

Course: AP Spanish Language & Culture

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## **Module 3: Personal and Public Identities, Part 1: Hispanic History and Ethnic Groups**

### **Table of Contents:**

- [Objectives](#)
- [Calendar](#)
- [Module: Overview](#)
- [Module: Lesson-by-lesson](#)
  - [3A: Intro to Module 3](#)
  - [3B: The Concept of Identity](#)
  - [3C: How do you identify?](#)
  - [3D: Intro to AP Article & Chart](#)
  - [3E: LeBron James' "I Promise School"](#)
  - [3F: AP Classroom HW #1](#)
  - [3G: The History of the Americas](#)
  - [3H: Ethnic and Linguistic Diversity in Spain, Part 1: Listening Workshop](#)
  - [3I: Ethnic and Linguistic Diversity in Spain, Part 2: Discussion](#)
  - [3J: Ethnic Groups of the Spanish-Speaking World](#)
  - [3K: Conversational Games](#)
  - [3L: Quest](#)

## Objectives

SWBAT (students will be able to)...

<u>Content Knowledge</u>	<u>AP Exam Language Skills</u>
<ul style="list-style-type: none"> <li>Identify various ethnic groups throughout the Spanish-speaking world.</li> <li>Describe in Spanish the conflicts of identity (ethnic vs. national) that the people of these various groups encounter.</li> <li>Explain in Spanish how they identify as individuals based on their cultures, nationalities, experiences, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Read and comprehend a news article in Spanish.</li> <li>Read and analyze an informational chart/graph in Spanish.</li> <li>Analyze and answer multiple choice questions in Spanish.</li> </ul>

## Calendar

	<u>HW</u>	<u>M</u>	<u>I</u>	<u>W</u>	<u>Th</u>	<u>F</u>	<u>Bonus Content</u>
Sept. 4-8					3A: Introduction to Module 3  3B: The Concept of Identity	3C: How do you identify?	
Sept. 11-15	3F: AP Classroom HW #1	3D: Intro to AP Article & Chart Analysis	3E: Lebron James' "I Promise School"	3E: Lebron James' "I Promise School"	3G: The History of the Americas	3G: The History of the Americas	Man of La Macha (movie)
Sept. 18-22	Study for Module 3 quest	3G: The History of the Americas	3H: Ethnic and Linguistic Diversity in Spain, Part 1: Listening Workshop	3H: Ethnic and Linguistic Diversity in Spain, Part 1: Listening Workshop	3I: Ethnic and Linguistic Diversity in Spain, Part 2: Discussion	3J: Ethnic Groups of the Spanish Speaking World	Man of La Macha (movie)
Sept. 25-29	Study for Module 3 quest	3K: Game #1 (Heads Up)	3K: Game #2 (Taboo)	3L: Module 3 Quest			

## Module: Overview

Here are (5) things to consider when planning a module of instruction:

- **Input → Output:** A student must receive the ball before being able to score a goal. For that reason, it helps to frontload the input (reading and listening) at the beginning of a module and finish with an emphasis on output (reading and speaking).
- **Tasks and Skills: Aligned, and simple → complex.** In that light, it always helps to provide students with samples of work that mirror what that they will be asked to produce so that they can better conceptualize and deliver their work. In other words, everything should be modeled. You can also see below how skill level increases in complexity. First, we learn to read and recite lists of information before reading and speaking more descriptively and eloquently. Also in this module, we will focus on describing facts and concrete realities, or in other words, regurgitating information that we have read and heard about others in third person. In later modules, we will progress towards more difficult tasks, such as explaining and justifying opinions and talking about abstract concepts, which requires one to be more creative and advanced in their language abilities.
- **Knowledge of content: Simple + relatable → New + complex.** Below, we first cover the concept of identity and reflect on our own culture before learning about a number of other cultures.
- **Working towards independence:** Speaking Spanish is the most difficult skill to practice due to lack of opportunity and the anxiety that comes with it. First, students need simple opportunities to hear themselves doing it in order to build confidence, which is why you see a lot of “reading aloud” in the first half of the module. Students need a guiding hand and mediation from an expert to help them grow beyond their current means. You will see how speaking exercises in the beginning of the module rely on the teacher to prompt or continue conversation and provide students with strategic scaffolds to inspire participation, but near the end of the module students will be conversing with each other on their own without the use of sentence starters, sentence frames, and word banks.
- **Critical thinking AND test preparation:** There is skepticism that mandated testing results in test prep at the expense of learning to think critically. It doesn't seem like tests are going away. It's important to plan modules that are rich with opportunities to think critically, develop skills, and prepare for tests.

<u>Lesson Title</u>	<u>Content Objectives</u>	<u>Language Skills</u>	<u>Student Tasks</u>	<u>Differentiation</u>	<u>ACTFL Standards</u>
<b>3A: Introduction to Module 3</b>	SWBAT consider the various factors that impact an individual's sense of identity.	–Read a list of items in Spanish	Read and contemplate in Spanish the essential questions of these chapters of the AP curriculum: 6.0, 6.1, 6.3, 6.4, 6.6, 1.0, 1.1,	–Option A: Read in Spanish and write interpretations in English.  –Option B: Read in English and write	1.2: Interpretive communication

			4.0, 4.5	translations in Spanish.	
<b>3B: The Concept of Identity</b>	SWBAT identify / recite in Spanish a list of factors that may influence one's sense of identity.	<ul style="list-style-type: none"> <li>–Watch a 9-minute YouTube video in Spanish.</li> <li>–Listen to a native speaker.</li> <li>–Read Spanish subtitles.</li> </ul>	<ul style="list-style-type: none"> <li>–Watch a video about the concept of identity in Spanish.</li> <li>–Respond to the teacher's comprehension check questions.</li> </ul>	<ul style="list-style-type: none"> <li>–The teacher will divide the video into small, thematic chunks / chapters</li> <li>–Students can choose to activate and read Spanish subtitles.</li> </ul>	1.1: Interpersonal communication  1.2: Interpretive communication
<b>3C: ¿Cómo te identificas?</b>	SWBAT explain in Spanish how they identify as individuals based on their cultures, experiences, nationality, etc.	<ul style="list-style-type: none"> <li>–Write a journal entry</li> <li>–Describe concrete and abstract concepts.</li> <li>–Speak Spanish to a group</li> </ul>	<ul style="list-style-type: none"> <li>–Read a journal excerpt by someone explaining his/her identity.</li> <li>–Think and write their own journal entries.</li> <li>–Explain (speak) how they identify to the class.</li> </ul>	<ul style="list-style-type: none"> <li>–The teacher will provide sentence starters and sentence frames.</li> <li>–Students can choose the format of their response: Paragraph, list, poem, etc.</li> </ul>	1.3: Presentational communication
<b>3D: Intro to AP Article &amp; Chart Analysis</b>	SWBAT identify a list of reading skills and strategies that they will aim to develop throughout this module.	<ul style="list-style-type: none"> <li>–Learn from a lecture-style lesson in Spanish</li> </ul>	Watch and take notes on a video lesson.	<ul style="list-style-type: none"> <li>–The teacher will provide students with a note-taking guide.</li> <li>–Students can choose to activate and read Spanish subtitles.</li> </ul>	1.2: Interpretive communication
<b>3E: Lebron James' "I Promise School"</b>	SWBAT explain how an individual from their home country has developed his own sense of identity.	<ul style="list-style-type: none"> <li>–Read a news article and informative graph in Spanish</li> <li>–Annotate a text</li> <li>–Analyze and answer AP-style multiple choice questions</li> </ul>	<ul style="list-style-type: none"> <li>–Read a news article.</li> <li>–Complete a reading guide that will help them navigate the lesson.</li> <li>–Respond to the teacher's questions in</li> </ul>	<ul style="list-style-type: none"> <li>–Students can choose to read aloud and work within a small group or work individually based on their preferences.</li> <li>–The teacher can reduce the number of</li> </ul>	1.1 Interpersonal communication  1.2: Interpretive communication



		–Paraphrase, or re-explain messages	Spanish.	tasks in the reading guide as needed.	
3F: AP Classroom HW #1	SWBAT explain basically how the Spanish language has evolved over time.	–Read a news article and informative graph in Spanish –Annotate a text –Analyze and answer AP-style multiple choice questions	Read an article excerpt and informative graph in Spanish, and respond to multiple choice questions to demonstrate their understanding.	–The teacher will provide students with the option to use a reading guide that will help them complete the HW assignment.	1.2: Interpretive communication
Man of La Mancha (bonus content)	<p><i>Each week, the teacher will provide students with “bonus content” that is not mandatory work for the class, but simply a suggestion of content related to the class that students may enjoy exploring outside of class, such as a short story, podcast episode, song, etc.</i></p> <p><i>This week’s bonus content is the musical Man of La Mancha, which is based on the Spanish novel Don Quixote. The musical doesn’t necessarily have anything to do with the content of Module 3, but the beginning of the year is a good time to suggest watching the movie or reading the book based on the musical because many of the songs and stories that we will encounter throughout this course will reference characters and scenarios from Don Quixote, so knowing about them will give students the chance of deeper understanding.</i></p>				5.2: Lifelong learning
3G: The History of the Americas	SWBAT explain a basic summary of the history and ethnic diversity of the Americas.	–Read an article in Spanish.	–Observe, analyze, and discuss in Spanish graphs and animated maps.  –Read an article that summarizes the history and ethnic diversity of the Americas.  –Answer the teacher’s comprehension check questions in Spanish.  –Share learnings in Spanish.	–Students can choose to read aloud and work within a small group or work individually based on their preferences.  –The teacher might consider using a less structured reading guide to check for improved reading abilities of students.	1.1: Interpersonal communication  1.2: Interpretive communication  3.2: Acquiring information and diverse perspectives

<b>3H: Ethnic and Linguistic Diversity in Spain, Part 1: Listening Workshop</b>	SWBAT... –Identify specific ethnic groups within Spain. –Recite a basic history of the population of Spain. –Explain at least one ethnic conflict that exists in Spain today.	–Watch historical videos and news broadcast interviews in Spanish.	Work through a series of YouTube videos independently, watching and answering comprehension check questions.	–Students can choose to watch the videos in one of two orders based on their abilities and preferences: <ul style="list-style-type: none"> <li>Chronological order</li> <li>Level of difficulty in Spanish (easy → hard)</li> </ul>	1.2: Interpretive communication 3.2: Acquiring information and diverse perspectives
<b>3I: Ethnic and Linguistic Diversity in Spain, Part 2: Discussion</b>	Same as above.	–Write and speak factual, descriptive statements in Spanish.	–Write sentences to about what they learned during the listening workshop. –Participate in a group discussion by responding to the teacher's questions about the content of the listening workshop videos.	–The teacher will provide a color-coded word bank that students can choose to use to help themselves participate. –Students can choose to speak at word/phrase or sentence level based on their abilities.	1.1: Interpersonal communication 3.2: Acquiring information and diverse perspectives
<b>3J: Ethnic Groups of the Spanish-Speaking World</b>	SWBAT describe by explaining lists of key characteristics of 30 ethnic groups from throughout the Spanish-speaking world.	–Write factual, descriptive statements in Spanish.	–Select (3) ethnic groups at random and make an informational slide about each in Spanish. –Revise writing based on teacher's suggestions –Read the entire slideshow.	The teacher will provide 1-1 instruction, offering guidance to students about how to upgrade or downgrade their attempts at writing based on individual ability.	1.2: Interpretive communication 1.3: Presentational communication 3.2: Acquiring information and diverse perspectives
<b>3K: Games</b>	SWBAT describe	–Speak factual,	–Play Taboo, a	The teacher can use a	1.1: Interpersonal

	orally the various ethnic groups of the Spanish speaking world.	descriptive statements in Spanish.  –Ask clarifying questions in Spanish	competitive, conversational team game that promotes student-to-student conversation in Spanish.  –Play Heads Up, a similar game.	series of accommodations and progressions throughout the games in order to downgrade and upgrade the level of difficulty for each individual student and empower the students to operate independently within their means.	communication
<b>3L: Quest</b>	<p><i>Preparing for large tests and integrated performance assessments can be very time consuming. It's important to integrate these assessments throughout the year, but you have to pick and choose wisely when to do them so that you use your limited instructional time effectively. Because this is only the third module of the year, it was good that I introduced the AP-style assessment components and incorporated lots of opportunities for input and student output, but I didn't need to rigorously assess reading, listening, speaking, and writing yet. I will wait for another module to do any of this. Instead, I just want to make sure that students understand the enormous variety of ethnic groups within the Spanish speaking world and the reasons behind this reality because it provides the context for learning everything else in the curriculum, so for now, a simple quiz or "quest" will suffice as the summative assessment of this module.</i></p> <p>Quest: Students will have to read untitled descriptions of ethnic groups and write the names of the groups being described.</p>			The teacher can provide a word bank and/or break the quest into smaller chunks for students based on their needs.	

## Module: Lesson-by-Lesson

### 3A: Introduction to Module 3

<u>Lesson Title</u>	<u>Content Objectives</u>	<u>Language Skills</u>	<u>Student Tasks</u>	<u>Differentiation</u>	<u>ACTFL Standards</u>
<b>3A: Introduction to Module 3</b>	SWBAT consider the various factors that impact an individual's sense of identity.	–Read a list of items in Spanish	Read and contemplate in Spanish the essential questions of these chapters of the AP curriculum: 6.0, 6.1, 6.3, 6.4, 6.6, 1.0, 1.1, 4.0, 4.5	–Option A: Read in Spanish and write interpretations in English.  –Option B: Read in English and write translations in Spanish.	1.2: Interpretive communication

**Instructions:** Read and contemplate the following “essential questions” from the AP Spanish Language & Culture Curriculum.

#### **Options for Differentiation:**

- Option A: Read in Spanish and write interpretations in English.
- Option B: Read in English and write translations in Spanish.

### 6.0: Personal and Public Identities

<u>español</u>	<u>inglés</u>
<i>¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?</i>	How do you express different aspects of identity in diverse situations?
<i>¿Cómo influyen la lengua y la cultura en la identificación de una persona?</i>	How do language and culture influence the identity of a person?
<i>¿Cómo se desarrolla la identidad de una persona a lo largo de tiempo?</i>	How does the identity of a person develop over time?

### **6.1 Alienation and Assimilation**

<b><u>español</u></b>	<b><u>inglés</u></b>
<i>¿Cómo se relacionan nuestra vida privada y nuestra vida pública?</i>	How do our public and private lives relate to each other?
<i>¿Cuáles son los beneficios de asimilación cultural?</i>	What are the benefits of cultural assimilation?
<i>¿Qué importancia tiene la integración de los inmigrantes y de las etnias originarias en el desarrollo cultural de una sociedad?</i>	What importance does integration between immigrants and original ethnicities have in the cultural development of a society?

### **6.3: National vs. Ethic Identity**

<b><u>español</u></b>	<b><u>inglés</u></b>
<i>¿Cuáles son los factores que afectan la autoimagen y la autoestima de una persona?</i>	What are the factors that affect self-image and the self-esteem of a person?
<i>¿Qué impacto tiene la opinión de nuestros amigos y familiares en nuestra autoimagen y autoestima?</i>	What impact does the opinion of our friends and families have on our self-image and self-esteem?
<i>¿Qué características definen a las personas que superan obstáculos para desarrollar una vida productiva?</i>	What characteristics define people who overcome obstacles in order to develop a productive life?

### **6.4: Personal Interests**

<b><u>español</u></b>	<b><u>inglés</u></b>
<i>¿Cómo influyen nuestros intereses personales en nuestra identidad y en nuestra vida diaria?</i>	How do our personal interests influence our identity and daily life?
<i>Por lo general, ¿las personas disfrutan más de sus pasatiempos e intereses personales si los pueden compartir con otros?</i>	In general, do you think that people enjoy more their pastimes and personal interests if they can share them with others?

<i>¿Influye la edad de un individuo en sus intereses personales y en la elección de pasatiempos?</i>	Does the age of an individual influence his/her personal interests and choice of hobbies?
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## **6.6: Heroes and Historic People**

<b><u>español</u></b>	<b><u>inglés</u></b>
<i>¿Cuáles son las cualidades que convierten a una persona en héroe?</i>	What are the qualities that make a person a hero?
<i>¿En qué consisten los actos de heroísmo en la comunidad o en el mundo entero? ¿Qué efectos tienen?</i>	What makes something an act of heroism in your community and in the whole world? What effects does this have on a person?
<i>Hay gente que cree que los héroes nacen, no se hacen. ¿Cualquier persona puede llegar a ser un héroe?</i>	There are people who believe that heroes are born—not made. Can any person become a hero?

## **1.0: Family and Community**

<b><u>español</u></b>	<b><u>inglés</u></b>
<i>¿Cómo se define la familia en distintas sociedades?</i>	How is family defined in different societies?
<i>¿Cómo contribuyen los individuos al bienestar de las comunidades?</i>	How do individuals contribute to the wellbeing of their communities?
<i>¿Cuáles son las diferencias en los papeles que asumen las comunidades y las familias en las diversas sociedades del mundo?</i>	What are the differences in the roles that communities and families assume in different societies of the world?

## **1.1: Educational Communities**

<b><u>español</u></b>	<b><u>inglés</u></b>
<i>¿Qué tipos de organizaciones, diferentes a la escuela, educan y ayudan a la comunidad?</i>	What types of organizations, other than school, educate and help the community?

<i>¿Por qué los individuos hacen trabajo voluntario para beneficiar a la comunidad?</i>	Why do individuals do volunteer work for the good of the community?
<i>¿En qué sentido el sistema educativo de una sociedad es el reflejo de su cultura?</i>	In what sense does the school system of a society reflect its culture?

#### **4.0: Contemporary Life**

<b><u>español</u></b>	<b><u>inglés</u></b>
<i>¿Cómo definen los individuos y las sociedades su propia calidad de vida?</i>	How do societies and individuals define quality of life?
<i>¿Cómo influyen los productos culturales, las prácticas, y las perspectivas de la gente en la vida contemporánea?</i>	How is contemporary life influenced by cultural products, practices, and perspectives?
<i>¿Cuáles son los desafíos de la vida contemporánea?</i>	What are the challenges of contemporary life?

#### **4.5: Lifestyles**

<b><u>español</u></b>	<b><u>inglés</u></b>
<i>¿Cómo definen los individuos su estilo de vida?</i>	How do individuals define their style of life?
<i>¿Cómo puede afectar al medioambiente el estilo de vida de los individuos?</i>	How can environment affect an individual's style of life?
<i>¿Cómo contribuyen los factores sociales, culturales, y económicos a perfilar el estilo de vida?</i>	How do social, cultural, and economic factors contribute to one's style of life?

### 3B: The Concept of Identity

Lesson Title	Content Objectives	Language Skills	Student Tasks	Differentiation	ACTFL Standards
3B: The Concept of Identity	SWBAT identify / recite in Spanish a list of factors that may influence one's sense of identity.	–Watch a 9-minute YouTube video in Spanish. –Listen to a native speaker. –Read Spanish subtitles.	–Watch a video about the concept of identity in Spanish. –Respond to the teacher's comprehension check questions.	–The teacher will divide the video into small, thematic chunks / chapters. –Students can choose to activate and read Spanish subtitles.	1.1: Interpersonal communication 1.2: Interpretive communication

#### Lesson Plan:

- Read the objective.
- Read and contemplate the essential questions.
- Watch and discuss in Spanish the content of a video about the concept of identity.

**Objective:** Begin to think about and develop your own individual identity before we investigate the identities of people in the Spanish-speaking world.

#### Essential Questions:

- How does one develop a sense of self-identity?
- How do you express different aspects of identity in diverse situations?
- How do language and culture influence the identity of a person?
- How does the identity of a person develop over time?





Video: <https://www.youtube.com/watch?v=aowDwGNEFq8>



Video Guide:

<u>Time</u>	<u>Topic</u>	<u>Comprehension Checks</u>
(0:00 - 0:35)	Intro	Informal questioning: Tell me in English what she basically says here.

(0:35 - 1:11)	¿Quién define tu identidad: Tú o la sociedad?	Informal survey: Pose the question. Ask students to justify their opinions.
(1:11 - 2:35)	Su perspectiva como mujer	Informal questioning: Tell me in English what she basically says here.
(2:35 - 4:58)	<i>Skip this part</i>	
(4:58 - 5:18)	¡Tú decides tu identidad!	Informal questioning: Tell me in English what she basically says here.
(5:18 - 8:00)	Superar límites socioeconómicos	Think-pair-share: Can you explain in Spanish an example of someone who you know to have overcome socioeconomic limits?
(8:00 - 9:15)	Superar barreras culturales	Think-pair-share: Can you explain in Spanish an example of someone who you know to have overcome cultural barriers?

### 3C: How do you identify?

Lesson Title	Content Objectives	Language Skills	Student Tasks	Differentiation	ACTFL Standards
3C: ¿Cómo te identificas?	SWBAT explain in Spanish how they identify as individuals based on their cultures, experiences, nationality, etc.	–Write a journal entry –Describe concrete and abstract concepts. –Speak Spanish to a group	–Read a journal excerpt by someone explaining his/her identity. –Think and write their own journal entries. –Explain (speak) how they identify to the class.	–The teacher will provide sentence starters and sentence frames. –Students can choose the format of their response: Paragraph, list, poem, etc.	1.3: Presentational communication

#### Lesson Plan:

- Read the objective.
- Read my model / example of a journal entry.
- Write your own journal entry to explain your personal sense of identity.
- Share your sense of identity with a partner.
- Share your sense of identity with the class.

**Objective:** Explain your own sense of identity to the class in Spanish.

**Model / Example:** Social media profiles are places where people tend to brand themselves and express their sense of identity. For example, here in my Instagram bio:



112  
Posts

272  
Followers

401  
Following

Willy D

Soy hombre, profe, viajero, tu amigo, y amante de la vida. I post photos for my mom.

[See Translation](#)

**Journal Entry:** ¿Quién eres tú? ¿Cómo te identificas? Challenge students to describe their identity in writing in Spanish. You can write in whatever format you want—Paragraph, list, poem etc. You decide. Remember to include “why’s” in order to explain yourself.

**Pair + Share:** First, get into groups of two or three. Without reading directly from your paper, explain your sense of identity to your partners. Then, take turns sharing with the entire class.

### 3D: Intro to AP Article & Chart

<u>Lesson Title</u>	<u>Content Objectives</u>	<u>Language Skills</u>	<u>Student Tasks</u>	<u>Differentiation</u>	<u>ACTFL Standards</u>
3D: Intro to AP Article & Chart Analysis	SWBAT identify a list of reading skills and strategies that they will aim to develop throughout this module.	–Learn from a lecture-style lesson in Spanish	Watch and take notes on a video lesson.	–The teacher will provide students with a note-taking guide.  –Students can choose to activate and read Spanish subtitles.	1.2: Interpretive communication

#### Lesson Plan:

- Read the objectives.
- Watch a video lesson in AP Classroom and take notes about the reading strategies that the teacher explains.
- Check your work using my answer key.

#### Objectives:

- Learn about skills that will help you read, analyze, and respond to an informative article and chart/graph in Spanish.
- Improve your ability to listen to and comprehend someone speaking Spanish (other than me, your teacher).

**AP Classroom Video:** Watch a video in AP Classroom (Unit 2 > Article & Chart > Article & Chart Video 1) during which Justin Seifts, a Spanish teacher from Chapel Hill, NC teaches you about important skills for reading and analyzing articles and charts. Take notes in a Google Doc or your notebook. There are specific targets for you to try to achieve further down below in the post.

#### Notes Outline and Challenges:

<u>Time</u>	<u>Topic</u>	<u>Challenges</u>
(0:00 - 0:40)	Introduction	Just watch and listen.
(0:40 - 1:00)	The (6) goals, or areas of skill development	Write these (6) things down in English.
(1:00 - 5:02)	Strategies for reading the article	<ul style="list-style-type: none"><li>• Can you inductively learn the meaning of “abordar un artículo?”</li></ul>

		<ul style="list-style-type: none"> <li>• Pre-reading strategies: What (3) things should you read?</li> <li>• Reading strategies: <ul style="list-style-type: none"> <li>○ Should you read every single word? If yes, why? If no, what should you prioritize?</li> <li>○ What kinds of “other things” should you focus on while reading?</li> <li>○ What is the best way to understand the text? How do you do this?</li> <li>○ How do you “deal with” new, unknown words?</li> <li>○ Should you or should you not respond to all the questions?</li> </ul> </li> </ul>
(5:02 - 6:14)	Strategies for analyzing the table	What (3) things does Justin recommend that you look for, or identify?

### Teacher's Answer Key:

<u>Time</u>	<u>Topic</u>	<u>Challenges</u>
(0:00 - 0:40)	Introduction	
(0:40 - 1:00)	The (6) goals, or areas of skill development	<ul style="list-style-type: none"> <li>• Describe the literal meaning of the text</li> <li>• Describe data</li> <li>• Make cultural connections</li> <li>• Make connections in and across disciplines</li> <li>• Interpret the distinguishing features of a text</li> <li>• Determine the meaning of familiar and unfamiliar words</li> </ul>
(1:00 - 5:02)	Strategies for reading the article	<ul style="list-style-type: none"> <li>• “Abordar un artículo” = to deal with, or figure out, an article</li> <li>• Pre-Reading Strategies: Read the title, brief description, and the questions</li> <li>• Reading Strategies <ul style="list-style-type: none"> <li>○ Should you read every single word? No. Prioritize managing time and interpreting the text.</li> <li>○ Focus on other things: <ul style="list-style-type: none"> <li>■ Tone</li> <li>■ Attitude</li> <li>■ Theme</li> </ul> </li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>■ Proposito, etc.</li> <li>○ Interact with the text = best way to understand it <ul style="list-style-type: none"> <li>■ Apuntar y subrayar mientras lees</li> </ul> </li> <li>○ Dealing with new, unknown words <ul style="list-style-type: none"> <li>■ Recognize cognates</li> <li>■ Infer meaning of new, unknown words by thinking, using context, and arriving at a logical conclusion</li> </ul> </li> <li>○ Respond to all questions <ul style="list-style-type: none"> <li>■ Better to guess than leave blank</li> </ul> </li> </ul>
(5:02 - 6:14)	Strategies for analyzing the table	<ul style="list-style-type: none"> <li>● Identifica los extremos <ul style="list-style-type: none"> <li>○ ¿Qué significa / te dice el punto / la cifra más alto?</li> <li>○ ¿Qué significa el punto más bajo?</li> <li>○ Te ayuda entender el mensaje de la tabla</li> </ul> </li> <li>● Identifica patron(es)</li> <li>● Busca datos individuales con valores distintos</li> </ul>

### 3E: Lebron James' "I Promise School"

Lesson Title	Content Objectives	Language Skills	Student Tasks	Differentiation	ACTFL Standards
3E: Lebron James' "I Promise School"	SWBAT explain how an individual from their home country has developed his own sense of identity.	–Read a news article and informative graph in Spanish –Annotate a text –Paraphrase, or re-explain messages –Analyze and answer AP-style multiple choice questions	–Read a news article. –Complete a reading guide that will help them navigate the lesson. –Respond to the teacher's questions in Spanish.	–Students can choose to read aloud and work within a small group or work individually based on their preferences. –The teacher can reduce the number of tasks in the reading guide as needed.	1.1 Interpersonal communication 1.2: Interpretive communication

#### Lesson Plan:

- Read the objectives.
- Read and contemplate the essential questions.
- Watch and discuss in Spanish the content of a video about the concept of identity.

#### Objectives:

- Improve reading comprehension and analysis skills in Spanish.
- Improve your ability to paraphrase content in Spanish.
- Improve your listening comprehension of another Spanish speaker (not me, your teacher).

#### Essential Questions:

<u>español</u>	<u>inglés</u>
¿Cuál es el papel de la educación en nuestras comunidades?	What is the role of education in our communities?
¿Cómo puede tener impacto un individuo en su comunidad?	How can an individual make an impact in his/her community?



¿Cómo se desarrolla la identidad de una persona a lo largo del tiempo?	How does the identity of a person develop over time?
¿Cuáles son las cualidades que convierten a una persona en héroe?	What are the qualities that make a person a hero?
¿Cómo contribuyen los factores sociales, culturales, y económicos a perfilar el estilo de vida?	How do social, cultural, and economic factors contribute to one's style of life?

**Assignment:** Read an article about LeBron James and the school that he has started in Ohio. As you read, complete a reading guide of exercises that will prompt you to interact with a video guide in AP Classroom, use pre-reading strategies, paraphrase paragraphs of the article, add new words and phrases to your journal, and respond to AP-style multiple choice questions.

**Article:** <https://lospleyers.com/destacado/i-promise-school-la-gran-hazana-de-lebron-james-en-su-carrera/>

**Reading Guide:**

[https://docs.google.com/document/d/1tnM7bSZiDjdkctGfAYXP2gZd\\_dlveaDj/edit?usp=sharing&ouid=118243843335603147537&rtpof=true&sd=true](https://docs.google.com/document/d/1tnM7bSZiDjdkctGfAYXP2gZd_dlveaDj/edit?usp=sharing&ouid=118243843335603147537&rtpof=true&sd=true)

**AP Classroom Video Guide:** Unit 2 > Article & Chart > Article & Chart Video 2

**Sentence Starters for Paraphrasing:**

- *El párrafo nos cuenta que...*
- *La idea principal aquí es que...*
- *En esta parte del artículo, está diciendo que...*
- *El propósito de este párrafo es...*
- *Ahora/aquí, el artículo está explicando que..*

### **3F: AP Classroom HW #1**

**Objective:** Now that we have learned how to read an article and analyze an informative chart in order to both comprehend it and answer AP-style multiple choice questions, you should try on your own at home. This assignment involves reading about the evolution of the Spanish language and answering five multiple choice questions.

#### **Instructions:**

- Log into AP Classroom.
- Go to Unit 2 > Article and Chart > Topic questions > El Espanol 1-5 (MCQ)
- Preview the questions.
- Read the selections and answer the questions.
- Submit your work to be auto-graded.
- Review your results.
- Contact me with questions or concerns.

### 3G: The History of the Americas

<u>Lesson Title</u>	<u>Content Objectives</u>	<u>Language Skills</u>	<u>Student Tasks</u>	<u>Differentiation</u>	<u>ACTFL Standards</u>
<b>3G: The History of the Americas</b>	SWBAT explain a basic summary of the history and ethnic diversity of the Americas.	–Read an article in Spanish.	–Observe, analyze, and discuss in Spanish graphs and animated maps.  –Read an article that summarizes the history and ethnic diversity of the Americas.  –Answer the teacher’s comprehension check questions in Spanish.  –Share learnings in Spanish.	–Students can choose to read aloud and work within a small group or work individually based on their preferences.  –The teacher might consider using a less structured reading guide to check for improved reading abilities of students.	1.1: Interpersonal communication  1.2: Interpretive communication  3.2: Acquiring information and diverse perspectives

#### **Lesson Plan:**

- Read the content objectives.
- Prepare a Google Doc or notebook page for your notes.
- View, analyze, and discuss two maps.
- Read and annotate an article while responding to the teacher’s comprehension check questions.
- Read, analyze, and discuss two charts of information.
- Share thoughts and feelings about what you learned.

**Content Objectives:** Learn about the history and ethnic groups of the region that we know as “the Americas.” Before understanding the identities of the people there, you have to learn their histories.

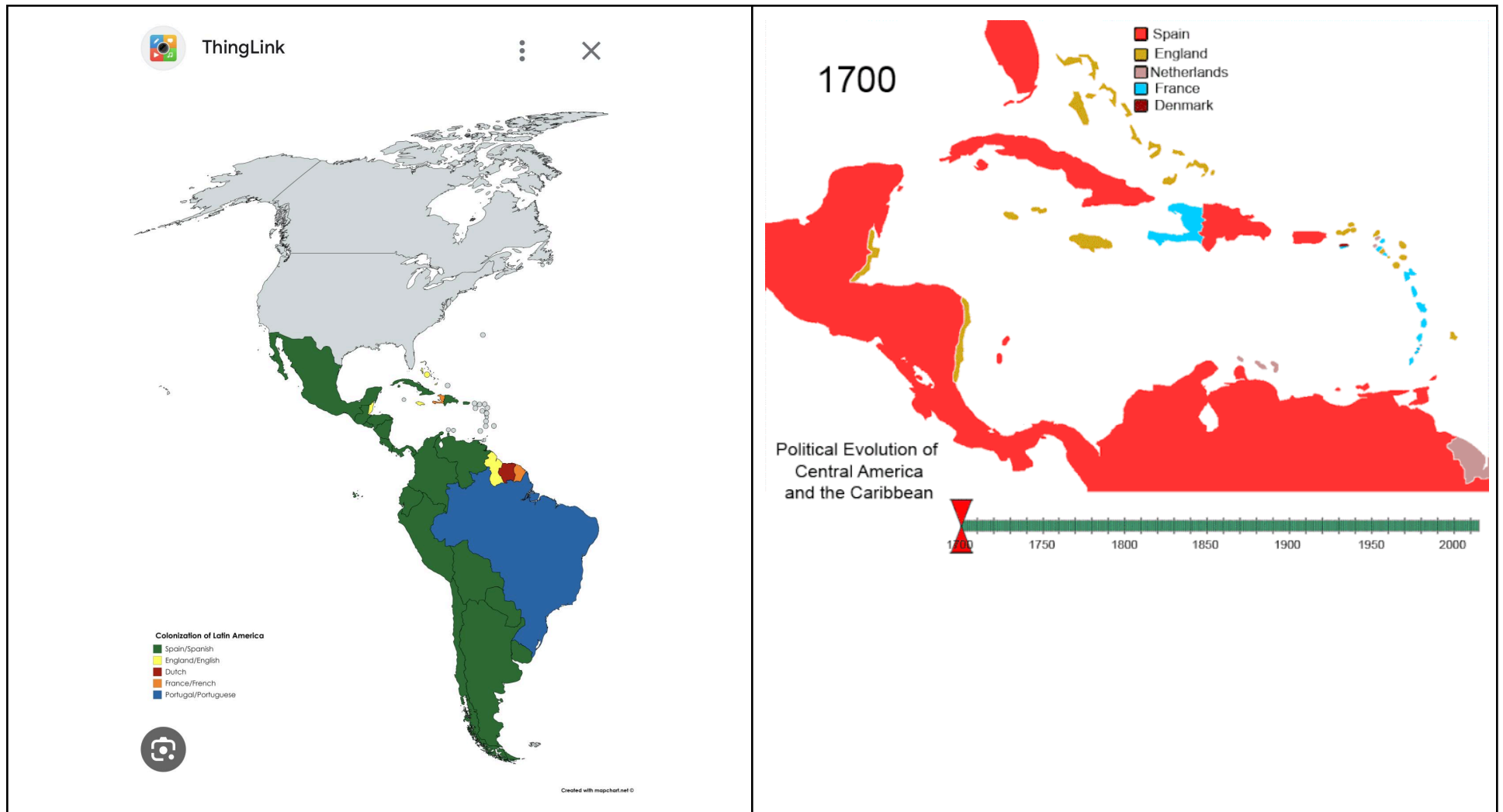
Specifically, you want to make sure that you can explain from memory, or have explained clearly in your notes these things:

- A general timeline of events pertaining to the population and colonization of the Americas.

- The ethnic and racial groups of the Americas that we cover in this lesson.
- Important definitions and concepts that we cover. For example...
  - Definition of ethnic group
  - The Treaty of Tordesillas
  - Why indigenous groups reside where they do today, etc.
- Other new words, phrases, and concepts

### Before Reading: Map Analysis

<u>La Colonización de América</u>	<u>La Evolución Territorial del Caribe</u>
<p>First, show the map of North and South America below. Explain briefly to students the Treaty of Tordesillas of 1494, an agreement ratified by the Catholic Church that divided newly discovered lands outside of Europe between Spain and Portugal.</p> <p><b>Food for Thought / Think-Pair-Share:</b> Do you realize any similarities or differences between the origins of USA and the countries of modern-day Latin America?</p> <ul style="list-style-type: none"> <li>• Similarity: Both were lands with native peoples that were “discovered” and occupied by Europeans.</li> <li>• Difference: The USA was formed to escape the oppression of a church, whereas Central and South American lands were occupied to spread the message of a church.</li> </ul>	<p>Second, watch the gif below that shows the territorial evolution of the Caribbean.</p> <p><b>Think-Pair-Share:</b> What thoughts come to mind when you watch this?</p>



**Article:** <https://miviaje.com/variedad-grupos-etnicos-latinoamerica/>

**Note to Students:** Now that you've already read with the help of a reading guide asking you questions and prompting you to interact with the text, let's see if you can read and demonstrate these skills independently. So, we can read out loud as class or you can choose to read on your own, but you speak up to tell me where and when you need help constructing meaning.

## After Reading: Chart and Stat Analysis

Read, analyze, and state what you notice about the chart below, as well as the one on this Web page:

<https://latinostories.com/latin-american-ethnic-groups/>

País	Pueblos indígenas	Lenguas
Argentina	34	15
Belice	4	4
Bolivia	39	33
Brasil	305	274
Chile	9	6
Colombia	102	65
Costa Rica	8	7
Ecuador	14	12
El Salvador	3	1
Guayana Francesa	6	6
Guatemala	26	26
Guyana	9	9
Honduras	9	6
México	78	68
Nicaragua	9	6
Panamá	9	8
Paraguay	20	20
Perú	85	43
Surinam	5	5
Uruguay	2	2
Venezuela	40	37
América Latina	816	653

**Think-Pair-Share Your Conclusions in Spanish:** What did you learn today? What are your thoughts and feelings about it?

### 3H: Ethnic and Linguistic Diversity in Spain, Part 1: Listening Workshop

<u>Lesson Title</u>	<u>Content Objectives</u>	<u>Language Skills</u>	<u>Student Tasks</u>	<u>Differentiation</u>	<u>ACTFL Standards</u>
<b>3H: Ethnic and Linguistic Diversity in Spain, Part 1: Listening Workshop</b>	SWBAT... –Identify specific ethnic groups within Spain. –Recite a basic history of the population of Spain. –Explain at least one ethnic conflict that exists in Spain today.	–Watch historical videos and news broadcast interviews in Spanish.	Work through a series of YouTube videos independently, watching and answering comprehension check questions.	–Students can choose to watch the videos in one of two orders based on their abilities and preferences: <ul style="list-style-type: none"><li>• Chronological order</li><li>• Level of difficulty in Spanish (easy → hard)</li></ul>	1.2: Interpretive communication  3.2: Acquiring information and diverse perspectives

#### **Lesson Plan:**

- Read the content objectives.
- Read and pick one of the viewing options.
- Prepare a Google Doc or notebook page for your notes.
- Watch a series of videos and answer comprehension check questions.

**Content Objectives:** This lesson is meant to help you understand the diversity of ethnic groups and languages in Spain, the historical reasons for this diversity, and the related challenges that the country faces today, while improving your listening comprehension in Spanish.

Specifically, you want to make sure that you can explain from memory, or have explained clearly in your notes these things:

- A basic idea of the history of Spain and the regions and ethnic groups within the country
- At least (3) reasons that Catalans want independence from Spain today
- Who are the Basque people and what is their language?
- A basic understanding of ETA
- Other new words, phrases, and concepts

## Viewing Guide:

**Option A (Chronological Order):** If you have understood with relative ease the videos that we have watched so far in this module and feel that listening comprehension is an area of strength for you, go through this lesson's slides presentation in the order in which it is presented.

**Option B (Easy → hard, with scaffolds):** If you have struggled at times to understand the videos that we have watched and feel that listening comprehension is one of your areas for improvement, follow these tips:

- Watch the videos in this order: **Identidad catalana → movimiento independentista → Las protestas de 2019 → La historia → 2010-2019 → ETA**
- Change the playback speed to 75% or 50%.
- Activate Spanish subtitles.
- Listen to each video in chunks (sections).
  - First, read the title of the “chunk” in the viewing guide of each page. Make sure you understand the theme of the chunk. Ask me if you need clarification.
  - Listen to each chunk, attempting to understand the general idea—NOT every single word.
  - If you don't understand the general idea of the chunk at the end of it, replay and listen again at a slower speed.
  - Pause the video so you can read the Spanish subtitles in moments where you don't understand the speech.
  - If a specific word or phrase is really prohibiting you from understanding a passage, look it up.

## Slideshow

This link will take you to a slideshow with videos and comprehension check questions embedded in the slides:

[https://docs.google.com/presentation/d/1Tzx4oDbQChXTO6mqIGMR\\_mhPSx3ZdkA6tUaHKW26B\\_U/edit?usp=sharing](https://docs.google.com/presentation/d/1Tzx4oDbQChXTO6mqIGMR_mhPSx3ZdkA6tUaHKW26B_U/edit?usp=sharing)





1



2



3



4

### Viewing Guide

If Spanish listening comprehension is a strength for you, go through this slides presentation in the order in which it is presented.

If Spanish listening comprehension is an area of improvement for you, follow these tips:

- Watch the videos in this order: Identidad catalana → movimiento independentista → Las protestas de 2019 → La historia → 2010-2019 → ETA
- Change the playback speed to 75% or 50%.
- Activate Spanish subtitles.
- Listen to each video in chunks (sections).
  - First, read the title of the "chunk" in the viewing guide of each page. Make sure you understand the theme of the chunk. Ask me if you need clarification.
  - Listen to each chunk, attempting to understand the general idea-RGT every single word.
  - If you don't understand the general idea of the chunk at the end of it, replay and listen again at a slower speed.
  - Pause the video so you can read the Spanish subtitles in moments where you don't understand the general idea.
  - If a specific word or phrase is really prohibiting you from understanding a passage, look it up.

5



6



7



8

- En Europa, hay muchísimos grupos étnicos-Más que el número de países.
- Hay muchos grupos étnicos que se consideran étnicos, pero nunca han tenido su propio país y siempre han sido parte de otro régimen, imperio, país, etc.
- Los 800's: Los grupos hispanos de los Pirineos (cordillera), lo cual incluye Cataluña, quienes independizarse del dominio árabe / musulmán y lo hacen bajo la protección del imperio cordillero.
- Pero, últimamente, Cataluña siguió siendo parte de otros reinos / países: Aragón, España, etc.

9

### La Gula

~(0:06 - 0:48): Historia antigua

~(0:48 - 1:30): La doble identidad

~(1:30 - 2:35): La evolución de los movimientos independentistas catalanes

~(2:35 - 3:10): Fraydun y su impacto en Cataluña

~(3:10 - 3:34): La evolución rápida y radical de la identidad catalana

### LECCIÓN DE HISTORIA SOBRE EL NACIONALISMO CATALÁN

EL PAÍS

10



11

### La Gula

~La doble identidad

- Watch 0:00 - 0:56
- ~(La doble identidad es posible o no?) (Rhetorical question)

~La independencia

- Watch 0:56 - end
- ~¿Cuáles son (3) razones que los catalanes quieren ser independentes?

12



13

### La Gula

~Watch 0:30 - 0:20

~¿Cuáles son las (2) razones que la mujer da para la independencia catalana?

14

### La Gula

~(0:10 - 0:45): ¿Por qué quieren independizarse el territorio?

~(0:45 - 1:30): ¿Qué dice la mujer?

~(1:30 - 2:35): ¿Qué dice la mujer?

~(2:35 - 3:10): ¿Qué dice la mujer?

~(3:10 - 3:34): ¿Qué dice la mujer?

~(3:34 - 4:05): ¿Qué dice la mujer?

~(4:05 - 4:30): ¿Qué dice la mujer?

~(4:30 - 5:00): ¿Qué dice la mujer?

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~(99:00 - 99:30): ¿Qué dice la mujer?

~(99:30 - 100:00): ¿Qué dice la mujer?

15



16



17

### La Gula

~Fast forward to 3:05

~(3:18 - 3:31): ¿Qué pasó en 2010 que resultó en un aumento de tensión entre Madrid y Cataluña?

~(3:31 - 3:44): ¿Qué le pasó Cataluña a Madrid?

~(3:44 - 3:56): ¿Cómo respondió Madrid y qué hizo el gobierno catalán?

~(3:56 - 4:05): ¿Qué pasó a los líderes del movimiento catalán?

### Qué está pasando en Cataluña

18



19



20

### 3I: Ethnic and Linguistic Diversity in Spain, Part 2: Discussion

<u>Lesson Title</u>	<u>Content Objectives</u>	<u>Language Skills</u>	<u>Student Tasks</u>	<u>Differentiation</u>	<u>ACTFL Standards</u>
<b>3I: Ethnic and Linguistic Diversity in Spain, Part 2: Discussion</b>	Same as above.	–Write and speak factual, descriptive statements in Spanish.	–Write sentences about what they learned during the listening workshop.  –Participate in a group discussion by responding to the teacher's questions about the content of the listening workshop videos.	–The teacher will provide a color-coded word bank that students can choose to use to help themselves participate.  –Students can choose to speak at word/phrase or sentence level based on their abilities.	1.1: Interpersonal communication  3.2: Acquiring information and diverse perspectives

#### Lesson Plan:

- Scroll through today's slideshow independently in your seats. Do the key words and pictures help you recall what you learned during the listening workshop? Write as many statements as you can about what you learned.
- Try to participate in a class discussion about the listening workshop videos by responding to the teacher's questions.
- Track your participation using the "discussion self-checker."
- Write a reflection about your participation in today's discussion: Your successes and areas for improvement.

**Slideshow:** [https://docs.google.com/presentation/d/1cqHmK3UXH\\_Gtzu0QRA7nHfsJIJYZESlbn98dZdw\\_fLE/edit?usp=sharing](https://docs.google.com/presentation/d/1cqHmK3UXH_Gtzu0QRA7nHfsJIJYZESlbn98dZdw_fLE/edit?usp=sharing)

#### Word Bank:



¡FABULOSO!

¡Fantástico!

¡EXCELENTE!

¡Magnífico!

español

estar Llamarse eliminar

hoteles detener idioma música

querer

sentirse

encarcelar

arrogantes/superiores

Ellos

haber

tratar

recibir

aeropuerto

dinero

mierda

Autodeterminación

tener

parecer

propia cultura

Extremadura

Los trenes

pedir

sentido de humor

constitución regional

Un tribunal español

renunciar

dar

atacar

de vuelta

referéndum

Los españoles

ser

identificarse

declarar

tradiciones

derecho

líderes políticos

votar

organizar

baile

querido

independencia

cosa de Cataluña

región

militares

alto de fuego

**Discussion Guide for Teacher:**

[https://docs.google.com/document/d/1vKcRQvQjxzYNJMIU\\_pNG\\_RpWne-T\\_95RqRCpRNw2DHA/edit?usp=sharing](https://docs.google.com/document/d/1vKcRQvQjxzYNJMIU_pNG_RpWne-T_95RqRCpRNw2DHA/edit?usp=sharing)

**Discussion Self-Checker:**

<https://docs.google.com/document/d/1TWIJlqq1VgADC5H2z9megzJ6TvzK8xE/edit?usp=sharing&oid=118243843335603147537&rtpof=true&sd=true>

### 3J: Ethnic Groups of the Spanish-Speaking World

3J: Ethnic Groups of the Spanish-Speaking World	SWBAT describe by explaining lists of key characteristics of 30 ethnic groups from throughout the Spanish-speaking world.	–Write factual, descriptive statements in Spanish.	–Select (3) ethnic groups at random and make an informational slide about each in Spanish.  –Revise writing based on teacher's suggestions  –Read the entire slideshow.	The teacher will provide 1-1 instruction, offering guidance to students about how to upgrade or downgrade their attempts at writing based on individual ability.	1.2: Interpretive communication  1.3: Presentational communication  3.2: Acquiring information and diverse perspectives
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#### Lesson Plan:

- Take (3) *papelitos* at random. Each *papelito* will have the name of an ethnic group of the Spanish-speaking world.
- Your task is to create one informative slide for each ethnic group.
- Show me your slides and make my suggested revisions.
- Paste your slides into our class's "master slideshow."
- Read the entire slideshow.

**Document of *Papelitos*:** [https://docs.google.com/document/d/1vONeKVW42hI5KTAX\\_oGFPni3zWOTTSnHzQs0NMVDu\\_g/edit?usp=sharing](https://docs.google.com/document/d/1vONeKVW42hI5KTAX_oGFPni3zWOTTSnHzQs0NMVDu_g/edit?usp=sharing)

#### Instructions:

Each of your slides should show...

- The name of the ethnic group or racial classification
- A map of the region or country where the people live
- A picture of the people
- 1-2 sentences in Spanish explaining the group and/or the most important information about the group

**Master Slideshow:** The teacher should make and provide the link for this.

### 3K: Games

3K: Games	SWBAT describe orally the various ethnic groups of the Spanish speaking world.	<ul style="list-style-type: none"><li>–Speak factual, descriptive statements in Spanish.</li><li>–Ask clarifying questions in Spanish</li></ul>	<ul style="list-style-type: none"><li>–Play Taboo, a competitive, conversational team game that promotes student-to-student conversation in Spanish.</li><li>–Play Heads Up, a similar game.</li></ul>	The teacher can use a series of accommodations and progressions throughout the games in order to downgrade and upgrade the level of difficulty for each individual student and empower the students to operate independently within their means.	1.1: Interpersonal communication
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**Playing Cards:** Use the cut-out papelitos of ethnic groups. (You might have to re-make them. Make the cards bigger and write the names of the ethnic groups in pencil so that they cannot be seen and read through the back side of each card.)

#### **Game #1: Heads Up**

- Put all the *papelitos* face down in a basket.
- Make a scoreboard (two columns—one for each team)
- Divide students into two even teams: A + B.
- Nominate a “guesser” from each team.
- Have the “guesser” from each team sit on one side of a table.
- On the other side of the table, across from their “guesser,” should sit the remaining members of each team. These are the “clue givers.”
- Set a timer. (The teacher can decide to play 30, 45, 60, or 90 second rounds based on the abilities and number of students in the classroom.)
- Each turn: The “guesser” from Team A selects a card from the basket and, without looking at it, shows it to his/her teammates. The “clue givers” try to explain the group/word on the card without saying the group/word so that the “guesser” can correctly guess it. If the “clue givers” say the group/word, the team forfeits their turn. If the “guesser” guesses correctly, the team earns a point and the “guesser” selects a new card. The team repeats this process until the timer sounds.
- Team B takes a turn.
- Rotate the “guessers” every turn.



**Note to Teacher:** *The students with the strongest abilities to express themselves in Spanish will naturally evolve within each group. It is okay if some clue-givers “dominate” while others don’t speak as much because those who do speak are serving as models to those who need to learn how to speak.*

**Accommodations and Progressions:**

- Start by providing each team with a word bank (the papelitos of ethnic groups and racial terms).
- Provide sentence starters and sentence frames on the board to help students craft their descriptive statements.
- Mandate that “clue givers” must speak in complete sentences.
- Exempt students who are struggling from this rule and allow them to speak at word-level
- Cover the board so that students cannot see the sentence starters and frames.
- Take away the word banks.

**Sentence Starters:**





Esta gente...

Algo interesante...

Una clasificación  
racial o étnica

Este grupo...

Algunas cosas interesantes  
sobre ellos...

vivir en...

Esta palabra...

ser de...

venir de...

Ellos...

Muchos de ellos...

famosos  
por...

Sus antepasados...

se conocen por...

La mayoría de ellos...

se llaman...

Blanco	Verde

gustar	nos gusta(n)	os gusta(n)	les gusta(n)
Me gusta(n)	a nosotros	a vosotros	a ellos
te gusta(n)	a nosotros	a vosotros	a ellos
le gusta(n)	a ellos	a ellos	a ellos

**Game #2: Taboo.** The concept of this game is the same, but this time, instead of having a group of clue-givers, the card-picker looks at each card as he/she picks it, does not show the team members, and tries to describe the group/term on the card for the team members to guess. By controlling the clue-giver like this, we provide students with equal opportunities to practice speaking, and the teacher has equal opportunities to evaluate the speaking abilities of each student.

### **3L: Quest**

<b>3L: Quest</b>	<p><i>Preparing for large tests and integrated performance assessments can be very time consuming. It's important to integrate these assessments throughout the year, but you have to pick and choose wisely when to do them so that you use your limited instructional time effectively. Because this is only the third module of the year, it was good that I introduced the AP-style assessment components and incorporated lots of opportunities for input and student output, but I didn't need to rigorously assess reading, listening, speaking, and writing yet. I will wait for another module to do any of this. Instead, I just want to make sure that students understand the enormous variety of ethnic groups within the Spanish speaking world and the reasons behind this reality because it provides the context for learning everything else in the curriculum, so for now, a simple quiz or "quest" will suffice as the summative assessment of this module.</i></p> <p>Quest: Students will have to read untitled descriptions of ethnic groups and write the names of the groups being described.</p>	The teacher can provide a word bank and/or break the quest into smaller chunks for students based on their needs.	
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**Link:** <https://docs.google.com/document/d/1MBmjZ8MAQzCCP4iBslz0z1zekYqtr1scbbwLYcHpo44/edit?usp=sharing>