**Unit Plan #1 Español AP 2019-2020 Sra. Pohl**

**Introductory Unit-** Review and share what we learned from summer assignments.

**I. Leer, Escribir, y Presentar-** Lee un poema de Pablo Neruda y habla del mensaje**.** Busca un artículo sobre el evento más interesante del verano y prepara una presentación para la clase. Students will take turns presenting the articles/events to the class and will defend why theirs are the most interesting.

**II. Escuchar- Notes in Spanish-** Escucha una canción por Calle 13 y habla sobre el mensaje**.** Escucha a por lo menos tres fuentes y toma notas sobre lo que escuchas.Share with the class what we learned from these listening opportunities and do an example lesson with Falsos Amigos.

 **III- Gramática-** Practica la gramática y analiza las áreas de fuerza y debilidad. Where are we weak and where are we strong? Surveys and questionnaires.

 **IV- La Cultura**- Explorar la cultura hispana en la vida diaria.

**Prior Knowledge-** Grammar Spanish I-IV, vocabulary, expectations for assignments (rubrics and directions)

**Learning Target-** We will open the class with a song and a poem to get them thinking about themselves, their goals, their feelings. Then the students will share their listening selections from their summer assignments to the class and will teach each other new vocabulary, content and grammar. I will do a lesson about false cognates from Notes in Spanish. We will work together as a class to get to know and explore the six themes of AP Spanish and how they are significant.

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| **Success Criteria- I can** | **How did I do?**  | **What do I need to do to get stronger?** |
| I can write an autobiographical essay including the highest degree of vocabulary and grammar that I am comfortable with.  |  |  |
|  I can listen to a song and read a poem and compare their messages with my peers. |  |  |
|  I can share what I learned about listening in Spanish with the class and I can share what I learned- vocabulary, content, etc.  |  |  |
|  I can evaluate my grammar skills and reflect upon where I stand and what I need to do to improve.  |  |  |
| I can reflect upon what I learned about Hispanic cultures through my experiences this summer and I can share this with the class.  |  |  |
|  I can name the six themes of AP Spanish and explain them in my own words.  |  |  |
| I can present an article from a newspaper in Spanish and defend why it is the most important event of the summer.  |  |  |
| I can evaluate the events of the summer presented through the articles and how they relate to the six themes of the course.  |  |  |

**Performance of Understanding:**

The students will edit and finish the autobiographical essay turned in this summer.

Students will react to a poem by Pablo Neruda and a song by Calle 13, will discuss with group members wha they have in common, and will apply new vocabulary.

Students will evaluate the role of listening to various authentic sources and what they learned from listening this summer.

The students will practice and apply new vocabulary from the poem, song, and podcasts.

The students will discuss the six themes of AP Spanish and will categorize possible lessons into themes so they are better understood.

The students will self-assess and self-reflect on the grammar and culture explorations done through summer assignments.

The students will share the articles that they chose and will teach lessons to each other about the events and how they relate to our world.

The students will react to and reflect upon each article in Spanish in journal entries.

**Assignments: Autobiographical essay- final draft, Notes in Spanish reflections, Vocabulary application activities from song, poem, Falsos Amigos podcast, quizzes on new vocab and themes,**  **Reflections from article presentations, and article presentation lessons.**

**Unit I- El Regreso a la escuela**

**Los Temas-**

1. La Vida Contemporánea

2. Familias y Comunidades

3. Identidades Personales y Públicas

4. Los Desafíos Mundiales

**Las Preguntas Esenciales-**

1 .¿Cómo reaccionan los niños españoles hacia el regreso al cole después de las vacaciones de verano?

2. ¿Qué papel tiene la educación en las sociedades del mundo?

3. ¿Cómo pueden preparar los padres a los niños para la vida y como se preparan los niños?

4. ¿Qué tienen en común los niños de EEUU con jóvenes de España?

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| **Success Criteria- I can** | **How did I do**  | **What do I need to do to get stronger?** |
| I can discuss and share my back to school feelings with the class with the highest degree of vocabulary and grammar that I am comfortable with.  |  |  |
|  I can create a vocabulary list with new words I need to know in order to discuss back to school in USA and compare this to Spain. |  |  |
|  I can listen to and watch authentic videos about back to school in Spain and evaluate what I understood in Spanish with the class and I can share what I learned- vocabulary, content, etc.  |  |  |
| I can read and analyze authentic print resources about back to school in Spain and evaluate what I understood in Spanish with the class and I can share what I learned- vocabulary, content, etc. |  |  |
|  I can evaluate my grammar skills and reflect upon where I stand and what I need to do to improve.  |  |  |
|  I can evaluate the themes of AP Spanish that are present in this unit in my own words.  |   |  |
| I can compose an email to a Spanish exchange student to give advice about school in USA using AP rubric.  |  |  |
| I can create and present a formal comparing school in USA to school in Spain using AP rubric. |  |  |

**Authentic sources:**

<http://ticsyformacion.com/2012/09/16/regreso-al-cole-consejos-para-los-padres-infografia-infographic-education/>

Videos- El Regreso al Cole

Tips para el regreso a la escuela

Article- Back to school Blues in Spain.

Cartoons

**Introduction to the themes-**

1. Think- Pair-Share- Back to school traditions and phenomena in USA. How do we prepare to go back to school and how do we feel about returning to school? (students, teachers, parents) Brainstorm these traditions of back to school and create a mind map. Use these ideas to write a quick personal reaction about going back to school and their feelings about this year.

2. Vocabulary building- while discussing school, brainstorm about necessary vocabulary and make a list. The teacher also adds words to the list as needed.

3. Use authentic cartoon / graph to discuss back to school feelings. Share.

**Videos- interpretive communication-**

1. Play short video clips about going back to school and some advice for students and parents. Students will evaluate the videos to agree / disagree with the advice and to see if the advice is also good f or USA students. They are also listening for main ideas and unknown vocabulary to discuss and share with the class.

2. Hand out Cornell Notes chart to take notes about what they hear while listening. Find specific evidence for each of the questions and comments on the notes page.

3. Share the notes pages- discussing any new vocabulary, evidence, or questions from the videos.

4. Identify areas (as identified in pre-reading activities) where Spanish students and those in the USA are similar / different.

**Print interpretive communication-**

1. Handout article/ print sources about going back to school in Spain and the students’ ides and attitudes about it. Have students peruse the article looking for main ideas and unknown vocabulary.

2. Continue Cornell Notes chart to take notes about the article while reading. Find specific textual evidence for each of the questions and comments on the notes page.

3. Read together the article discussing textual evidence found in the article.

4. Identify any other (as identified in pre-reading activities) where students are similar / different.

**Written Presentational Communication-**

Students write a message to an exchange student from Spain to give him / her advice about how to survive going back to school with success in the USA. Keep in mind the vocabulary we have been learning in class and the attitudes we have been discussing to compare / contrast the USA and Spain and give advice. The AP interpersonal communication rubric will be used.

**Spoken Presentational Communication-**

Students will create a two minute spoken presentation in Spanish comparing Spanish back to school customs and difficulties with those in the USA following the AP rubric. Keep in mind the vocabulary we have been learning in class and the attitudes we have been discussing to compare / contrast the USA and Spain.

**Unit Plan #2 Español AP 2019-2020 Sra. Pohl**

**¿Qué harías tú? – What would you do?**

 **I. Mirar, escuchar y reaccionar-** The students will watch a short film called “Diez Minutos.” We will discuss the film in Spanish and they will then respond to the question- ¿Qué harías tú? – What would you do? In a written journal.

 **II. Leer- “Nosotros, No”-** We will read a short story that will provoke some strong feelings and opinions. We will work with new words from this story to grow our vocabulary and we will answer the questions ¿Qué harías tú? – What would you do?

 **III- Gramática-** We will further practice if clauses with a 4 on 4 activity to solidify first and second degree if clasues with the conditional tense and past subjunctive.

 **IV- Vocabulario**- new words from a short authentic film and short story.

**Prior Knowledge-** Grammar Spanish I-IV, vocabulary, if clauses

**Unit summary-** We will watch a movie and read a short story that will leave the students with much to say- so I will ask the question ¿Qué harías tú? – What would you do? The will put themselves into the shoes of the characters in these pieces and will express what they would do in the same situations, but this will not be an easy question to answer! We will solidify knowledge of if clauses in Spanish so we can use them readily and with ease.

**Los Temas-**

1. La Vida Contemporánea

2. Identidades Personales y Públicas

3. La belleza y la estética

4. La ciencia y la tecnología

**Las Preguntas Esenciales-**

1 .¿Cómo reaccionan los humanos cuando tienen que hacer decisiones imposibles o difíciles?

2. ¿Qué papel tiene la ética en nuestra sociedad?

3. ¿Cómo nos tratamos en tiempos difíciles?

4. ¿Cuánta importancia tiene la juventud y la belleza en el valor humano?

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| **Success Criteria- I can** | **What do I absolutely need to know?**  | **What do I need to do to get there?** |
| I can conjugate the four tenses needed to form if clauses- present, future, past subjunctive and conditional  |  |  |
| I can watch a short film in Spanish and understand and discuss it.  |  |  |
|  I can answer the question “What would I do?” if I were a character in “Diez Minutos.”  |  |  |
| I can read a short story in Spanish and understand and discuss it.  |  |  |
|  I can answer the question “What would I do?” if I were a character in “Nosotros, No.”  |  |  |
|  I can evaluate the four themes and essential questions present in this unit and why they are significant.  |  |  |
| I can participate in a 4 by 4 activity – communicating with my classmates about various scenarios using if clauses in context. |  |  |
| I can reflect upon what I learned about Hispanic cultures through my experiences this month and I can share this with the class.  |  |  |
| I can comment on the cultural projects of others and make cultural comparisons between mine and theirs and with US cultures. |  |  |

**Lesson 1- Learning Target-** Today we will finish the last lesson with an exam on Back to School- the themes and essential questions. We will then discuss this unit and the unit plan. I will present some pertinent vocabulary for a short film and then we watch the film called “Diez Minutos,” beginning to reflect on the question ¿Qué harías tú?

**Performance of Understanding:**

Verb of the day

The students will take a quiz on and evaluate the themes and essential questions from “El Regreso al Cole.”

The students will practice if clauses in Spanish applying the conditional tense and imperfect subjunctive.

The students will apply new vocabulary from “Diez Minutos”

The students will watch and understand a film in Spanish.

The students will react to and reflect upon the question ¿Qué harías tú? I n writing.

**Assignments: Reaction- ¿Qué harías tú? From the video and vocabulary practice with if clauses.**

**Lesson 2- Learning Target-** Today we will review pertinent vocabulary from “Diez Minutos,” and we will watch the film again to gain more insight. Students will share and understand the positions and opinions of others as they reflect on reflect on the question ¿Qué harías tú?

**Performance of Understanding:**

Verb of the day.

The students will review the themes and essential questions from ¿Qué harías tú? Lesson.

The students will practice if clauses in Spanish.

The students will apply new vocabulary from “Diez Minutos”

The students will share reflections of question ¿Qué harías tú? In a round table setting.

**Assignments: Reaction- Practice if clauses and vocab.**

**Lesson 3- (reaction to “Diez Minutos” due)**

**Learning Target-** Today we will go over and practice pertinent vocabulary from “Nosotros, No,” and we will discuss living forever- advantages and disadvantages. Then we will read the short story and discuss. Students will begin to reflect on the question ¿Qué harías tú?

**Performance of Understanding:**

The students will recall and apply vocabulary from “Nosotros, No”

The students will practice if clauses in Spanish.

The students will read and understand the short story – applying vocabulary in context.

The students will begin reflections of question ¿Qué harías tú?

**Assignments: Practice “Nosotros No” Vocab and if clauses**

**Lesson 4-**

**Learning Target-** Today we will review pertinent vocabulary from “Nosotros, No,” and we will continue to read the short story and discuss. Students will continue to reflect on the question ¿Qué harías tú?

**Performance of Understanding:**

The students will recall and apply vocabulary from “Nosotros, No” for a paired acticity.

The students will read and understand the short story – applying vocabulary in context.

The students will reflect on question ¿Qué harías tú? In the case of “Nosotros, no”

**Assignments: Begin reflection- “Nosotros, no” compare it to “Diez Minutos,”; If clauses quiz on )ct. 16, Study vocabulary for a quiz on Oct. 18.**

**Lesson 5- (If clauses quiz)**

**Learning Target-** Today we will review vocabulary from “Nosotros, No,” and we review the short story. Students will share reflections of ¿Qué harías tú? And will discuss their positions in round table setting.

**Performance of Understanding:**

The students will recall and apply the conditional tense and imperfect subjunctive with if clauses on a quiz.

The students will recall and apply vocabulary from “Nosotros, No” for a quiz next class.

The students will review and discuss the short story – applying vocabulary in context.

The students will reflect on question ¿Qué harías tú? Applying if clauses in context

**Assignments: “Nosotros, no” quiz.**

**Lesson 6- (Assessment on “Nosotros, No”)**

**Learning Target-** Today we will quiz on vocabulary from “Nosotros, No” as well as the short story. Students will participate in a 4 by 4 activity with if clauses.

**Performance of Understanding:**

The students will recall and apply vocabulary from “Nosotros, No”.

The students will apply what they recall from the short story for a quiz.

The students will apply if clauses in context in an activity called a 4 by 4 (oral/ listening/ and writing)

**Assignments: Nosotros No reaction**

**Unidad 3- Los Desafíos Mundiales**

**Los Contextos de esta unidad:**

1. Los Temas Económicos

2. Los Temas del Medio Ambiente

3. El Pensamiento Filosófico y la Religión

4. La Población y la demografía

5. El Bienestar Social

**Essential Questions:**

1. ¿Cuáles son los desafíos ambientales, políticos, y sociales que las sociedades mundiales enfrentan?

2. ¿Cuáles son los origines de estos desafíos?

3. ¿ Cuáles son unas soluciones posibles para estos desafíos?

4. ¿Qué puedo hacer yo para informarme y ayudar?

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| **The students will be able to:** | **Notes…** | **I got this?** |
| Read about and discuss the UN’s 17 goals for 2030. |  |  |
| Choose personal goal / goals based on these 17 and analyze reasons that they are important. |  |  |
| Compare the UN’s 17 goals to challenges presented by Calle 13 in “Aguante.” |  |  |
| Read “Grito Hacia Roma” and analyze Los Desafíos Mundiales as outlines by Lorca in 1929. How much has this changed? |  |  |
| Create a project about Lorca’s poem tying it into Los Desafíos Mundiales.  |  |  |
| Read, write, speak and listen about global challenges. |  |  |
| Evaluate local challenges here in Erie, in Pennsylvania, in USA and compare with global challenges. |  |  |
| Create a vocabulary list about global challenges anticipating wheat we need to know and recall these words in context. |  |  |
| Read about, discuss and analyze problems such as La Falta de Agua and the history and challenges of this.  |  |  |
| Create a lesson with a partner about a global challenge that you feel strongly about and teach the class.  |  |  |
| Analyze and discuss the impact of these challenges on individuals. |  |  |
| Evaluate what has caused these challenges and possible solutions.  |  |  |
| Create a two minute formal presentation comparing global issues and give the presentation.  |  |  |
| Write a persuasive essay about global challenges. |  |  |

**Assessments-**

1. Synthesis- Local challenges, global challenges, UN’s 17 goals.

2. VENN- UN 17 goals and “Aguante.”

3. Lorca project.- “Grito Hacia Roma”

4. Pruebas de vocabulario.

5. Actividad- La Falta de Agua

 6. Group Project- Lección de un desafío muy importante para estudiantes personalmente

7. Formal Presentation- AP skill- 2 minutos

8. Answer email- informal writing- AP skill

9. Examencito- Los desafíos

10. Formal essay.

11. Final reflection of essential questions.

**Unit opener: ( Days 1-2)**

“El mundo tiene 17 objetivos para 2030. ¿Cuál es el tuyo?”

Análisis of local struggles.

Canción y video- “Aguante” por Calle 13

**Thematic Vocabulary**: Students will choose the vocabulary necessary to describe and discuss Global Challenges- new words from articles, song, etc.

As a class: Presentation of Vocabulary- Will remain posted throughout duration of Unit.

1. The teacher places the following contexts on the large post it notes and students go to the notes to add vocabulary that would be needed to tell a story about the state of each category today: la economía, el medio ambiente, el pensamiento filosófico y la religion, la población y la demografía, el bienestar social, la conciencia social.

2. The teacher adds additional key vocabulary explaining their meaning in context.

3. The teacher follows with a daily discussion, Think/Pair/Share or quick write on one of these topics using vocabulary from the board.

4. Hand out “Grito Hacia Roma” to read and analyze. How does this poem relate to Desafios Mundiales? How much have these challenges changed since 1929.

**Working with theme- (Days 3-5)**

1. Think/ Pair/ Share- What are the greatest challenges facing your community and our country today? Use the contexts and vocabulary on large Post-It notes/ vocabulary lists.

2. Class discussion- open up discussion to the entire class.

3. Continue Grito Hacia Roma. Assign project- brainstorm. These will be presented at the end of the unit.

4. Then break class into groups representing the six contexts of the unit (also the six large Post-It notes or columns in notebooks.) These groups will make predictions using prior knowledge about these challenges on a global scale.

**Connecting to Authentic Resources: (sources can be added as I find more)**

**Primer paso**: Lee las Fuentes asignadas, y completa los cuadros en la línea apropiada. The three articles will be given to three separate groups. They will be responsible for teaching the article to their peers following the chart below. After we read and learn about the articles, the other resources will be introduced to round out each category.

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| El Problema y lugar | El Impacto en las personas  | Factores que causan el problema | Posibles Soluciones |
|  |  |  |  |
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**#1 La Pobreza- específicamente Centroamérica**

 Article “Muy pocos han dejado de ser pobres”

Map – Pobreza en México

Cartoons from Central America.

Videos / Pelicula- Pobreza en Nicaragua

**#2- Bolivia- Las Guerras de Agua**

**Article- “Cochabamba, la guerra del agua y el cambio climático”**

[Video-](http://www.colombiasinminas.org/) Las Guerras de Agua- Bolivia privatiza el agua.

Película- “Aun la Lluvia”

Video- Acceso al agua- un problema no resuelto

**#3- Los Derechos de Niños- Varios Países**

Chart- Los Derechos de Niños

Article- “17 Países siguen reclutando los niños soldados” ; “Nace la Coalición Española para Acabar con la Utilización de Niños Soldados en todo el mundo”

Video- “ Soldados de Papel”; “Niños Soldados, Un Viaje al Infierno”

Bolivia- Minas

**Analyze the themes : (lessons 6-8)**

**Discute las siguientes preguntas con un compañero:**

1. Are the issues presented in these articles connected to the article about 17 goals for 2030? How? Which areas? Analyze these connections.

2. Analyze how Calle 13 addressed global issues in “Aguante.” Discuss their message. Do they have other songs with similar messages?

**Discutimos estas preguntas juntos con la clase, conversamos con para contestar las preguntas:**

1.¿Estos problemas son similares o diferentes de los desafíos sociales que confrontan nuestra comunidad local, nuestro estado y nuestra nación? Evaluate these challenges and the ones that impact our world in Erie, in Pa, in USA.

2. ¿ Hay problemas en el mundo que no hemos mencionado? ¿Cuáles son? Make a list of issues not covered yet. Students will chose one of the issues and will create a lesson for the class.

**Evaluating the themes- Assessments and Presentations (lessons 9-12- December 7,11, and 13) Additional days as needed.**

1. La investigación. Escoge uno de los problemas no presentados ya. Investiga en la red para contestar la pregunta… ¿Cuáles son los orígenes de este desafío? Busca las causas y la historia detrás del problema y evalua lo que se puede hacer para ayudar. With a partner create a lesson about this challenge that will be taught to the whole class following rubric and directions given.

2. Formal presentations comparing challenges in Spanish –speaking world with those of our community. Follow AP rubric.

3. Informal writing- answer an email inviting you to participate in a world service organization. Follow AP rubric.

4. Exam- evaluate and analyze global challenges discussed in class and in group projects. Evaluate what you have learned about :

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5. El Bienestar Social

**Essential Questions:**

1. ¿Cuáles son los desafíos ambientales, políticos, y sociales que las sociedades mundiales enfrentan?

2. ¿Cuáles son los origines de estos desafíos?

3. ¿ Cuáles son unas soluciones posibles para estos desafíos?

4. ¿Qué puedo hacer yo para informarme y ayudar?