RI.7 Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.
  - 11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - 11-12.W.4 Produce clear and coherent writing in which the development, organization, and style appropriate to task, purpose, and audience.
  - 11-12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - 11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information
  - 11-12.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
  - 11-12.L.6 Acquire and use accurately academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering word or phrase important to comprehension or expression.

**COMMON ASSESSMENT**

ALIGNMENT	DESCRIPTION
<p>LG1                      EU1, EQ1a, b, c                      7.1 AL.A.1, 3,5                      7.1 AL.B.5                      7.1 AL.C.3,4,5                      11-12.W.1                      11-12.L.3                      DOK 3</p>	<p>Students will create a digital presentation in which they describe one of the following: a current cultural practice in a Spanish-speaking country of their choice; how Spanish-speaking immigrants are impacting cultural practices in the United States; or hypothesize on how globalization might cause change(s) in the practice. In their project, students will illustrate the steps taken in the planning of an authentic event (birthday, holiday, religious celebration, etc.) related to that practice in the future and will explain with supporting evidence how globalization will have impacted the cultural practice.</p> <p>Core Guidelines</p> <ul style="list-style-type: none"> <li>• Conduct research and cite resources in MLA style.</li> <li>• Develop a thesis statement based on the prompt.</li> <li>• Conduct the presentation entirely in the target language incorporating appropriate grammar, syntax, and vocabulary.</li> </ul> <p>Guiding questions</p> <ul style="list-style-type: none"> <li>• What is the cultural event? What are the traditional aspects of the event you chose?</li> <li>• How is the event different in the present and what might it be like in the future?</li> <li>• Why are the changes happening?</li> <li>• What elements of globalization have impacted the changes in this event for the future?</li> </ul>

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Students will work in groups and each group will have the opportunity to “celebrate” a different Hispanic holiday/cultural practice (<i>la Navidad, una Quinceañera, etc.</i>). They may dress up and bring in authentic food and decorations as they celebrate and converse in class in the target language about the cultural practice their group is assigned.</p> <p> Students will be given an outline of information to include in their celebration. Students who are advanced can design topics for hypothetical discussion/ conversation during the celebrations which can include but are not limited to “Do you remember last year at María’s <i>quinceañera</i> when...?” etc.</p>	<p>Vocabulary relating to cultural practices and differences present tense preterit vs imperfect</p>	<p>Compare and contrast cultural practices</p> <p>Make observations about cultural practices/celebrations</p> <p>DOK 2, 3</p>
<p> Students will create a digital presentation in which they compare cultural practices from multiple Hispanic countries.</p>	<p>Vocabulary relating to cultural practices and differences present tense preterit vs imperfect subjunctive</p>	<p>Write a narrative that includes a reflective conclusion that follows from what is experienced and observed</p> <p>DOK 4</p>
<p> Students will blog as if they have traveled through a Hispanic country for one year and participated in different holidays and/or religious celebrations.</p>	<p>Vocabulary relating to cultural practices and differences present tense preterit vs imperfect subjunctive</p>	<p>Write a narrative that includes a reflective conclusion that follows from what is experienced and observed</p> <p>DOK 4</p>
<p> Students will create a video in which they act out the celebration of a holiday in the future.</p>	<p>Vocabulary relating to cultural practices and differences present tense preterit vs imperfect subjunctive</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p> <p>DOK 4</p>
<p> Students will increase their exposure to target language and cultural practices by completing listening activities that can include, but are not limited to, YouTube videos, documentaries, etc. These activities can be done in class or uploaded to Edmodo or similar services.</p> <p>Students will increase their knowledge of the target language by producing emails, texts, tweets, blogs, etc. related to the unit.</p>	<p>Vocabulary relating to cultural practices and differences present tense preterit vs imperfect subjunctive</p>	<p>Analyze and evaluate text, comments, claims, and evidence posed</p> <p>Synthesize comments, claims, and evidence from all sides of an issue</p> <p>Question or respond to clarify, verify, or challenge conclusions posed by others</p> <p>DOK 2, 3</p>