

Wilson Area School District Planned Course Guide

Title of planned course: AP Spanish

Subject Area: World Language

Grade Level: 12

Course Description: The course is designed to improve students' abilities in the areas of listening, reading, writing, and speaking in the Spanish language and to integrate these skills. It prepares students for the AP Spanish Exam. The course is conducted primarily in Spanish and is equivalent to a third year university level course.

Time/Credit for this Course: Full year / 1 credit

Curriculum Writing Committee: David DiVentura

Curriculum Map

August/September:

Origins of the Hispanic Culture in Europe
Origins of the Hispanic Culture

October:

Origins of the Hispanic Culture (cont.)
Religion in the Hispanic World

November:

Religion in the Hispanic World (cont.)
The family in the Hispanic World

December:

The family in the Hispanic World (cont.)
The roles of Men and Women in Hispanic Societies

January:

The roles of Men and Women in Hispanic Societies (cont.)
Customs and Beliefs

February:

Economic Aspects of Hispano-America

March:

Revolutionary Movements of the 20th Century
Education in the Hispanic World

April:

Education in the Hispanic World (cont.)
Technology and the Future

May:

AP Review

June:

Spanish activities

Wilson Area School District Planned Course Materials

Course Title: AP Spanish

Textbook:

Cumbre
Boston, Mass
Heinle Cenegage Learning, 2014

Supplemental Books:

Fast Track to a 5
Stamford, Conn., 2014

Una Vez Más
Upper Saddle River, New Jersey
Pearson/Prentice Hall, 2009
Couch, McCann, Rodríguez-Walter, Rubio-Maroto.

Triángulo, 4th edition
Sandwich, MA
Wayside Publishing, 2006.
Gatski, McMulan

Teacher Resources:

Magazines and Newspapers:

People en Español, New York, NY. www.peopleenespanol.com
El Punte. Educational New Service. Florence, MA. www.ednews.com

Websites:

www.prensaescrita.com/
www.periodicos.ws/
www.bbc.couk/mundo/noticias/2011/04/110411
www.pagina12.com.ar/diario/elpais/1-176900-2011-09-16.html
www.thinkspanish.com
www.nuevoshorizontes.org
www.un.org/radio/es/
www.cnn.com/espanol/
<http://newsbbc.co.uk/hi/spanish/news/>
www.studyspanish.com
www.conjuguemos.com
www.spanishgrammar.com

Instructional Setting

Student Population	Enrollment of approximately 650 students: <ul style="list-style-type: none">• 72% Caucasian• 14% Hispanic• 7% Black• 7% Asian
Instruction Time	The course plan is based on 180 school days. Class meets daily for 42 minutes. Classes begin the 3 rd week of August and end the first week of June.
Student Preparation	<p>AP Spanish is taught as a 5th year course, generally after the students have completed with success Levels 1-4. Native and heritage speakers may request to skip one or more levels. They are tested by the department and then assigned to a level that is more appropriate for them individually.</p> <p>Typically, students enrolled in the course have several other AP classes as well. Historically, there are only enough AP Spanish Language students to fill one section of the AP class.</p>

Course Overview

This course is designed to improve students' abilities in the areas of listening, reading, writing and speaking in the Spanish language and to integrate these skills. It prepares students to take and have success on the AP Spanish Language Exam given each year in May. The course is equivalent to a third year university level course and prepares students to pursue upper-level language study at a university or college.

The AP language class is conducted primarily in Spanish to optimize student opportunity to hear, see and practice the Spanish language. There is a thorough review and practice of grammar skills, a deepening of understanding of the language and culture through authentic literature and other printed and aural materials, a daily practice of speaking and listening and frequent formal and informal writings. The course uses a wide variety of sources including, but not limited to classic literature, current magazines and newspapers, the internet, published texts, current television programming, films, native speakers and traditional, as well as pop music.

The student is responsible for much prep work and review work outside of the classroom setting. Each week the student will watch and summarize in Spanish one hour of Spanish TV programming to sharpen their aural skills. The student will also read an on-line newspaper article based on the current theme weekly and do an oral presentation to the class. Additionally, the student will be assigned a complete grammar review using Una Vez Más (Pearson). Assignments will be turned in weekly. Students will keep a weekly journal where they will record their personal thoughts as well as questions or problems that they may have with AP assignments and learning. The journal will be evaluated weekly by the teacher. Finally, once per quarter, students are responsible for communicating at a high level with Hispanics in the community. The student will have meaningful exchanges in Spanish while ordering in a restaurant, attending a play or film in Spanish, attending a cultural Hispanic event, using Spanish in a business setting or by using Skype or other types of on-line communication. The contact will be shared with the class in an oral manner as well as a more formal written summary of the exchange.

This AP Spanish Language course exists in a school with a traditional schedule, so that students meet five days per week for a 42 minute time period for the entire school year. There are 36 weeks of classes before the AP exam is given in May. The remaining three weeks after the exam are used to evaluate the course, improve the course through student and teacher suggestions and to create student centered projects using the language skills acquired.

This course utilizes several texts as core materials: Cumbre (Houghton, Mifflin, Harcourt), Fast Track to 5 (Houghton, Mifflin, Harcourt) and Triángulo (Wayside Publishing) and Una Vez Más (Pearson). To prepare students for the AP exam, Triángulo and Fast Track to a 5 will be used. As previously stated, many other individual sources are used as needed.

Unit 1: Origins of the Hispanic Culture in Europe	Themes: <ul style="list-style-type: none"> • Personal & Public Identities • Families & Community • Beauty & Aesthetics 	Time: 3-4 Weeks
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Essential questions: *How do language and culture influence identities? *How does identity develop over time? *How do individuals contribute to the well-being of the community? *How is culture represented through the Arts?

Learning Objective	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication		This unit begins with questions about cultures. The students will discuss how cultures are created and how culture is expressed in various situations.
Written and Print Communication Spoken Interpersonal Communication	Article: “Influencias en la cultura española”	Students will read and discuss the Roman, Visigoth, Arabic and Gypsy influences that have influenced Spain’s culture and community.
Audiovisual Interpretation	Flamenco music by Carlos Montoya and the Gipsy Kings	Students will listen to Flamenco music and discuss how this music has formed the identity of the Spanish culture

Unit 1 (continued)		
Learning Objective	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication	Various vocabulary lists	Students will be exposed to, then use vocabulary related to cultural influences by discussing in pairs influences of foreign cultures upon the Iberian Peninsula and will orally compare the information with the foreign historical influences on American culture.
Written Presentational Communication		Students will create a formal essay how their individual cultural heritage has influenced who they are. What activities or celebrations set them apart from their neighbors? What foods and traditions are different from other Americans? How have these traditions added to the culture of the USA today?
Audiovisual interpretive Communication	Videoclip: “El baile Flamenco”	Students will watch and listen to a video based on the Flamenco dance. They will study related vocabulary and then answer multiple-choice questions to show their understanding of this cultural event.
Written and Print Interpretation	Literature: <u>El Conde Lucanor</u>	Students will read the short story and interpret how the culture of the day influences the characters of the story.
Written Interpersonal Communication		Students will write an informal letter a relative who has a social issue upon which he seeks advice.

Unit 1 (continued)		
Learning Objective	Materials	Instructional Activities and Assessments
Interpersonal Speaking		Students will work in pairs to respond to a survey about foreign influences upon their culture. The responses will be discussed and defended by the paired-group to the class at large.
Presentational Writing	2 printed articles and one aural article based on the native languages of Spain	Students will create a 5 paragraph essay based on the articles presented related to whether regional languages of Spain should be permitted.

Unit 2: Origins of the Hispanic Culture	Themes: <ul style="list-style-type: none"> ● Personal and Public Identities ● Families & Communities ● Science & Technology 	Time: 3-4 Weeks
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Essential Questions: *How do language and culture influence identity? *How did science and technology affect the native Americans? *How do roles of families and communities differ around the world? *Should native people change to fit into the dominate society?

Learning Objective	Materials	Instructional Activities and Assessments
Spoken Interpretive Communication		Students will orally discuss whether minorities or natives in a society should change to be more like the majority of the society. They will also compare and contrast a homogeneous and heterogeneous societies.
Presentational Speaking		Students will choose a native group or a conquistador associated with the group to create a 3-5 minute Power point presentation for the class.
Written and print interpretation	3 written articles on the Aztecs, the Mayas and the Incas	Students will read the articles presented and will respond orally to questions about the 3 native groups. How have these 3 groups influenced the culture of the Americas?
Audiovisual Interpretation	Video: “ The Cross-breeding of Mexican Cuisine”	Students will watch a video about native influences upon today’s mexican cuisine. Students will compare Mexican cooking influences upon American cuisine today.
Written and print Interpretive Communication	Poem: “Balada de los Dos Abuelos” (Guillén)	Students will read a ballad written by a Cuban author. They will discuss how African influences affect culture in Cuba today.

Unit 2: Continued

Learning Objective	Materials	Instructional Activities and Assessments
Audio Interpretive Communication	Cd: Buena Vista Social Club	Students will listen to various Selections of music and oral history of the Buena Vista Social Club. how does the African influence show itself in the Cuban culture today?
Spoken Interpersonal Communication	2 given prompts	Students are given one of 2 prompts that deal with everyday situations. Students will create, then perform the skits.
Spoken Interpersonal Communication		Students will give their opinions on astrology, magic and science. Then they will answer how these items affect their daily lives. Also, they will discuss how these topics influenced the lives of the native American groups previously studied
Written and Aural Interpretive Communication	2 written and 1 aural articles about the Maya	Students will read 2 articles and listen to a 3 rd about the Maya Indians. They will then write an essay which has the theme: "What is the best way to preserve the Mayan culture?"

Unit 3: Religion in the Hispanic World	Themes: <ul style="list-style-type: none"> Global Challenges 	Time: 3-4 Weeks
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Essential Questions: *What religious and social issues pose challenges to societies? *What are The origins of those problems? *What are the solutions to those problems? *Should societies Dictate what religion its people should practice?

Learning Objective	Materials	Instructional Activities and Assessments
Interpersonal oral Expression		Students begin this unit by responding to what they believe is religion's role in society. They will discuss the benefits and drawbacks to a religious state. They will discuss freedom of religion and the problems or benefits to a multi-religious family or country. Should the dominate religion of a country be imposed on all its citizens? Why or why not?
Presentational Speaking		Students will investigate various historical religious themes such as La Reconquista, religious Hispanic holidays, the Jesuits, La Santería and religious Hispanic poets and then do a 3-5 minute Powerpoint presentation on the chosen topic.
Written and Print Interpretive Communication	Article: "La religion Católica"	Students will read and interpret an article about Catholicism in the hispanic world through history and today. They will give opinions on what role Catholicism should and does have on the typical Hispanic today. They will compare their current religious attitudes and practices with those of today's Hispanic.
Audio Interpretive Communication	Song: "Los Ojos" from <u>Quando Lloran los Ángeles</u> (Maná, 1995)	Students will listen to this song, interpret its meaning and respond to questions in a written fashion.
Audio Interpretive Communication	Audio article: "El Día de Los Difuntos"	Students will listen to a dialogue to understand varying religious views about religious obligations and traditions, and then give their opinion on what they feel should be an individual's rights and obligations concerning religion.

Unit 3: Continued

Learning Objective	Materials	Instructional Activities and Assessments
Audio Interpretive	Audio clip: “Ritos y Celebraciones de la Muerte”	Students will listen to 3 native Spanish speakers from various regions of the Americas who will talk about various religious rites and celebrations. students will orally compare the views of the speakers with their own views.
Written Interpretive	4 religious/philosophical Poems: “Copas por la Muerte De tu Padre” (Manrique) “Sonetos” (Asbaje) “Lo Fatal” (Diario) “Salmo I” (Unamuno)	Students will read, interpret and respond to questions about the various poems. Students will contrast religious/philosophical ideas with their own and those of US society at large.
Interpersonal oral Expression		Students will orally debate in class 2 controversial topics: 1)Should religious art be allowed in US public schools? 2)Should euthanasia be permitted?
Written and aural Interpretive Communication	3 articles on religion	Students will read 2 articles and listen to a third concerning religious sects in the Hispanic world. They will create a formal essay to discuss why religion is losing its importance in Hispanic society today?

Unit 4: The family in the Hispanic world	Themes: <ul style="list-style-type: none"> Families and Communities Contemporary Life 	Time: 3-4 Weeks
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Essential Questions: *What constitutes a family in different societies? *How do individuals contribute to the well-being of the community? *How do the roles of families and communities differ throughout the world? *How is contemporary life influenced by cultural products?

Learning Objective	Materials	Instructional Activities and Assessments
Interpersonal Oral Expression		Students will begin this unit by expressing what they believe constitutes a family. They will also reveal whether a family works best as a democracy or controlled exclusively by parent or parents.
Print Interpretive Communication	Article: “La Familia en el Mundo hispánico”	Students will read and interpret an article about the Hispanic family and what family means in a Hispanic society. They will compare and contrast their definition of a family with that of the traditional Hispanic family.
Audio Interpretive Communication	Song: “Madre Mía” by Los Gipsy Kings	Students will listen to and interpret The meaning of the song. Students Will decide what type of relationship the author has with his mother. Students will deduce what has become of the mother in the song.
Audio Interpretive and Interpersonal Communication	Audio clip	Students will listen to an audio clip And discuss as a group what has occurred. They will give their thoughts as to why someone must accompany “novios” to a movie. They will then contrast this concept with that of American culture.
Audiovisual Interpretive Communication	Video clip: “3 generations Of an Ecuadorian family	Students will watch a video clip of an Ecuadorian family. They will then give their opinions of what has happened and why. They will also respond to multiple-choice questions and defend their answers orally.

Unit 4 (Continued)

Learning Objective	Materials	Instructional Activities and Assessments
Written and Print Communication	Literature: “Caperucita Roja o Casco Rojo” by Beatriz Guido	Students will read and interpret the meaning of this version of “Little Red Riding Hood.” Students will focus on what political and social elements have framed this version of the tale.
Interpersonal Communication		Students will orally debate in Spanish the topic: “Violence on television and in video games have a negative effect on children
Interpersonal oral Expression		After reading a personality description of a given family member, students will choose a character to portray and will then create a dialogue to defend why or why not the family should move to a new location.
Written and aural Interpretive Communication	2 printed articles, 1 aural article	Students will read 2 printed articles and will listen to a 3 rd article. The students will then create a persuasive essay to the theme: “What is the greatest tension that a family of today has to face?”

Unit 5: The roles of Men and Women in Hispanic Societies	Themes: <ul style="list-style-type: none"> • Families and Communities 	Time: 3-4 Weeks
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Essential Questions: *What constitutes a family in different societies? *How do individuals contribute to the well-being of society? *How have the roles of men and women changed in society?

Learning Objective	Materials	Instructional Activities and Assessments
Spoken Interpretive Communication		This unit begins with a discussion of the roles of men and women in Hispanic society and in the world at large. We will talk about how roles have changed in this past century and what has spurred these changes. We will opine what benefits and drawbacks these changes have brought.
Written and Print Interpretive Communication	Article: “Mujeres en política”	Students will read the article to discover Hispanic women who have held high positions in politics. These facts will be contrasted with current politics in the US.
Audio Interpretive and Spoken Presentational Communication	Audio Clip	Students will listen to the audio clip and then respond to questions about the clip in a class-wide discussion.
Visual Interpretive Communication	Art work: “Las Meninas” (Velazquez)	Students will investigate the art work of Diego Velazquez’s “Las Meninas”. They will surmise the roles of the men, woman and children in the portrait.
Audiovisual Interpretive Communication	Video Clip: La Amistad y el Amor	Students will watch teenagers from Barcelona, Spain discuss what they believe comprises friendships and romance. Students will compare the concepts presented with their own concepts of friendship and romance.

Unit 5 (continued)

Learning Objective	Materials	Instructional Activities and Assessments
Written and Print Interpretive and Interpersonal Communication	Short Story: “Mañana de Sol” (Álvarez-Quintero)	Students will read and interpret the piece of literature. They will respond to questions in a written fashion. Students will discuss and orally give opinions of the attitudes presented in the story.
Interpersonal oral Communication		Students will be divided into 2 groups and will debate their given position on whether women should be allowed in active combat.
Presentational Writing	2 printed articles, 1 aural article	Students will write a persuasive essay on the theme, “Do you believe that equality should exist between the sexes?”

Unit 6: Customs and Beliefs	Theme: <ul style="list-style-type: none"> • Contemporary Life 	Time: 3-4 Weeks
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Essential Questions: *How do societies and individuals define quality of life?
 *How is life influenced by cultural products? *What are the challenges of contemporary life?

Learning Objective	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication		Student will orally discuss several customs and beliefs such as death, euthanasia, burial practices, bucket lists and dangerous activities that could be fatal. Students will compare their attitudes with those of the Hispanic world.
Presentational Speaking		Students will investigate, then orally present information of various topics related to death, superstitions about death, holidays and practices related to death in the Hispanic world.
Audio Interpretive Communication	Folk Story: “La Llorona”	Students will listen to the telling of the tale of “La Llorona”. They will interpret the story and relate it to tales that they have heard of in their native culture.
Written and print Interpretive and Interpersonal Communication	Article: “Attitudes toward Death”	Students will read an article about Hispanic attitudes towards death. They will compare these attitudes with their own concepts and then share their attitudes with the class as a whole.
Audio Interpretive Communication	Audio clip: “El Velorio”	Students will listen to an audio clip about a velorio or Spanish wake. They will then compare this event to one in their own culture to see similarities and differences.

Unit 6 (Continued)

Learning Objective	Materials	Instructional Activities and Assessments
Audiovisual Interpretive and Interpersonal Communication	Short film: “Juanito bajo el Naranjo”	Students will watch the short film and then in groups of 3 will discuss the meaning and superstition behind the clip. They will then answer multiple choice questions and defend their choices.
Written and Print Interpretive and Interpersonal Communication	Short story: “El Evangelio según Marcos” (Borges)	Students will read and interpret the meaning of this Borges selection and then orally discuss the story. They will then respond in a written fashion to various questions about the story.
Interpersonal Communication		In groups of 2 students will choose their favorite holiday, explain why it is their favorite and compare this day to a holiday or celebration that exists in the Hispanic world.
Written Presentational Communication	2 written articles, 1 aural article	Students will listen to one article and read two printed articles. They will then use this information to write a persuasive essay on whether or not holiday celebrations are different from those in the US culture.

Unit 7: Economic Aspects of Hispano-América	Themes: <ul style="list-style-type: none"> • Global Challenges • Science and Technology 	Time: 3-4 Weeks
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Essential Questions: *What environmental, political and social issues pose challenges? *What are the origins and the solutions to those issues? *What effect did European technology have upon the Native Americans? *How have science and technology impacted your life today?

Learning Objective	Materials	Instructional Activities and Assessments
Audio Interpretive Communication	Song: “¿Dónde Jugarán los Niños?” (Maná)	Students will begin this unit by listening to Mana’s song. They will discuss the meaning of the song. They will discuss how modern progress can impact the world in both positive and negative ways. They will consider the economic impact of technology and progress as well as the environmental and social problems that are caused by it. Students will offer possible solutions to the negative impacts of technology.
Written and Print Interpretive Communication and Interpersonal Communication	Article: “La Economía de Ayer y de Hoy”	Students will read an article about the economy of the Hispanic world in the past and today. They will discuss in small groups the highlights of this article and will then give opinions on statements and questions about economic issues.
Audio Interpretive Communication	Audio clip	Students will listen to a conversation between 2 native speakers about moving to another location. Students will discuss economic and social issues that cause people to move to an urban area or from that urban area.
Audiovisual Interpretive and Interpersonal Communication	Video clip: “La vida de la población indígena en la Ciudad de México”	Students will watch and listen to a video clip that focuses on the plight of Native Americans who move to a large city for economic reasons only to be confronted with many social issues. Students will discuss the economic and social impact of such a move. They will then respond to multiple choice questions and defend their answers.

Unit 7: (Continued)

Learning Objective	Materials	Instructional Activities and Assessments
Written/print Interpretive Communication	Short story: “Es que Somos Muy Pobres” (Juan Rulfo)	Students will read and interpret the story. They will focus on why the protagonist has resigned herself to a life of degradations. Students will express how their opportunities are different and similar to those presented in the story.
Written Presentational Communication		Students will respond to 1 of 2 given prompts: 1)The best birthday in my life or 2)The most tragic thing that has happened to me. Then they will orally share their theme with the class.
Interpersonal Communication		In pairs, students will briefly plan then orally present an impromptu conversation based on 1 of 2 themes: 1)Looking for an apartment or 2)Interviewing for a job.
Written Presentational Communication	2 written articles, 1 aural article	Students will read 2 articles on poverty and will listen to a third. They will then create a persuasive essay on the theme of poverty in Latin America and what are possible solutions to those problems.

Unit 8: Revolutionary Movements of the 20th Century	Themes: <ul style="list-style-type: none"> Personal & Public Idem Beauty & Aesthetics Global Challenges 	Time: 3-4 Weeks
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Essential Questions: *How do language and culture affect identities? *What is a hero? *How does identity develop over time? *What political and social issues pose a challenge to society today?

Learning Objective	Materials	Instructional Activities and Assessments
Spoken Interpretive Communication		Students will begin this unit by answering orally the questions: “What is a hero?”, “What are examples of personal heroes in your life?”, “What national/international heroes do you admire and why?”
Written and Print Interpretive and Interpersonal Communication	Short Story: “El Mensajero de San Martín” (Elflein)	Students will read and interpret the short story. They will identify who they believe to be the heroes in the story and why they believe them to be heroic.
Presentational Communication	List of heroes of the Hispanic world	Students will investigate, then present via power point information about Hispanic heroes.
Written and Print Interpretive Communication	Article: “Revolutions of the 20 th Century”	Students will read and understand the causes of revolutions in Hispanic countries during the 20 th century. They will also respond to, “What are the economic, social and political costs of a revolution?”
Visual Interpretive and Interpersonal Communication	Murals by Diego Rivera	Students will investigate and comment on several murals that depict the Mexican revolution of 1910. Why is art an important aspect of a culture? What other forms of art are representative of one’s culture?

Unit 8: (Continued)

Learning Objective	Materials	Instructional Activities and Assessments
Audiovisual Interpretive Communication	Film Clip: “La Rebelión Campesina en Chiapas”	Students will watch a video clip of rebellion in the Mexican state of Chiapas. After a discussion of why the rebellion occurred, whether or not it was successful and whether it was a just rebellion, students will respond to multiple-choice questions and will defend their answers.
Written and Print Interpretive Communication	Short Story: “Un Día de Éstos” (García Márquez)	Students will read and interpret this short story. As a class, they will orally respond to questions about the events in the short story.
Interpersonal Communication		Students will be divided into 2 teams and will defend whether or not world peace is achievable.
Written Presentational Communication	2 written and 1 aural article	Students will read 2 articles and listen to a third. They will then create a persuasive essay based on the question, “Is violence the best way to achieve social change in the world?”

Unit 9: Education in the Hispanic World	Themes: <ul style="list-style-type: none"> • Contemporary Life • Families & Communities 	Time: 3-4
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Essential Questions: *How do societies and individuals define quality of life?
 *What are challenges of contemporary life? *What benefits do societies gain from a good public education system? *How does public education differ from private education in the Hispanic world?

Learning Objective	Materials	Instructional Activities and Assessments
Interpersonal Communication		This unit begins with a student-led discussion of current education practices in the US. Are schools effectively preparing students for today's job market? How do public and private schools differ? What is the purpose and mission of public education? Where does the money come from for public education and private education? Which is better and why? What influence do religious organizations have on education?
Written and print Interpretive Communication	Article: "La enseñanza hispánica"	Students will read and interpret the information on education in the Hispanic world. They will then orally respond to questions about the article. Students will reply briefly to differences and similarities.
Presentational Written Communication		Students will write a formal essay comparing current US educational practices with those of the Hispanic world. The essay must include which the student feels is a better system and why.
Audiovisual Communication	Video clip: "Lo Importante"	Students will watch and interpret a video clip of a young soccer player. They will then answer a series of multiple choice questions where they must orally explain and defend their choice.

Unit 9 (Continued)

Learning Objective	Materials	Instructional Activities and Assessments
Printed and Written Interpretive Communication	Fragment of story: “La Noche de Tlatelolco” (Poniatowska)	Students will read and interpret the segment of the short story. They will analyze the story and respond in a written fashion to comprehension questions.
Interpersonal Communication and Presentational Speaking	2 Prompts with an education theme	Students will form groups of 3. They will briefly prepare a conversation from a given prompt about education. They will then perform the conversation while recording it. The students will self analyze and critique the conversation.
Presentational Writing	2 written articles, 1 aural article	Students will read and interpret 2 articles about education and will listen to a third. They will then create a formal essay based on the prompt, “Should the arts be part of a basic education?”

Unit 10: Technology and the Future	Themes: <ul style="list-style-type: none"> • Science & Technology • Contemporary Life • Global Challenges 	Time: 3-4 Weeks
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Essential Questions: *How does technology affect our daily lives? *What are the positive and negative effects of science and technology? *How are language and communication changing due to science and technology? *How is our social behavior changing due to technology?

Learning Objective	Materials	Instructional Activities and Assessments
Spoken interpersonal Communication		This unit begins with students forming groups of 3 to prepare a list of all the ways we are connected to technology on a daily basis. Students will discuss how their lives are affected when the technology goes awry. Students will present orally findings to the class.
Written Interpersonal Communication		Students will create an email to send to their internet provider which politely complains about problems with their internet services.
Written and Print Interpretive Communication	Short Story: “La IWM mil” (Cossio)	Students will read and interpret this short story about dependence on technology. Students answer questions and then write a brief analysis to describe how this story parallels what is happening in their lives and the rest of society today.
Spoken Interpersonal Communication		Students will work in small groups and will be given several topics of modern technology (smartphones, computers, traffic cameras). They will discuss in small groups and then present orally to the class advantages and disadvantages of each form of technology.

Unit 10 (Continued)

Learning Objective	Materials	Instructional Activities and Assessments
Spoken Interpersonal and Written and Print Interpretive Communication	Article: “Videojuegos que entrenan a niños y adolescents para ser violentos en la escuela.”	Students will read the article and then debate the issue of whether technology can cause violent behavior.
Spoken Interpersonal Communication		Students will work in small groups to predict what they believe the future will be like. What new inventions will exist? What will be the ecological state of the world? How will technology change their lives and what will technology do for their children?
Presentational Writing	2 written articles, 1 aural	After reading 2 articles and listening to a third, students will create a formal essay based on the prompt: “Technology affects our lives in both positive and negative ways.”