



BLUE VALLEY DISTRICT CURRICULUM
 World Language |
 Spanish AP 5 Advanced Low
 Performance level



QTR	ORGANIZING THEME/TOPIC	COMMUNICATION STANDARDS & SKILLS
1	<p>UNIT 1: MUDARSE E INMIGRAR (AP: Global Challenges>social conscience; Personal & Public Identities>alienation and assimilation)</p> <p>Time Frame: 5 weeks August/ September</p> <p>Vocabulary Focus: immigration, families and relationships</p>	<p>1.1 INTERPERSONAL SPEAKING. Converse on every day and global topics in an organized way with details, using a variety of sentences in various time frames. (AL)</p> <ul style="list-style-type: none"> • Initiate, maintain and conclude 5-minute conversations about the laws and consequences of immigration. (1.1) • Discuss various perspectives on the risks and motivational factors of crossing borders. (1.1) <p>1.2 INTERPERSONAL WRITING. Correspond on a variety of everyday and global topics, using organized and detailed paragraphs in various time frames. (AL)</p> <ul style="list-style-type: none"> • Write a formal communication to express ideas and persuasively support opinions about immigration issues. (1.1) <p>1.2 INTERPRETIVE LISTENING. Listen to, comprehend and synthesize information from multiple audio, visual and audiovisual sources, sometimes supported by visuals. (AL)</p> <ul style="list-style-type: none"> • Listen and identify main ideas, details and perspectives and synthesize information in passages about immigration and border crossings.(1.2) <p>1.2 INTERPRETIVE READING. Read, comprehend, and synthesize information, including author and cultural perspectives, from multiple authentic text types and genres. (AL)</p> <ul style="list-style-type: none"> • Read, interpret, make inferences and synthesize information in passages that present multiple perspectives on immigration. (1.2) • Read and interpret short stories that focus on the value and importance of family relationships. (1.2) <p>1.3 PRESENTATIONAL WRITING. Write organized paragraphs and essays in various time frames by integrating multiple sources on a variety of social, cultural and global topics. (AL)</p> <ul style="list-style-type: none"> • Write organized paragraphs and essays in various time frames, integrating multiple sources about immigration, e.g. consequences and impact of immigration on families as viewed from multiple perspectives. (1.3)

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UNIT 2: LOS NIÑOS DEL MUNDO

(AP: Global Challenges>economic issues; Contemporary Life>lifestyles)

Time Frame: 5 weeks October/early November

Vocabulary Focus: circumstances of endangered, homeless, disadvantaged youth, role of government and society in protecting children

1.1 INTERPERSONAL SPEAKING. Converse on everyday and global topics in an organized way with details, using a variety of sentences in various time frames. (AL)

- **Initiate, maintain and conclude 5-minute conversations** about problems of endangered and disadvantaged children and youth in various cultures around the world. (1.1)

1.2 INTERPRETIVE LISTENING. Listen to, comprehend and synthesize information from multiple audio, visual and audiovisual sources, sometimes supported by visuals. (AL)

- **Listen and identify main ideas, details and perspectives and synthesize information** in a variety of sources about endangered and disadvantaged children in various countries and locations around the world. (1.2)

1.2 INTERPRETIVE READING. Read, comprehend, and synthesize information, including author and cultural perspectives, from multiple authentic text types and genres. (AL)

- **Read and identify main idea and supporting details, make inferences and synthesize information** in authentic texts about the social, political and economic circumstances of disadvantaged and endangered children in various countries and locations around the world. (1.2)

1.3 PRESENTATIONAL SPEAKING. Deliver organized presentations by integrating multiple sources on a variety of personal, social, cultural and global topics, using various time frames. (AL)

- **Present detailed and organized information** about the challenges of disadvantaged and homeless children and youth in various countries and locations around the world. (1.3)

1.3 PRESENTATIONAL WRITING. Write organized paragraphs and essays in various time frames by integrating multiple sources on a variety of social, cultural and global topics. (AL)

- **Write organized paragraphs in various time frames, integrating sources, to compare and contrast** the challenges facing children and youth in the world. (1.3)

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UNIT 3: LA FAMILIA EN LA SOCIEDAD

(AP: Contemporary Life>social customs and values; Families & Communities>lifestyles)

Time Frame: 5 weeks November – early January

Vocabulary Focus: family customs, traditions, lifestyles

1.1 INTERPERSONAL SPEAKING. Converse on everyday and global topics in an organized way with details, using a variety of sentences in various time frames. (AL)

- **Initiate and maintain a 5-minute conversation** about values, customs, and traditions of my family. (1.1)

1.2 INTERPRETIVE LISTENING. Listen to, comprehend and synthesize information from multiple audio, visual and audiovisual sources, sometimes supported by visuals. (AL)

- **Listen and identify main ideas and details and synthesize information** in multiple authentic sources about families, e.g. roles within the family, generational changes and their causes. (1.2)

1.2 INTERPRETIVE READING. Read, comprehend, and synthesize information, including author and cultural perspectives, from multiple authentic text types and genres. (AL)

- **Read and identify main ideas, supporting details, make inferences and synthesize information** in passages about families' traditions, values and generational changes, their impact and reasons. (1.2)

1.3 PRESENTATIONAL SPEAKING. Deliver organized presentations by integrating multiple sources on a variety of personal, social, cultural and global topics, using various time frames. (AL)

- **Present**, using multiple sources, to **compare and contrast information** about family customs, tradition and values and generational changes. (1.3)

1.3 PRESENTATIONAL WRITING. Write organized paragraphs and essays in various time frames by integrating multiple sources on a variety of social, cultural and global topics. (AL)

- **Write multiple organized paragraphs to compare and contrast** the changing nature of family customs, traditions and values and their reasons for generational change. (1.3)

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UNIT 4: TECNOLOGÍA DEL MUNDO

(AP: Science and Technology>access to technology, effects of technology on the individual and society, innovations)

Time Frame: 5 weeks mid January – February

Vocabulary Focus: technology, inventions

1.1 INTERPERSONAL SPEAKING. Converse on every day and global topics in an organized way with details, using a variety of sentences in various time frames. (AL)

- **Initiate and maintain a 5-minute conversation** about technology-related inventions and their role in everyday life. (1.1)

1.2 INTERPERSONAL WRITING. Correspond on a variety of everyday and global topics, using organized and detailed paragraphs in various time frames. (AL)

- **Write a note or email to describe and explain in detail** about old technology items that I/my family no longer need to keep around. (1.1)

1.2 INTERPRETIVE LISTENING. Listen to, comprehend and synthesize information from multiple audio, visual and audiovisual sources, sometimes supported by visuals. (AL)

- **Listen and synthesize main ideas, details and perspectives** from multiple authentic sources about technology and changes over the years. (1.2)

1.2 INTERPRETIVE READING. Read, comprehend, and synthesize information, including author and cultural perspectives, from multiple authentic text types and genres. (AL)

- **Read and identify main idea, details and perspectives and make inferences** in texts about the role and impact of technology in our lives today, as well as the changes that have occurred over the years. (1.2).

1.3 PRESENTATIONAL SPEAKING. Deliver organized presentations by integrating multiple sources on a variety of personal, social, cultural and global topics, using various time frames. (AL)

- **Research, using multiple sources, and orally present** information to explain the impact, pros and cons of using particular pieces of technology on a daily basis e.g. cell phones. (1.3)

1.3 PRESENTATIONAL WRITING. Write organized paragraphs and essays in various time frames by integrating multiple sources on a variety of social, cultural and global topics. (AL)

- **Write organized paragraphs in various time frames** discussing impacts of technology. (1.3)

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UNIT 5: EL PRÓXIMO PASO

(AP: Contemporary Life >education and careers, lifestyles)

Time Frame: 5 weeks March-mid April

Vocabulary Focus: education, educational plans, careers, jobs now and in the future

1.1 INTERPERSONAL SPEAKING. Converse on every day and global topics in an organized way with details, using a variety of sentences in various time frames. (AL)

- **Initiate and maintain a 5-min conversation** about the value of an education and the steps one would take to get an education. (1.1)

1.2 INTERPRETIVE LISTENING. Listen to, comprehend and synthesize information from multiple audio, visual and audiovisual sources, sometimes supported by visuals. (AL)

- **Listen and identify main ideas and supporting details and synthesize** informational passages about educational systems and expectations in other countries. (1.2)

1.2 INTERPRETIVE READING. Read, comprehend, and synthesize information, including author and cultural perspectives, from multiple authentic text types and genres. (AL)

- **Read and identify information, including graphs and charts,** about educational systems and expectations in a variety of Hispanic countries. (1.2)
- **Read and interpret short stories** that focus on concepts of education and expectations of family and society. (1.2)
- **Read and identify main ideas, details, inferences and perspectives** in texts that present multiple perspectives on the value of educational opportunities for individuals and society. (1.2)

1.3 PRESENTATIONAL SPEAKING. Deliver organized presentations by integrating multiple sources on a variety of personal, social, cultural and global topics, using various time frames. (AL)

- **Orally present multiple perspectives** about the value of education and expectations in various cultures as presented by multiple sources. (1.3)

1.3 PRESENTATIONAL WRITING. Write organized paragraphs and essays in various time frames by integrating multiple sources on a variety of social, cultural and global topics. (AL)

- **Write persuasive organized paragraphs in various time frames** about choosing a particular career based on socioeconomic or other demands. (1.3)

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UNIT 6: LAS BELLAS ARTES

(AP: Beauty & Aesthetics > language and literature)

Time Frame: 3 weeks mid April- early May

Vocabulary Focus: literature, the arts

1.1 INTERPERSONAL SPEAKING. Converse on every day and global topics in an organized way with details, using a variety of sentences in various time frames. (AL)

- **Initiate and maintain a 5-min conversation** about what beautiful means and how it is reflected in various Hispanic arts. (1.1)
- **Initiate and maintain conversations to discuss** the storyline and characters in Hispanic short stories. (1.1)

1.2 INTERPRETIVE LISTENING. Listen to, comprehend and synthesize information from multiple audio, visual and audiovisual sources, sometimes supported by visuals. (AL)

- **Listen and synthesize main ideas, details and perspectives** from multiple authentic sources about the value of the arts in their role of bringing beauty and enjoyment to individuals and society. (1.2)

1.2 INTERPRETIVE READING. Read, comprehend, and synthesize information, including author and cultural perspectives, from multiple authentic text types and genres. (AL).

- **Read and interpret short stories and draw insights** from a variety of literary texts and genres, e.g. narratives, drama, poetry. (1.2)

1.3 PRESENTATIONAL SPEAKING. Deliver organized presentations by integrating multiple sources on a variety of personal, social, cultural and global topics, using various time frames. (AL)

- **Present to convey a personal interpretation** of works of literature, sharing insights and perspectives on related current issues of society with classmates. (1.3)

1.3 PRESENTATIONAL WRITING. Write organized paragraphs and essays in various time frames by integrating multiple sources on a variety of social, cultural and global topics. (AL)

- **Write an organized, persuasive essay in various time frames** about how one determines the artistic and monetary value of works of art. (1.3)

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UNIT 7: DESPEDIDAS

(AP: Personal and Public Identities > self-image)

Time Frame: 1 weeks May

Vocabulary Focus: personal biographical and educational vocabulary

1.3 PRESENTATIONAL SPEAKING. Present on topics of personal and global interest and give speeches in organized, paragraph-length stye in various time frames, integrating multiple authentic sources. (IH)

- **Present oral narrative** of personal education journey at the point in time of high school graduation. (1.3)

1.3 PRESENTATIONAL WRITING. Write organized paragraphs and essays in various time frames by integrating multiple sources on a variety of social, cultural and global topics. (AL)

- **Write a narrative and reflective summary** of one's educational journey in the light of high school graduation. (1.3)