**Spanish Language**

**2013-2014**

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**Course Summary**

The Advanced Placement Spanish Language course is designed for the student who demonstrates a high level of interest in the language. Most students are in their fifth semester of language study, as we are on a 4x4 block schedule; however, we do encourage heritage speakers to enroll to promote their own personal growth in the language and to create a more authentic learning environment. The course, conducted almost entirely in Spanish, giving students the opportunity to demonstrate their Interpersonal, interpretive and presentational proficiency in the target language. The objective of the course is to significantly develop the students’ communication ability by increasing their listening, reading, writing and speaking skills. An academic environment will be provided where students will integrate the following learning objectives: 1. Spoken Interpersonal Communication, 2. Written Interpersonal Communication, 3. Audio, Visual and Audiovisual Interpretive Communication, 4. Written and Print Interpretive Communication, 5. Spoken Presentational Communication and 6. Written Presentational Communication are created to provide a variety of literary and communicative purposes to promote students’ intrinsic motivation to broaden their understanding of the language and culture by exploring Century 21 themes: 1. Families and Communities, 2. Science and Technology, 3. Beauty and Aesthetics, 4. Contemporary Life, 5. Global Challenges and 6. Personal and Public Identities.

**Grading**

20 % Speaking Spanish in class   
40% Homework/Class Projects (AP Rubric Assessed)  
30% Test and Quizzes  
10% Mid Term Test and Final Test

**Real Life Language Use**

Students will have the opportunity to pair with another student from a Hispanic country to communicate using Facetime or Skype. At the end of the semester, students will have a formal presentation in which they will report their experience and also the things they have learned about their partner’s Hispanic Country. Each student will use this presentation to give the class an insight to their native partner’s traditions, culture, political, economic and social issues, letting us witness among other things, their partner’s reality and perspective. This will give students the opportunity to make comparisons between their own country and a Hispanic country.

Students are given the opportunity to volunteer in a district community program called *English as a Second Language* to tutor Hispanics who are learning English. The lessons will be taught in the Spanish language. Students will be able to use these volunteering hours as part of the six hours of community service that is required to become a member of the Hispanic Honors Society.

Students will have the opportunity to become News Reporters by participating in daily broadcast in which students share current events from any Spanish Speaking country. The source will be any written, visual or oral authentic material from digital newspapers or broadcast companies such as CNN en español, Univisión, RTVE, etc.

**Teaching Strategy**

Teacher will initiate topics that will be researched by students. Classroom will be student centered. Students will self-discover an answer to essential questions through readings, viewing documentaries and participating in various projects. They will share their supported conclusions via written reports, oral presentations and in-classroom debates.

Journals/blogging are used to develop and assess literary development over time, especially in the area of communicative intent with a minor focus on correct grammar and usage. Only global errors that impede communication are addressed in guided and open journal writing. Local errors that do not substantially impede a student’s communicative intent are not directly addressed, but are used as formative data for future mini-lessons to help refine students’ writing. Informal writing is crucial in also bridging individual student’s background and personality with new classroom experiences and knowledge, creating a student-centered learning experience that accounts for all affective differences. Students will have to ask questions and write comments on each other’s posts; making the blog a dynamic place to share ideas.

Students are directly exposed, and continually reflect on the AP scoring criteria/rubric to guide them in their presentational and interpersonal writing during their writing process and in their portfolio evaluations. Through students being aware of the standard of writing they are working to achieve, this promotes metacognitive skills and communicative efficacy because students learn to balance communicative intent, which takes into account content and audience, with correct grammar, usage, and register.

Students will explore literacy strategies on how to approach Written / Print Interpretation Communication and Audiovisual Interpretation Communication. The importance of looking at titles and graphs, activating their prior knowledge, making predictions, formulating questions about what else they would like to know about the topic. They will be using organizers to sort facts and ideas, looking for context clues to figure out unknown vocabulary words they read or hear, and note taking while reading and listening. Concentrating on the language as a whole, concentrating on words they already know, making inferences.

Most activities will give students the opportunity to demonstrate their interpersonal, interpretive and presentational proficiency.

In effort to familiarize students with the AP test, they will have the opportunity to see the same test format as part of their assessments.

**Assessments**

Vocabulary development is crucial to expanding a student’s capacity to communicate. Students are required to memorize words and are promptly quizzed. We use the vocabulary section as one of the primary methods to create and foster conversation. Each unit will be used to challenge students to learn the needed vocabulary to better understand the readings of news articles, the audio of radio shows and audiovisual documentaries to help students continue their progression in the Spanish language. As part of the vocabulary that will be assessed, each unit will be used to introduce expressions which will facilitate written and oral communication to help students to better express themselves and interpret the material to which they are exposed. For example, some of these expressions will be to relate ideas, to show agreement, surprise, and disbelief or to clarify or explain something. Some other expressions will be to introduce a topic or a new idea; other expressions will help students better demonstrate cause and effect as well as to compare and contrast topics or ideas.

Students will prepare a brief oral presentation on themes reflecting the vocabulary. These presentations frequently lead to class discussion as I encourage students to ask questions. Furthermore, we do one major debate. Topics are chosen and debates are prepared. The debates are done in front of another class and are assessed by a rubric based on preparation, content, pronunciation, use of grammar, and impromptu responses. Students will be able to learn and review vocabulary and grammar using authentic material.

On the other hand, one of the approaches that will be used to review grammatical concepts learned in prior level Spanish classes will be the creation of instructional videos. Students will create these videos under my guidance using Educreations. These videos will also be assessed before becoming a resource or a tool for the entire class. It will be a resource available to students throughout this course. Students will also explore “ortografía y puntuación” and new grammatical concepts which will be part of their unit test. The unit test will also have a reading a comprehension section. The exams contain free-response questions that require students to write small essays reacting to the story’s content, typically summarizing, comparing or contrasting, analyzing, and synthesizing information. Multiple-choice questions provide an assessment of the student’s comprehension of the story’s content

The grammar and vocabulary will be part of the context which students will use to explore and work in various projects. Every unit will be accompanied by vocabulary and grammar assessments: quizzes and tests. The following is an example of the content students would be tested on a unit. Each unit will give students the opportunity to demonstrate their vocabulary and grammar knowledge. Each unit has three quizzes and one unit test. The majority of the vocabulary, punctuation, spelling rules and grammar would come from Temas AP Spanish Language and Culture and AP Exam Preparation from Vista Higher Learning.

Unit 1 Assessments (acentuación – palabras agudas, llanas, esdrújulas y sobresdrújulas, signos de puntuación – la coma, los dos puntos, el punto y coma, Present tense (indicative and subjunctive), antónimos- using prefixes (in y des). Expressions- relate ideas and show agreement; perceptional sensorial expressions (nouns, adjectives and verbs). Mar Adentro vocabulary words. Descriptive vocabulary to give information about places, scenery, environments, objects and people; production Mar Adentro’s Vocabulary.

All formal writings or essays are process-writings that employ appropriate scaffolding to guide the students writing proficiency and efficacy. All writings will go through the process of pre-writing, drafting, revision, and publication or presentation. Students experience peer-revision and peer-editing group discussions to promote integration of all four language skills and to generate comprehensible input for students to refine their writing. Direct teacher-student portfolio evaluations are routine, promoting metacognition and self-evaluation to empower the students in their learning. Initially, students peer-evaluate their compositions according to the AP scoring guide, then the teacher corrects the compositions and students receive a grade based upon AP scoring guidelines. They are expected to revise the composition until it is perfect, and must articulate with each writing what errors they had to correct in both general and specific terms. Each unit has examples of specific topics students will be writing about.

As in formal writing, every project students have will prepare them for the AP Spanish test and as part of such preparation their work will be assessed using the AP Spanish Test rubrics. As it has already been acknowledged, using these rubrics will help student get familiar with and understand their performance expectations. I will be evaluating their interpersonal writing: e-mail reply, presentational writing: persuasive essay, interpersonal speaking: conversation, and their presentational speaking: cultural comparison with the just mentioned rubrics. Students will have the opportunity to experience with each unit one or several formats of the AP Spanish test since it has been built into this curriculum to better prepare them.

Finally, we will work through one or two full length AP practice exams depending on time. Obviously, this provides the students with additional reading, writing, listing and speaking practice.

**Unit Development**

Here are some examples of some of the activities students will participate

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| Unit/Theme  Essential Questions | Unit 1: Family, Traditions, Social Values and their Influence  Theme:  Las familias y las comunidades  La vida contemporánea  Contexts:  Las tradiciones y los valores La ciudadanía global Las redes sociales  Essential Questions:   * ¿Cómo se define la familia en distintas sociedades? * ¿Cómo influencian los valores familiares nuestro comportamiento, con respecto a las decisiones que tomamos en nuestra vida? * ¿Cómo influencia nuestro comportamiento tanto la sociedad y la comunidad en la que vivimos como la nueva comunidad virtual de la que somos parte? * ¿Qué consecuencias tiene el comportamiento de unos en la vida de otros dentro de nuestras familias y comunidades? * ¿Cómo se ve la eutunasia en sociedades hispanas?   Connections also of the themes of: Los desafíos sociales, la ciencia y la tecnología. |
|  | **Spoken Presentational Communication, Written Presentational Communication and Spoken Interpersonal Communication**  Students will create a presentation in which they will introduce themselves, their families, their values and traditions in written and oral form. At the end of each presentation, the audience – other students—will ask for clarifications or questions to further their knowledge or interest about each other’s life. This will give me the opportunity to observe and evaluate student’s proficiency at different levels. |
|  | As students watch the movie “Mar Adentro” they will explore the values of Ramon Sampedro, his family as well as the values of the catholic community in which Sampedro was part of. Students will also explore and analyze the movie’s characters and their values. In an attempt to get to know Ramon Sampedro a little better, students will also read and analyze some of his poems. They will create a profile of his personality and value system. Students will witness how people who are raised in the same family can develop different values and therefore feel and behave differently when confronting some of the same issues.  The movie will be accompanied by viewing daily real-life documentaries about the right to live (as in Terri Shiavo’s nuclear family case) and the right to die (as in Pedro Sampedro's case as well as Terri Shiavo husband’s case); questions will always follow the viewing to ensure understanding of the material viewed. Both cases: Terri Shiavo’s and Ramón Sampedro will be compared and contrasted; some of the issues that will be explored will be the actions and reactions of the members of their communities. We will explore how Terri’s community enlarged reaching Rome and even the Pope through globalization. Students will also investigate this polemic issue by participating in daily readings from authentic material followed by comprehension questions about the readings.  Students will read Spanish articles, paying close attention at how Terri Shiavo’s case developed, since there are not many documentaries available in the Spanish language. Students will simulate a daily broadcast in which they will present two minutes of news about Terri’s case; matching the chronological events of this case as if it was a current event.  **Written Interpersonal Communication**  Students will also participate in a blog in which they will answer questions posted by the teacher and they will share or exchange their findings and their opinions with each other. They will answer the essential questions as well as more specific questions. Some of these specific questions will be: 1. Si tuvieras una enfermedad en la que todo el día sientes un dolor agudo y pensando en los casos de Ramón y Terri o la familia de Terri, y como su vida era ¿que harías? Explica tus motivos dando razones por las que tomas esta decisión. 2. Si tu mejor amigo o amiga sufre un accidente en el que está como Ramón Sampedro, tan solo moviendo la cabeza, basándote en los valores familiares en los que tu familia te ha inculcado desde tu niñez ¿cuidarías de tu amigo si tuvieras que hacerlo? o ¿convencerías a la familia para que practicara la eutanasia? Tu respuesta necesita tener dos razones apoyando tu respuesta. Students will have to ask questions and write comments on each other’s posts.  **Written and Print Interpretation Communication, Written Interpersonal Communication, Spoken Interpersonal and Personal Communication**  Students will look at the role of social media and how it can promote a cause, as in Terri Shiavo’s case. Students will look at a graph in which they will explore Social media in Central America and how new communities are formed based on interest and values. They will read the article: Facebook El monstruo de las dos cabezas by Melba Escobar de Nogales. They will answer questions about the article. Students will also have to create a five question interview to explore some of the following topics: 1. Las influencias positivas y negativas de las redes sociales sobre el activismo político. 2. La capacidad de Facebook para promover algunos valores de las comunidades occidentales como la democracia, etc. They will interview other students in class. Students will end this activity with an oral presentation which will be based on the answers they obtain from the interview. They will have to expose different opinions, and how they are similar or different to each other. They will have to explain why they think there is diversity in opinions and they will have to end the presentation with a personal conclusion.  **Written and Print Interpretation**  Looking at Ramon’s family: brother, sister in law, dad and nephew, students will explore Hogares diferentes, they will look at a graph of “ familias en zonas urbanas de América Latina” (18 países) and they will analyze the information that can be found on this graph. Students will have to answer specific questions about the graph. They will explore and answer questions such as ¿Puede una familia incluir miembros que no tengan vinculos legales o biológicos? ¿la deficinición de familia en tu país ha cambiado en las últimas décadas? ¿Cómo se compara la situación representad en el gréfico con la de laas familias de Estados Unidos? ¿crees que aquí prevalecen las familias nucleares de doble ingreso?  Exploring Ramon Sampedro and Terri Schiavo’s cases, one of the common denominators is “family conflict.” Looking at this family conflict; students will read El Niño y La Niebla from the Mexican writer Rodolfo Usigli (1905-1979). This fragment exposes family conflicts, difficulties dealing with adolescents and the role of the values that influence family relationships.  **Audiovisual Interpretation**  Continuing the exploration of family conflicts, students will watch the cortometraje: Ella y yo (15 min.) in which an Argentine family has a conflict due to the different values of the husband and the wife. This cortometraje also exposes the values of the Argentine society and how some members of this society interact with each other. Students will answer comprehension and interpretation questions about the cortometraje in written form which will support them at the end of the activity in a classroom debate.  **Spoken Interpersonal and Interpretative Communication and Written Interpersonal Communication**  A guest speaker will come to class to talk about the community and family values in the region of Puebla, Mexico. Students will conduct a research prior to the speaker’s visit in which they will find news and articles about that region. Each student will write two questions inquiring further clarification based on their reading. They will also have to ask one more question inquiring about our guest’s oral presentation. Students will have a follow up activity in which they will write a letter to our guest speaker. This letter needs to communicate things they learned about community and family values they didn’t know before the presentation. They will have to write about something that was a cultural shock to them mainly because this is not something they see in their own culture. They will also have to share the “one thing” they enjoyed most during the presentation.  **Written Presentational Communication**  The readings, the movie viewing, the documentary viewing and their own research will be followed by a persuasive essay in which students will have to write about their family, their community and personal values as they will advocate in Ramon’s favor (the right to die) or Terri’s ex-nuclear family’s favor (the right to live). Their arguments will have to be supported by research. Students will self-edit their writing.  Students will have a test about the movie, the readings and the documentaries they have watched. This test will check their comprehension as well as their interpretive ability about cultural aspects.  **Spoken Presentational Communication and Write and Print Interpretation (for research)**  This topic, euthanasia, will end with a four student group debate. Two of them will be in favor of the right to live and the other two will be in favor of the right to die. They will present their point of view with concrete arguments based on their research. Each pair will have to work together. They will have three minutes to expose their point of view. After both groups present their arguments, they will have one minute to regroup and respond to their opponents.  Throughout the semester every student will have the opportunity to debate about a controversial issue.  **Written Interpersonal Communication**  Students will receive a fictitious e-mail from Ramón Sampedro and another one from Terri’s Mother in which they will be asked their opinion about some of the things that are happening in their lives at the time of the events that we are studying.  **Audio Interpretation and Spoken Presentational Communication**  Students will receive a fictitious phone call from Ramon’s brother and another from Terri’s father in which they are inquiring about their opinion about some of the things that they feel concern about. Students will have to answer or make comments (whatever they are instructed to do) during the conversation (30 second answers)  Poemas de Ramón Sampedro: <http://beceravanlat.blogspot.com/2011/01/cuando-yo-caiga-de-ramon-sampedro_20.html>  Vida de Sampedro: <http://www.youtube.com/watch?v=e4lK-JulWxE>  Letter read to Sampedro (portion): <http://www.youtube.com/watch?v=5E3Lo1GAp68>  Community and its members react to Sampedro’s decision: <http://www.youtube.com/watch?v=v2BF5rJ83r0>  Entrevista con Ramona Maneiro (Rosa en la película) que ayudó a Ramón Sampedro a morir (pequeña porción): <http://www.youtube.com/watch?v=9RIz3ZmYBcY>  Documental en la televisión argentina: <http://www.youtube.com/watch?v=9RIz3ZmYBcY>  La posición de la iglesia católica con respecto a la eutanasia: <http://www.youtube.com/watch?v=5ysSccS9k_w>  Terry Shiavo: <http://www.youtube.com/watch?v=i_JdqUbvJYI>  Otros casos desde Argentina: <http://www.youtube.com/watch?v=pfcyCmT1ofg>  Artículo desde Chile: La historia de Terri Schiavo de Fernando Novoa: <http://www.scielo.cl/pdf/rchnp/v45n3/art09.pdf>  El País- Muere Terri Schiavo, la mujer que llevaba 15 años en coma y fue desconectada por orden judicial: <http://sociedad.elpais.com/sociedad/2005/03/31/actualidad/1112220001_850215.html>  Más artículos: http://www.corazones.org/moral/vida/eutanasia/terri\_schiavo.htm  Temas AP Spanish Language and Culture(Higher Vista Inc. 2014)Dragget, Conlin, Ehrsam and Millán  Conversación y controversia Tópicos de hoy y de siempre (sixth edition) (Prentice Hall 2011). Lorillo, Díaz and Hale.  Film: Mar Adentro 2004. Alejandro Amenábar. |
| Unit/Theme  Essential Questions | Unidad 2: La ciencia y la tecnología  Context:  Tecnología, individuo y sociedad El cuidado de la salud y la medicina Los fenómenos naturales  Essential Questions:  ¿Qué impacto tiene el desarrollo científico y tecnológico?  ¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología?  Tecnología, individuo y sociedad  **Spoken Interpersonal Communication**  Students will explore what the advantages of technology are. In pairs they will answer questions such as ¿Cuál es tu primera memoria en el uso de un aparato tecnológico? ¿Cuáles han sido los avances tecnológicos que has visto durante tu vida? ¿Cómo ha cambiado la tecnología durante tu vida? ¿Cómo ha cambiado la manera en que tus padres usan la tecnología? ¿Cómo ha cambiado el uso de la tecnología entre los niños?  Students will listen to a documentary about the five greatest inventions in the world; they will also read an article about the 10 greatest inventions ever made. Based on what they read and saw and their own background knowledge, they will write (individually) a list of the most important 10 inventions that have changed humanity (things such as airplanes, telescopes, tires, etc.) In small groups they will compare their lists and they will negotiate with each other what the three most significant inventions for humanity are. Students will have to be prepared to orally answer why they chose those three.  **Written Presentational Communication**  Students will have to write an essay in which they have to pick the five most important things they feel the world has been technologically impacted by. They will have to support their answers with evidence to show how these inventions influenced the world. They will have a list of suggested articles and documentaries to use as resources.  Students will read the “No sin mi móvil” article written by jornualist María Valerio Sainz published in El Mundo.  **Before the reading**  Students will learn vocabulary words that will support their understanding of the reading such as enganchado and they will also learn words that are associated to the vocabulary word, in other words, synonyms.  **Spoken Interpersonal and Presentational Communication**  Students will have to explore in pairs how they use their cell phone and whether they are addicted to it or not. Students will orally have to ask their partner questions such as ¿para qué usas el móvil? ¿Cuántos mensajes de texto mandas por día? ¿Cuántos recibes? ¿prefieres hablar cara a cara o con un aparato electrónico?, etc. the student who is asking the questions will have to write their partner’s answers. When they are done, their partner will have to ask the very same questions and will also have to record the answers. At the end of the activity, every person will have to give an oral summary and tell whether they feel their partner is addicted to their cell phone or not and each of them will have to give reasons to support their answer.  Using Google Documents, students will be divided in small groups and they will write the 10 worst telephone habits people have, they have to be placed by order of importance. After they are done, they will have a discussion about ¿Cuáles son los peores hábitos telefónicos que estudiantes deben de evitar tanto dentro de la escuela cómo fuera de ella?  **Written and Print Interpretive Communication**  **Reading and during Reading**  As students read“No sin mi móvil” , they will have to reflect about their own, their friends and their family’s telephone habits.  **After reading**  Students will have to answer comprehensive questions, as well as cultural question in which they interpret what the reading and the author’s intentions are.  **Presentational Communication and Written Presentational Communication**  Students will be divided in groups of three. They will create an commercial using graphics and voice overs. They will announce the risks of nomophobia and how it can be avoid it. It has to be a very convincing commercial; anybody would want to change habits after watching this commercial.  Just right after their reading and before the creation of their commercial, students will answer and formulate questions as well as write comments on the class blog about nomophobia, some of the questions will be ¿por qué es un problema la nomophobia? ¿cómo se pueden identificar los síntomas? ¿qué se puede hacer para evitar este tipo de adicción? ¿qué se puede hacer para ayudar un amigo que muestra sítomas?  **Listening to a radio show**  Students will listen to a radio show from Spain, the program is called Nuevas Tecnologías. It presents new technology in the transportation sector and its repercussion in daily life. This shows talks about MARTA (Movilidad y Automoción con Redes de Transporte Avanzadas), a project that will be implemented in Spain.  **Spoken Interpersonal Communication and Write and Print Interpretation (during research)**  **Before the listening**  Students will be divided into groups of two, they will create a list of what they think the three main reasons for car accidents are. They will have to talk about what the reasoning behind their answers. Then they will pair up with another group and they will compare their answers and they will see if any of their answers are alike and they will draw conclusions that will be presented to the class orally.  **Written Interpersonal Communication**  Studens will write individually in their jornual, Si pudieras tener cualquier avance tecnológico, ¿cuál sería? ¿por qué? Then students will have to share their answers with the class, participating in a small class discussion.  Vocabulary key words will be introduced. Students will find two other synonyms to each of the key words. Students will use these vocabulary words to create sentences.  **Audio Interpretive Communication**  **While listening**  They will listen to the audio one time to get the general idea; they will identify key words.    The second time they listen to the audio, students will fill out some worksheets to check their understanding.  **After listening the audio**  Students will answer comprehensive questions about the recording they hear.  **Audio Interpretive Communication, Written and Print Interpretation and Written Interpersonal Communication**  Students will look for an article on the Internet which talks about the actual economic status in Spain. Based on the recording students heard and considering the actual economic status of Spain, students will have to write on the class blog ¿es conveniente o no continuar con el proyecto MARTA? ¿Superarían los beneficios a largo plazo el capital invertido o es un lujo que el país no se puede permitir en este momento? Students have to defend their statement with arguments from the audio and facts from the actual economic status in Spain.  **Written Presentational Communication**  Students will synthesize the information they have been exposed to lately and write an essay in which they will have to answer some of the following questions; ¿Cómo nos afectará la tecnología en el future? ¿Es conveniente frenar o limitar la labor de los científicos? ¿los avances tecnológicos resolverán nuestros problemas o solo crearán otros nuevos? (they can explore other questions that may be appropriate)  **Written and Print Interpretative Communication and Spoken Presentational Communication**  Conexiones Culturales: Students will read about the project K’oñichuyawasi (casa caliente y limpia en quechua) they will also read about three different projects in which technology has helped improve health in the world. One of these projects is in Spain, another one in Argentina and one in Mexico. After reading about these three projects, students will have to orally present a cultural comparison. They will have two minutes for this presentation after the prompt. This presentation will answer the question; ¿Cuál es el papel de la ciencia y la tecnologia en el cuidado de la salud y el bienestar de las personas?  Contexto 2: El cuidado de la salud y la medicina  Students will read the Google article, Un Medico Virtual no Aconsejable written by Angela Carrasco – La Prensa.  **Interpersonal Spoken Communication**  Before the reading, students will have a conversation in pairs lead by questions such as; ¿Cuáles son tus programas de búsqueda preferidos en la red? ¿Que tipo de información sueles buscar en línea?, etc.  **Written Interpersonal Communication**  Students will have to answer a fictitious e-mail from a person who is addicted to looking for answers on the Internet, ignoring doctors, parents, or friends. Students will have some guidelines such as explaining to this person the importance of face to face communication when inquiring about health issues.  Previous vocabulary will be introduced for the reading as well as common illnesses and vocabulary that would help a person survive as a patient when going to the doctor or hospital or even in emergency situations.  During reading  Take notes or underline important material to later remember it. This could be names or places, dates, etc.  After the reading  **Written and Print Interpretative Communication**  Students will answer comprehensive questions about the article they read. Students will also synthesize information from the article in essay questions.  **Spoke Interpersonal Communication**  Students will talk with their partners and will answer some questions orally.  **Written and Print Interpretive Communication, Written Interpersonal Communication and Spoken Interpersonal Communication**  **Comparación cultural:**  Students will re-read a part of the article where it talks about Bolivian culture and the role of pharmacies in that area. Students then will write a paragraph to later talk about the role of pharmacies in Bolivian culture and how it differs from the role that pharmacies have in USA.  **Written Interpersonal Communication**  In the class blog students will have to write comments and share what they think are advantages and disadvantages to: 1. Usar Skype para interrogar a pacientes en lugares remotos. 2. Ofrecer información en línea que sea más compresible para los pacientes. 3. Enviar alertas por mensaje de texto cuando haya riesgos ambientales.  **Spoken Presentational Communication**  Students will have to present orally (to the teacher using recording technology) their opinion about the appropriate use of technology on health issues, they will have to consider the article they read, stating if they agree or not with the author. They will also have to share their ideas about the technology’s potential to better health in the world, as well as the limitations technology should have. They will also have to make some recommendations in the use of Internet to consult health issues and some personal or family experience that has to do with this topic.  **Written and Print Interpretive Communication**  Students will read “La enfermedad como causa de marginación en la edad media” (a fragment from Medicina y superstición by Ana de Diego)  Students will answer comprehensive questions to ensure understanding, then they will write a sentence synthesizing each of the seven paragraphs from the fragment they read, ending up with seven sentences, one per paragraph.  **Spoken Interpersonal Communication, Written and Print Interpretive Communication**  Students will read paragraph four again and they will investigate on the Internet a pre-Christian ritual (pagan rituals). Some of the guidelines for their investigations will be: ¿Cual era el propósito del rito original? ¿Cómo se transformó en un rito Cristiano? ¿Existe todavía esa práctica? Students will have to share their finding with the class as they participate in a class discussion.  Cultural Comparison: Students will explore in groups and based on their reading, discuss the medical topics. They will concentrate in discussions about herbs and popular remedies, superstitions, and the witch culture. This will lead to a class discussion in which students will share their findings.  **Audio Interpretive Communication**  **Radio Show:** Students will listen a portion of an interview with Dr. Lidandro M. Carnielli who has published articles online in Argentina. He talks about alternative medicines and the popular beliefs that still exist in the communities and the adverse effect this can have. In this recording he also talks about how very effective therapies can be delayed by the use of alternative medicines putting a person’s life at risk.  **Before the audio**  Students will be exposed to el voseo (use of vos) that is prominent in Argentina, also how the rhythm and intonation sets Argentinians apart, as well as the “ll” and “y” sounds. We will listen to some shows from Argentina to identify these characteristics.  **While listening**  Students will have a guided listening assignment. They will have portions of the show in front of them. These portions will guide them on their listening.  The second time students listen to the recording, they will write expressions they hear and that they consider key to comprehend the audio.  **After the audio**  In small groups, students will compare their notes and share information with each other from the audio.  Students will answer comprehension questions about the audio, and they will have to interpret parts of the audio they hear.  **Print and Written Interpretive Communication and Written Presentational Communication**  Students will investigate one of the alternative treatments spoken about in the audio interview they just heard by looking for Spanish articles on the web. Each student will write a narrative essay in which they will have to include ¿para qué enfermedad se usa? ¿Quién lo ha probado y por qué? ¿Cuáles son los efectos adversos o los riesgos (si existen)? ¿Hay datos o cifras que apoyen la eficacia del tratamiento? ¿Qué concluyes de la información investigada? ¿Usarías el tratamiento o se lo recomendarías a un familiar o amigo?  **Print and Written Interpretive Communication and Spoken Presentational Communication**  **Conexiones Culturales:**  Students will read an article and will look at a graph; “Mal de Chagas, una muerte silenciosa”  Besides reading this article students will read short paragraphs that talk about three projects, one about a vaccination campaign in Cuba that helped eradicate many illnesses, another project about obesity in Costa Rica and the last one about arterial hypertension in Mexico. After exploring this information, students will have to present an oral cultural comparison in which they answer the question; ¿Cuál es la importancia de los avances medicos y la educación para la salud de las personas? They will have to analyze some of the governmental initiatives in Hispanic countries and they will have to compare it to their own communities and country. They will have two minutes to answer after they read the prompt.  **Spoken Presentational and Interpretative Communication**  Students will participate in a debate about alternative medicine versus regular medicine. They will research the topic.  **Written Presentational Communication and Spoke Presentational Communication**  Students will be grouped in groups of five. They will write a script and they will create a play in which they are going to the hospital or to the doctor and explain the symptoms they have.  Contexto 3 Los fenómenos naturales  Students will explore and learn new vocabulary pertaining natural disasters.  **Written Interpersonal Communication**  In the classroom blog students will answer the following questions; ¿Cuáles fenómenos naturales son influidos por la actividad humana? ¿Cómo podemos reducer nuestro impacto negative sobre el medioambiente? ¿Crees que la tecnología puede podrá mejorar nuestro equilibrio con la naturaleza? (explicar cada respuesta) Research will be needed to participate in this blog discussion.  **Audio Visual Interpretive Communication and Spoken Interpersonal Communication**  Students will watch a documentary about earthquakes and with a partner students will talk about how technology can reduce the damages that are caused by natural disasters, such as when there is a flood, global warming, hurricanes, acid rain, forest fires, etc. Ejemplo: terremoto (mejorar la construcción y el diseño de los edificios)  **Print and Written Interpretive Communication**  Students will read an article published in the Science Section of the ABC Diary in Spain. It was written by José Manuel Nieves and it is about an investigation lead by two important universities in the world. They concluded that the Earth was almost extinguished. The name of the article is “La gran extinction que casi acabó con la vida en la tierra.  **Before Reading**  In groups of three students, they will have to match natural disasters in the last years with Hispanic countries. They will verify this information by looking at newspapers or the Internet.  Students will have to choose one of the events and investigate. Their research will be led by the following questions; ¿Qué desastres naturales azotan comunmente al país? ¿Qué daño causan a la población y a los ecosistemas? ¿Qué tipo de daño ocasionan a la infraestructura del país? ¿Cuáles son las consecuencias económicas y sociales de estos desastres?  **Spoken Interpersonal Communication**  After students are done with the research, they will get together with other students to make a cultural comparison and draw some conclusions to answer; ¿Cómo influyen los desatres naturales en los lugares que la gente elige para vivir? ¿Cómo influyen en la construcción de edificios? etc.  **Print and Written Interpretive Communication**  Students will read the article and as they read, they will identify cognates since many scientific terms are cognates. Students will also have to verify the cognate by looking at the context and ensuring it makes sense.  **After the reading**  Students will answer comprehensive questions, as wells as essay questions in which they will have to synthesize the information from the article. They will also have to create a list of ten natural conditions that lead the great extinction the article is describing.  **Written Presentational Communication**  This will be the base of their next activity. They will create a timeline that includes some of the big events the article is talking about. Later on students will extend this timeline to 250 years into the future. Students will have to predict based on what happened in the past. How some events lead to other events in the article they just read. What five significant events will take place. They will write a brief story about the possible changes the Earth and human species will experience.  **Written Presentational Communication, Spoken Interpersonal Communication**  In groups of three, students will make a “capsula del tiempo” in which they will have to leave a legacy for the future. They will have to discuss the objectives of this capsule which will be; “Cinco objetos más representativos de nuestra civilización, tres fotos que ilustren sobre la vida del hombre en el planeta, y un libro muy importante para la humanidad”. Students will have to write a letter in which they explain the reason of this time capsule, they will also explain the objects and the reason they felt they were most significant. They will also have to write the most common errors the new habitants should avoid if they want to preserve the planet.  **Written Interpersonal Communication**  Students will answer a fictitious e-mail from one of the Scientists who this article, having to answer in detail some of his questions.  **Print and Written Interpretation, Audiovisual Interpretive Communication and Presentational Writing**  Students will read an article about “cazadores de tornados” and will watch a documentary video about tsunamis and one about earthquakes to later write an essay in which they will have to talk about men and nature. What kind of things humans can do to minimize the effects of nature and how technology can help humans be safer during natural disasters.  **Audiovisual Interpretive Communication**  Students will watch el cortometraje Un Atajo, un Camino. This Mexican production shows a group of young engineers that are working on a project with which they want to bring light to three million Mexicans with the use of renewable energy. Students will use before, during, and after viewing strategies to ensure their understanding of the movie.  **Written Presentational Communication**  Anuncio persuasivo: Students in groups of two will create a persuasive commercial about the benefits of using renewable, sustainable and clean energy for our future planet. Students will present their final production in class.  Students will also have to create a pamphlet in which they write a list of ideas or suggestions by writing powerful sentences that can easily be implemented at home or at school to save electricity.  **Ejemplos de algunos de los recursos**  Inventos importantes en la historia  http://www.youtube.com/watch?v=Aj6yhEckN2  http://www.proyectohormiga.org/udidac/los50inventos/index2.html  http://www.youtube.com/watch?v=bA02Tn2QtbA  http://borjatercero.blogspot.com/  Temas AP Spanish Language and Culture(Higher Vista Inc. 2014)Dragget, Conlin, Ehrsam and Millán  Authentic materials come from this book: Radio shows, cortometraje and articles.  Car Accidents and the use of cells: <http://www.geosalud.com/geonoticias/celularesyaccidentes.htm>  Programa televisivo de curanderos vs. medicina: <http://www.rtve.es/alacarta/videos/tenemos-que-hablar/tenemos-hablar-hijo-pedro-mejoro-gracias-medicina/1833358/>  Documentales en español de National Geographic, desatres naturales: <http://www.youtube.com/watch?v=jHr10Gm_hos&list=PL2C1A11946B5ABC3D> |
| Unit/Theme  Essential Question | Unidad 3:La belleza y la estética  Contexto  Las Artes Visuales  Essensial Questions  ¿Cómo se establecen las percepciones de la belleza y la creatividad? ¿Es beneficioso el ser considerado bello?¿A que están dispuestas las personas para ser bella?  ¿Cómo las artes desafían y reflejan las perspectivas culturales?  **Written Interpersonal Communication**  In the class blog students will answer to the following questions; ¿En qué sentido es el arte una imitación de la vida o una reacción a la realidad? (dar ejemplos) ¿Qué influencia tienen las circunstancias políticas y las experiencias personales sobre la expresión artística?  **Written Interpersonal Communication**  In the class blog students will answer to the following questions; ¿cuál es la canción más bonita que has escuchado? ¿Cuál es la persona más bella que conoces? ¿Qué acto es el más bello que has observado? (algo que una persona ha hecho por otra) ¿Cuál es el lugar más hermoso que has visto? Cada pregunta tiene que ser apoyada de una explicación.  **Written and Print Interpretation Communication**  Exploration of ¿Qué es la belleza? ¿Qué influencia nuestra perspectiva de la belleza? Students will read a fragment of historic-cultural evolution of facial beauty by Mra. Rodriguez. They will also read an interview about what different people consider beautiful. Students will also watch two audiovisuals, one about beauty from a scientific point of view and the other one about women in Thailand that have long necks. Students can further research this topic by finding more sources over the Internet.  As always, students will answer questions where they will have to analyze the content of the articles they read and documentaries they watched.  Students will participate in classroom discussions about what they read and watched prompted by some guided discussion questions.  **Spoken presentational Communication**  Students will bring the most beautiful object they find in their home. They will present it to the class and they will explain the reason they find this object beautiful.  **Written Interpersonal Communication**  In the class blog students will answer the following questions; ¿Que factores culturales influyen en la presión social por ser atractivo/a en nuestro medio? ¿que hacen algunos de vuestros amigos para ser bellos? ¿los medios comunicativos influencian lo que la gente piensa que es la belleza?  Exploring beauty and plastic surgery: students will watch a funny commercial from Argentina. Students will read an article about plastic surgery.  Also students will watch a broadcast in which people from Argentina have a tendency to give beauty treatments as a gift (all the way from plastic surgeries to non-invasive treatments)  **Written Presentational Communication**  Based on their readings, documentaries, class discussions, and prior knowledge, students will write an essay about “La belleza” they will have to explore the essential questions. Students will have to narrate an aspect about beauty. For example, what influence does beauty have in the world and whether people can benefit more if they are considered beautiful and in what areas they would benefit. They will choose any aspect that may interest them.  **Written and Print Interpretive Communication, Audiovisual Interpretation, Spoken Interpersonal and Presentational Communication**  **Cultural Connection**  Students will read a short fragment of La percepción de la belleza which talks about the Colombian fotonovela, Betty la Fea, and its success all over the world.  Students will be exposed to Miss Cholita, beauty contestant in Bolivia in which personality, wardrobe and abilities are considered.  They will also learn about the symbolism of long hair in some aboriginal Latin American countries.  Students will watch a documentary about La Mujer Jirafa (women with long necks)  Students will also look at pre-Hispanic art discussing the connection between beauty and works of art.  Oral presentation: ¿Cuál es es la importancia de los factores culturales en la percepción de la belleza? Students will compare the communities where they have lived and a Hispanic Community they are familiar with. This presentation will be sent to the teacher using lingtlanguage.  **Spoken Presentational and Interpretative Communication**  Four students will be part of the unit debate. Two of them will be in favor of plastic surgery and two of them will be against it.  **Contexto: Las Artes Visuales**  As a class students will explore Frida Kahlo. They will learn about her life, her work and her legacy. They will read articles and see documentaries. They will analyze her works of art and they will make connections with her culture, political circumstances and how in general her art was influenced by the experiences she lived. Students will participate in class discussions about Frida.  **Written and Print Interpretation Communication and Audiovisual Interpretation Communication**  Individual work: Each student in the class will pick an artist from a Hispanic country: Picasso, Dalí, Remedios Varo, etc. To research their life, the situation they live in; political, cultural, philosophical, etc. They will have to study their art and how the situation they lived in influenced their art. They will also reflect on what messages and what legacy they left behind for humanity.  **Written Interpersonal Communication**  Students will write an e-mail to the artist they are investigating, asking them questions about their life and work  **Spoken Presentational Communication**  Students will have the opportunity to present their artist in front of the class.  **Audiovisual Interpretation Communication**  Students will watch the Corto: Arte Precolombino with professor Luis Jaime Castillo. It is a show that was presented in Perú, in Umbrales, which is a show that talks about technology, archeology and architecture. This professor questions whether these archeological discoveries should be considered works of art and what criteria should be followed to exhibit them in a museum.  Ejemplo de algunos recursos  La belleza según direntes culturas—documental de la mujer jirafa de Tailandia: <http://www.youtube.com/watch?v=bJ-D1w6AS-E>  Documental RTVE: La ciencia de la belleza: <http://www.rtve.es/alacarta/videos/redes/redes-ciencia-belleza/1133456/>  The Life and Times of Frida Kahlo (PBS production, Spanish version)  Frida Kahlo: <http://www.youtube.com/watch?v=LBFr-o9atJU&list=PLD727AF1709EB9384>  Audio – Frida Kahlo <http://www.sipuebla.com/frida-kahlo.htm>  Comprender a Frida major: <http://www.fridakahlofans.com/essaysp.html> |
| Unit/Theme Essential Questions | Unit 4: La vida Contemporaria  Essential Questions  ¿Cómo definen los individuos y las sociedades su propia calidad de vida?  ¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea?  ¿Cuáles son los desafíos de la vida contemporánea?  Contexto:  La educación y las carreras profesionales  El entretenimiento y la diversión: gastronomía  Ocio y entretenimiento  Relaciones personales  **Written and Print Interpretation Communication and Audiovisual Interpretation Communication**  Students will explore schools that float in Argentina by reading the article “Las escuelas que siguen a los chicos” by Ana Laura Abramowski and they will watch an audiovisual documentary that portrays the reality of students and how they won’t be able to finish high school due to lack of financial resources.  **Written Interpersonal Communication**  Students will write a persuasive letter to the Argentinian Education Department in which they will try to convince them to allocate the necessary resources for these students to continue a secondary education. They will talk about the importance of education, especially for these students whose parents are mainly sheep keepers or fishermen.  **Audio Interpretation Communication**  Students will listen to a recording of Mary Guinn Delaney who works for UNESCO in Chile. In this interview she talks about the importance of equality between genders in the professional world. As always, students will answer questions about the audio.  **Visual Interpretation Communication**  Students will analyze a graph that shows statistics about the presence of women as teachers all over the worlds. They will also answer questions about the graph.  **Written Presentational Communication**  Students will write a summary of the main message from the interview they just listened to and also their analysis of the graph. Some of the questions that will guide their writing will be; ¿Cuáles son las condiciones de trabajo de las mujeres docentes en general? ¿Qué ventajas sociales se desprenden de la presencia de las mujeres en la docencia? Cita ejemplos expresados por la specialista de la UNESCO. ¿Cómo está el progreso de Latinoamérica con respecto a los objetivos del milenio para el año 2015 y cuál debe de ser el aspecto más importante para cumplir con esas metas en Latinoamérica?  **Written and Print Interpreting Communication, Written Interactive Communication, Spoken Interactive Communication.**  Students will read a fragment form an article published in El País newspaper in which Benjamín Prado talks about the jobs for the future. They will also read an article published in La Gaceta, also talking about the most financially sound professions in the future. Students will write questions to interview each other about what kind of academic preparation some of these jobs would require, possible future jobs and each other’s interest in pursuing these kind of future jobs. Then students will continue with the interview, they will have to interview three students.  **Spoken Interpersonal Communication**  Students will receive a phone call from Benajamín Prado, they will receive five prompts to have an interpersonal speaking conversation. They will have 20 seconds to respond to the comments or questions from Prado.  **Cultural Connection**  Students will read a short fragment about the importance of choosing the correct major and what leads to this decision. They will also learn about how geography and vocation are allies, for example in the Canary Islands, Spain, one of the majors students pick most often is Marine Science and Technology. They will also read a short paragraph that talks about how universities create programs to fulfill the needs of the country’s economy. For example, the Honduras needed coffee expects for their exportation program and the university had to create a program to produce highly prepared professionals for the task. They will finally read a paragraph that talks about scholarships in Argentina that encourage students to study some of what the government considers to be top priorities in science and technology majors for the economic development of the country. After these short readings, students will have one prompt to answer orally in two minutes. The prompt will be; ¿Cómo influyen los factores externos en la elección de la carrera universitaria? They will also be asked to compare their observation from a community in which they have lived with a Hispanic country they are familiar with. They can also use their background knowledge, basing their answers on what they have studied so far, lived, or observed.  **Context: Ocio y Entretenimiento**  **Audiovisual Interpretation Communication and Spoken Presentational Communication**  Students will create a video in which they answer to Cristina’s question: <http://www.spanishlistening.org/content/040-cristina_espana_ocio.html> ¿Que puedes hacer en tu ciudad para divertirte? She demonstrates how to answer this question. Now students need to think about their own city and answer.  **Visual Interpretation Communication, Written Interpretation Communication and Spoken Presentational Communication**  Students will have to plan a trip to a Hispanic country. They will research the country, they will find out how much money they will need for their airplane tickets, staying there for one week, what they would do while they are there. They will have to prepare an oral presentation with images that will support what they say.  **Audio Interpretation Communication, Spoken Presentational Communication**  Students will participate in a phone conversation. They will talk with a travel agent. They will follow a script telling them if they have to add a comment, ask a question etc. They will have 20 seconds to respond/ask, etc.  **Spoken Presentational and Interpretative Communication**  Four students will participate in this unit’s debate: going on a family vacation no matter what vs. going on a family vacation just if the family can afford it.  **Written and Print Interpretation Communication, Spoken Interactive and Presentational Communication**  **Contexto: El entretenimiento y la diversión: gastronomía**  Students will learn the importance of food as part of the identity and culture of a country. Food is something that brings people together and it is a great form of entertainment. Students will be grouped in groups of two or three as they research the gastronomy of a Hispanic Country of their own choice. They will have to exchange opinions and agree on what kind of food they would like to cook since they will end this project by cooking a meal from that country and participating in an international buffet. The day before the buffet, they will have to turn in a written narrative essay in which they compare and contrast the gastronomy of the USA vs. the country they selected. They will also have to explain orally how they are going to make their meal, taking us through the steps of the recipe. Each group member has to explain a part of the preparation process.  **Contexto: Las Relaciones Personales**  Students will explore the main relationships humans have at different developmental stages and their interest. For example bebe (nacimiento-1 año), important person (Mom, Dad). Interest or activities (sleep and eat), etc. They will fill out a chart.  **Spoken Interpersonal and Presentational Communication**  Students will talk in pairs about their first friendships, what kind of things they did for entertainment. They will also talk about peer pressure and how behavior changes. At the end students will have to define friendship and will have to share their definition with the class.  **Interpretation Communication, Interpersonal Communication and Presentational Communication**  Students will read, Cartas de Mamá, from the author, Julio Cortázar (1914-1984), which was published in the book, La Autopista del Sur y Otros Cuentos (1966). Students will have to analyze as they read the role of honesty in a relationship, whether there is room for lies or not. Students will participate in pre-reading, and post-reading activities that will target all targeted objectives; Interpretation Communication, Interpersonal Communication and Presentational Communication.  Some evidence before reading:  Students will have to pick among a list of words the three characteristics they value more in a boyfriend or a girlfriend. They will compare their list to their fellow students and they will talk about the reasons they picked those three. After their conversations with others, they can add two more they consider important based on their conversations.  In the class blog students will have a discussion about difficult relationships. Some of the questions that will lead this written conversation will be; ¿Qué haces cuando no te llevas bien con una persona? ¿Qué haces cuando un amigo te ofende y te causa dolor? ¿Hay personas a las que intentas evitar? ¿Por qué?, etc.  After reading  Students will be paired as they discuss how certain statements (a list of six statements) are true or false, by looking for clues in this literature fragment. The objective is to learn how to interpret literature.  Students will watch a “corto” in which other students have represented Cartas de Mamá. Students will talk about the interpretation these actors give to Cartas de Mamá.  Students will be grouped in groups of three, each group will have to represent a version of the fragment they read. First they will have to write a script, they will put it together and the end product will be a video production; a “corto.”  Students will write a letter to Luis or Laura pointing out reasons they should avoid problems in their relationship, counsels to resolve their differences, they will have to share a personal experience in which they had to confront a hard truth and they will have to ask Luis or Laura a question.    These are some evidence of the communication objectives.  **Audio Interpretative Communication**  Students will listen to an audio “El Arte de Comunicar.” This is a fragment from the program Sana-Mente from a Columbian radio station. Doctor Rojas conducts an interview with the psychologist and book author, Francisco Gavilán. They talk about the importance of emotional intelligence when talking about Gavilán’s book. No se lo digas a nadie…  Students will learn some strategies by reading the questions they will have to answer later.  As always students will have to answer interpretative multiple choice questions.  **Spoken Interpretational and Presentational Communication**  Students will have to play a situational role in which conversations will go south. Then they will have to re-do the conversation in a way that the negative result is inverted into a positive result.  **Written and Print Interpretation Communication and Spoken Presentational Communication**  Cultural Connection Students will read a short fragment about how we address others, it talks about el voseo vs. tu, ustedes vs. usted. They will also read small paragraphs about how people greet each other in Uruguay, how the word padrino shows the relationship between el padre and el padrino of a child, but in countries like Chile, the compadre word is used to show a beloved relationship, someone who is very close. Finally students will read how tereré, the Paraguayan drink, is offered to friends, and if it is offered to a newcomer it is a sign of courtesy. Students will have to compare their own community to these Hispanic communities as they orally give a two-minute answer from the prompt; ¿Qué gestos, acciones o palabras son manifestaciones de afecto y amistad entre las personas?  Students will watch a “corto” from Radiotelevisión Española as José Andrés and the actress, Ana Duato, cook together making huevos fritos con chorizo y con patatas.  Students will write an argumentative essay in which the writer chooses a side in the argument. The base of this essay will be the essential questions. Students will write a draft and after receiving feedback they will write their final product.  Ejemplos de Recursos  Escuela flotante: <http://www.youtube.com/watch?v=tVSn37v8DRE>  La Gaceta: <http://www.lagaceta.com.ar/nota/480857/educacion/conoce-profesiones-mas-rentables-futuro.html>  Recetas de países Hispanohablantes:  <http://recuerdosdelafamiliamiles.blogspot.com/2012/08/recipes-from-spanish-speaking-countries_14.html>  por regiones y países:  <http://lanic.utexas.edu/la/region/food/>  <http://www.dmoz.org/Home/Cooking/World_Cuisines/Latin_American/>  recetas de España: <http://user.xmission.com/~dderhak/recetas.html>  Students will watch a small part of this corto from Cartas de Mamá: <http://www.youtube.com/watch?v=ZSZSOiXaXmA> |
| Unit/Theme  Essential Question | Unit 5: Los desafíos mundiales  Essential Questions  ¿Cuáles son los desafíos sociales, políticos y medioambientales que enfrentan las sociedades del mundo?  ¿Cuáles son los orígenes de esos desafíos?  ¿Cuáles son algunas posibles soluciones o esos desafíos?  Contextos  Los temas económicos  Los temas del medioambiente  La población y la demografía  EL bienestar social  El pensamiento filosófico y la religión  La conciencia social  **Written Interpersonal Communication**  **Contexto: Los Temas económicos**  In the class blog students will write; ¿Qué temas económicos te afectan a ti y a tu familia? ¿A tu comunidad? ¿y a tu país? Students will have a list of words from which they will choose, such as; debts, finances, expenditures, taxes, budget, etc. As they write they will have to explain how it affects them, their family, community, or country.  **Written and Print Interpretation**  Students will read a fragment of Manual del Perfecto Idiota Latinoamericano in which the authors (Apuleyo, Montaner and Vargas Llosa) talk about how transnational companies are a new way to colonize Latin America but how Latin America also benefits from the technological investments and growth of the country when people have work and their products are exported.  Students will have to draw the main conclusions from the essay by distinguishing the arguments in favor and against this new colonization approach by rich countries. Students, as always, will answer multiple choice questions to show comprehension.  **Audio/Visual Audiovisual Interpretation Communication, Spoken Presentational Communication and Written and Print Interpersonal Interpretation**  Students will explore micro-loans in Latinoamérica by reading and watching documentaries about this financial phenomenon. Students will explore the pros and cons of such loans and if indeed this is something that can help families in poverty. They will have to present their findings orally, using Prexi as visual tool with substantial evidence that will back up the presented information.  Students will view promotional videos in favor of micro-loans and explore what makes the video convincing.  Later students will create a promotional video in favor or against micro-loans for Hispanic families with a persuasive tone.  **Contexto: Los temas ambientales**  **Audio/Visual audiovisual Interpretation Communication, Written Interpretation Communication**  Students will listen to a radio show from Nicaragua in which they talk about the creation of a workshop which will prepare young people to raise their awareness of and protect the environment. They also talk about the new Law 392 which promotes and protects the environment. It is one of the responsibilities of young people ages 18 to 30.  Students will also read an article published in a Managua’s newspaper about environmental problems in Nicaragua written by Gallard-Prio.  Students will explore both sources, raising their awareness about the environmental problem and some possible solutions. Later students will answer questions which will challenge them to analyze both sources to later synthesize a possible solution.  **Spoken Interpersonal Communication**  **Written Interpretation Communication**  Students will read short paragraphs on how different countries have been proactive in taking care of their country’s environment. For example, in Chile, a student in created a project to make plastic bricks. In Peru, important athletes demanded their government set laws that would ensure the conservation of marine life that was at risk due to massive fishing and water contamination.  **Presentational Speaking: Cultural Comparison**  Students will have to prepare a presentation to the question; ¿Cuál es la actitud de las personas con respecto a las causas medioambientales?  They will have to compare their observations of a community they have lived in with a Hispanic country they are familiar with.  **Interpretive Visual Interpretation**  Students will look at the results of a survey presented in graphic format about sustainable consumption.  Students will work in pairs and they will use the questions from this interview and add two more to conduct their own interview. They will have to ask five more people and they will have to present the results in a table or graph.  **Written Presentational Communication**  Students will write a letter to a newspaper in which they will try to persuade the community to adopt a greener way of life. This letter will have to cover the negative effects that bad habits have on the environment, things they can do to decrease these negative effects, and reasons for which their readers should use a more environmental friendly approach when interacting with their environment.    **Written Interpersonal Communication**  An ecological newspaper is sending a visual survey via e-mail to subscribers about what they think about the importance of protecting the environment. This e-mail asks two main questions; 1. ¿Cómo considera que la especie humana está afectando e equilibrio ecológico del planeta? 2. ¿Cree que no tenemos la capacidad para desestabilizar el ecosistema? Explique.  **Contexto: La Población y la Demografía**  **Interpretive Communication: Print and Audio Text**  Students will look at two different resources and later they will answer questions pertaining at both resources. The first resource is a report from United Nations. They use a table to report about life expectancy in the world. The second source is a recording in which an adolescent reads an Internet report about 2012 word demographics, later on she tells her dad about some of the data she read on this report.  Students will have to combine the two sources to answer questions about demographics in the world.  **Spoken Interpersonal Communication**  Students will create a list about the major problems the world faces due to demographics, and then they will have to talk with each other about these problems and possible solutions. Students will have to record suggestions on how to solve these problems and later share them in class.  **Written and Print Interpretation**  Students will read the article from the newspaper, El Comercio de Ecuador, in which is described the positive and negative consequences of urban population predicted to grow by 75% by the year 2050. They will also read an article from the online newspaper, El Nuevo Siglo from Bogotá, Colombia, in which is analyzed how the citizens of Bogotá cannot enjoy public spaces due to congestion and crows and the effects this has.  In pairs students will have to research and predict one of the problems and one of the benefits that the expected growth will bring. (For example; unemployment, natural disasters vs. opportunities to better the educational, public services, and the city’s infrastructure.)  **Written Presentational Communication**  Students will present their findings by writing an essay on how this growth will benefit and will also challenge the world in the future.  **Written Interpersonal Communication and Spoken Interpersonal Communication**  Students will participate in a class and blog discussing the role the government should have in determining the amount of people populating a country. They will answer questions such as; ¿Deben los gobiernos tomar una parte en restringir o en fomentar el aumento de la población, ¿Quiénes son responsables de asegurar que la población no crezca a un nivel que ya no pueda sostenerse e planeta ¿Es ético de implementar la política de un niño por familia y poner multas a las familias que no lo cumplen?  **Context Social Welfare**  Students will explore what is necessary for a community to enjoy welfare. They will create a list of what necessary things a community must have to ensure their members welfare. Students will compare their list with each other in class and they will see how their list is similar and different.  **Spoken Interpersonal Communication**  They will discuss to create a Venn diagram to illustrate some of the greatest problems related to social wellbeing in the world and in their community. Lack of drinking water, lack of education, unemployment, etc.  **Audio, Visual and Audiovisual Interpretive Communication**  Students will watch the cortometraje, La Pecera, which talks about unemployment and the challenges people face when there are more people than jobs available.  **Resources**  El Manual del Perfecto Idiota Latinoamericano, por Mendoza, Montaner y Vargas Llosa.  Micro préstamos de la Asociación MAPU, de su página web, facilitado por TEMAS.  Micro-créditos <http://www.youtube.com/watch?v=cj4U1s6v1hc>  Comerciales de micro préstamos: <http://www.youtube.com/watch?v=L6HpNhYmGtU>  <http://www.youtube.com/watch?v=UJ3w-aHmKOg>  <http://www.youtube.com/watch?v=uZw_GBqXzAQ>  Problemas ambientales de Nicaragua, El Nuevo Diario de Managua, un artículo escrito por Gallard-Prio: <http://impreso.elnuevodiario.com.ni/2008/08/26/opinion/83780>  Encuesta de Consumo Sustentable en Chile (Temas, 300)  La Pecera (Cortometraje) <https://www.youtube.com/watch?v=V-LtlnBFRxA>  Articulos and Audios from Temas, Alta Vista 2014 |