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<tr>
<th>Strand</th>
<th>Communication</th>
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<tr>
<td>Mode</td>
<td>Listening and Speaking</td>
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<td>Reading and Listening</td>
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**Standards**

A. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

**Learning Targets**

1. Sustain conversations in which students will question and ask for clarifications to further their knowledge or interest about each other’s life

2. Interpret guest speaker when talking about Hispanic Community and family values and formulate two questions inquiring of our guest’s presentation, sharing with fellow students the “one” thing that surprised them the most due to differences with their own community and culture

3. Compare a previously created list and negotiate with each other what the three most significant inventions are for humanity (after researching the most important inventions in the history of the world). Students will have to be prepared to orally answer why they chose those three

4. Explore in pairs how they use their cell phone and whether they are addicted to it or not. Orally students will inquire about each other’s cell usage by asking 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. to later report an oral summary sharing their conclusions on whether the peer they worked with is addicted to their phone or not, giving supporting evidence

5. Explore new thematic vocabulary in conjunction with grammatical concepts and will utilize them in conversations simulating real life situations
Alignments:
CCSS: 4.RL.1; 4.RL.9; 6.W.3b; 11-12.SL.1c; K.L.5c
Performance: 1.10
Knowledge: (CA) 6 (SS) 4,6
WLCLE: WL.1.1a,b (Level 5); WL.1.2c (Level 1)
SSCLE: RIGIT.1.B
NETS: 1a,b; 6b
DOK: 4

Instructional Strategies

• Strategies:
  • Compare and contrast
  • Research decision making
  • Providing feedback
  • Kinesthetic
  • Peer evaluation
• The teacher will:
  • provide a life situation and assign different roles to students (e.g., a boss must fire an employee due to budget cuts, meeting a new roommate on the first day of college, etc.)
  • demonstrate how to formulate “good and relevant” questions so students have a model to follow when inquiring of guest speakers and when students have to survey each other seeking wanted information
  • provide the viewing of documentaries and resources to help students with background information for students to have minimum knowledge and needed support to complete tasks and expectations
  • facilitates classroom conversations about the new information in the target language
• leads vocabulary introduction and gives the students opportunities to explore vocabulary through:
  • essay writing
  • creating assessments
  • utilizing the vocabulary in conversations
• Students are given opportunities to write:
  • a script, getting the needed vocabulary from digital dictionaries
  • about research findings and organize their information to later use it in an oral format regarding “Who Am I?” including:
    • a personal introduction
    • likes and dislikes
    • family and personal values
* 90 % of the time this class is conducted in Spanish, students are expected to communicate with each other in the target language
### Assessments/Evaluations

- **Formative:**
  - Teacher observation, looking at their questions and giving them feedback in what is correct and what needs to be changed
- **Summative:**
  - Scoring guide for:
    - interview
    - situational roles

### Sample Assessment Questions

**AP Interview/Situational Roles/Presentations**

**HABLAR / Interactive Speaking**

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<tbody>
<tr>
<td>Below Basic</td>
<td>Partially addresses and/or completes the task. Responds inappropriately to some parts/prompts of the conversation</td>
<td>Appropriately addresses and completes the task. Responds appropriately and fully to all or almost all parts/prompts of the conversation</td>
<td>Fully addresses and completes the task. Responds fully and appropriately to all or almost all parts/prompts of the conversation. Adds details and elaborates on ideas</td>
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<td>Proficient</td>
<td>Message comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication</td>
<td>Message comprehensible, requiring no interpretation; pronunciation enhances communication</td>
<td>Message readily comprehensible, requiring no interpretation; pronunciation enhances communication</td>
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<td>Advanced</td>
<td>Speech halting and uneven with long pauses or incomplete thoughts</td>
<td>Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts</td>
<td>Fluent and natural speech with few pauses or false starts</td>
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<th>Task completion</th>
<th>Comprehensibility</th>
<th>Fluency</th>
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<td>Does not complete the task. Responds inappropriately or has a limited response to most parts/prompts of the conversation</td>
<td>Message barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication. Response may be too limited to evaluate</td>
<td>Speech halting and uneven with long pauses or incomplete thoughts</td>
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<tr>
<td>Partially addresses and/or completes the task. Responds inappropriately to some parts/prompts of the conversation</td>
<td>Message mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication</td>
<td>Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts</td>
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<tr>
<td>Appropriately addresses and completes the task. Responds appropriately and fully to all or almost all parts/prompts of the conversation</td>
<td>Message comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication</td>
<td>Somewhat fluent speech with some hesitation but speaker manages to continue and complete thoughts</td>
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<tr>
<td>Fully addresses and completes the task. Responds fully and appropriately to all or almost all parts/prompts of the conversation. Adds details and elaborates on ideas</td>
<td>Message readily comprehensible, requiring no interpretation; pronunciation enhances communication</td>
<td>Fluent and natural speech with few pauses or false starts</td>
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</tbody>
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Board Approved 7-14-14
Vocab.

1. Inadequate and/or inaccurate use of vocabulary
2. Somewhat inadequate and/or inaccurate use of vocabulary; too basic for level IV
3. Adequate and accurate use of vocabulary for level IV
4. Rich use of vocabulary and appropriate use of idiomatic expressions

Language Control

1. Emerging use of basic language structures (Used correctly about ½ of the time)
2. Emerging control of basic language structures. (Used correctly about ¾ of the time)
3. Control of basic language structures. (Used correctly most of the time, not all of the time)
4. Excellent control of basic structures with possible use of advanced language structures

Basic structures = article/adjective/noun agreement; subject/verb agreement; verb conjugations; negations (no es)

Advanced structure = Differentiate between Indicative and Subjunctive

### Instructional Resources/Tools

- Important inventions in the world: [http://www.youtube.com/watch?v=Aj6yhEckN2](http://www.youtube.com/watch?v=Aj6yhEckN2)
- [http://www.proyectohormiga.org/udidac/los50inventos/index2.html](http://www.proyectohormiga.org/udidac/los50inventos/index2.html)
- Car accidents and the use of cells: [http://www.geosalud.com/geonoticias/celularesyaccidentes.htm](http://www.geosalud.com/geonoticias/celularesyaccidentes.htm)
- Tools:
  - iPads
  - Edmodo
  - Internet

### Literacy Connections

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
- Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
  - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives
- With guidance and support from adults, explore word relationships and nuances in word meanings
  - a. Identify real-life connections between words and their use
**Cross Curricular Connections**

- **ELA:** Students have to communicate using strategies to identify and produce oral and written language
- **Social Studies – Exploring:**
  - community and family traditions and values
  - skills and behaviors in how to get and maintain a job
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<td>Mode</td>
<td>Listening and Speaking</td>
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**Standards**

B. Understand and interpret written and spoken language on a variety of topics

**Learning Targets**

1. 
   - Interpret written material
   - Analyze and Synthesize euthanasia from multiple sources (written and oral material) to participate in a blog discussion answering essential and specific questions about the topic researched; having to support their written answers with supportive evidence and also formulate a question to each blogger’s post
   - Create responses for fictitious emails from a historical character
   - Distinguish and interpret a message from a speaker on a radio show, after which the information will be used to write an essay on the targeted topic
   - Create a persuasive announcement about the benefits of using renewable, sustainable and clean energy for the future of our planet. Students will present their final product in class
   - Analyze oral authentic material in the target language involving social, technological and political problems engaging in character, plot, and cultural analyses
   - Summarize speech and writing by native speakers

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### Alignments:
CCSS: 11-12.RI.3; 11-12.RI.4; 9-10.W.1e; 9-10.W.6; 11-12.SL.2  
Performance: 1.5  
Knowledge: (CA) 3,5,6 (SC) 8 (SS) 5,6  
WLCLE: WL.1.1a,b (Level 5); WL.1.2a,b (Level 3)  
NETS: 1c; 3c  
DOK: 4

### Instructional Strategies

- **Strategies**
  - System analysis
  - Compare and contrast
  - Research decision making
- **The teacher will provide:**
  - Spanish language apps (Univision, rtve, etc.) for students to read and interpret current events
  - videos and radio shows (see example on resource list) for students to analyze current social issues
  - opportunities for the students to research and translate social and technological issues
  - multiple listening opportunities (such as interviews) to practice making language prediction
  - written opportunities by posting questions on the AP Spanish Blog
- **Through share reading:**
  - the teacher will model research strategies, such as:
    - asking questions
    - taking notes
    - finding evidence to support an argument
  - of current event articles, the teacher will model text features and how to approach interpretation

### Assessments/Evaluations

- **Formative:**
  - Answer questions about the oral and written piece
  - Written drafts
- **Summative:**
  - Test

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**Sample Assessment Questions**

- Example of written assessment, Exploring Euthanasia “Mar Adentro”
  ¿Cómo se quedó Ramón paralítico?
  ¿Quién se enamoró de Ramón?
  ¿Por qué crees que Julia se involucró y dio sus servicios gratuitos como abogada en este caso?

**Instructional Resources/Tools**

- Películas: Mar Adentro for Euthanasia ; Bajo la misma luna for immigration
- Video clips: [http://www.laits.utexas.edu/spe/adv03.html](http://www.laits.utexas.edu/spe/adv03.html)
- Smart Board
- iPad
- Guess speakers

**Literacy Connections**

- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10)
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
  - Provide a concluding statement or section that follows from and supports the argument presented
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically
- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data

**Cross Curricular Connections**

- ELA: Students have to integrate multiple sources to evaluate and analyze information
- Social Studies and Science:
  - Students read and listen to current events that affect societies and politics in the world and the impact of human activities in the world
- Graphic Design: Students have to produce an advertisement in which graphics play a role
<table>
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<tr>
<th>Strand</th>
<th>Communication Cultures</th>
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<tr>
<td>Mode</td>
<td>Speaking and Writing Practices and Perspectives</td>
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</table>

### Standards

C. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

### Learning Targets

1. Gather information to use in conversations and formal presentations in the target language, having a ten-minute presentational debate in which a position is defended with strong supportive evidence (e.g., bullfighting, immigration)

   • Compare and contrast beauty around the world by later recording an oral presentation with the research’s highlights

   • Create a persuasive letter in a project that focuses on Argentina’s educational system while providing solid arguments in an attempt to convince the Department of Education to allocate the necessary resources for students to continue a secondary education, highlighting the importance of education especially for students whose parents are mainly farmers or fishermen

   • Present a culinary project from a Hispanic country using a movie format

### Alignments:

- CCSS: 11-12.RI.4; 11-12.W.4; 9-10.SL.4; 11-12.SL.4
- Performance: 1.8, 2.5
- Knowledge: (CA) 6 (SS) 6
- WLCLE: WL.1.3a; WL.2.1a,b (Level 5)
- NETS: 2a; 4b; 5b; 6c
- DOK: 4

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**Instructional Strategies**

- Strategies:
  - Discussions in the target language
  - Translations
  - Research
  - Cooperative learning
- The teacher will:
  - model:
    - and discuss elements of quality presentation skills
    - thorough online video strategies for debate
  - provide opportunities for:
    - students to:
      - debate controversial social issues
      - discuss and model how to formulate arguments
      - paraphrase opposition
      - build arguments based on other’s ideas
    - peer and self-evaluation
    - facilitate classroom discussion on persuasive moods to later be used in a persuasive letter

**Assessments/Evaluations**

- Formative:
  - Teacher observation of pronunciation and grammatical syntax
  - Guidance and feedback
- Summative: Group presentation using a scoring guide

**Sample Assessment Questions**

- [http://jcschools.schoolwires.net/cms/Workspace/Section/Section.aspx?DomainID=2075](http://jcschools.schoolwires.net/cms/Workspace/Section/Section.aspx?DomainID=2075) – Culinary video project scoring guide link
### Instructional Resources/Tools
- Internet documentary videos and readings
- Video clips:
  - Una vez Más for Euthanasia
  - Bajo la misma luna for immigration
- Edmodo
- iPad
- SMARTBoard

### Literacy Connections
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks

### Cross Curricular Connections
- ELA – Students:
  - present information to an audience
  - discuss issues and ideas
- Social Studies: Debating controversial issues in which students evaluate the relationship that exists between individuals and institutions
- Technology: Photography and video production when students learn how to make a movie using iMovie
- Foods and Nutrition and World Foods: The culinary project supports food languages and vocabulary

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<tr>
<th>Strand</th>
<th>Cultures Comparisons</th>
<th>Learning Targets</th>
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<tr>
<td>Mode</td>
<td>Practices and Perspectives Cultural Comparisons</td>
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<tr>
<td>Standards</td>
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<td>D.</td>
<td>• Demonstrate an understanding of the relationship between the practice and perspective of the culture studied</td>
<td>1. • Explore culture researching different cultural topics, such as flamenco, paintings, bullfight, Holy Week in Seville, the running of the bulls, La tomatina, The Three Kings, etc., and comparing their findings to their own culture and presenting what they learned</td>
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<td>• Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own</td>
<td>• Compare culture by having the opportunity to pair up with another student from a Hispanic country to communicate using Face Time or Skype. Report their experience and also the things they have learned about their partner’s Hispanic country through a presentation to give the class an insight to their native partner’s traditions, culture, political, economic and social issues, letting the class witness among other things, their partner’s reality and perspective</td>
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<td>• Explore the role of “curanderos” “Quack doctors or Witch doctors”, “parteras” “mid-wives” and opium as medicine in Hispanic Countries versus traditional medicine in the USA, answering questions and responding to emails from fictitious people who are affected by certain ailments, as well as present their findings in with an objective tone</td>
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</tbody>
</table>
### Alignments:
CCSS: 11-12.RI.3; 11-12.W.1d; 8.W.2a; 11-12.SL.4; 11-12.RH.7
Performance: 1.6, 2.3, 2.4
Knowledge: (CA) 1,3-5,7 (FA) 2,4,5 (SS) 5,6
WLCLE: WL.2.1c,d (Level 4); WL.4.2
NETS: 2b,c; 3c
DOK: 4

### Instructional Strategies

- The teacher will:
  - provide:
    - websites where cultural topics are presented in:
      - media format (video clips)
      - written form (articles)
    - organizational charts to sort and organize material
    - opportunities for students to research and translate cultural issues by providing a contact peer in another country with which they will interact virtually to research a Hispanic Country
  - model:
    - text features
    - how to approach interpretation
    - explain cultural issues for students to understand different perspectives (e.g., as a way of mourning, Hispanics wear black clothing for one year to show respect)
  - through shared reading, model research strategies like:
    - asking questions
    - taking notes
    - organizing material

### Assessments/Evaluations

- Formative: Multiple choice quiz
- Summative: Scoring guide for Cultural Prezi presentation
### Sample Assessment Questions

- ¿Qué hacen con la carne de toro después de matarlo?  
  a. la tiran  
  b. la entierran  
  c. la regalan  
  d. la venden

- ¿Dónde tiran tomates como celebración?  
  a. mataró  
  b. Buñuel  
  c. Madrid  
  d. Sevilla

### Proyecto Español AP  
**Cultura de Países Hispanos**

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#### Preparedness
- Student does not seem at all prepared to present
- The student is somewhat prepared, but it is clear that rehearsal was lacking
- Student is completely prepared and has obviously rehearsed.

#### Content
- Does not seem to understand the topic very well. Obviously did not use any sources in topic research
- Shows a good understanding of parts of the topic. Possibly used outside sources but did not make reference to those sources
- Shows a good understanding of the topic. Studied outside sources but did not reference those sources
- Shows a full understanding of the topic. Obviously studied a variety of sources and made reference to those sources

#### Presentation Skills
- Did not use voice inflection, eye contact was not present, posture was poor. Unable to engage the audience and consistently reads from the Prezi
- Used little voice inflection, eye contact, posture was somewhat poor (showing lack of confidence). Engages the audience a little and refers to the Prezi more than necessary, breaking eye contact and flow
- Good use of voice inflection, eye contact and posture. Demonstrates a growing ability to engage the audience and is able to give the presentation without referring to the Prezi too much
- Great use of voice inflection, eye contact, posture. Demonstrates ability to engage the audience and knows the content very well without really reading the slides

#### Comprehension
- Student is unable to accurately answer questions posed by classmates about the topic
- Student is able to accurately answer a few questions posed by classmates about the topic
- Student is able to accurately answer most questions posed by classmates about the topic
- Student is able to accurately answer almost all questions posed by classmates about the topic
| Speaking Clearly | Often mumbles or cannot be understood OR mispronounces more than five words | 1 | Speaks clearly and distinctly most (94-85%) of the time. Mispronounces three or more words | 2 | Speaks clearly and distinctly all (100-95%) the time, but mispronounces more than two words | 3 | Speaks clearly and distinctly all (100-95%) the time, and mispronounces more than one word | 4 |

Comments: __________________________________________________________
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**Instructional Resources/Tools**

- Computers
- SMARTBoard
- iPad
- Some website examples:
  - cbsnews (60 minutes) Blood Brothers – bullfighters URL- http://www.cbsnews.com/video/watch/?id=6275522n
**Literacy Connections**

- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g. headings) graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem

**Cross Curricular Connections**

- Art:
  - Exploring Hispanic countries’ forms of art such as:
    - bullfighting
    - paintings
    - the images of the Holy Week
  - Researching different cultural topics and looking for forms of art that represent that topic
- Social Studies: Students draw conclusions and differentiate their culture from a different culture
- ELA:
  - Organizing material to research cultural topics
  - Exploring the new country through a virtual relationship, some of the topics will be politics and economy
- Health: Exploring alternative medicine versus traditional medicine
<table>
<thead>
<tr>
<th>Strand</th>
<th>Cultures Connections</th>
<th>Learning Targets</th>
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<tbody>
<tr>
<td>Mode</td>
<td>Practices and Perspectives Interdisciplinary Connections</td>
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<td>Standards</td>
<td>• Recognize art and music from Hispanic countries, and analyze how culture influences the pieces</td>
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<td>• Explore what the advantages are of technology. In pairs, students 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?, etc.</td>
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<td>• Analyze and present cultural comparison by focusing on a project that explores how new technologies help increase health in the world. First, by exploring the project; K’oñichuyawasi (casa caliente y limpia en quechua), and then by looking into three other countries’ projects – Argentina, Spain and Mexico. As part of the exploration, students will answer essential questions such as what is the role of science and technology using the AP Blog to write statements with supportive evidence</td>
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<td>• Create a commercial about the benefits of using renewable, sustainable and clean energy for our future planet. Students will present their final product in class</td>
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</table>

Board Approved 7-14-14
Alignments:
CCSS: 11-12.RI.7; 9-10.W.1e; 9-10.W.6; 11-12.SL.1c; 11-12.SL.4
Performance: 2.3, 3.5
Knowledge: (CA) 5-7 (FA) 2,5 (HE/PE) 6 (SC) 8 (SS) 6
WLCLE: WL.2.1c,d (Level 4); WL.3.1
NETS: 1a; 2b,c; 3c
DOK: 4

Instructional Strategies

• Strategies
  • PowerPoint painting presentation
  • Open ended class discussion
• The teacher will:
  • introduce important Hispanic artists, Frida Kahlo and Diego Rivera, by showing examples of their arts and using a PowerPoint about their lives
  • provide:
    • opportunities for whole and small groups discussion about symbolism and how life experiences and culture influence artists’ work
    • resources for students to explore the impact of cell phones and computers in the environment, as well as removable energies
  • give opportunities to listen to different kinds of music for students to identify and distinguish a salsa from a cumbia

Assessments/Evaluations

• Formative:
  • Advertising presentation – Students will:
    • participate in peer review a couple days before the advertisement is due
    • with the guidance of a scoring guide, give appropriate feedback on how to present public service announcements promoting the correct use of technology
  • Written exam: Essay questions

Sample Assessment Questions

• ¿Por qué Frida hace tantas pinturas de Diego Rivera?
• ¿Qué le ocurrió a Frida para que se hiciera pintora?
• Analiza la pintura del ciervo herido
• ¿Qué significa la pintura en la que Frida tiene la imagen de Diego en la frente?
## Instructional Resources/Tools

- Computers
- SMARTBoard
- iPad
- Some website examples:
  - [http://www.slideshare.net/cpalomo87/frida-kahlo-2701518](http://www.slideshare.net/cpalomo87/frida-kahlo-2701518)
  - [http://www.bbc.co.uk/mundo/economia/2010/02/100217_0109_mobile_world_congress CELULAR ECologICO BARCELona irM.shtml](http://www.bbc.co.uk/mundo/economia/2010/02/100217_0109_mobile_world_congress CELULAR ECologICO BARCELona irM.shtml)

## Literacy Connections

- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
e. Provide a concluding statement or section that follows from and supports the argument presented
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks

## Cross Curricular Connections

- Visual and Performing Art: Students have to recognize and identify how culture influences the art world and its artists
- ELA – Students have to:
  - gather information
  - read
  - write
  - present findings to an audience
- Science and Technology – Participating in various projects while exploring how:
  - technology improves health in Hispanic countries
  - to use renewable energy and the impact that such technology has in these countries.
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<tr>
<th>Strand</th>
<th>Connections Comparisons</th>
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<td>Mode</td>
<td>Distinctive Viewpoints of Information Language Comparisons</td>
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</table>

**Standards**

G. Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture

**Learning Targets**

1. 
   - Produce a newscast working cooperatively in groups, analyzing the different language styles by viewing two different Hispanic news channel programs in preparation to create their own news program
   - Identify the differences between the subjunctive and indicative usages in Spanish and English by participating in readings and translations
   - Interpreting folk song lyrics in which the subjective is used
   - Identify the differences between relative pronouns usage in Spanish and in English

**Alignments:**

CCSS: 4.RI.4; 11-12.W.2c; 11-12.SL.4; 11-12.L.1a
Performance: 1.6
Knowledge: (CA) 1,7 (FA) 4,5
WLCLE: WL.3.2; WL.4.1b,c (Level 4); WL.4.1c (Level 5)
NETS: 1a,b; 6a
DOK: 3

Board Approved 7-14-14
**Instructional Strategies**

- The teacher will:
  - provide:
    - opportunities for translation for students to learn about grammatical points that are not regularly used in their native language
    - opportunity for students to participate in SMARTBoard interactive activities to ensure the learning of subjunctive verbs
    - verbs chart that trigger the use of the subjunctive
    - a list of relative pronouns and examples of how they are used in Spanish and how they are translated to English
  - have students create a board game utilizing the subjunctive
  - Students have the opportunity to write sentences utilizing the subjunctive and relative pronouns concept

**Assessments/Evaluations**

- Written assessment covering all usages of the subjunctive and relative pronouns

**Sample Assessment Questions**

- Traduce:
  1. Desearía que fueras a mi casa para la navidad
  2. Es cierto que tengo miedo
  3. Mi gustaría que tus padres vinieran a la fiesta
  4. Ojalá que vieras conmigo

- Fill out the blanks with the correct conjugation of the verb, using subjunctive or indicative
  1. Mi madre quiere que tu _____________ (venir) a cenar.
  2. A mis padres les gustaría que tu _____________ (cantar) en la fiesta de navidad.
  3. Juan y yo querríamos que mi madre _____________ (ir) al cine con nosotros mañana.
  4. Si María fuera rica _____________ (vivir) en una mansión.

**Instructional Resources/Tools**

- *Una Vez Más* (Second Edition) by Couch, McCann, Rodrigues-Walter and Rubio-Maroto
- SMARTBoard
- iPad
- Real Academia de la Lengua española online
### Literacy Connections

- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
  - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
  - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested

### Cross Curricular Connections

- **ELA:** Students compare Spanish syntax to English syntax; the outcome is learning more about their own language as well as the Spanish language
- **Fine Arts:** Students create their own manual games and listen to folk music from Hispanic countries
<table>
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<tr>
<th>Strand</th>
<th>Comparisons</th>
<th>Language Comparisons</th>
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<tbody>
<tr>
<td>Mode</td>
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</table>

### Standards

H. Demonstrate understanding of the nature of language through comparisons of the language studied and their own

### Learning Targets

1. 
   - Examine the difference between “por” and “para” and their comparative and contrasting usages with the use of “for” in English
   - Recognize five distinct usages of “por” and “para”
   - Analyze the uses of “se” with an indirect object, reciprocal, impersonal, and passive voice
   - Differentiate the uses of “ser” and “estar” as it is compared to English to better distinguish when to use it in Spanish

### Alignments:

- CCSS: 11-12.W.2c; 11-12.L.3
- Performance: 2.1
- Knowledge: (CA) 1,7
- WLCLE: WL.4.1b,c (Level 4); WL.4.1.c (Level 5)
- NETS: 1a,b; 6a
- DOK: 4

### Instructional Strategies

- The teacher will:
  - present the differences between por and para
  - demonstrate por and para uses in English
  - give opportunities to review and practice “ser vs. estar”
  - provide opportunities to participate in error analyses using correct and incorrect sentences

### Assessments/Evaluations

- Formative: Answer using white boards when participating in interactive Smart Board activities
- Summative: Unit test
Sample Assessment Questions

• A. Usa por o para:
  1. Voy ______ el parque todos los días
  2. Quiero la guitarra ______ tocarlas
  3. Juan quiso comprar una maleta ______ su madre.
  4. Mis amigos fueron a la universidad ______ estudiar francés

• B. Corrige “ser” y “estar” en las siguientes oraciones cuando sea necesario.
  Yo ______ en el parque cuando mi padre vino a recogerm, el ______ un policía cuando yo ______ pequeño, pero ahora ______ un profesor de inglés en la universidad. Sin embargo mi madre siempre ha ______ una secretaria. A mi gustaría ______ un científico ingeniero.

• C. Escribe al lado de cada oración cual es el motivo por el que se usa “se” (reciproco, objeto indirecto, impersonal o pasivo)
  1. Mi padre se lo dio a María porque estaba lloviendo ______________________.
  2. Se tiene que estudiar para aprobar los exámenes _________________________.
  3. Se dice que los libros están sucios ___________________________.

Instructional Resources/Tools

• Una Vez Más (Second Edition) by Couch, McCann, Rodrigues-Walter and Rubio-Maroto
• Temas AP Spanish Language and Culture (Higher Vista, Inc. 2014) Dragget, Conlin, Ehrsam and Millán

Literacy Connections

• Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
  c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts
• 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

Cross Curricular Connections

• ELA: Students compare and contrast parts of Spanish and English language speech
<table>
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<th>Products and Perspectives Cultural Comparisons</th>
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<tr>
<td>Standards</td>
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<td>Learning Targets</td>
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</tr>
<tr>
<td>I. Demonstrate an understanding of the relationship between the produces and perspectives of the culture studied</td>
<td>1. Differentiate the uses of “ser” and “estar” as it is compared to English to better distinguish when to use it in Spanish</td>
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<td>• Examine an article on the health issues adolescents face in Hispanic societies comparing it with their own country</td>
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<td>• Research and present findings about the health system as a consumer product in a specific Hispanic country and assess whether it is better or worse than the system in the United States</td>
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<td>• Explore different aspects of culture and discover how culture dictates behavior; participating in a cultural exchange; having a weekly interaction with a peer from another country via Skype; to later present conclusions to the class</td>
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<td>• Create Play to communicate health problems to a physician</td>
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</table>

**Alignments:**
CCSS: 7.RI.7; 11-12.RI.7; 11-12.W.4; 11-12.W.7  
Performance: 1.8, 3.5  
Knowledge: (CA) 3,6,7 (H/PE) 6  (SS) 6,7  
WLCLE: WL.2.2; WL.4.2a,b (Level 5)  
NETS: 2b,c; 4a,c  
DOK: 3
### Instructional Strategies

- The teacher will:
  - provide:
    - articles about Health and Sexual Transmitted diseases, Mental Illnesses, etc.
    - opportunities to research different Health systems using computers in the media center
    - organizational charts and demonstrate how to use them to find similarities and differences between the Health System in the US versus a Hispanic country
    - opportunity to compose and summarize the health system as a Consumer Product Analyst in a specific Hispanic country and will assess whether it is better or worse than the system in the United States. Students will present researched information
    - time in class and guide a class discussion for students to create a list of “good questions” to guide their exploration on whether culture and behavior is closely connected; these questions will be used when talking to their Skype peer
    - give students the opportunity to create and write a script in which students demonstrate their ability to communicate health problems to a doctor (in the target language) giving appropriate feedback
  - Guest speaker: Discuss the health system in the United States for students to gather information for comparison later

### Assessments/Evaluations

- Formative:
  - The teacher:
    - asks questions to students to check their understanding of unknown words when reading articles on the target language.
    - gives appropriate feedback on grammar and syntax while students are creating their PowerPoint presentation
  - Summative:
    - Scoring guide to assess PowerPoint presentation

### Sample Assessment Question

- ¿Cuánto cuesta seguro médico en el país que investigas?
- ¿Tienen seguros privados o públicos en el país Hispano que estudias?
- ¿Quién ofrece seguros médicos en el país que estudias, tiene una persona que trabajar para conseguir un seguro médico?
### Instructional Resources/Tools

- Health System scoring guide: [http://jcschools.schoolwires.net/cms/Workspace/Section/Section.aspx?DomainId=2075s](http://jcschools.schoolwires.net/cms/Workspace/Section/Section.aspx?DomainId=2075s)
- Documentary videos
- Readings
- iPad
- Computers:
  - [http://www.jahonline.org/inpress](http://www.jahonline.org/inpress)

### Literacy Connections

- Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation

### Cross Curricular Connections

- It supports Language Art when students read, write and present information. It supports Health Science when students evaluate, explore and analyze the public and private health systems in other countries. It supports Social students when student use surveys, maps and documents to contrast and compare cost of the various Health Systems. It also gives them an understanding of political and social issues when learning about social and economic differences and how this has an impact of the maintenance of individual’s health.
### AP Spanish

<table>
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<tr>
<th>Strand</th>
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<td>Cultures</td>
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<td>Communities</td>
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<td>Speaking and Writing</td>
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<td>Practices and Perspectives</td>
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<td>Language Use Within and Beyond the Classroom</td>
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</table>

#### Standards

J. Use the language both within and beyond the school

#### Learning Targets

1. • Skype with native speakers to discuss a variety of topics of mutual interest
   • Design how to teach a grammatical concept to a peer who studies a lower Spanish level by using Educreations to record a video
   • Critique a Univision movie or news article with the classroom once a week

#### Alignments:

- CCSS: 9-10.SL.1a,c
- Performance: 2.3
- Knowledge: (CA) 6  (FA) 5  (SS) 3-5
- WLCLE: WL.1.1b; WL.1.3b (Level 4); WL.2.1c,d (Level 3); WL.5.1
- NETS: 3a; 5d; 6a,b
- DOK: 4

Board Approved 7-14-14
**Instructional Strategies**

- The teacher will:
  - discuss how to:
    - create quality interview questions and provide opportunities with feedback for students to write interview questions in preparation for the Skype session with a sister class. These questions will inquire about:
      - politics
      - culture
      - art
    - teach a concept and go over how Educreations works for students to record their lesson for a peer who studies Spanish I or Spanish II
  - provide:
    - time for students to use the grammatical concepts used in class as part of their interviews
    - strategies on how to understand oral communication for students to answer formulated questions from their sister class

**Assessments/Evaluations**

- Teacher observation of students’ pronunciation and syntax
**Sample Assessment Questions**

- Educreation video
- Grammatical Concept video

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**Task completion**
- Does not complete the task. Explanation is limited or accurate of what is being done with long pauses and no explanation of the steps and what is being seen
- Partially addresses and/or completes the task. Explanation is somewhat limited or accurate with some long pauses with few explanations of the steps and what is being seen
- Appropriately addresses and completes the task. Explanation of tutorial is accurate and full with few long pauses and explains the steps and what is being seen for the most part
- Fully addresses and completes the task. Explanation of tutorial is accurate and full with almost no long pauses and explains what is being seen through the whole process

**Comprehensibility**
- Message barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication. Response may be too limited to evaluate
- Message mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication
- Message comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication
- Message readily comprehensible, requiring no interpretation; pronunciation enhances communication

**Fluency**
- Speech halting and uneven with long pauses or incomplete thoughts
- Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts
- Somewhat fluent speech with some hesitation but speaker manages to continue and complete thoughts
- Fluent and natural speech with few pauses or false starts

**Vocab. of vocabulary**
- Inadequate and/or inaccurate use of vocabulary
- Somewhat inadequate and/or inaccurate use of vocabulary; too basic for level IV
- Adequate and accurate use of vocabulary for level IV
- Rich use of vocabulary and appropriate use of idiomatic expressions

**Language Control**
- Emerging use of basic language structures. (Used correctly about ½ of the time)
- Emerging control of basic language structures. (Used correctly about ¾ of the time)
- Control of basic language structures. (Used correctly most of the time, not all of the time)
- Excellent control of basic structures with possible use of **advanced language structures.**

**Basic structures** = article/adjective/noun agreement; subject/verb agreement; verb conjugations; negations (no es)

**Advanced structure** = Use of subjunctive in dependent clauses after verbs of emotion and/or impersonal expressions vs. indicative
### Instructional Resources/Tools

- Computer
- Camera
- Microphone
- iPad
- Skype in the classroom

### Literacy Connections

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively:
  a. Come to discussions prepared, having read and researched material under study explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas
  c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives

### Cross Curricular Connections

- ELA – Students:
  - utilize listening skills
  - present information to an audience
- Social Studies and Fine Arts: Students explore politics, culture, and art with their peer from another country
- Technology: Increases the students’ knowledge on the usage of technology when creating a mini concept grammatical video