

TOWNSHIP OF UNION PUBLIC SCHOOLS



**World Language Curriculum
Spanish, German, and French
Grades 9-12
Level V AP**

Adopted: December 19, 2023

Overview

All students who have met pre-requisite classes in grades 11-12 have the opportunity to enroll in Level V World Language courses, which include Spanish, German, and French. These courses meet five times a week and follow a comprehensive curriculum that encompasses all suggested themes from the New Jersey World Languages Curriculum Framework. Additionally, the courses are designed to align with the New Jersey State World Languages Standards.

The primary goal of these world language courses is to foster proficiency in the target language across three modes of communication: interpersonal, interpretive, and presentational. To achieve this, teachers employ a Natural Approach to second language acquisition, immersing all students in the target language during classroom activities. Through differentiation, teachers cater to individual students' needs, ensuring a supportive and inclusive learning environment.

The instructional approach focuses on developing language skills aligned to the intermediate-mid/intermediate-high proficiency levels defined by the ACTFL (American Council on the Teaching of Foreign Languages). This methodology allows for the integration of content from various subjects, enriching the educational experience with authentic and meaningful learning opportunities. Moreover, it emphasizes the cultivation of linguistic and cultural awareness on a daily basis, promoting a holistic understanding of the language and its cultural context.

Unit Title: Families and Communities
Grade Level: V/AP (11th-12th)
Timeframe: 4-6 weeks

Guiding Questions

How do different societies define a family?

How do individuals contribute to the welfare of their communities?

What are the differences in the roles that communities and families play in the different societies of the world?

What challenges do families face in today's world?

What are significant aspects of family values and life?

Standards

Proficiency Level: Intermediate High

Modes of Communication/Core Ideas (WWBAT)

- **Interpretive-** Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
- **Interpersonal-** Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.
- **Presentational-** Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Intercultural Statements (WWBAT)

- **Interpretive-** Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.
- **Interpersonal-** Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.
- **Presentational-** Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.

Performance Expectations:

7.1.IH.IPRET.1 Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.

- Identify vocabulary associated with topic
- Interpret authentic videos
- Interpret authentic readings and texts
- Listen to authentic audio and complete questions related to topic
- Prepare and participate in debate

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

- Identify vocabulary associated with topic
- Watch authentic videos related to the topic
- Interpret authentic videos
- Interpret authentic readings and texts
- Listen to authentic audio and complete questions related to topic
- Discuss topics in groups and present ideas
- Prepare and participate in debate

7.1.IH.IPRET.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.

- Interpret author's intent in readings
- Write a persuasive essay on a related topic
- Prepare and participate in debate

7.1.IH.IPRET.4 Summarize information from oral and written discourse dealing with a variety of topics.

- Identify vocabulary associated with topic
- Interpret authentic videos
- Interpret authentic readings and texts
- Write a persuasive essay on a related topic
- Prepare and participate in debate

7.1.IH.IPRET.5 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

- Identify vocabulary associated with topic
- Interpret authentic videos
- Interpret authentic readings and texts
- Infer meanings of unfamiliar words in new contexts

7.1.IH.IPRET.6 Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).

- Identify vocabulary associated with topic
- Reply to emails addressing a specific topic
- Infer meanings of unfamiliar words in new contexts
- Interpret author's intent in readings
- Write a persuasive essay on a related topic

7.1.IH.IPRET.7 Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.

- Watch authentic videos related to the topic

- Infer meanings of unfamiliar words in new contexts
- 7.1.IH.IPRES.8 Collect, share, and analyze data related to global issues including climate change.
- Watch authentic videos related to the topic
- Make connections between the US and target country
- 7.1.IH.IPERS.1 Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- Watch authentic videos related to the topic
- Conduct an interpersonal activity expressing opinion
- Prepare and participate in debate
- Participate in interviews or conversations
- 7.1.IH.IPERS.4 Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
- Reply to emails addressing a specific topic
- Conduct an interpersonal activity expressing opinion
- Prepare and participate in debate
- Participate in interviews or conversations
- 7.1.IH.IPERS.5 Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
- Discuss topics in groups and present ideas
- Prepare and participate in debate
- 7.1.IH.IPERS.6 Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
- Make connections between the US and target country
- 7.1.IH.PRSNT.1 Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
- Create a presentation expressing values and beliefs
- Discuss topics in groups and present ideas
- 7.1.IH.PRSNT.4 Use language creatively in writing for a variety of purposes.
- Create a presentation expressing values and beliefs
- 7.1.IH.PRSNT.5 Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
- Make connections between the US and target country
- Prepare and participate in debate
- 7.1.IH.PRSNT.6 Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.
- Create a presentation expressing values and beliefs

Career Readiness, Life Literacies, Key Skills Standards, Climate Change, Technology:
Financial Health:

- The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.

Career Awareness and Planning:

- There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace.
- Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

Creativity and Innovation:

- With a growth mindset, failure is an important part of success.

Digital Citizenship:

- Cultivating online reputations for employers and academia requires separating private and professional digital identities.
- Digital communities influence many aspects of society, especially the workforce.
- The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.
- Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.

Social-Emotional Learning Competencies:

self-awareness, self-management, responsible decision making, social awareness, relationship skills

Instructional Plan

Unit 1: Unit will present information to compare and contrast individuals, families, and communities between the US and target country.

This instructional plan is designed to guide students through an in-depth exploration of the diverse and dynamic concepts surrounding family, community, and societal structures. The unit commences with a focus on vocabulary acquisition, ensuring students possess a comprehensive understanding of terms related to family and community. Students will practice responding to emails addressing specific topics related to family dynamics and community contributions, refining their written communication skills.

The unit then transitions to a comparative analysis of how different societies define a family. Through the examination of authentic videos, texts, and readings, students will explore cultural variations in family structures and dynamics. Building on this foundation, students will investigate individual contributions to community welfare, fostering a deeper understanding of the symbiotic relationship between individuals and their communities.

To deepen their critical thinking, students will analyze the differences in the roles that communities and families play across diverse societies globally. They will explore the cultural, historical, and social factors that shape these roles, promoting cross-cultural understanding.

Further, students will delve into the contemporary challenges that families face in today's world. Through discussions, readings, and research, they will identify and analyze the multifaceted issues impacting families, developing a nuanced understanding of the complexities involved. This unit will also explore significant aspects

<p>of family values and life, encouraging students to reflect on the cultural and societal factors that shape these values.</p> <p>Building on this knowledge, students will engage in activities such as creating presentations expressing their perspectives on the roles of families and communities in different societies. They will also have the opportunity to develop their writing skills through essays addressing challenges faced by families. Interpersonal activities will provide opportunities for students to express opinions, engage in group discussions, and make connections between family values, community roles, and the broader societal context. The unit concludes with students presenting on a chosen topic, showcasing their understanding of the intricate relationships between families, communities, and diverse societal structures. Through this multifaceted approach, students will gain insights into the complex dynamics of family life and community contributions across cultures while developing critical language and analytical skills.</p> <p>Pre-assessment: Multiple choice questions, Free Response Questions, Conversational and Presentational prompts</p>	
<p>SLO – WALT We are learning to/that</p> <p>Identify vocabulary associated with topic</p> <p>information retrieval, study skills, reading, educational games</p> <p>MCQ, FRQ, Conversation</p> <p>FRQ</p> <p>information retrieval, study skills, reading, brainstorming</p> <p>FRQ</p> <p>information retrieval</p> <p>MCQ, FRQ, Conversation</p> <p>textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnn.com</p> <p>textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnn.com</p> <p>videos; online resources: www.vhlcentral.com www.apcentral.collegeboard.org www.youtube.com</p>	<p>Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) See link for additional modifications</p> <p>Develop appropriate scaffolding and differentiation strategies in order for all language learners, including native and non-native speakers, to be supported</p>

Interpret authentic videos	study skills, think-pair-share, collaboration, information retrieval, brainstorming, group discussion	MCQ, FRQ, Conversation	www.un.org/es www.cnnspanol.cnn.com videos; online resources: www.vhlcentral.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnspanol.cnn.com
Interpret authentic readings and texts	study skills, think-pair-share, collaboration, information retrieval, brainstorming, group discussion	MCQ, FRQ, Conversation	textbook, articles; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.un.org/es www.cnnspanol.cnn.com
Infer meanings of unfamiliar words in new contexts	information retrieval, study skills, reading, think-pair-share, group discussion, educational games	MCQ, FRQ, Conversation	textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnspanol.cnn.com
Interpret author's intent in readings	think-pair-share, collaboration, information retrieval, brainstorming, group discussion	MCQ, FRQ, Conversation	textbook, articles; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.un.org/es www.cnnspanol.cnn.com
Listen to authentic audio and complete questions related to topic	information retrieval, dual coding, study skills	MCQ, FRQ, Conversation	audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.apcentral.collegeboard.org www.youtube.com

				<p>www.un.org/es www.cnn.espanol.cnn.com textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnn.espanol.cnn.com</p>
<p>Create a presentation expressing values and beliefs</p>	<p>collaboration, project based learning, brainstorming</p>	<p>Presentations, Cultural Comparison</p>	<p>FRQ</p>	<p>textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnn.espanol.cnn.com</p>
<p>Write a persuasive essay on a related topic</p>	<p>information retrieval, study skills, reading, dual coding, brainstorming</p>	<p>FRQ</p>	<p>Conversation</p>	<p>textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnn.espanol.cnn.com</p>
<p>Conduct an interpersonal activity expressing opinion</p>	<p>simulated conversations</p>	<p>FRQ, Presentations, Conversation</p>	<p>group discussion, inquiry-based learning</p>	<p>textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnn.espanol.cnn.com</p>
<p>Discuss topics in groups and present ideas</p>	<p>group discussion, inquiry-based learning</p>	<p>FRQ, Presentations, Conversation</p>	<p>group discussion, inquiry-based learning</p>	<p>textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnn.espanol.cnn.com</p>

<p>Make connections between the US and target country</p>	<p>reading, information retrieval, project based learning, think-pair-share, collaboration, brainstorming, inquiry based learning, group discussion, dual coding</p>	<p>Cultural Comparison, Presentations, Conversation</p>	<p>textbook, articles, audio, videos; online resources: www.vhcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnn.com</p>	
<p>Prepare and participate in debate</p>	<p>reading, information retrieval, project based learning, think-pair-share, collaboration, brainstorming, inquiry based learning, group discussion, dual coding</p>	<p>Presentations, Debate</p>	<p>textbook, articles, audio, videos; online resources: www.vhcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnn.com</p>	
<p>Participate in interviews or conversations</p>	<p>reading, information retrieval, think-pair-share, collaboration, brainstorming, inquiry based learning, dual coding</p>	<p>FRQ</p>	<p>textbook, articles, audio, videos; online resources: www.vhcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnn.com</p>	
<p>Common Formative Assessment: MC based questions, FR based questions, FR based questions, conversation, presentations, cultural comparison, writing (email and persuasive) Cultural Family Definition Collage:</p> <p>Ask students to create a visual collage that represents how different societies define a family. This can include images, symbols, and written reflections explaining the cultural perspectives on family structure and roles. Community Contribution Reflection Essays:</p> <p>Assign students to write reflective essays on how individuals contribute to the welfare of their communities. Encourage them to explore different forms of contribution and discuss the impact on community well-being. Role Comparison Chart:</p>				

<p>Provide students with a chart comparing the roles of communities and families in different societies. Ask them to fill in the chart with key responsibilities and functions, emphasizing the differences in societal expectations. Family Challenges Discussion Forum:</p> <p>Create an online discussion forum where students share and discuss the challenges families face in today's world. Encourage them to consider societal, economic, and cultural factors that contribute to these challenges.</p>	
<p>Summative Assessments</p>	
<p>Quizzes and tests, AP Conversations, AP Cultural Comparisons, Vocab quizzes and tests, MCQ-Reading and Listening Comprehension Assessments, Email Writing, Persuasive Writing</p>	
<p>Interdisciplinary Connections</p>	
<p>Social Studies: analyze how roles in family have changed over time and within different societies</p> <p>Language Arts: comprehend and analyze authentic sources</p> <p>Computer Science: use of devices, social media, audio and video recordings, virtual tours, etc</p> <p>Geography: review of countries' names, nationalities, locations</p> <p>Technology: presentations, research, media</p> <p>Public Speaking: presenting a researched topic from target country, cultural comparison</p> <p>Holidays: discuss and compare both target cultural and American holidays</p>	

Unit Title: Science and Technology
Grade Level: V/AP (11th-12th)
Timeframe: 4-6 weeks

Guiding Questions

What impact does scientific and technological development have on our lives?

What factors have driven the development and innovation of science and technology?

What role has ethics played in scientific advances?

Standards

Proficiency Level: Intermediate High

Modes of Communication/Core Ideas (WWBAT)

- **Interpretive-** Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
- **Interpersonal-** Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.
- **Presentational-** Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Intercultural Statements (WWBAT)

- **Interpretive-** Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.
- **Interpersonal-** Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.
- **Presentational-** Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.

Performance Expectations:

7.1.IH.IP.1 Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.

-Identify vocabulary associated with topic

-Interpret authentic videos

- Interpret authentic readings and texts
- Listen to authentic audio and complete questions related to topic
- Prepare and participate in debate
- 7.1.IH.IPRET.2 Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- Identify vocabulary associated with topic
- Watch authentic videos related to the topic
- Interpret authentic videos
- Interpret authentic readings and texts
- Listen to authentic audio and complete questions related to topic
- Discuss topics in groups and present ideas
- Prepare and participate in debate
- 7.1.IH.IPRET.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- Interpret author's intent in readings
- Write a persuasive essay on a related topic
- Prepare and participate in debate
- 7.1.IH.IPRET.4 Summarize information from oral and written discourse dealing with a variety of topics.
- Identify vocabulary associated with topic
- Interpret authentic videos
- Interpret authentic readings and texts
- Write a persuasive essay on a related topic
- Prepare and participate in debate
- 7.1.IH.IPRET.5 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- Identify vocabulary associated with topic
- Interpret authentic videos
- Interpret authentic readings and texts
- Infer meanings of unfamiliar words in new contexts
- 7.1.IH.IPRET.6 Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- Identify vocabulary associated with topic
- Reply to emails addressing a specific topic
- Infer meanings of unfamiliar words in new contexts
- Interpret author's intent in readings
- Write a persuasive essay on a related topic
- 7.1.IH.IPRET.7 Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- Watch authentic videos related to the topic
- Infer meanings of unfamiliar words in new contexts
- 7.1.IH.IPRET.8 Collect, share, and analyze data related to global issues including climate change.
- Watch authentic videos related to the topic

-Make connections between the US and target country

7.1.IH.IPERS.1 Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

-Watch authentic videos related to the topic

-Conduct an interpersonal activity expressing opinion

-Prepare and participate in debate

-Participate in interviews or conversations

7.1.IH.IPERS.4 Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)

-Reply to emails addressing a specific topic

-Conduct an interpersonal activity expressing opinion

-Prepare and participate in debate

-Participate in interviews or conversations

7.1.IH.IPERS.5 Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.

-Discuss topics in groups and present ideas

-Prepare and participate in debate

7.1.IH.IPERS.6 Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

-Make connections between the US and target country

7.1.IH.PRSNT.1 Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.

-Create a presentation expressing values and beliefs

-Discuss topics in groups and present ideas

7.1.IH.PRSNT.4 Use language creatively in writing for a variety of purposes.

-Create a presentation expressing values and beliefs

7.1.IH.PRSNT.5 Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

-Make connections between the US and target country

-Prepare and participate in debate

7.1.IH.PRSNT.6 Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

-Create a presentation expressing values and beliefs

Career Readiness, Life Literacies, Key Skills Standards, Climate Change, Technology:

Creativity and Innovation:

- With a growth mindset, failure is an important part of success.
- Innovative ideas or innovation can lead to career opportunities.

Critical Thinking and Problem-solving:

● Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Digital Citizenship:

- Cultivating online reputations for employers and academia requires separating private and professional digital identities.
- Digital communities influence many aspects of society, especially the workforce.
- The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.
- Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.

Information and Media Literacy:

- Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
- Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society.
- These new types of information must be evaluated carefully.
- In order for members of our society to participate productively, information needs to be shared creatively and ethically. Accurate information may help in making valuable and ethical choices.

Social-Emotional Learning Competencies:
self-awareness, self-management, responsible decision making, social awareness, relationship skills

Instructional Plan

Unit 2: Unit will present information to compare and contrast science and technology between the US and target country, and impact on individuals and society.

This instructional plan is tailored to guide students in a comprehensive exploration of the profound impact of scientific and technological development on our lives. The unit begins with an emphasis on vocabulary acquisition, ensuring students are equipped with the necessary terminology to navigate discussions on science and technology. As an integral part of their language development, students will practice responding to emails addressing specific topics related to the impact of science and technology on daily life, refining their written communication skills.

Moving beyond linguistic foundations, the unit delves into the multifaceted factors that have driven the development and innovation of science and technology. Through the analysis of authentic videos, texts, and readings, students will explore the historical, economic, and societal drivers behind scientific advancements.

Building on this foundation, students will engage in activities such as creating presentations expressing their perspectives on the ethical considerations in scientific advances. Additionally, they will hone their writing skills through persuasive essays on topics related to the ethical implications of technological innovation. Interpersonal activities will provide opportunities for students to express opinions, engage in group discussions, and make connections between the ethical dimensions of science and its real-world applications. The unit concludes with

<p>students presenting on a chosen topic, showcasing their understanding of the interconnected relationship between scientific and technological developments, ethical considerations, and their impact on contemporary society. Through this multifaceted approach, students will not only gain insights into the scientific and technological landscape but also develop critical language and analytical skills.</p> <p>Pre-assessment: Multiple choice questions, Free Response Questions, Conversational and Presentational prompts</p>				
SLO – WALT We are learning to/that	Student Learning Strategies	Formative Assessment	Activities and Resources	Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) See link for additional modifications
<p>Identify vocabulary associated with topic</p>	<p>information retrieval, study skills, reading, educational games</p>	<p>MCQ, FRQ, Conversation</p>	<p>textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnn.com</p>	<p>Develop appropriate scaffolding and differentiation strategies in order for all language learners, including native and non-native speakers, to be supported</p>
<p>Reply to emails addressing a specific topic</p>	<p>information retrieval, study skills, reading, brainstorming</p>	<p>FRQ</p>	<p>textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnn.com</p>	
<p>Watch authentic videos related to the topic</p>	<p>information retrieval</p>	<p>MCQ, FRQ, Conversation</p>	<p>videos; online resources: www.vhlcentral.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnn.com</p>	
<p>Interpret authentic videos</p>	<p>study skills, think-pair-share, collaboration, information retrieval, brainstorming, group discussion</p>	<p>MCQ, FRQ, Conversation</p>	<p>videos; online resources: www.vhlcentral.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es</p>	

Interpret authentic readings and texts	study skills, think-pair-share, collaboration, information retrieval, brainstorming, group discussion	MCQ, FRQ, Conversation	www.cnnspanol.cnn.com videos; online resources: www.vh1central.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnspanol.cnn.com	www.cnnspanol.cnn.com
Infer meanings of unfamiliar words in new contexts	information retrieval, study skills, reading, think-pair-share, group discussion, educational games	MCQ, FRQ, Conversation	textbook, articles; online resources: www.vh1central.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.un.org/es www.cnnspanol.cnn.com	
Interpret author's intent in readings	think-pair-share, collaboration, information retrieval, brainstorming, group discussion	MCQ, FRQ, Conversation	textbook, articles, audio, videos; online resources: www.vh1central.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnspanol.cnn.com	
Listen to authentic audio and complete questions related to topic	information retrieval, dual coding, study skills	MCQ, FRQ, Conversation	textbook, articles; online resources: www.vh1central.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.un.org/es www.cnnspanol.cnn.com	
Create a presentation expressing values and beliefs	collaboration, project based learning, brainstorming	Presentations, Cultural Comparison	audio, videos; online resources: www.vh1central.com www.mheducation.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es	

Write a persuasive essay on a related topic	information retrieval, study skills, reading, dual coding, brainstorming	FRQ	www.cnn.espanol.cnn.com textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnn.espanol.cnn.com	
Conduct an interpersonal activity expressing opinion	simulated conversations	Conversation	textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnn.espanol.cnn.com	
Discuss topics in groups and present ideas	group discussion, inquiry-based learning	FRQ, Presentations, Conversation	textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnn.espanol.cnn.com	
Make connections between the US and target country	reading, information retrieval, project based learning, think-pair-share, collaboration, brainstorming, inquiry based learning, group discussion, dual coding	Cultural Comparison, Presentations, Conversation	textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnn.espanol.cnn.com	
Create and present a presentation on a related topic	collaboration, project based learning, brainstorming	Presentations	textbook, articles, audio, videos; online resources: www.vhlcentral.com	

			www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnm.com	
Prepare and participate in debate	reading, information retrieval, project based learning, think-pair-share, collaboration, brainstorming, inquiry based learning, group discussion, dual coding	Presentations, Debate	textbook, articles, audio, videos; online resources: www.vhcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnm.com	
Participate in interviews or conversations	reading, information retrieval, think-pair-share, collaboration, brainstorming, inquiry based learning, dual coding	FRQ	textbook, articles, audio, videos; online resources: www.vhcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnm.com	
<p>Common Formative Assessment: MC based questions, FR based questions, conversation, presentations, cultural comparison, writing (email and persuasive) Technology Impact Personal Reflection:</p> <p>Ask students to write a reflective essay on the impact of scientific and technological development on their lives. Encourage them to consider both positive and negative aspects and provide real-life examples. Timeline of Scientific and Technological Advances:</p> <p>Assign students to create a visual timeline highlighting key scientific and technological developments. In addition to the timeline, they should include brief explanations of the factors that drove each innovation. Ethics in Science and Technology Debate:</p> <p>Organize a classroom debate where students discuss the role of ethics in scientific advances. Assign roles representing different perspectives, and encourage students to support their arguments with evidence and reasoning. Technology Impact Survey:</p>				

	<p>Have students design and conduct a survey to gather opinions on how scientific and technological development has impacted different aspects of people's lives. This can include social, economic, and cultural dimensions. Factors Driving Innovation Research Project:</p> <p>Task students with researching and presenting a project on the various factors that have historically driven the development and innovation of science and technology. This can include economic, political, and societal influences. Case Studies on Ethical Dilemmas:</p> <p>Provide case studies depicting ethical dilemmas in scientific and technological contexts. Ask students to analyze the cases, discuss the ethical considerations, and propose solutions. This encourages critical thinking about ethical implications. Personal Technology Usage Log:</p> <p>Have students keep a log of their personal technology usage for a specific period. Afterward, they can reflect on how their reliance on technology aligns with or challenges their perceptions of its impact on their lives. Factors Driving Innovation Concept Map:</p> <p>Ask students to create a concept map illustrating the interconnected factors driving scientific and technological innovation. This visual representation allows for a comprehensive understanding of the complex dynamics involved. Ethical Dilemmas Role-Playing Activity:</p> <p>Organize a role-playing activity where students engage in scenarios that present ethical dilemmas in scientific and technological contexts. This allows for experiential learning and the exploration of diverse perspectives. Technology Impact Podcast or Video Series:</p> <p>Task students with creating a podcast or video series discussing the impact of scientific and technological development. Each episode can focus on a specific aspect, and students can interview peers, experts, or conduct research for content</p>
Summative Assessments	
	<p>Quizzes and tests, AP Conversations, AP Cultural Comparisons, Vocab quizzes and tests, MCQ-Reading and Listening Comprehension Assessments, Email Writing, Persuasive Writing</p> <p>Comprehensive Research Paper:</p>

Assign students a research paper where they explore the historical and contemporary impact of scientific and technological development on various aspects of human life. They should analyze trends, benefits, and potential drawbacks.

Innovation Case Study Analysis:

Provide students with case studies of significant scientific and technological innovations. Ask them to conduct a detailed analysis, considering the factors that drove innovation and the broader impact on society.

Debate and Position Paper:

Organize a formal debate on the role of ethics in scientific advances. Following the debate, have students write a position paper that articulates their stance and supports it with evidence and ethical reasoning.

Technology Impact Infographic or Presentation:

Task students with creating an infographic or presentation that visually communicates the impact of scientific and technological development on various aspects of life. This can include statistics, visuals, and concise explanations.

Factors Driving Innovation Exhibition:

Organize a class exhibition where students present their findings on the factors driving scientific and technological innovation. Each student or group can create visual displays with detailed explanations.

Ethics in Science and Technology Symposium:

Arrange a symposium where students present their in-depth research on the role of ethics in scientific advances. This can include presentations, panel discussions, and Q&A sessions.

Interdisciplinary Connections

Computer Science: use of devices, social media, audio and video recordings, virtual tours, etc

History: relevant figures in technological development

Science: scientific developments and how they affect our world and life; advances in science and health care

Physical educations: health and well-being

Language Arts: comprehend and analyze authentic sources; writing argumentative essay, replying to an email, summarizing

Technology: presentations, research, media

Public Speaking: presenting a researched topic from target country, cultural comparison

Holidays: discuss and compare both target cultural and American holidays

Unit Title: Beauty and Aesthetics
Grade Level: V/AP (11th-12th)
Timeframe: 4-6 weeks

Guiding Questions

How do perceptions about beauty and creativity establish themselves in our societies?

How have these perceptions changed over time?

How do ideals of beauty and aesthetics influence everyday life?

How do the arts challenge and reflect cultural perspectives?

Standards

Proficiency Level: Intermediate High

Modes of Communication/Core Ideas (WWBAT)

- **Interpretive-** Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
- **Interpersonal-** Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.
- **Presentational-** Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Intercultural Statements (WWBAT)

- **Interpretive-** Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.
- **Interpersonal-** Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.
- **Presentational-** Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.

Performance Expectations:

7.1.IH.IPRET.1 Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.

- Identify vocabulary associated with topic
- Interpret authentic videos
- Interpret authentic readings and texts
- Listen to authentic audio and complete questions related to topic
- Prepare and participate in debate

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

- Identify vocabulary associated with topic
- Watch authentic videos related to the topic
- Interpret authentic videos
- Interpret authentic readings and texts
- Listen to authentic audio and complete questions related to topic
- Discuss topics in groups and present ideas
- Prepare and participate in debate

7.1.IH.IPRET.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.

- Interpret author's intent in readings
- Write a persuasive essay on a related topic
- Prepare and participate in debate

7.1.IH.IPRET.4 Summarize information from oral and written discourse dealing with a variety of topics.

- Identify vocabulary associated with topic
- Interpret authentic videos
- Interpret authentic readings and texts
- Write a persuasive essay on a related topic
- Prepare and participate in debate

7.1.IH.IPRET.5 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

- Identify vocabulary associated with topic
- Interpret authentic videos
- Interpret authentic readings and texts

-Infer meanings of unfamiliar words in new contexts

7.1.IH.IPRET.6 Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).

- Identify vocabulary associated with topic
- Reply to emails addressing a specific topic
- Infer meanings of unfamiliar words in new contexts
- Interpret author's intent in readings
- Write a persuasive essay on a related topic

7.1.IH.IPRET.7 Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.

- Watch authentic videos related to the topic
- Infer meanings of unfamiliar words in new contexts

7.1.IH.IPRES.8 Collect, share, and analyze data related to global issues including climate change.

-Watch authentic videos related to the topic

-Make connections between the US and target country

7.1.IH.IPERS.1 Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

-Watch authentic videos related to the topic

-Conduct an interpersonal activity expressing opinion

-Prepare and participate in debate

-Participate in interviews or conversations

7.1.IH.IPERS.4 Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)

-Reply to emails addressing a specific topic

-Conduct an interpersonal activity expressing opinion

-Prepare and participate in debate

-Participate in interviews or conversations

7.1.IH.IPERS.5 Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.

-Discuss topics in groups and present ideas

-Prepare and participate in debate

7.1.IH.IPERS.6 Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

-Make connections between the US and target country

7.1.IH.PRSNT.1 Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.

-Create a presentation expressing values and beliefs

-Discuss topics in groups and present ideas

7.1.IH.PRSNT.4 Use language creatively in writing for a variety of purposes.

-Create a presentation expressing values and beliefs

7.1.IH.PRSNT.5 Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

-Make connections between the US and target country

-Prepare and participate in debate

7.1.IH.PRSNT.6 Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

-Create a presentation expressing values and beliefs

Career Readiness, Life Literacies, Key Skills Standards, Climate Change, Technology:

Career Awareness and Planning:

- There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace.

- Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

Creativity and Innovation:

- Innovative ideas or innovation can lead to career opportunities.

Digital Citizenship:

- Cultivating online reputations for employers and academia requires separating private and professional digital identities.
- Digital communities influence many aspects of society, especially the workforce.
- The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.

Global and Cultural Awareness:

- Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

Information and Media Literacy:

- Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
- Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society.
- These new types of information must be evaluated carefully.
- In order for members of our society to participate productively, information needs to be shared creatively and ethically. Accurate information may help in making valuable and ethical choices.

Social-Emotional Learning Competencies:

self-awareness, self-management, responsible decision making, social awareness, relationship skills

Instructional Plan

Unit 3: Unit will present information to compare and contrast beauty, aesthetics, and the arts between the US and target country, and impact on individuals and society.

This instructional plan is structured to guide students through an in-depth exploration of the dynamic themes of beauty, creativity, and their influence on societal perceptions. The unit commences with a focus on vocabulary acquisition, ensuring that students have a comprehensive understanding of terms associated with beauty and creativity. Building on this linguistic foundation, students will engage in responding to emails related to the topic, honing their written communication skills.

The unit will then transition to a multimedia-rich phase, where students will analyze authentic videos, texts, and readings to discern how perceptions about beauty and creativity establish themselves in societies. An exploration of the historical evolution of these perceptions will deepen their understanding, requiring them to interpret changes over time. Students will investigate how ideals of beauty and aesthetics impact everyday life, fostering critical thinking as they reflect on societal norms and personal experiences. To delve into the intersection of the arts and cultural perspectives, students will engage in activities such as creating presentations expressing their views on the role of arts in challenging and reflecting cultural norms. Writing skills will be further developed through persuasive essays on related topics, while interpersonal activities will allow students

<p>to express opinions and engage in group discussions. The unit concludes with students presenting on a chosen topic, drawing connections between cultural perspectives, evolving perceptions of beauty and creativity, and their impact on societies. Through this multifaceted approach, students will deepen their appreciation for the dynamic and culturally embedded nature of beauty and creativity.</p> <p>Pre-assessment: Multiple choice questions, Free Response Questions, Conversational and Presentational prompts</p>				
<p>SLO – WALT We are learning to/that</p> <p>Identify vocabulary associated with topic</p>	<p>Student Learning Strategies</p> <p>information retrieval, study skills, reading, educational games</p>	<p>Formative Assessment</p> <p>MCQ, FRQ, Conversation</p>	<p>Activities and Resources</p> <p>textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnspanol.cnn.com</p>	<p>Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) See link for additional modifications</p> <p>Develop appropriate scaffolding and differentiation strategies in order for all language learners, including native and non-native speakers, to be supported</p>
<p>Reply to emails addressing a specific topic</p>	<p>information retrieval, study skills, reading, brainstorming</p>	<p>FRQ</p>	<p>textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnspanol.cnn.com</p>	
<p>Watch authentic videos related to the topic</p>	<p>information retrieval</p>	<p>MCQ, FRQ, Conversation</p>	<p>videos; online resources: www.vhlcentral.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnspanol.cnn.com</p>	
<p>Interpret authentic videos</p>	<p>study skills, think-pair-share, collaboration, information retrieval,</p>	<p>MCQ, FRQ, Conversation</p>	<p>videos; online resources: www.vhlcentral.com www.apcentral.collegeboard.org www.youtube.com</p>	

	brainstorming, group discussion	MCQ, FRQ, Conversation	www.un.org/es www.cnnspanol.cnn.com videos; online resources: www.vhlcentral.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnspanol.cnn.com	
Interpret authentic readings and texts	study skills, think-pair-share, collaboration, information retrieval, brainstorming, group discussion	MCQ, FRQ, Conversation	textbook, articles; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.un.org/es www.cnnspanol.cnn.com	
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Interpret author's intent in readings	think-pair-share, collaboration, information retrieval, brainstorming, group discussion	MCQ, FRQ, Conversation	textbook, articles; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnspanol.cnn.com	
Listen to authentic audio and complete questions related to topic	information retrieval, dual coding, study skills	MCQ, FRQ, Conversation	textbook, articles; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.un.org/es www.cnnspanol.cnn.com	
Create a presentation expressing values and beliefs	collaboration, project based learning, brainstorming	Presentations, Cultural Comparison	audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.apcentral.collegeboard.org www.youtube.com	

Write a persuasive essay on a related topic	information retrieval, study skills, reading, dual coding, brainstorming	FRQ	www.un.org/es www.cnnespanol.cnn.com textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnn.com	
Conduct an interpersonal activity expressing opinion	simulated conversations	Conversation	textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnn.com	
Discuss topics in groups and present ideas	group discussion, inquiry-based learning	FRQ, Presentations, Conversation	textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnn.com	
Make connections between the US and target country	reading, information retrieval, project based learning, think-pair-share, collaboration, brainstorming, inquiry based learning, group discussion, dual coding	Cultural Comparison, Presentations, Conversation	textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnn.com	

Create and present a presentation on a related topic	collaboration, project based learning, brainstorming	Presentations	textbook, articles, audio, videos; online resources: www.vhcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnn.com	
Prepare and participate in debate	reading, information retrieval, project based learning, think-pair-share, collaboration, brainstorming, inquiry based learning, group discussion, dual coding	Presentations, Debate	textbook, articles, audio, videos; online resources: www.vhcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnn.com	
Participate in interviews or conversations	reading, information retrieval, think-pair-share, collaboration, brainstorming, inquiry based learning, dual coding	FRQ	textbook, articles, audio, videos; online resources: www.vhcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnn.com	
<p>Common Formative Assessment: MC based questions, FR based questions, conversation, presentations, cultural comparison, writing (email and persuasive)</p> <p>Beauty and Creativity Collage:</p> <p>Ask students to create a visual collage that represents perceptions of beauty and creativity in society. This could include images, quotes, and symbols that capture different aspects of these perceptions.</p> <p>Historical Evolution of Beauty Analysis:</p> <p>Assign students to research and present on how perceptions of beauty and creativity have changed over time. They should explore historical contexts, societal influences, and the impact on cultural norms.</p> <p>Everyday Aesthetics Journal:</p>				

	<p>Have students keep a journal for a week where they document instances of beauty and aesthetics influencing their everyday lives. This reflective practice can help them identify and articulate subtle influences. Arts and Cultural Perspectives Debate:</p> <p>Organize a debate where students discuss how the arts challenge and reflect cultural perspectives. Assign roles representing different viewpoints, encouraging students to provide evidence and examples to support their arguments.</p>
Summative Assessments	
	<p>Quizzes and tests, AP Conversations, AP Cultural Comparisons, Vocab quizzes and tests, MCQ-Reading and Listening Comprehension Assessments, Email Writing, Persuasive Writing</p> <p>Perceptions about Beauty and Creativity in Societies:</p> <p>Create a multimedia presentation or video essay exploring how different cultures perceive beauty and creativity. Include visual examples, interviews, and historical references to illustrate the evolution of these perceptions.</p> <p>Changes in Perceptions Over Time:</p> <p>Develop a timeline or infographic that traces the evolution of beauty standards and creative expressions over different historical periods. Discuss key influencers, societal shifts, and technological advancements that have contributed to changing perceptions.</p> <p>Influence of Ideals on Everyday Life:</p> <p>Write a reflective essay or create a series of blog posts discussing how ideals of beauty and aesthetics impact various aspects of everyday life, such as fashion choices, social interactions, and personal well-being. Support your arguments with real-life examples and personal experiences.</p> <p>Arts as Challengers and Reflectors of Cultural Perspectives:</p> <p>Curate an art exhibition or virtual gallery showcasing diverse artworks that challenge and reflect cultural perspectives. Provide explanations for each piece, highlighting how it contributes to the discourse on beauty, creativity, and cultural identity.</p>
Interdisciplinary Connections	
	<p>Social Studies: cultural values; famous figures in various cultures related to fields</p>

Language Arts: comprehend and analyze authentic sources; writing argumentative essay, replying to an email, summarizing

Technology: presentations, research, media

Art: how beauty is interpreted in various cultures, major artists from different countries, fashion throughout world and major designers; architecture and its representation

Music: as an art form and cultural representation: famous musicians from different countries

Public Speaking: presenting a researched topic from target country, cultural comparison

Holidays: discuss and compare both target cultural and American holidays

Unit Title: Contemporary Life
Grade Level: V/AP (11th-12th)
Timeframe: 4-6 weeks

Guiding Questions

How do individuals and societies define their own quality of life?

How do cultural products, practices, and individual's perspectives influence contemporary life?

What are the challenges of contemporary life?

Standards

Proficiency Level: Intermediate High

Modes of Communication/Core Ideas (WWBAT)

- **Interpretive-** Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
- **Interpersonal-** Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.
- **Presentational-** Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Intercultural Statements (WWBAT)

- **Interpretive-** Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.
- **Interpersonal-** Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.
- **Presentational-** Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.

Performance Expectations:

7.1.IH.IPRET.1 Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.

-Identify vocabulary associated with topic

-Interpret authentic videos

- Interpret authentic readings and texts
- Listen to authentic audio and complete questions related to topic
- Prepare and participate in debate
- 7.1.IH.IPRET.2 Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- Identify vocabulary associated with topic
- Watch authentic videos related to the topic
- Interpret authentic videos
- Interpret authentic readings and texts
- Listen to authentic audio and complete questions related to topic
- Discuss topics in groups and present ideas
- Prepare and participate in debate
- 7.1.IH.IPRET.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- Interpret author's intent in readings
- Write a persuasive essay on a related topic
- Prepare and participate in debate
- 7.1.IH.IPRET.4 Summarize information from oral and written discourse dealing with a variety of topics.
- Identify vocabulary associated with topic
- Interpret authentic videos
- Interpret authentic readings and texts
- Write a persuasive essay on a related topic
- Prepare and participate in debate
- 7.1.IH.IPRET.5 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- Identify vocabulary associated with topic
- Interpret authentic videos
- Interpret authentic readings and texts
- Infer meanings of unfamiliar words in new contexts
- 7.1.IH.IPRET.6 Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- Identify vocabulary associated with topic
- Reply to emails addressing a specific topic
- Infer meanings of unfamiliar words in new contexts
- Interpret author's intent in readings
- Write a persuasive essay on a related topic
- 7.1.IH.IPRET.7 Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- Watch authentic videos related to the topic
- Infer meanings of unfamiliar words in new contexts
- 7.1.IH.IPRET.8 Collect, share, and analyze data related to global issues including climate change.
- Watch authentic videos related to the topic

-Make connections between the US and target country

7.1.IH.IPERS.1 Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

-Watch authentic videos related to the topic

-Conduct an interpersonal activity expressing opinion

-Prepare and participate in debate

-Participate in interviews or conversations

7.1.IH.IPERS.4 Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)

-Reply to emails addressing a specific topic

-Conduct an interpersonal activity expressing opinion

-Prepare and participate in debate

-Participate in interviews or conversations

7.1.IH.IPERS.5 Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.

-Discuss topics in groups and present ideas

-Prepare and participate in debate

7.1.IH.IPERS.6 Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

-Make connections between the US and target country

7.1.IH.PRSNT.1 Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.

-Create a presentation expressing values and beliefs

-Discuss topics in groups and present ideas

7.1.IH.PRSNT.4 Use language creatively in writing for a variety of purposes.

-Create a presentation expressing values and beliefs

7.1.IH.PRSNT.5 Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

-Make connections between the US and target country

-Prepare and participate in debate

7.1.IH.PRSNT.6 Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

-Create a presentation expressing values and beliefs

Career Readiness, Life Literacies, Key Skills Standards, Climate Change, Technology:

Financial Health:

- The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.

Economic and Government Influence:

- There are different ways you can influence government policy to improve your financial situation.

Critical Thinking and Problem-solving:

- Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
- Cultivating online reputations for employers and academia requires separating private and professional digital identities.
- Digital communities influence many aspects of society, especially the workforce.
- The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.

Digital Citizenship:

- Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.

Global and Cultural Awareness:

- Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

Information and Media Literacy:

- Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
- Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society.
- These new types of information must be evaluated carefully.
- In order for members of our society to participate productively, information needs to be shared creatively and ethically. Accurate information may help in making valuable and ethical choices.

Social-Emotional Learning Competencies:

self-awareness, self-management, responsible decision making, social awareness, relationship skills

Instructional Plan

Unit 4: Unit will present information to compare and contrast contemporary life and its challenges between the US and target country, as well as the impact of cultural products and practices. This instructional plan is designed to guide students through a comprehensive exploration of the nuanced concept of quality of life, examining how individuals and societies define this subjective measure. To initiate the unit, students will first focus on building a robust vocabulary associated with the topic through engaging activities. As part of their language development, they will practice responding to emails addressing specific quality of life topics, honing their ability to articulate thoughts and ideas effectively in writing.

The unit will progress to a multimedia-rich phase, where students will watch authentic videos, interpret diverse cultural products, and engage with readings and texts that shed light on the influence of cultural practices and individual perspectives on contemporary life. Emphasizing critical thinking, students will infer meanings of unfamiliar words in new contexts, interpret authors' intent in readings, and listen to authentic audio, thereby enhancing their comprehension skills. Building on this foundation, students will undertake more complex tasks such as creating presentations expressing their values and beliefs on quality of life, writing persuasive essays on related topics, and participating in interpersonal activities to express opinions. Group discussions will encourage collaborative exploration of challenges in contemporary life, fostering a deeper understanding of the

interconnected nature of cultural influences and individual perspectives. The unit will culminate with students making connections between the U.S. and a target country, further broadening their perspectives, and presenting on a related topic that integrates their newfound knowledge and language proficiency.							
Pre-assessment: Multiple choice questions, Free Response Questions, Conversational and Presentational prompts							
SLO – WALT We are learning to/that	Student Learning Strategies	Formative Assessment	Activities and Resources	Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) See link for additional modifications			
Identify vocabulary associated with topic	information retrieval, study skills, reading, educational games	MCQ, FRQ, Conversation	textbook, articles, audio, videos; online resources: www.vhlcenral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnspanol.cnn.com	Develop appropriate scaffolding and differentiation strategies in order for all language learners, including native and non-native speakers, to be supported			
Reply to emails addressing a specific topic	information retrieval, study skills, reading, brainstorming	FRQ	textbook, articles, audio, videos; online resources: www.vhlcenral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnspanol.cnn.com				
Watch authentic videos related to the topic	information retrieval	MCQ, FRQ, Conversation	videos; online resources: www.vhlcenral.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnspanol.cnn.com				
Interpret authentic videos	study skills, think-pair-share, collaboration, information retrieval, brainstorming, group discussion	MCQ, FRQ, Conversation	videos; online resources: www.vhlcenral.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es				

Interpret authentic readings and texts	study skills, think-pair-share, collaboration, information retrieval, brainstorming, group discussion	MCQ, FRQ, Conversation	www.cnnspanol.cnn.com videos; online resources: www.vhcentral.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnspanol.cnn.com	www.cnnspanol.cnn.com
Infer meanings of unfamiliar words in new contexts	information retrieval, study skills, reading, think-pair-share, group discussion, educational games	MCQ, FRQ, Conversation	textbook, articles; online resources: www.vhcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.un.org/es www.cnnspanol.cnn.com	
Interpret author's intent in readings	think-pair-share, collaboration, information retrieval, brainstorming, group discussion	MCQ, FRQ, Conversation	textbook, articles, audio, videos; online resources: www.vhcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnspanol.cnn.com	
Listen to authentic audio and complete questions related to topic	information retrieval, dual coding, study skills	MCQ, FRQ, Conversation	textbook, articles; online resources: www.vhcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.un.org/es www.cnnspanol.cnn.com	
Create a presentation expressing values and beliefs	collaboration, project based learning, brainstorming	Presentations, Cultural Comparison	audio, videos; online resources: www.vhcentral.com www.mheducation.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es	

Write a persuasive essay on a related topic	information retrieval, study skills, reading, dual coding, brainstorming	FRQ	www.cnn.espanol.cnn.com textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnn.espanol.cnn.com	
Conduct an interpersonal activity expressing opinion	simulated conversations	Conversation	textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnn.espanol.cnn.com	
Discuss topics in groups and present ideas	group discussion, inquiry-based learning	FRQ, Presentations, Conversation	textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnn.espanol.cnn.com	
Make connections between the US and target country	reading, information retrieval, project based learning, think-pair-share, collaboration, brainstorming, inquiry based learning, group discussion, dual coding	Cultural Comparison, Presentations, Conversation	textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnn.espanol.cnn.com	
Create and present a presentation on a related topic	collaboration, project based learning, brainstorming	Presentations	textbook, articles, audio, videos; online resources: www.vhlcentral.com	

			www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnspanol.cnn.com	
Prepare and participate in debate	reading, information retrieval, project based learning, think-pair-share, collaboration, brainstorming, inquiry based learning, group discussion, dual coding	Presentations, Debate	textbook, articles, audio, videos; online resources: www.vhcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnspanol.cnn.com	
Participate in interviews or conversations	reading, information retrieval, think-pair-share, collaboration, brainstorming, inquiry based learning, dual coding	FRQ	textbook, articles, audio, videos; online resources: www.vhcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnspanol.cnn.com	
<p>Common Formative Assessment: MC based questions, FR based questions, FR based questions, conversation, presentations, cultural comparison, writing (email and persuasive)</p> <p>Defining Quality of Life:</p> <p>Personal Reflection Journals: Have students maintain a journal throughout the unit where they reflect on aspects contributing to their quality of life. Encourage them to connect these reflections with class discussions and readings, fostering self-awareness and critical thinking.</p> <p>Interactive Class Activity: Conduct a class activity where students collaborate to create a mind map or visual representation of factors influencing their quality of life. Discuss the similarities and differences, prompting students to articulate their individual perspectives.</p> <p>Influence of Cultural Products, Practices, and Perspectives:</p>				

Cultural Product Analysis: Assign students to analyze a cultural product (film, music, literature) from a specific culture. In a short presentation or written analysis, they should explore how the chosen product reflects and influences contemporary life within that culture.

Role-Play or Debate: Organize a role-play or debate where students take on the roles of individuals from different cultural backgrounds. They should discuss how cultural practices and perspectives impact their daily lives, providing insights into the diversity of influences.

Challenges of Contemporary Life:

Case Studies: Provide students with case studies highlighting various contemporary life challenges. In small groups, have them analyze the cases, identify the challenges, and propose potential solutions. This encourages critical thinking and problem-solving skills.

Guest Speaker or Panel Discussion: Invite a guest speaker or organize a panel discussion with experts in fields related to contemporary life challenges. After the session, students can write reflections or engage in a class discussion to share their takeaways.

Summative Assessments

Quizzes and tests, AP Conversations, AP Cultural Comparisons, Vocab quizzes and tests, MCQ-Reading and Listening Comprehension Assessments, Email Writing, Persuasive Writing

Defining Quality of Life:

Quality of Life Essay: Have students write an in-depth essay that synthesizes their understanding of quality of life. In this essay, they should define the concept, explore factors that contribute to it, and analyze how these factors may vary across different individuals and societies.

Quality of Life Presentation: Students can create multimedia presentations where they showcase their understanding of quality of life.

Influence of Cultural Products, Practices, and Perspectives:

Cultural Impact Portfolio: Ask students to curate a portfolio that highlights the influence of cultural products, practices, and perspectives on contemporary life. The portfolio can include written reflections, analyses of cultural artifacts, and creative pieces that demonstrate their understanding of how culture shapes the world around them.

Documentary Project: In small groups, have students create a short documentary that explores the impact of cultural products, practices, and perspectives on individuals and societies. This can involve interviews, visual analyses, and narration to present a comprehensive view of the topic.

Interdisciplinary Connections

Language Arts: comprehend and analyze authentic sources; writing argumentative essay, replying to an email, summarizing

Technology: presentations, research, media

Public Speaking: presenting a researched topic from target country, cultural comparison

Social Studies: politics; the European Union, Immigration, social services, health care

Geography: countries and nationalities, city vs countryside

Arts: music, theater, cinema, art, museums, architecture, etc.

Mathematics: negotiating monetary transactions

Holidays: discuss and compare both target cultural and American holidays

Unit Title: Global Challenges
Grade Level: V/AP (11th-12th)
Timeframe: 4-6 weeks

Guiding Questions

What are the social, political and environmental challenges that societies face?

What are the origins of those challenges?

How do these challenges impact our daily lives?

What are some possible solutions for those challenges?

Standards

Proficiency Level: Intermediate High

Modes of Communication/Core Ideas (WWBAT)

- **Interpretive-** Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
- **Interpersonal-** Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.
- **Presentational-** Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Intercultural Statements (WWBAT)

- **Interpretive-** Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.
- **Interpersonal-** Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.
- **Presentational-** Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.

Performance Expectations:

7.1.IH.IPRET.1 Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.

- Identify vocabulary associated with topic
- Interpret authentic videos
- Interpret authentic readings and texts
- Listen to authentic audio and complete questions related to topic
- Prepare and participate in debate
- 7.1.IH.IPRET.2 Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- Identify vocabulary associated with topic
- Watch authentic videos related to the topic
- Interpret authentic videos
- Interpret authentic readings and texts
- Listen to authentic audio and complete questions related to topic
- Discuss topics in groups and present ideas
- Prepare and participate in debate
- 7.1.IH.IPRET.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- Interpret author's intent in readings
- Write a persuasive essay on a related topic
- Prepare and participate in debate
- 7.1.IH.IPRET.4 Summarize information from oral and written discourse dealing with a variety of topics.
- Identify vocabulary associated with topic
- Interpret authentic videos
- Interpret authentic readings and texts
- Write a persuasive essay on a related topic
- Prepare and participate in debate
- 7.1.IH.IPRET.5 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- Identify vocabulary associated with topic
- Interpret authentic videos
- Interpret authentic readings and texts
- Infer meanings of unfamiliar words in new contexts
- 7.1.IH.IPRET.6 Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- Identify vocabulary associated with topic
- Reply to emails addressing a specific topic
- Infer meanings of unfamiliar words in new contexts
- Interpret author's intent in readings
- Write a persuasive essay on a related topic
- 7.1.IH.IPRET.7 Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- Watch authentic videos related to the topic
- Infer meanings of unfamiliar words in new contexts

7.1.IH.IPRET.8 Collect, share, and analyze data related to global issues including climate change.

- Watch authentic videos related to the topic
- Make connections between the US and target country

7.1.IH.IPERS.1 Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

- Watch authentic videos related to the topic
- Conduct an interpersonal activity expressing opinion
- Prepare and participate in debate
- Participate in interviews or conversations

7.1.IH.IPERS.4 Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)

- Reply to emails addressing a specific topic
- Conduct an interpersonal activity expressing opinion
- Prepare and participate in debate
- Participate in interviews or conversations

7.1.IH.IPERS.5 Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.

- Discuss topics in groups and present ideas

-Prepare and participate in debate

7.1.IH.IPERS.6 Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

- Make connections between the US and target country

7.1.IH.PRSNT.1 Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.

- Create a presentation expressing values and beliefs
- Discuss topics in groups and present ideas

7.1.IH.PRSNT.4 Use language creatively in writing for a variety of purposes.

- Create a presentation expressing values and beliefs

7.1.IH.PRSNT.5 Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

- Make connections between the US and target country

-Prepare and participate in debate

7.1.IH.PRSNT.6 Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

- Create a presentation expressing values and beliefs

Career Readiness, Life Literacies, Key Skills Standards, Climate Change, Technology:

Financial Health:

- The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.

Economic and Government Influence:

- There are different ways you can influence government policy to improve your financial situation.

Career Awareness and Planning:

- There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace.
- Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

Creativity and Innovation:

- With a growth mindset, failure is an important part of success.
- Innovative ideas or innovation can lead to career opportunities.

Critical Thinking and Problem-solving:

- Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Global and Cultural Awareness:

- Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

Information and Media Literacy:

- Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
- Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society.
- These new types of information must be evaluated carefully.
- In order for members of our society to participate productively, information needs to be shared creatively and ethically. Accurate information may help in making valuable and ethical choices.

Social-Emotional Learning Competencies:

self-awareness, self-management, responsible decision making, social awareness, relationship skills

Instructional Plan

Unit 5: Unit will present information to compare and contrast global challenges between the US and target country, and impact on individuals and society. The students will embark on a comprehensive exploration of social, political, and environmental challenges faced by societies. The unit begins by immersing students in the associated vocabulary through interactive activities, facilitating a nuanced understanding of key terms. Leveraging technology, students will engage with authentic videos and texts, honing their interpretative skills as they analyze content related to the identified challenges. Through this process, students will learn to infer meanings of unfamiliar words within diverse contexts, strengthening their language proficiency.

The instructional journey progresses to more advanced tasks, including the interpretation of authors' intents in readings and the synthesis of information from authentic audio sources. Students will apply their knowledge by creating presentations that express their values and beliefs on the identified challenges. Writing skills will be honed through the development of persuasive essays addressing related topics. The unit culminates with interpersonal activities, group discussions, and presentations where students share opinions, make connections between the U.S. and the target country, and present comprehensive overviews of related topics. This multifaceted approach aims to foster critical thinking, enhance language proficiency, and empower students to articulate informed perspectives on complex global issues.

Pre-assessment: Multiple choice questions, Free Response Questions, Conversational and Presentational prompts	Activities and Resources			Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) <u>See link for additional modifications</u>
SLO – WALT We are learning to/that	Student Learning Strategies	Formative Assessment	Activities and Resources	
Identify vocabulary associated with topic	information retrieval, study skills, reading, educational games	MCQ, FRQ, Conversation	textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnn.com	Develop appropriate scaffolding and differentiation strategies in order for all language learners, including native and non-native speakers, to be supported
Reply to emails addressing a specific topic	information retrieval, study skills, reading, brainstorming	FRQ	textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnn.com	
Watch authentic videos related to the topic	information retrieval	MCQ, FRQ, Conversation	videos; online resources: www.vhlcentral.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnn.com	
Interpret authentic videos	study skills, think-pair-share, collaboration, information retrieval, brainstorming, group discussion	MCQ, FRQ, Conversation	videos; online resources: www.vhlcentral.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnn.com	

Interpret authentic readings and texts	study skills, think-pair-share, collaboration, information retrieval, brainstorming, group discussion	MCQ, FRQ, Conversation	<p>videos; online resources: www.vh1central.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnn.com</p> <p>textbook, articles; online resources: www.vh1central.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.un.org/es www.cnnespanol.cnn.com</p>	
Infer meanings of unfamiliar words in new contexts	information retrieval, study skills, reading, think-pair-share, group discussion, educational games	MCQ, FRQ, Conversation	<p>textbook, articles, audio, videos; online resources: www.vh1central.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnn.com</p>	
Interpret author's intent in readings	think-pair-share, collaboration, information retrieval, brainstorming, group discussion	MCQ, FRQ, Conversation	<p>textbook, articles; online resources: www.vh1central.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.un.org/es www.cnnespanol.cnn.com</p>	
Listen to authentic audio and complete questions related to topic	information retrieval, dual coding, study skills	MCQ, FRQ, Conversation	<p>textbook, articles; online resources: www.vh1central.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.un.org/es www.cnnespanol.cnn.com</p>	
Create a presentation expressing values and beliefs	collaboration, project based learning, brainstorming	Presentations, Cultural Comparison	<p>audio, videos; online resources: www.vh1central.com www.mheducation.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnn.com</p>	

Write a persuasive essay on a related topic	information retrieval, study skills, reading, dual coding, brainstorming	FRQ	textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnspanol.cnn.com	
Conduct an interpersonal activity expressing opinion	simulated conversations	Conversation	textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnspanol.cnn.com	
Discuss topics in groups and present ideas	group discussion, inquiry-based learning	FRQ, Presentations, Conversation	textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnspanol.cnn.com	
Make connections between the US and target country	reading, information retrieval, project based learning, think-pair-share, collaboration, brainstorming, inquiry based learning, group discussion, dual coding	Cultural Comparison, Presentations, Conversation	textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnspanol.cnn.com	
Create and present a presentation on a related topic	collaboration, project based learning, brainstorming	Presentations	textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com	

			www.newseia.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnspanol.cnn.com	
Prepare and participate in debate	reading, information retrieval, project based learning, think-pair-share, collaboration, brainstorming, inquiry based learning, group discussion, dual coding	Presentations, Debate	textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newseia.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnspanol.cnn.com	
Participate in interviews or conversations	reading, information retrieval, think-pair-share, collaboration, brainstorming, inquiry based learning, dual coding	FRQ	textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newseia.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnspanol.cnn.com	
<p>Common Formative Assessment: MC based questions, FR based questions, FR based questions, conversation, presentations, cultural comparison, writing (email and persuasive)</p> <p>Social, Political, and Environmental Challenges:</p> <p>Current Events Analysis: Assign students to regularly analyze news articles or reports related to social, political, and environmental challenges. They can create a summary or presentation discussing the identified challenges, their causes, and potential consequences. Encourage critical thinking by asking them to consider different perspectives on the issues.</p> <p>Issue Mind Maps: Have students create mind maps that visually represent the interconnectedness of social, political, and environmental challenges. This can help them understand the complex relationships between different issues and how they might overlap.</p> <p>Origins of Challenges:</p>				

Timeline of Historical Events: Ask students to create a timeline highlighting key historical events that contributed to the emergence of social, political, and environmental challenges. This visual representation can help them grasp the historical context and evolution of these issues.

Cause and Effect Diagrams: Have students construct cause-and-effect diagrams or fishbone diagrams to illustrate the root causes of specific challenges. This can be done individually or in small groups, encouraging collaboration and discussion.

Impact on Daily Lives:

Personal Reflection Journals: Encourage students to maintain reflection journals where they record instances in their daily lives that are influenced by social, political, or environmental challenges. Discuss these reflections in class, fostering dialogue and awareness of the pervasive impact of these challenges.

Interactive Class Activity: Design a role-playing activity where students simulate scenarios illustrating how social, political, and environmental challenges can directly affect individuals on a daily basis. This experiential approach can deepen their understanding of the personal implications of these challenges.

Possible Solutions:

Solution Brainstorming Sessions: Facilitate brainstorming sessions where students generate a list of possible solutions for specific challenges. Encourage creativity and diverse perspectives. This can be done through class discussions, group activities, or digital collaboration tools.

Policy Proposal Outline: Ask students to outline a brief policy proposal for addressing a chosen challenge. This can include identifying stakeholders, suggesting interventions, and predicting potential outcomes. Provide feedback to guide them in refining their proposed solutions.

Summative Assessments

Quizzes and tests, AP Conversations, AP Cultural Comparisons, Vocab quizzes and tests, MCQ-Reading and Listening Comprehension Assessments, Email Writing, Persuasive Writing

Social, Political, and Environmental Challenges:

Research Paper: Assign students a research paper where they choose a specific social, political, or environmental challenge. They should delve into the historical context, causes, and current implications of the issue. The paper should also explore various perspectives and proposed solutions, allowing students to showcase their understanding of the complexities involved.

Panel Discussion or Debate: Organize a panel discussion or debate where students take on roles representing different stakeholders or perspectives related to a significant social, political, or environmental challenge. This assessment encourages critical thinking, research, and public speaking skills.

Origins of Challenges:

Timeline and Presentation: Have students create a comprehensive timeline illustrating the historical origins of a chosen challenge. They can use this timeline as a basis for a presentation that highlights key events and their impact on the development of the issue. This combines visual representation with oral communication skills.

Interactive Digital Project: Ask students to create an interactive digital project, such as a website or timeline tool, that visually explores the origins of various challenges. This project can include multimedia elements to enhance engagement.

Impact on Daily Lives:

Personal Reflection Portfolio: Task students with creating a portfolio that includes written reflections, multimedia presentations, or visual representations showcasing how social, political, and environmental challenges impact their daily lives. Encourage them to connect personal experiences with broader societal issues.

Short Film or Documentary: In small groups, have students create a short film or documentary that depicts the daily lives of individuals affected by a specific challenge. This visual storytelling approach allows students to convey the personal aspects of these issues.

Possible Solutions:

Policy Proposal and Presentation: Have students develop a detailed policy proposal for addressing a chosen challenge. This can include a written proposal and an oral presentation where they articulate their recommended solutions, rationale, and potential outcomes.

Solution Implementation Plan: Ask students to outline an implementation plan for a proposed solution to a specific challenge. This plan should detail the steps, resources, and strategies required to bring about positive change. This assessment integrates problem-solving skills and strategic thinking.

Interdisciplinary Connections

Language Arts: comprehend and analyze authentic sources; writing argumentative essay, replying to an email, summarizing

Technology: presentations, research, media

Public Speaking: presenting a researched topic from target country, cultural comparison

Social Studies: analyze the roles in family in confronting environmental and social issues

Geography: review of countries' names, nationalities, locations

Economics: talk about loans, budget, interest rates, housing costs, social issue costs

Science: environment, recycling, global warming, natural resources, etc.

Holidays: discuss and compare both target cultural and American holidays

Unit Title: Personal and Public Identities
Grade Level: V/AP (11th-12th)
Timeframe: 4-6 weeks

Guiding Questions

How are the different aspects of identity expressed in different situations?

How does language and culture influence a person's identity?

How does a person's identity develop and change over time?

Standards

Proficiency Level: Intermediate High

Modes of Communication/Core Ideas (WWBAT)

- **Interpretive-** Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
- **Interpersonal-** Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.
- **Presentational-** Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Intercultural Statements (WWBAT)

- **Interpretive-** Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.
- **Interpersonal-** Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.
- **Presentational-** Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.

Performance Expectations:

7.1.IH.IP.1 Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.

-Identify vocabulary associated with topic

-Interpret authentic videos

- Interpret authentic readings and texts
- Listen to authentic audio and complete questions related to topic
- Prepare and participate in debate
- 7.1.IH.IPRET.2 Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- Identify vocabulary associated with topic
- Watch authentic videos related to the topic
- Interpret authentic videos
- Interpret authentic readings and texts
- Listen to authentic audio and complete questions related to topic
- Discuss topics in groups and present ideas
- Prepare and participate in debate
- 7.1.IH.IPRET.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- Interpret author's intent in readings
- Write a persuasive essay on a related topic
- Prepare and participate in debate
- 7.1.IH.IPRET.4 Summarize information from oral and written discourse dealing with a variety of topics.
- Identify vocabulary associated with topic
- Interpret authentic videos
- Interpret authentic readings and texts
- Write a persuasive essay on a related topic
- Prepare and participate in debate
- 7.1.IH.IPRET.5 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- Identify vocabulary associated with topic
- Interpret authentic videos
- Interpret authentic readings and texts
- Infer meanings of unfamiliar words in new contexts
- 7.1.IH.IPRET.6 Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- Identify vocabulary associated with topic
- Reply to emails addressing a specific topic
- Infer meanings of unfamiliar words in new contexts
- Interpret author's intent in readings
- Write a persuasive essay on a related topic
- 7.1.IH.IPRET.7 Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- Watch authentic videos related to the topic
- Infer meanings of unfamiliar words in new contexts
- 7.1.IH.IPRET.8 Collect, share, and analyze data related to global issues including climate change.
- Watch authentic videos related to the topic

-Make connections between the US and target country

7.1.IH.IPERS.1 Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

-Watch authentic videos related to the topic

-Conduct an interpersonal activity expressing opinion

-Prepare and participate in debate

-Participate in interviews or conversations

7.1.IH.IPERS.4 Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)

-Reply to emails addressing a specific topic

-Conduct an interpersonal activity expressing opinion

-Prepare and participate in debate

-Participate in interviews or conversations

7.1.IH.IPERS.5 Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.

-Discuss topics in groups and present ideas

-Prepare and participate in debate

7.1.IH.IPERS.6 Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

-Make connections between the US and target country

7.1.IH.PRSNT.1 Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.

-Create a presentation expressing values and beliefs

-Discuss topics in groups and present ideas

7.1.IH.PRSNT.4 Use language creatively in writing for a variety of purposes.

-Create a presentation expressing values and beliefs

7.1.IH.PRSNT.5 Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

-Make connections between the US and target country

-Prepare and participate in debate

7.1.IH.PRSNT.6 Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

-Create a presentation expressing values and beliefs

Career Readiness, Life Literacies, Key Skills Standards, Climate Change, Technology:

Financial Health:

- The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.

Career Awareness and Planning:

- There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace.

- Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

Creativity and Innovation:

- With a growth mindset, failure is an important part of success.
- Innovative ideas or innovation can lead to career opportunities.

Critical Thinking and Problem-solving:

- Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Digital Citizenship:

- Cultivating online reputations for employers and academia requires separating private and professional digital identities.
- Digital communities influence many aspects of society, especially the workforce.
- The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.

- Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.

Global and Cultural Awareness:

- Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

Information and Media Literacy:

- Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
- Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society.
- These new types of information must be evaluated carefully.
- In order for members of our society to participate productively, information needs to be shared creatively and ethically. Accurate information may help in making valuable and ethical choices.

Social-Emotional Learning Competencies:

self-awareness, self-management, responsible decision making, social awareness, relationship skills

Instructional Plan				
Unit 6: Unit will present information to compare and contrast personal and public identities between the US and target country. Pre-assessment: Multiple choice questions, Free Response Questions, Conversational and Presentational prompts				
SLO – WALT We are learning to/that	Student Learning Strategies	Formative Assessment	Activities and Resources	Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) See link for additional modifications
Identify vocabulary associated with topic	information retrieval, study skills, reading, educational games	MCQ, FRQ, Conversation	textbook, articles, audio, videos; online resources: www.vhcentral.com www.mheducation.com www.newseia.com	Develop appropriate scaffolding and differentiation strategies in order for all language learners, including native and non-native speakers, to be supported

	information retrieval, study skills, reading, brainstorming	FRQ	www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnn.com	
Reply to emails addressing a specific topic			textbook, articles, audio, videos; online resources: www.vhcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnn.com	
Watch authentic videos related to the topic	information retrieval	MCQ, FRQ, Conversation	videos; online resources: www.vhcentral.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnn.com	
Interpret authentic videos	study skills, think-pair-share, collaboration, information retrieval, brainstorming, group discussion	MCQ, FRQ, Conversation	videos; online resources: www.vhcentral.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnn.com	
Interpret authentic readings and texts	study skills, think-pair-share, collaboration, information retrieval, brainstorming, group discussion	MCQ, FRQ, Conversation	videos; online resources: www.vhcentral.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnn.com	
Infer meanings of unfamiliar words in new contexts	information retrieval, study skills, reading, think-pair-share, group discussion, educational games	MCQ, FRQ, Conversation	textbook, articles; online resources: www.vhcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org	

Interpret author's intent in readings	think-pair-share, collaboration, information retrieval, brainstorming, group discussion	MCQ, FRQ, Conversation	www.un.org/es www.cnnspanol.cnn.com textbook, articles, audio, videos; online resources: www.vh1central.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnspanol.cnn.com	
Listen to authentic audio and complete questions related to topic	information retrieval, dual coding, study skills	MCQ, FRQ, Conversation	textbook, articles; online resources: www.vh1central.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.un.org/es www.cnnspanol.cnn.com	
Create a presentation expressing values and beliefs	collaboration, project based learning, brainstorming	Presentations, Cultural Comparison	audio, videos; online resources: www.vh1central.com www.mheducation.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnspanol.cnn.com	
Write a persuasive essay on a related topic	information retrieval, study skills, reading, dual coding, brainstorming	FRQ	textbook, articles, audio, videos; online resources: www.vh1central.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnspanol.cnn.com	
Conduct an interpersonal activity expressing opinion	simulated conversations	Conversation	textbook, articles, audio, videos; online resources: www.vh1central.com www.mheducation.com	

				www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnn.com	
Discuss topics in groups and present ideas	group discussion, inquiry-based learning	FRQ, Presentations, Conversation	textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnn.com		
Make connections between the US and target country	reading, information retrieval, project based learning, think-pair-share, collaboration, brainstorming, inquiry based learning, group discussion, dual coding	Cultural Comparison, Presentations, Conversation	textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnn.com		
Create and present a presentation on a related topic	collaboration, project based learning, brainstorming	Presentations	textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnespanol.cnn.com		
Prepare and participate in debate	reading, information retrieval, project based learning, think-pair-share, collaboration, brainstorming, inquiry based learning, group	Presentations, Debate	textbook, articles, audio, videos; online resources: www.vhlcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es		

Participate in interviews or conversations	discussion, dual coding reading, information retrieval, think-pair-share, collaboration, brainstorming, inquiry based learning, dual coding	FRQ	www.cnnspanol.cnn.com textbook, articles, audio, videos; online resources: www.vhcentral.com www.mheducation.com www.newsela.com www.apcentral.collegeboard.org www.youtube.com www.un.org/es www.cnnspanol.cnn.com	
Common Formative Assessment: MC based questions, FR based questions, conversation, presentations, cultural comparison, writing (email and persuasive)				
Summative Assessments				
Quizzes and tests, AP Conversations, AP Cultural Comparisons, Vocab quizzes and tests, MCQ-Reading and Listening Comprehension Assessments, Email Writing, Persuasive Writing				
Interdisciplinary Connections				
<p>Language Arts: comprehend and analyze authentic sources; writing argumentative essay, replying to an email, summarizing</p> <p>Technology: presentations, research, media</p> <p>Public Speaking: presenting a researched topic from target country, cultural comparison</p> <p>Social Studies: national heroes, immigration, social values, historical wars, etc.</p> <p>Geography: review of countries' names, nationalities, locations</p> <p>Arts: express identity through art and music</p> <p>Holidays: discuss and compare both target cultural and American holidays</p>				