

Planned Course: Spanish 4	Course Number: AH511	Department: World Languages	
Unit: La Inmigración	Grade Level: 11-12		
Estimated Time: 8 weeks	Level/Track: Honors	Date Approved: August 10, 2020	
PA Academic Standards	Core Concepts (in question format) • Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>PA Standards 12.1 A-F, 12.3 A, B, 12.5 A, C, D</p> <p>ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2 4.1, 4.2, 5.1, 5.2</p>	<p>AP Themes:</p> <p>Families and Communities *For what reasons do individuals or families migrate from their native land? *If you were to go to another country, where would you go and what would you do?</p> <p>Global Challenges *Why do some Spanish-speaking countries have many migrating FROM their country and others have many migrating TO their country? *How does the immigration impact communities?</p>	<p>Modes: Interpretive (Audio, visual and audio visual) *Students will interpret movie El Norte *Students will interpret movie Voces Inocentes *Students interpret audio of native speaker comparing his childhood fears, hopes, and desires to current ones.</p> <p>Interpretive (Written Print) *Students will interpret articles about immigration from Venezuela *Students will interpret graphs about immigration to various countries.</p> <p>Interpersonal (Spoken) *Students will debate the advantages and challenges of immigration. *Students will discuss reactions to movies El Norte</p>	<p>Modes: Interpretive (Audio, visual and audio visual) *Students will interpret audio of personal accounts of the Venezuela crisis.</p> <p>Interpretive (Written Print) *Students interpret graph about various immigration topics</p> <p>Interpersonal (Spoken) *Students answer questions about their opinions of the movie El Norte and Voces Inocentes and record them in Lingt Language *Students discuss themes (sacrifice, abuse of power, jealousy) from movies with partners.</p> <p>Interpersonal (Written) *Students respond to email from students who recently migrated to the USA advising them on what they could do to acclimate.</p>
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		<p>and Voces Inocentes.</p> <p>Interpersonal (Written) *Students react and ask follow- up questions regarding Schoology discussion board posts on immigration statistics.</p> <p>*After students watch classmates’ presentations on what they would do if they were to immigrate to a Spanish-speaking country, Students have a discussion in Schoology about the presentation.</p> <p>Presentational (Spoken) Students will record their narration of google slide presentation about if they were to immigrate to a Spanish-speaking country, in what Spanish-speaking country would live in and what they would do there.</p>	<p>Presentational (Spoken) *Students interview someone who has immigrated and present a summary to the class.</p> <p>*Students record presentations comparing their childhood fears, hopes, desires to current ones.</p> <p>Presentational (Written) *Students write persuasive essays about DACA, pro or con.</p>
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		<p>Presentational (Written)</p> <p>*Students journal about DACA's purpose, benefits, and challenges.</p> <p>*Students research immigration statistics for various Spanish-speaking countries and post them on discussion boards in Schoology.</p>	
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