

# Southern York County School District Instructional Plan

**Course/Subject: AP Spanish Language and Culture**

**Grade Level: 12**

**Textbook(s)/Instructional Materials Used: Temas; ISBN: 978-1-61857-222-6; Publisher: Vista Higher Learning**

**Dates: August/September**

**Unit Plan 1: (Tema 1) Las Familias y Las Comunidades**

## Stage 1 – Desired Results

**PA Core State Assessments/Standards:**

### Communication

- 12.1S3A. Know details of the sound system and spelling patterns of the target language.
- 12.1S3B. Know advanced vocabulary and idiomatic expressions used in speaking and writing.
- 12.1S3C. Recognize advanced vocabulary through listening and reading selections.
- 12.1S3D. Know simple, compound and complex sentence and question structures in order to communicate and comprehend.
- 12.1S3E. Analyze and compare the origins and meanings of common target language words used frequently in the English language.
- 12.1S3F. Analyze how the target language has influenced the school curriculum.
- 12.1S4A. Know and compare distinct regional accents of the sound system of the target language.
- 12.1S4B. Know enhanced vocabulary and idiomatic expressions used in complex oral and written communications.
- 12.1S4C. Recognize enhanced vocabulary used in complex listening and reading selections.
- 12.1S4D. Know and analyze simple, compound and complex sentence structures in order to communicate and comprehend current, past and upcoming events.
- 12.1S4E. Describe the influence of historical events in the target culture/language that have an impact on the English language and culture.
- 12.1S4F. Research, analyze and describe the target language's influence in different areas of the school curriculum.

### Culture

- 12.3S3A. Explain a variety of services, products and customs of the target culture.
- 12.3S3B. Assess cultural patterns in a variety of social settings.
- 12.3S3C. Compare and contrast the similarities and differences in social institutions between cultures.
- 12.3S3D. Apply cultural information from a variety of sources in the target language about a topic being studied in other school subjects.
- 12.3S4A. Analyze unfamiliar products, customs and institutions of the target culture.
- 12.3S4B. Analyze the misconceptions that occur in cross-cultural situations.
- 12.3S4C. Analyze perspectives, beliefs and assumptions evident in the target culture and other cultures.
- 12.3S4D. Synthesize cultural information acquired in the target language for use in other subject areas.

### Community

- 12.5S3A. Identify employment areas in the local community where the target language is used and how and why the target language is necessary.
- 12.5S3B. Know national employment opportunities where the target language is used and how and why the target language is necessary.
- 12.5S3C. Know global employment opportunities where the target language is used and how and why the target language is necessary.

- **12.5S3D. Explain comparisons and connections for employment opportunities that can be made in the local, national and global English-speaking communities with those who speak a target language.**
- **12.5S4A. Assess available opportunities in the local community to continue involvement with the target culture for lifelong learning and personal enjoyment.**
- **12.5S4B. Assess available opportunities at the national level to continue involvement with the target culture for lifelong learning and personal enjoyment.**
- **12.5S4C. Assess available opportunities at the global level to continue involvement with the target culture for lifelong learning and personal enjoyment.**
- **12.5S4D. Assess comparisons and connections of available opportunities in the local, national and global English-speaking communities to continue involvement with the target language for lifelong learning and personal enjoyment.**

<p><b>Understanding(s):</b> <i>Students will understand</i></p> <ol style="list-style-type: none"> <li>1. How families are defined in different cultures. (12.3S4A, 12.3S4B, 12.3S4C, 12.3S3C, 12.3S3D)</li> <li>2. How individuals contribute to communities. (12.5S4A, 12.5S4B, 12.5S4C, 12.1S4E, 12.3S3D)</li> <li>3. The differences in the roles that community and family play in different societies of the world. (12.5S4A, 12.5S4B, 12.5S4C, 12.1S4E, 12.3S3D)</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ ¿Cómo se define la familia en distintas sociedades? How is “family” defined in different societies? (12.3S4A, 12.3S4B, 12.3S4C, 12.3S3C, 12.3S3D)</li> <li>▪ ¿Cómo contribuyen los individuos al bienestar de las comunidades? How do individuals contribute to the well-being of communities? (12.5S4A, 12.5S4B, 12.5S4C, 12.1S4E, 12.3S3D)</li> <li>▪ ¿Cuáles son las diferencias en los papeles que asumen las comunidades y las familias en las diversas sociedades del mundo? What are the differences in the roles that community and family play in different societies of the world? (12.5S4A, 12.5S4B, 12.5S4C, 12.1S4E, 12.3S3D)</li> </ul>
<p><b>Learning Objectives:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>▪ Vocabulary pertaining to family, holidays, celebrations, and emotions (12.1S3A, 12.1S3B, 12.1S3C, 12.1S3D, 12.1S3E, 12.1S4A, 12.1S4B, 12.1S4C, 12.1S4D)</li> <li>▪ The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in formal situations by writing an email to a Hispanic family inquiring about the family traditions and values.</li> <li>▪ The student elicits information and clarifies meaning using a variety of strategies by researching the family dynamics in different countries globally using news articles, infographics, graphs and charts, and including audio clips of family dynamics around the world.</li> <li>▪ The student states and supports opinions in oral interactions with classmates comparing the investigated information of other countries’ family and dynamics and comparing to the USA.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Predict the content of a story based on the title in target language (12.1S3A, 12.1S3B, 12.1S3D)</li> <li>▪ Analyze and compare literary texts in Target Language (12.1S3B, 12.1S3C, 12.1S3D, 12.1S4B, 12.1S4C)</li> <li>▪ Investigate through interviews and present information about families and communities in Target Language (12.1S3B, 12.1S3C, 12.1S4B, 12.1S4C, 12.1S4D, 12.3S3A, 12.3S3B, 12.3S3C, 12.3S3D)</li> <li>▪ Engage in the oral exchange of information, opinions, and ideas in a variety of time frames in informal situations by interviewing native speakers in the school about their family traditions, values, and holidays.</li> <li>▪ Reflect and compare family rules, the generation gap, and family relationships through a journal or blog in Target Language (12.3S4A, 12.3S4C)</li> </ul>

**Stage 1 – Desired Results****PA Core State Assessments/Standards:****Communication**

- 12.1S3A. Know details of the sound system and spelling patterns of the target language.
- 12.1S3B. Know advanced vocabulary and idiomatic expressions used in speaking and writing.
- 12.1S3C. Recognize advanced vocabulary through listening and reading selections.
- 12.1S3D. Know simple, compound and complex sentence and question structures in order to communicate and comprehend.
- 12.1S3E. Analyze and compare the origins and meanings of common target language words used frequently in the English language.
- 12.1S3F. Analyze how the target language has influenced the school curriculum.
- 12.1S4A. Know and compare distinct regional accents of the sound system of the target language.
- 12.1S4B. Know enhanced vocabulary and idiomatic expressions used in complex oral and written communications.
- 12.1S4C. Recognize enhanced vocabulary used in complex listening and reading selections.
- 12.1S4D. Know and analyze simple, compound and complex sentence structures in order to communicate and comprehend current, past and upcoming events.
- 12.1S4E. Describe the influence of historical events in the target culture/language that have an impact on the English language and culture.
- 12.1S4F. Research, analyze and describe the target language's influence in different areas of the school curriculum.

**Culture**

- 12.3S3A. Explain a variety of services, products and customs of the target culture.
- 12.3S3B. Assess cultural patterns in a variety of social settings.
- 12.3S3C. Compare and contrast the similarities and differences in social institutions between cultures.
- 12.3S3D. Apply cultural information from a variety of sources in the target language about a topic being studied in other school subjects.
- 12.3S4A. Analyze unfamiliar products, customs and institutions of the target culture.
- 12.3S4B. Analyze the misconceptions that occur in cross-cultural situations.
- 12.3S4C. Analyze perspectives, beliefs and assumptions evident in the target culture and other cultures.
- 12.3S4D. Synthesize cultural information acquired in the target language for use in other subject areas.

**Community**

- 12.5S3A. Identify employment areas in the local community where the target language is used and how and why the target language is necessary.
- 12.5S3B. Know national employment opportunities where the target language is used and how and why the target language is necessary.
- 12.5S3C. Know global employment opportunities where the target language is used and how and why the target language is necessary.
- 12.5S3D. Explain comparisons and connections for employment opportunities that can be made in the local, national and global English-speaking communities with those who speak a target language.
- 12.5S4A. Assess available opportunities in the local community to continue involvement with the target culture for lifelong learning and personal enjoyment.
- 12.5S4B. Assess available opportunities at the national level to continue involvement with the target culture for lifelong learning and personal enjoyment.
- 12.5S4C. Assess available opportunities at the global level to continue involvement with the target culture for lifelong learning and personal enjoyment.
- 12.5S4D. Assess comparisons and connections of available opportunities in the local, national and global English-speaking communities to continue involvement with the target language for lifelong learning and personal enjoyment.

<p><b>Understanding(s):</b> <i>Students will understand...</i></p> <ol style="list-style-type: none"> <li>1. How the development of science and technology impacts our lives. (12.1S4E, 12.3S3A, 12.3S3B, 12.3S3C, 12.3S3D, 12.5S3C, 12.5S4C)</li> <li>2. The innovation of science and technology (12.1S4E, 12.3S3B, 12.3S3C, 12.3S3D, 12.5S3C, 12.3S4A, 12.5S4C)</li> <li>3. The role ethnicity plays in scientific advances (12.3S3D, 12.3S4B, 12.3S4C)</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ ¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas? (12.1S4E, 12.3S3A, 12.3S3B, 12.3S3C, 12.3S3D, 12.5S3C, 12.5S4C)</li> <li>▪ ¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología? (12.1S4E, 12.3S3B, 12.3S3C, 12.3S3D, 12.5S3C, 12.3S4A, 12.5S4C)</li> <li>▪ ¿Qué papel cumple la ética en los avances científico? (12.3S3D, 12.3S4B, 12.3S4C)</li> </ul>
<p><b>Learning Objectives:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>▪ Vocabulary pertaining to science and technology (12.1S3A, 12.1S3B, 12.1S3C, 12.1S3D, 12.1S3E, 12.1S4A, 12.1S4B, 12.1S4C, 12.1S4D)</li> <li>▪ The student initiates and sustains interactions through the use of various verbal and nonverbal strategies via debating if we as a society are able to self-sustain without globally help per the basics staples.</li> <li>▪ The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions by investigating the how the world is able or not able to self-sustain by comparing and contrasting with classmates.</li> <li>▪ The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics as the students present their weekly charlitos(presentations) on global topics with comprehension questions.</li> <li>▪ The student self-monitors and adjusts language production by writing on global topics weekly referencing their rubric and self-critiquing their audio submissions.</li> <li>▪ The student demonstrates knowledge and understanding of content across disciplines by applying their previous acquired science and math knowledge.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Analyze and react to presentational text in the target language (12.1S3A, 12.1S3B, 12.1S3C, 12.1S3D, 12.1S3E, 12.1S4A, 12.1S4B, 12.1S4C, 12.1S4D, 12.3S3A, 12.3S3B, 12.3S3C, 12.3S3D, 12.3S4A, 12.3S4B, 12.3S4C, 12.3S4D)</li> <li>▪ Analyze and review literary text in the target language (12.1S3B, 12.1S3C, 12.1S3D, 12.3S4A, 12.3S4B, 12.3S4C, 12.3S4D1)</li> <li>▪ Listen to and discuss the media revolution and the effect of technology on traditional life through a journal or blog in target language (12.1S4A, 12.1S4B, 12.1S4C, 12.1S4D)</li> </ul>
<p><b>Dates: November/December/January</b></p>	<p><b>Unit Plan 3: (Tema 3) La Belleza y La Estética</b></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Core State Assessments/Standards:</b></p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>▪ <b>12.1S3A. Know details of the sound system and spelling patterns of the target language.</b></li> <li>▪ <b>12.1S3B. Know advanced vocabulary and idiomatic expressions used in speaking and writing.</b></li> <li>▪ <b>12.1S3C. Recognize advanced vocabulary through listening and reading selections.</b></li> <li>▪ <b>12.1S3D. Know simple, compound and complex sentence and question structures in order to communicate and comprehend.</b></li> <li>▪ <b>12.1S3E. Analyze and compare the origins and meanings of common target language words used frequently in the English language.</b></li> </ul>	

- 12.1S3F. Analyze how the target language has influenced the school curriculum.
- 12.1S4A. Know and compare distinct regional accents of the sound system of the target language.
- 12.1S4B. Know enhanced vocabulary and idiomatic expressions used in complex oral and written communications.
- 12.1S4C. Recognize enhanced vocabulary used in complex listening and reading selections.
- 12.1S4D. Know and analyze simple, compound and complex sentence structures in order to communicate and comprehend current, past and upcoming events.
- 12.1S4E. Describe the influence of historical events in the target culture/language that have an impact on the English language and culture.
- 12.1S4F. Research, analyze and describe the target language's influence in different areas of the school curriculum.

#### Culture

- 12.3S3A. Explain a variety of services, products and customs of the target culture.
- 12.3S3B. Assess cultural patterns in a variety of social settings.
- 12.3S3C. Compare and contrast the similarities and differences in social institutions between cultures.
- 12.3S3D. Apply cultural information from a variety of sources in the target language about a topic being studied in other school subjects.
- 12.3S4A. Analyze unfamiliar products, customs and institutions of the target culture.
- 12.3S4B. Analyze the misconceptions that occur in cross-cultural situations.
- 12.3S4C. Analyze perspectives, beliefs and assumptions evident in the target culture and other cultures.
- 12.3S4D. Synthesize cultural information acquired in the target language for use in other subject areas.

#### Community

- 12.5S3A. Identify employment areas in the local community where the target language is used and how and why the target language is necessary.
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- 12.5S4A. Assess available opportunities in the local community to continue involvement with the target culture for lifelong learning and personal enjoyment.
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- 12.5S4C. Assess available opportunities at the global level to continue involvement with the target culture for lifelong learning and personal enjoyment.
- 12.5S4D. Assess comparisons and connections of available opportunities in the local, national and global English-speaking communities to continue involvement with the target language for lifelong learning and personal enjoyment.

#### Understanding(s):

*Students will understand...*

1. How perceptions of beauty and creativity are established. (12.1S4E, 12.3S3A, 12.3S3B, 12.3S3C, 12.3S3D, 12.3S4A, 12.3S4B, 12.3S4C, 12.3S4D)
2. The ways in which concepts of beauty and aesthetics impact daily life. (12.1S4F, 12.3S3A, 12.3S3B, 12.3S3C, 12.3S3D, 12.3S4A, 12.3S4B, 12.3S4C, 12.3S4D )
3. How the arts challenge and reflect cultural perspectives. (12.1S4F, 12.3S3A, 12.3S3B,

#### Essential Question(s):

- ¿Cómo se establecen las percepciones de la belleza y la creatividad? How are perceptions of beauty and creativity established? (12.1S4E, 12.3S3A, 12.3S3B, 12.3S3C, 12.3S3D, 12.3S4A, 12.3S4B, 12.3S4C, 12.3S4D)
- ¿Cómo influyen los ideales de la belleza y la estética en la vida cotidiana? How do beauty and aesthetics impact daily life? (12.1S4F, 12.3S3A, 12.3S3B, 12.3S3C, 12.3S3D, 12.3S4A, 12.3S4B, 12.3S4C, 12.3S4D )

<p>12.3S3C, 12.3S3D, 12.3S4A, 12.3S4B, 12.3S4C, 12.3S4D )</p>	<ul style="list-style-type: none"> <li>▪ ¿Cómo las artes desafían y reflejan las perspectivas culturales? How do the arts challenge and reflect cultural perspectives? (12.1S4F, 12.3S3A, 12.3S3B, 12.3S3C, 12.3S3D, 12.3S4A, 12.3S4B, 12.3S4C, 12.3S4D )</li> </ul>
<p><b>Learning Objectives:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>▪ Vocabulary pertaining to analyzing fine art, music, and descriptions (12.1S3A, 12.1S3B, 12.1S3C, 12.1S3D, 12.1S3E, 12.1S4A, 12.1S4B, 12.1S4C, 12.1S4D)</li> <li>▪ The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social or political) by looking how beauty is viewed globally and how different cultures define beauty.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Small group analysis of art and discussion (12.1S3A, 12.1S3B, 12.1S3C, 12.1S3D, 12.1S3E, 12.1S4A, 12.1S4B, 12.1S4C, 12.1S4D, 12.1S4E)</li> <li>▪ Compare artist's vision of beauty with their own through a journal or blog (12.1S3A, 12.1S3B, 12.1S3D, 12.1S4B, 12.1S4D, 12.3S3A, 12.3S3D, 12.3S4A, 12.3S4B, 12.3S4C, 12.3S4D)</li> <li>▪ Compare two artists' works focusing on similarities and differences and commenting on personal preference. (12.1S3A, 12.1S3B, 12.1S3D, 12.1S4B, 12.1S4D, 12.3S3A, 12.3S3D, 12.3S4A, 12.3S4B, 12.3S4C, 12.3S4D)</li> <li>▪ Reflect on pieces of art seen in a virtual museum through writing (12.5S4A, 12.5S4B, 12.5S4C, 12.5S4D)</li> </ul>

<p><b>Dates:</b> February/March</p>	<p><b>Unit Plan 4: (Tema 4) La Vida Contemporánea</b></p>
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**Stage 1 – Desired Results**

<p><b>PA Core State Assessments/Standards:</b></p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>▪ 12.1S3A. Know details of the sound system and spelling patterns of the target language.</li> <li>▪ 12.1S3B. Know advanced vocabulary and idiomatic expressions used in speaking and writing.</li> <li>▪ 12.1S3C. Recognize advanced vocabulary through listening and reading selections.</li> <li>▪ 12.1S3D. Know simple, compound and complex sentence and question structures in order to communicate and comprehend.</li> <li>▪ 12.1S3E. Analyze and compare the origins and meanings of common target language words used frequently in the English language.</li> <li>▪ 12.1S3F. Analyze how the target language has influenced the school curriculum.</li> <li>▪ 12.1S4A. Know and compare distinct regional accents of the sound system of the target language.</li> <li>▪ 12.1S4B. Know enhanced vocabulary and idiomatic expressions used in complex oral and written communications.</li> <li>▪ 12.1S4C. Recognize enhanced vocabulary used in complex listening and reading selections.</li> <li>▪ 12.1S4D. Know and analyze simple, compound and complex sentence structures in order to communicate and comprehend current, past and upcoming events.</li> <li>▪ 12.1S4E. Describe the influence of historical events in the target culture/language that have an impact on the English language and culture.</li> <li>▪ 12.1S4F. Research, analyze and describe the target language's influence in different areas of the school curriculum.</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>▪ 12.3S3A. Explain a variety of services, products and customs of the target culture.</li> <li>▪ 12.3S3B. Assess cultural patterns in a variety of social settings.</li> <li>▪ 12.3S3C. Compare and contrast the similarities and differences in social institutions between cultures.</li> </ul>
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- 12.3S3D. Apply cultural information from a variety of sources in the target language about a topic being studied in other school subjects.
- 12.3S4A. Analyze unfamiliar products, customs and institutions of the target culture.
- 12.3S4B. Analyze the misconceptions that occur in cross-cultural situations.
- 12.3S4C. Analyze perspectives, beliefs and assumptions evident in the target culture and other cultures.
- 12.3S4D. Synthesize cultural information acquired in the target language for use in other subject areas.

**Community**

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- 12.5S3B. Know national employment opportunities where the target language is used and how and why the target language is necessary.
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- 12.5S4A. Assess available opportunities in the local community to continue involvement with the target culture for lifelong learning and personal enjoyment.
- 12.5S4B. Assess available opportunities at the national level to continue involvement with the target culture for lifelong learning and personal enjoyment.
- 12.5S4C. Assess available opportunities at the global level to continue involvement with the target culture for lifelong learning and personal enjoyment.
- 12.5S4D. Assess comparisons and connections of available opportunities in the local, national and global English-speaking communities to continue involvement with the target language for lifelong learning and personal enjoyment.

**Understanding(s):**

*Students will understand...*

1. What defines quality of life and how it can differ between societies and individuals. (12.3S3A, 12.3S3B, 12.3S3C, 12.3S3D, 12.3S4A, 12.3S4B)
2. How cultural products, practices, and perspectives influence contemporary life. (12.3S3A, 12.3S3.B, 12.3S3C, 12.3S3D, 12.3S4A, 12.3S4B, 12.3S4C, 12.3S4D)
3. The challenges of contemporary life. (12.3S3A, 12.3S3B, 12.3S3C, 12.3S3D, 12.3S4B, 12.3S4C, 12.5S3A, 12.5S3B, 12.5S3C, 12.5S3D, 12.5S4A, 12.5S4B, 12.5S4C, 12.5S4D)

**Essential Question(s):**

- ¿Cómo definen los individuos y las sociedades su propia calidad de vida? How do individuals and societies define their own quality of life? (12.3S3A, 12.3S3B, 12.3S3C, 12.3S3D, 12.3S4A, 12.3S4B)
- ¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea? How do cultural products, practices and perspectives influence contemporary life? (12.3S3A, 12.3S3.B, 12.3S3C, 12.3S3D, 12.3S4A, 12.3S4B, 12.3S4C, 12.3S4D, 12.5S3A, 12.5S3B, 12.5S3C, 12.5S3D, 12.5S4A, 12.5S4B, 12.5S4C, 12.5S4D)
- ¿Cuáles son los desafíos de la vida contemporánea? What are the challenges of contemporary life? (12.3S3A, 12.3S3B, 12.3S3C, 12.3S3D, 12.3S4B, 12.3S4C, 12.5S3A, 12.5S3B, 12.5S3C, 12.5S3D, 12.5S4A, 12.5S4B, 12.5S4C, 12.5S4D)

**Learning Objectives:**

*Students will know...*

- Vocabulary pertaining to school, professions, travelling and leisure activities (12.1S3A, 12.1S3B, 12.1S3C, 12.1S3D, 12.1S3E, 12.1S4A, 12.1S4B, 12.1S4C, 12.1S4D)

*Students will be able to:*

- Compare challenges in their lives to modern media (online media) via blogging or journals (12.1S3A, 12.1S3B, 12.1S3C, 12.1S3D, 12.1S3E, 12.1S4A, 12.1S4B, 12.1S4C, 12.1S4D, 12.3S3A, 12.3S3B, 12.3S3C)

- Share journal entries to elicit class discussions (12.1S3A, 12.1S3B, 12.1S3C, 12.1S3D)
- Identify professional qualities necessary for the modern work force (12.1S3A, 12.1S3B, 12.1S3C, 12.1S3D, 12.1S3E, 12.1S4A, 12.1S4B, 12.1S4C, 12.1S4D, 12.3S3A, 12.3S3B, 12.3S3C, 12.3S3D, 12.5S3A, 12.3S4B, 12.3S4C, 12.3S4D)

Dates: April

Unit Plan 5: (Tema 5) Los Desafíos Mundiales

### Stage 1 – Desired Results

**PA Core State Assessments/Standards:**

**Communication**

- 12.1S3A. Know details of the sound system and spelling patterns of the target language.
- 12.1S3B. Know advanced vocabulary and idiomatic expressions used in speaking and writing.
- 12.1S3C. Recognize advanced vocabulary through listening and reading selections.
- 12.1S3D. Know simple, compound and complex sentence and question structures in order to communicate and comprehend.
- 12.1S3E. Analyze and compare the origins and meanings of common target language words used frequently in the English language.
- 12.1S3F. Analyze how the target language has influenced the school curriculum.
- 12.1S4A. Know and compare distinct regional accents of the sound system of the target language.
- 12.1S4B. Know enhanced vocabulary and idiomatic expressions used in complex oral and written communications.
- 12.1S4C. Recognize enhanced vocabulary used in complex listening and reading selections.
- 12.1S4D. Know and analyze simple, compound and complex sentence structures in order to communicate and comprehend current, past and upcoming events.
- 12.1S4E. Describe the influence of historical events in the target culture/language that have an impact on the English language and culture.
- 12.1S4F. Research, analyze and describe the target language's influence in different areas of the school curriculum.

**Culture**

- 12.3S3A. Explain a variety of services, products and customs of the target culture.
- 12.3S3B. Assess cultural patterns in a variety of social settings.
- 12.3S3C. Compare and contrast the similarities and differences in social institutions between cultures.
- 12.3S3D. Apply cultural information from a variety of sources in the target language about a topic being studied in other school subjects.
- 12.3S4A. Analyze unfamiliar products, customs and institutions of the target culture.
- 12.3S4B. Analyze the misconceptions that occur in cross-cultural situations.
- 12.3S4C. Analyze perspectives, beliefs and assumptions evident in the target culture and other cultures.
- 12.3S4D. Synthesize cultural information acquired in the target language for use in other subject areas.

**Community**

- 12.5S3A. Identify employment areas in the local community where the target language is used and how and why the target language is necessary.
- 12.5S3B. Know national employment opportunities where the target language is used and how and why the target language is necessary.
- 12.5S3C. Know global employment opportunities where the target language is used and how and why the target language is necessary.

<ul style="list-style-type: none"> <li>▪ <b>12.5S3D. Explain comparisons and connections for employment opportunities that can be made in the local, national and global English-speaking communities with those who speak a target language.</b></li> <li>▪ <b>12.5S4A. Assess available opportunities in the local community to continue involvement with the target culture for lifelong learning and personal enjoyment.</b></li> <li>▪ <b>12.5S4B. Assess available opportunities at the national level to continue involvement with the target culture for lifelong learning and personal enjoyment.</b></li> <li>▪ <b>12.5S4C. Assess available opportunities at the global level to continue involvement with the target culture for lifelong learning and personal enjoyment.</b></li> <li>▪ <b>12.5S4D. Assess comparisons and connections of available opportunities in the local, national and global English-speaking communities to continue involvement with the target language for lifelong learning and personal enjoyment.</b></li> </ul>	
<p><b>Understanding(s):</b> <i>Students will understand...</i></p> <ol style="list-style-type: none"> <li>1. The social, political and environmental challenges that societies of the world face. (12.3S3A, 12.3S3B, 12.3S3C, 12.3S3D, 12.3S4A, 12.3S4C, 12.3S4D)</li> <li>2. The origins of social, a political, and environmental challenges. (12.3S3, 12.3S3B, 12.3S3C, 12.3S3D, 12.3S4A, 12.3S4C, 12.3S4D)</li> <li>3. The possible solutions to these challenges. (12.3S3A, 12.3S3B, 12.3S3C, 12.3S4A, 12.3S4C, 12.5S3A, 12.5S3B, 12.5S3C, 12.5S3D)</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ ¿Cuales son los desafíos sociales, políticos, y medioambientales que enfrentan las sociedades del mundo? What are the social, political and environmental challenges that societies of the world face? (12.3S3A, 12.3S3B, 12.3S3C, 12.3S3D, 12.3S4A, 12.3S4C, 12.3S4D)</li> <li>▪ ¿Cuáles son los orígenes de esos desafíos? What are the origins of these challenges?(12.3S3, 12.3S3B, 12.3S3C, 12.3S3D, 12.3S4A, 12.3S4C, 12.3S4D)</li> <li>▪ ¿Cuáles son algunas posibles soluciones a esos desafíos? What are some of the possible solutions to these challenges? (12.3S3A, 12.3S3B, 12.3S3C, 12.3S4A, 12.3S4C, 12.5S3A, 12.5S3B, 12.5S3C, 12.5S3D)</li> </ul>
<p><b>Learning Objectives:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>▪ Vocabulary pertaining to government, politics, environment, and health (12.1S3A, 12.1S3B, 12.1S3C, 12.1S3D, 12.1S3E, 12.1S4A, 12.1S4B, 12.1S4C, 12.1S4D)</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Research global challenges by reading current news articles. (12.1S3B, 12.1S3C, 12.1S3D, 12.1S4B, 12.1S4C, 12.1S4D, 12.3S3C, 12.3S4B)</li> <li>▪ Compare global challenges and compose an opinion newspaper column providing evidence. (12.3S3A, 12.3S3.B, 12.3S3C, 12.3S3D, 12.3S4A, 12.3S4B, 12.3S4C, 12.3S4D, 12.5S3A, 12.5S3B, 12.5S3C, 12.5S3D, 12.5S4A, 12.5S4B, 12.5S4C, 12.5S4D)</li> <li>▪ Research and debate how health care reforms affect Latinos in the U.S. (12.1S3A, 12.1S3B, 12.1S3C, 12.1S3D, 12.1S4A, 12.1S4C, 12.1S4D, 12.3S3B, 12.3S3C, 12.3S3D, 12.3S4B, 12.3S4C, 12.5S3A, 12.5S3B, 12.5S3D)</li> </ul>
<p><b>Dates:</b> May/June</p>	<p><b>Unit Plan 6: (Temas 6) Las Identidades Personales y Públicas</b></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Core State Assessments/Standards:</b> <b>Communication</b></p>	

- 12.1S3A. Know details of the sound system and spelling patterns of the target language.
- 12.1S3B. Know advanced vocabulary and idiomatic expressions used in speaking and writing.
- 12.1S3C. Recognize advanced vocabulary through listening and reading selections.
- 12.1S3D. Know simple, compound and complex sentence and question structures in order to communicate and comprehend.
- 12.1S3E. Analyze and compare the origins and meanings of common target language words used frequently in the English language.
- 12.1S3F. Analyze how the target language has influenced the school curriculum.
- 12.1S4A. Know and compare distinct regional accents of the sound system of the target language.
- 12.1S4B. Know enhanced vocabulary and idiomatic expressions used in complex oral and written communications.
- 12.1S4C. Recognize enhanced vocabulary used in complex listening and reading selections.
- 12.1S4D. Know and analyze simple, compound and complex sentence structures in order to communicate and comprehend current, past and upcoming events.
- 12.1S4E. Describe the influence of historical events in the target culture/language that have an impact on the English language and culture.
- 12.1S4F. Research, analyze and describe the target language's influence in different areas of the school curriculum.

#### Culture

- 12.3S3A. Explain a variety of services, products and customs of the target culture.
- 12.3S3B. Assess cultural patterns in a variety of social settings.
- 12.3S3C. Compare and contrast the similarities and differences in social institutions between cultures.
- 12.3S3D. Apply cultural information from a variety of sources in the target language about a topic being studied in other school subjects.
- 12.3S4A. Analyze unfamiliar products, customs and institutions of the target culture.
- 12.3S4B. Analyze the misconceptions that occur in cross-cultural situations.
- 12.3S4C. Analyze perspectives, beliefs and assumptions evident in the target culture and other cultures.
- 12.3S4D. Synthesize cultural information acquired in the target language for use in other subject areas.

#### Community

- 12.5S3A. Identify employment areas in the local community where the target language is used and how and why the target language is necessary.
- 12.5S3B. Know national employment opportunities where the target language is used and how and why the target language is necessary.
- 12.5S3C. Know global employment opportunities where the target language is used and how and why the target language is necessary.
- 12.5S3D. Explain comparisons and connections for employment opportunities that can be made in the local, national and global English-speaking communities with those who speak a target language.
- 12.5S4A. Assess available opportunities in the local community to continue involvement with the target culture for lifelong learning and personal enjoyment.
- 12.5S4B. Assess available opportunities at the national level to continue involvement with the target culture for lifelong learning and personal enjoyment.
- 12.5S4C. Assess available opportunities at the global level to continue involvement with the target culture for lifelong learning and personal enjoyment.
- 12.5S4D. Assess comparisons and connections of available opportunities in the local, national and global English-speaking communities to continue involvement with the target language for lifelong learning and personal enjoyment.

<p><b>Understanding(s):</b> <i>Students will understand...</i></p> <ol style="list-style-type: none"> <li>1. The ways in which people change their identities based on the situation in which they find themselves. (12.1S4A, 12.1S4E, 12.3S3A, 12.3S3B, 12.3S4B, 12.3S4C, 12.5S3A)</li> <li>2. The ways language and culture influence identity. (12.1S4A, 12.1S4B, 12.1S4D, 12.1S4E, 12.3S3B, 12.3S3C, 12.3S4A, 12.3S4B, 12.3S4C)</li> <li>3. How identity develops over time. (12.3S3A, 12.3S3B, 12.3S4A, 12.3S4C)</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ ¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones? How are different aspects of identity displayed in diverse situations? (12.1S4A, 12.1S4E, 12.3S3A, 12.3S3B, 12.3S4B, 12.3S4C, 12.5S3A)</li> <li>▪ ¿Cómo influyen la lengua y la cultura en la identidad de una persona? How do language and culture influence the identity of a person? (12.1S4A, 12.1S4B, 12.1S4D, 12.1S4E, 12.3S3B, 12.3S3C, 12.3S4A, 12.3S4B, 12.3S4C)</li> <li>▪ ¿Cómo se desarrolla la identidad de una persona a lo largo del tiempo? How does the identity of a person develop over time? (12.3S3A, 12.3S3B, 12.3S4A, 12.3S4C)</li> </ul>
<p><b>Learning Objectives:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>▪ Vocabulary pertaining to adjectives of description, hobbies, interests, and terms related to national and ethnic identity. (12.1S3A, 12.1S3B, 12.1S3C, 12.1S3D, 12.1S3E, 12.1S4A, 12.1S4B, 12.1S4C, 12.1S4D)</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ View and interpret a song with a video in order to discuss and debate how identity is formed by experiences (12.1S3A, 12.1S3B, 12.1S3C, 12.1S3D, 12.1S4A, 12.1S4B, 12.1S4C, 12.1S4D, 12.3S3A, 12.3S3B, 12.3S3C, 12.3S4C)</li> <li>▪ Address questions about immigrants in the community and the community's response through a journal or blog. (12.1S3A, 12.1S3B, 12.1S3C, 12.1S3D, 12.1S3E, 12.1S4A, 12.1S4B, 12.1S4C, 12.1S4D, 12.3S3A, 12.3S3B, 12.3S3C, 12.3S3D, 12.3S4A, 12.3S4B, 12.3S4D)</li> <li>▪ Research lives of immigrants in the US through authentic articles to summarize and compare the information to their own community. (12.1S3A, 12.1S3C, 12.1S3D, 12.1S3E, 12.1S4A, 12.1S4B, 12.1S4C, 12.1S4D, 12.1S4E, 12.5S3A, 12.5S3B, 12.5S4A, 12.5S4B)</li> <li>▪ After watching a video, students use Google voice to share their own experiences with immigration compared to the experiences of the characters in the video. (12.1S3A, 12.1S3C, 12.1S3D, 12.1S3E, 12.1S4A, 12.1S4B, 12.1S4C, 12.1S4D, 12.1S4E, 12.3S3A, 12.3S3B, 12.3S3C, 12.3S3D, 12.3S4B, 12.3S4C, 12.3S4D)</li> </ul>