

WORLD LANGUAGE

LEVEL 6AP | UNIT 1

Los Desafíos Mundiales: El Camino Migratorio

Spanish HS | Advanced-Low | Level 6AP | 8-9 Weeks



ESSENTIAL QUESTION

BIG IDEAS

Why do people immigrate?

How does immigration impact societies?

Students use the target language to understand and communicate about:

- *Processes to immigrate to the U.S.*
- *Changes to Immigration issues over time.*
- *Major immigration issues in the Hispanic world*
- *Feelings of assimilation and alienation for cultures*
- *The political and social challenges posed by immigration*

GUIDING QUESTIONS

How do I use language to

- Express opinions about immigration issues and challenges
- Understand and relate to others' experiences
- Connect immigration issues and challenges to current events in the world and the U.S.
- Compare and contrast the experiences of immigrants
- Discuss how people immigrate to the U.S.

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

ACTFL/NCSSFL INTERPRETIVE PROFICIENCY BENCHMARK: ADVANCED (low, mid, high). understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.

ACTFL/NCSSFL INTERPERSONAL SPEAKING PROFICIENCY BENCHMARK: ADVANCED (low, mid, high). I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.

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ACTFL/NCSSFL Can Do PERFORMANCE Indicators - ADVANCED-LOW

Interpretive	<p>Across major time frames, I can...</p> <ul style="list-style-type: none"> ● identify the underlying message and some supporting details in descriptive informational texts. ● follow the main story and some supporting detail in fictional texts. ● understand the main message and some supporting details in conversations and discussions.
Interpersonal	<p>Using a few simple paragraphs across major time frames, I can...</p> <ul style="list-style-type: none"> ● exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics ● interact and negotiate to resolve an unexpected complication that arises in a familiar situation ● maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics
Presentational	<p>Using paragraphs across major time frames, I can...</p> <ul style="list-style-type: none"> ● tell stories about school and community events and personal experiences ● state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest ● deliver presentations on some concrete academic, social and professional topics of interest

CULTURES

Relating Cultural Practices & Products to Perspectives

- **Products:** immigration policies, immigration journeys, hardships, green cards, visas,
- **Practices:** Immigrating to a new country and integrating into a new culture
- **Perspectives:** Many immigrants face challenges integrating into a new culture; reasons why immigrants choose to immigrate

CONNECTIONS

Making Connections to Other Disciplines

- Sociology
- Political science

Acquiring Information & Diverse Viewpoints

- Using a variety of resources from the target culture to gain understanding of diverse perspectives

COMPARISONS

Language Comparisons

- Expressing past events
- Expressing hypothetical scenarios

Cultural Comparisons

- Cultural differences between immigrant native cultures and that of the new country

COMMUNITIES

School & Global Communities

- Interacting with non-american born students in my school and local community

Lifelong Learning

- Self-reflection and desire for continued personal growth and enrichment

WORLD LANGUAGE

LEVEL 6AP | UNIT 2

Las Familias y Comunidades: Lo Que Nos Une

Spanish HS | Advanced-Low | Level 6AP | 8-9 Weeks



ESSENTIAL QUESTION

BIG IDEAS

How cultural and/or historical events unite people?

Students use the target language to understand and communicate about:

- *The historical background of events that unite communities*
- *Culture components that surround events that unite communities*
- *Different ways traditions are practiced and why*
- *The power of hope and how it unites a community*

GUIDING QUESTIONS

How do I use language to

- Discuss cultural and/or historical events in my community and their impact on culture
- Understand and relate to others' cultural and/or historical events
- Compare and contrast the differences in cultural and/or historical events (practices, products, perspectives)

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Products:** Sports, parades, traditions, the lottery, holidays
- **Practices:** Communities come together for large, local events
- **Perspectives:** Many types of community events serve to unite communities and reinforce a community identity and pride

CONNECTIONS

Making Connections to Other Disciplines

- Sociology
- History

Acquiring Information & Diverse Viewpoints

- Using a variety of resources from the target culture to gain understanding of diverse perspectives

COMPARISONS

Language Comparisons

- How to express large numbers
- Expressing past events
- Expressing hypothetical scenarios

Cultural Comparisons

- How the lottery works in Spain
- How sports and community events unite communities in various cultures

COMMUNITIES

School & Global Communities

- School spirit
- School sports
- Local sports teams

Lifelong Learning

- Self-reflection and desire for continued personal growth and enrichment

WORLD LANGUAGE

LEVEL 6AP | UNIT 3

Las Familias y Comunidades: La Belleza

Spanish HS | Advanced-Low | Level 6AP | 8-9 Weeks



ESSENTIAL QUESTION

BIG IDEAS

What is beauty?

Students use the target language to understand and communicate about:

- *How we define beauty*
- *Differences in perceived beauty between cultures*
- *The role architecture plays in culture and society*

GUIDING QUESTIONS

How do I use language to

- Define beauty
- Discuss differences in corporal beauty between different cultures
- Understand the importance of buildings, monuments, sites, in communities.
- Compare and contrast buildings, monuments, and sites from the Spanish speaking world with one from your community

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Products:** Beauty pageants, fashion trends
- **Practices:** Getting plastic surgery, getting nails done
- **Perspectives:** Both males and females face pressure when it comes to personal beauty; different cultures have different expectations for beauty

- **Products:** Architecture
- **Practices:** Building monuments, statues, public spaces and other architectural icons
- **Perspectives:** Architectural styles change over time; cities are laid out in a way that accommodate public gatherings and bringing the community together

CONNECTIONS

Making Connections to Other Disciplines

- Arts and humanities

Acquiring Information & Diverse Viewpoints

- Using a variety of resources from the target culture to gain understanding of diverse perspectives

COMPARISONS

Language Comparisons

- How to speak hypothetically using “if”

Cultural Comparisons

- American cities can be very different

- clauses
- Expressing past events

from older cities in non-American cultures

- Monuments are typically reflective of the local community and culture

COMMUNITIES

School & Global Communities

- Monuments and iconography around your school
- Local monuments and the layout of your city

Lifelong Learning

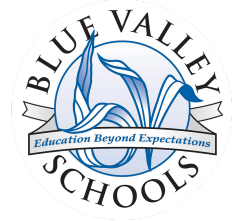
- Self-reflection and desire for continued personal growth and enrichment

WORLD LANGUAGE

LEVEL 6AP | UNIT 4

Las Familias y Comunidades: Aquellos Antes de Nosotros

Spanish HS | Advanced-Low | Level 6AP | 8 Weeks



ESSENTIAL QUESTION

BIG IDEAS

How do indigenous communities impact society?

Students use the target language to understand and communicate about:

- *The impact of historical products and practices of indigenous communities on society*
- *Cultural changes due to colonization in the Americas*
- *How indigenous communities preserve their culture*
- *Present day issues facing indigenous communities*

How does an imbalance of power affect indigenous communities?

GUIDING QUESTIONS

How do I use language to

- Understand the cultural components and legacy of indigenous communities
- Express opinions about the treatment of indigenous people
- Examine the impact of modern civilizations on indigenous communities
- Discuss present day conflicts that indigenous communities face
- Compare and contrast indigenous communities from the Spanish speaking world with a group from your community

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Products:** Globalization, colonization, indigenous communities
- **Practices:** Traditions of indigenous communities; traditional of non-indigenous communities; Some indigenous practices have been compromised due to colonization and the modernization of societies
- **Perspectives:** There is value in preserving the culture of indigenous communities.

CONNECTIONS

Making Connections to Other Disciplines

- Sociology
- Anthropology

Acquiring Information & Diverse Viewpoints

- Using a variety of resources from the target culture to gain understanding of diverse perspectives

COMPARISONS

Language Comparisons

- Expressing past events
- Expressing hypothetical scenarios

Cultural Comparisons

- Lifestyles of indigenous communities vs. modern society

COMMUNITIES

School & Global Communities

- Students in school or the local community who have roots in a heritage culture

Lifelong Learning

- Self-reflection and desire for continued personal growth and enrichment