

# AP<sup>®</sup> Spanish Language and Culture

## Sample Syllabus 4



Syllabus 1029722v1

Curricular Requirements	Page(s)
CR1 The teacher uses the target language almost exclusively in class and encourages students to do likewise.	1, 2
CR2a Instructional materials include a variety of authentic audio and video recordings.	12
CR2b Instructional materials include a variety of authentic nonliterary texts such as newspaper and magazine articles.	3, 12
CR2c Instructional materials include a variety of authentic literary texts.	5, 7
CR3a The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.	3, 4, 5, 6, 7, 8, 9, 10, 11
CR3b The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.	3, 5, 6, 7, 8, 9, 10
CR4a The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, and audiovisual materials.	3, 6, 7, 8, 9, 10
CR4b The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.	4, 5, 10
CR5a The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.	2, 3, 4, 6, 8, 9, 10, 11
CR5b The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.	2, 4, 5, 6, 7, 9, 10, 11, 12
CR6a The course explicitly addresses the Global Challenges theme.	9
CR6b The course explicitly addresses the Science and Technology theme.	8
CR6c The course explicitly addresses the Contemporary Life theme.	11
CR6d The course explicitly addresses the Personal and Public Identities theme.	2, 6
CR6e The course explicitly addresses the Families and Communities theme.	4
CR6f The course explicitly addresses the Beauty and Aesthetics theme.	7
CR7 The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.	3, 11
CR8 The course provides opportunities for students to make comparisons between and within languages and cultures.	3, 4, 5, 6, 10, 11, 12
CR9 The course prepares students to use the target language in real-life settings.	2, 11

## Course Objectives

The AP Spanish Language and Culture course provides students with opportunities to develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. Students learn about culture through the use of authentic materials that are representative of the Spanish-speaking world. Materials include a variety of different media, e.g., journalistic and literary works, podcasts, interviews, movies, charts, and graphs. AP Spanish Language and Culture is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken and as such, is an immersion experience requiring almost exclusive use of Spanish, a requirement which class participation grades reflect.

**[CR1]**

CR1—The teacher uses the target language almost exclusively in class and encourages students to do likewise.

## Pre-assessments:

### September Preliminary Assessments

All students complete three separate preliminary assessments based on the Interpersonal, Interpretive, and Presentational modes of communication. These assessments are graded as class work and form the basis of a portfolio of student work, so that both student and teacher may monitor learning throughout the year.

## Overall Grading

Each quarter grade is based on points. Timeliness of assignments is crucial. Grades are lowered one complete letter grade for each day an assignment is submitted late.

**Homework:** Given nightly. **10 points** per assignment.

**Tests:** Assessments include integration of the modes of communication. Unit assessments are announced several days in advance; these scores may never be dropped from the overall grade. Students should visit with their teacher prior to an exam if they need extra help. It is imperative that students read and reflect on the feedback provided by the teacher, as it is there to help improve language proficiency and avoid the same errors on future assignments. **100 points** per test.

**Quizzes:** Frequent. Most are announced in advance. **25-50 points**.

**Notebook:** Students are responsible for maintaining a 3-ring binder to organize homework, notes, corrected quizzes, practice exams, vocabulary, rubrics, and writing; notebooks are worth **100 points** per quarter.

**Oral Assessments:** Individually or in groups; **30, 50, or 100 point** assessments, minimally one per marking period.

**Writing Portfolio:** Students examine different types of texts, interpret them, and then use them as models with which to write their own. The students maintain a portfolio of all their written work in the classroom in order to chart their progress. **50 points**.

**Cultural Contacts Portfolio:** In person or online, students participate in one Cultural Contact each marking period from a choice board of authentic suggestions that

include local restaurants, museums, festivals, events in the city and surrounding cities, and film night at school. Students make entries in a paper or electronic portfolio summarizing and reflecting orally or in writing about the experience. **25 points. [CR9]**

**Class Participation:** Based on exclusive use of Spanish and ease of use. **[CR1]** Speaking the language increases fluidity and accuracy. Risk-taking is rewarded. The goal is the communication, not the grammar. Use of English inhibits learning, weakens the process, and loses points. **100 points** per marking period.

**News Report:** Each student is responsible for reading and briefly summarizing orally the content of two of the following: news article, editorial, letter to the editor, and/or TV news broadcast per marking period for the class from a current, authentic source (see listings in resources). **25 points** per report. **[CR5b]**

**Essays:** Throughout the course, students write a variety of essays (i.e. synthesis, persuasive, expository) using authentic listening and reading sources, such as documentaries, news reports, interviews, and newspaper and magazine articles; the essays are worth **50 points** and are scored using the AP scoring guidelines. **[CR5b]**

**Skit:** Students create and perform a skit for a Spanish 3 class in which they present a scene as characters from a film or literary text. **50 points. [CR5a]**

**Final Exam** is in AP format: examination of texts and a writing response to an article. Those taking an AP exam and maintaining a B+ average are exempt from the final exam.

CR9—The course prepares students to use the target language in real-life settings.

CR1—The teacher uses the target language almost exclusively in class and encourages students to do likewise.

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

CR6d—The course explicitly addresses the Personal and Public Identities theme.

## Course Planner

Through the study of the following AP topics, students build the necessary skills to reach the assessment objectives through the expansion of their receptive, productive, and interactive skills.

### AP themes to be covered include:

- *La belleza y la estética*
- *La vida contemporánea*
- *Las familias y las comunidades*
- *Los desafíos mundiales*
- *Las identidades personales y públicas*
- *La ciencia y la tecnología*

## Unit 1: Las identidades personales y públicas [CR6d]

### Essential Questions:

- *¿Cómo se refleja la identidad cultural en tu comunidad?*
- *¿Cómo es tu identidad un reflejo de tu familia y tu cultura?*
- *¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?*

## Sample Activities

### Interpretive/Interpersonal and Presentational Communication

#### Activity #1:

Students view the following video clip at home: *“Los hispanos explican por qué no se identifican con las etiquetas sociales”* <http://mexico.cnn.com/mundo/2012/04/04/los-hispanos-explican-por-que-no-se-identifican-con-las-etiquetas-sociales>. **[CR2b]**

- Students summarize the information, taking note of the statistical information presented in the presentation. Students discuss the content of the video-clip with a partner, provide their own opinions on the topic, ask for clarification and additional information, and consider how this reflects their own community. **[CR3a] & [CR4a]**
- Students create a Glog that reflects their personal identity and record a two-minute presentation of the information using VoiceThread or Google Voice. **[CR5a]**
- Students express important qualities/aspects of themselves that differentiate them from others using images and words in a multi-media rich presentation using Prezi or PowerPoint.

Introduce the picture *“La tamalada”* by Carmen Lomas Garza.

- The teacher brainstorms the importance of the *“tamalada”* as a celebration with the class: when it is celebrated and who is participating. **[CR4a]**
- Students begin by completing a graphic organizer with answers to the questions: *¿Cuáles son algunos productos culturales asociados con este cuadro?* and *¿Cuáles son algunas prácticas culturales asociadas con este cuadro?* They then discuss their answers, first with a partner, and then in a small group (think-pair-share format). **[CR3a] & [CR7]**
- After 15-20 minutes, a note-taker captures the ideas of the other groups.
- The teacher asks students to consider an American celebration. Students post to the online discussion forum at home, focusing on the following in their post: when it is celebrated, who participates, differences in linguistic expressions, and why it is important to Americans. **[CR3b] & [CR8]**

#### Activity #2:

- In class, students discuss the traditional roles of men and women in society. They respond to the following questions in written format:
  - *¿Cómo se define el papel tradicional de la mujer y del hombre en nuestra sociedad?*
  - *¿Cómo ha cambiado el papel de la mujer y del hombre a lo largo del tiempo?*
- After 20 minutes, students share their thoughts/ideas together while another student takes notes on the board. **[CR3a]**
- At home that evening, students read the following article: *“En tecnología, a las mujeres no les basta con el rosa.”*

CR2b—Instructional materials include a variety of authentic nonliterary texts such as newspaper and magazine articles.

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR4a—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, and audiovisual materials.

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

CR7—The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.

CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR8—The course provides opportunities for students to make comparisons between and within languages and cultures.

- [www.bbc.co.uk/mundo/noticias/2012/10/121015\\_tecnologia\\_pocas\\_mujeres\\_med.shtml](http://www.bbc.co.uk/mundo/noticias/2012/10/121015_tecnologia_pocas_mujeres_med.shtml). In a written format, students share their opinions regarding women in the field of technology. Classmates read their comments before the next class and this forms the basis for a class discussion the next day. **[CR3a] & [CR5b]**

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

**Presentational Communication**

- After the in-class discussion, students write a letter to the editor regarding the article in Activity #2. They state their opinion regarding women in the field of technology and offer, minimally, one suggestion. **[CR5b]**

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

**Ideas for Summative Assessments:**

- Focusing on the essential question, *¿Cómo ha cambiado el papel de la mujer y del hombre a lo largo del tiempo?*, students read the following article: “*Las mujeres en América Latina no logran superar la brecha salarial;*” [www.bbc.co.uk/mundo/noticias/2012/11/121101\\_conosur\\_brecha\\_salarial\\_vs.shtml](http://www.bbc.co.uk/mundo/noticias/2012/11/121101_conosur_brecha_salarial_vs.shtml). After reading the article and viewing the chart, they research salaries in the United States and make a new chart comparing the information. **[CR4b]**
- Students make a cultural comparison between these two celebrations focusing on the essential question, *¿Cómo se refleja la identidad cultural en tu comunidad y en una comunidad del mundo hispano?* **[CR8]**
- Students make a cultural comparison relating a celebration in their family or their community and compare it to the Spanish-speaking world, focusing on the essential question, *¿Cómo es tu identidad un reflejo de tu familia y tu cultura?* **[CR8]**
- Students visit the site *La Independencia de México* — [www.sipuebla.com/bicentenario.htm](http://www.sipuebla.com/bicentenario.htm) and create a VoiceThread commentary, focusing on the essential question, *¿Cómo se refleja la identidad cultural en tu comunidad?* **[CR5a] & [CR4b]**
  - Compare and contrast the traditions presented in the website with those from your own culture.
  - Comment on classmates’ remarks about a topic - acknowledge others’ ideas and build upon them.
  - Compare and contrast remarks on a specific topic.
  - Critique and offer analysis of others’ conclusions.

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

CR8—The course provides opportunities for students to make comparisons between and within languages and cultures.

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

**Unit 2: Las familias y las comunidades [CR6e]**

**Essential Questions:**

- *¿Cómo se definen las relaciones personales?*
- *¿Cómo se define la familia en distintas sociedades?*
- *¿Cómo impactan nuestras familias y comunidades nuestras relaciones personales y públicas?*

CR6e—The course explicitly addresses the Families and Communities theme.

**Interpretive Communication, Interpersonal Communication**

**Activity #1:**

- In an online discussion forum, students respond/comment on the essential questions. Students also comment on two of their classmates’ responses. **[CR3b]**
- In class, the teacher asks students, using adjectives, to identify the characteristics of “good parents.” *Los buenos padres son...*
- For homework that evening, students respond to the following questions in written format: *¿Cómo se sentirían tus padres si te convirtieras en un delincuente? ¿Cambiaría su actitud hacia ti, por qué?*
- In class the next day, one half of the class reads “No oyes ladrar los perros” by Juan Rulfo, and the other half of the class reads “La siesta del martes” by García Márquez. **[CR2c]**

CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR2c—Instructional materials include a variety of authentic literary texts.

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

**Presentational Communication**

- In class, students break out into groups; they compare the relationships of these two families and write a comparative group essay. **[CR4b] & [CR5b]**

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

**Interpretive Communication, Presentational Communication, Interpersonal Communication**

**Activity #2:**

- Students respond to the essential question, *¿Cómo es tu familia y qué papel desempeña en tu vida?* In the online discussion forum, students comment on other responses from classmates. **[CR3b]**
- In class, students make a list of the characteristics of a family in their community with a partner. They then discuss the ways in which a family has changed over the last 20 years. **[CR3a]**
- Students share with another pair of students their ideas/responses to the question. **[CR3a]**
- Students view the following art images, “La familia de Carlos IV,” by Goya and “En familia” by Botero and make a written comparison between the two works of art. How are they different; what do they have in common? **[CR5b]**

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

**Ideas for Summative Assessments:**

- Students make comparisons between their family and a Hispanic family, focusing on the cultural and linguistic differences, referring to the essential question, *¿Cómo se define la familia en distintas sociedades?* **[CR8]**

CR8—The course provides opportunities for students to make comparisons between and within languages and cultures.

- In a blog, students comment on the importance of family and community and the role that both play in their lives. They respond to at least two classmates’ comments, and they also offer one idea for change in their community. *¿Cómo impactan nuestras familias y comunidades nuestras relaciones personales y públicas?* The different ideas for change are then discussed the next day in class. **[CR3a] & [CR3b]**
- Students research a famous Hispanic painter that has depicted a family and present this to the class in a formal oral presentation of two minutes. **[CR5b]**

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

CR6d—The course explicitly addresses the Personal and Public Identities theme.

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

CR8—The course provides opportunities for students to make comparisons between and within languages and cultures.

CR4a—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, and audiovisual materials.

### Unit 3: Los héroes en nuestras vidas [CR6d]

#### Essential Questions:

- *¿Cómo influyen los héroes en nuestras vidas?*
- *¿Cuáles son las calidades que definen a un héroe?*

#### Interpretive Communication, Presentational Communication, Interpersonal Communication

##### Activity #1:

- With a partner, students discuss those attributes that best define a “hero.” **[CR3a]**
- In a written format, students select a hero, introduce him or her, and explain how he/she meets the criteria they discussed in class, as well as how this person has impacted their lives or their community. **[CR5b]**

##### Activity #2:

- Students research a famous Hispanic hero and give an oral presentation using Voicethread. **[CR5a]**
- For homework, students compare this person to someone in their own community, focusing on what they have in common, and how they are different culturally and linguistically. **[CR8]**
- Students view the movie *“Diarios de motocicleta,”* after which they discuss the role and impact of Che Guevara in small groups. Was he or wasn’t he a hero? **[CR3a] & [CR4a]**

#### Ideas for Summative Assessments:

- Students interview a “hero” in their community, ideally one who is a Spanish-speaker so that the interview can be done in the target language. **[CR3a]** They summarize the interview and present this information to the class in a 2-minute oral presentation, referring to the essential questions: *¿Cómo influyen los héroes en nuestras vidas? ¿Cuáles son las calidades que definen a un héroe?* **[CR5a]**
- After all students have presented, the teacher collects the information from all of the presentations (e.g. gender of heroes presented, common qualities, etc.) and presents

the information to the class. The class then revisits the qualities they had determined earlier regarding who is a hero and what makes him/her a hero. **[CR3a]**

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

## Unit 4: La belleza y la estética [CR6f]

### Essential Question:

- ¿Cómo se definen las percepciones de la belleza?

CR6f—The course explicitly addresses the Beauty and Aesthetics theme.

### Interpretive Communication, Presentational Communication, Interpersonal Communication

#### Activity #1:

- Students respond to the following quote: “*La belleza que atrae rara vez coincide con la belleza que enamora*” from José Ortega y Gasset in written format, justify their answer, and submit an image of what they define as beautiful. **[CR5b]**
- In class the next day, students view several images (i.e. The Mona Lisa, El Niño Azul, as well as those submitted by the students) and they vote for their favorite image. The teacher takes the data and creates a chart to be the basis for class discussion. The next day in class, students analyze the data and share their opinions based on the information provided. **[CR4a]**

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

CR4a—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, and audiovisual materials.

#### Activity #2:

- In the online discussion forum, students interpret the following idiomatic expression, writing a response as to what they think the expression means: *¿Hace el hábito al monje?* **[CR3b]**
- In class the next day, the teacher selects two or three of the most provocative comments to share with the class. These are presented to the class for consideration. Students then discuss the following two questions in small groups: *¿Cómo impacta positiva o negativamente el uso del uniforme en el ambiente académico? ¿Cómo te sentirías si el año próximo fuera obligatorio llevar uniforme a nuestro colegio?* **[CR3a]**
- Students then listen to the one act play by Sergio Vodanovic: “*El delantal blanco.*” **[CR2c] & [CR4a]** As students read along, they consider how clothes reflect our identity and our behavior. As they listen, students complete the following grid:

CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR2c—Instructional materials include a variety of authentic literary texts.



<p><b>¿Cómo se comportaba la empleada antes de cambiar de ropa con la Señora?</b></p>	<p><b>¿Cómo se comportaba la empleada después de cambiar de ropa con la Señora?</b></p>

When they finish listening, students discuss the behavior of the maid before and after she switches clothes with the “Señora,” and their interpretation of the story. **[CR3a]**

**Ideas for Summative Assessments:**

- In groups, students begin by writing a letter to the local Spanish language newspaper to state their opinions regarding the implementation of uniforms in the county’s schools the following year. Students who support uniforms should have a suggestion for what the design should be. Students who are against uniforms should clearly define what should be permissible and not permissible, and why. **[CR5b]**
- Students select a painting from an artist from the Spanish-speaking world and use the image to describe why they believe this is an example of “beauty.” Students record their presentation using Voicethread. This allows students to make connections to the original essential question, *¿Cómo se definen las percepciones de la belleza?* **[CR5a]**

**Unit 5: La ciencia y la tecnología [CR6b]**

**Essential Question:**

- *¿Qué impacto tiene el desarrollo científico en nuestras vidas?*

**Interpretive Communication, Presentational Communication, Interpersonal Communication**

**Activity #1:**

- At home, respond to the essential question in a more personalized context *¿Qué impacto tiene el desarrollo científico en tu vida? Compara tu vida ahora con tu vida cuando eras niño/a.* in the online discussion forum, commenting on responses from at least two classmates as well. **[CR3b]**
- The next day, students watch the following video-clip: “Móviles: una revolución en la salud.” [www.bbc.co.uk/mundo/noticias/2010/12/101217\\_celulares\\_salud\\_am.shtm?bw=nb&mp=wm&bbcws=1&news=1](http://www.bbc.co.uk/mundo/noticias/2010/12/101217_celulares_salud_am.shtm?bw=nb&mp=wm&bbcws=1&news=1). In small groups, they discuss the content of the video report. **[CR4a]**
- Students then discuss what impact the cell phone has had in their own lives, and whether they believe it to be positive or negative. Students interview a classmate regarding the use of cell phones. Sample questions could include: *¿Cuánto tiempo pasas con el móvil? ¿Para qué lo utilizas más? ¿Típicamente, cuántos mensajes de texto mandas en un día?* **[CR3a]**

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

CR6b—The course explicitly addresses the Science and Technology theme.

CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR4a—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, and audiovisual materials.

- Students gather the data from their discussions and formulate a survey in Spanish based on the responses using Google forms or Survey Monkey. In class the next day, students collect responses from the Spanish 3/4 class to gather more data. Students then analyze the data and present their findings to the class via Glogster presentations. **[CR5a] & [CR5b]**

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

**Activity #2:**

- Students respond to the following question in the online discussion forum: *¿Qué papel cumple la ética en los avances científicos?*
- In class, students listen to the following podcast: “*Hermanos de sangre*” from the audio magazine *Puerta del sol*. They then discuss the ramifications of this process as a class: a mother that has given birth to a son to save the life of her first born child that has a rare blood disease. Is this ethical? **[CR3a] & [CR4a]**

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

**Ideas for Summative Assessments:**

- Students address the impact of new advances in science and technology (social media, cloning, stem-cell research) using authentic sources and focusing on the essential question, *¿Qué impacto tiene el desarrollo científico en nuestras vidas?* Students present their information via a Prezi or PowerPoint Presentation. The project must include their opinion on the topic. **[CR5a]**

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

**Unit 6: Los desafíos mundiales [CR6a]**

**Essential Question:**

- *¿Cuáles son los desafíos sociales, políticos y del medio ambiente que enfrentan las sociedades del mundo?*

**Interpretive Communication, Presentational Communication, Interpersonal Communication**

**Activity #1:**

- Students respond to the essential question in the online discussion forum at home, commenting on responses from the classmates as well. **[CR3b]**
- In class, students discuss:
  - The activities in which they participate that help the environment in some way or another.
  - The activities that take place on our own campus that help the environment in some way or another. **[CR3a]**
- Students read the following article at home: “*El cambio climático podría alterar la evolución de los anfibios*” [www.bbc.co.uk/mundo/noticias/2012/10/121029\\_ranas\\_cambio\\_climatico\\_am.shtml](http://www.bbc.co.uk/mundo/noticias/2012/10/121029_ranas_cambio_climatico_am.shtml). After they complete this article, they must find another

CR4a—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, and audiovisual materials.

CR6a—The course explicitly addresses the Global Challenges theme.

CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

article that also presents the impact of global warming. Students then compare the two articles, in written format, indicating whether or not this has an impact on their own lives or in their own community. **[CR4b] & [CR5b]**

- In class the next day, the students split up into groups and debate the following topic: *¿De quién es la responsabilidad de resolver estos problemas ambientales? ¿Cuáles serían algunas soluciones?* **[CR3a]**

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

**Ideas for Summative Assessments:**

- In small groups, students identify a contemporary issue that negatively impacts the environment. Using information from authentic audio, visual and print sources, and focusing on the essential question, *¿Cuáles son los desafíos sociales, políticos y del medio ambiente que enfrentan las sociedades del mundo?*, students present their findings to the class using Prezi or PowerPoint to:
  - Identify contemporary issues having to do with the environment.
  - Explain the issue and the problems it presents within a global perspective.
  - Use a broad variety of thematic vocabulary.
  - Offer suggestions and solutions to environmental problems.
  - Discuss youth’s role in the solutions. **[CR5a]**

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

**Activity #2: La solidaridad**

- At home, students read the following article: *Américas. Shakira inspira sueños y esperanza*, p.21-27. July/August 2007. Vol. 059. #4 Mark Holston. Students post a comment regarding this article in the online discussion forum. **[CR3b] & [CR4a]**
- In class the next day, students visit the following two sites: [www.fundacionpiesdescalzos.com/](http://www.fundacionpiesdescalzos.com/) from Shakira and [www.fundacionmisangre.org/](http://www.fundacionmisangre.org/) from Juanes. Students compare both groups, view their mission statements and their current projects and make a list of what they have in common and how they are different. **[CR4a] & [CR8]**
- For homework, students find causes and/or foundations that are supported by famous people in the United States. They compile the following data/information to share in class with other students the following day:
  - Analyze the causes the singers support, citing specific reasons and data.
  - Compare and contrast the foundations and the population they assist with those selected by famous Americans.
  - Evaluate and compare the effectiveness of these campaigns. **[CR3a] & [CR8]**

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR4a—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, and audiovisual materials.

CR8—The course provides opportunities for students to make comparisons between and within languages and cultures.

**Ideas for Summative Assessments:**

- After researching and documenting data showing evidence of need in a Spanish-speaking country, students create a non-profit organization/foundation tapping their talents and interests to improve the situation. *¿Qué impacto tiene el desarrollo científico en nuestras vidas?* **[CR9]**
- Students collaborate with the AP Statistics teacher and a business teacher to ensure that their documents are correct and professional.

CR9—The course prepares students to use the target language in real-life settings.

CR6c—The course explicitly addresses the Contemporary Life theme.

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

**Unit 7: La vida contemporánea [CR6c]**

**Essential Questions:**

- *¿Cuáles son los desafíos de la vida contemporánea?*
- *¿Por qué decide alguna gente emigrarse a otro país?*

CR7—The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.

CR8—The course provides opportunities for students to make comparisons between and within languages and cultures.

**Interpretive Communication, Presentational Communication, Interpersonal Communication**

**Activity #1:**

- In class, students discuss these questions in small groups: *¿Existe la diversidad cultural en tu comunidad, por qué sí o por qué no? ¿Por qué decide alguna gente mudarse a tu comunidad?* **[CR3a] & [CR7]**
- Students make a list of possible reasons why people emigrate to the United States and how this impacts, both positively and negatively, their communities. They discuss these with classmates and share their opinions. **[CR3a]**
- Students watch the video segments from the PBS Series; “THE CITY, LA CIUDAD”. After each segment, students are asked to reflect on each situation via in-class discussion. See resources.
- Students watch the movie “Al Otro Lado” Univision Communications, Inc. 2007.
- After students view the movie they:
  - Critique the treatment of immigration in the three countries mentioned; Mexico, Cuba, and Morocco, via discussion/Socratic Seminar with others in class. **[CR3a]**
  - Compare and contrast immigration issues in their own state with the issues facing the children in the movie, and larger issues regarding immigration in the Spanish-speaking world. **[CR8]**
  - Give an oral presentation that provides a solution for immigration issues facing their own community. **[CR5a]**
  - Write a movie critique for the local newspaper. **[CR5b]**

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

**Ideas for Summative Assessments:**

- While considering the essential questions: *¿Cuáles son los desafíos de la vida contemporánea? ¿Por qué decide alguna gente emigrarse a otro país?*, students research and analyze trends and problems within the movement of human populations, citing specific data. They use this information to:
  - Compare and contrast migration in the U.S. and in Hispanic countries. **[CR8]**
  - Offer solutions in a written format. **[CR5b]**

CR8—The course provides opportunities for students to make comparisons between and within languages and cultures.

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

**Resources [CR2a] & [CR2b]**

FEATURE FILMS

*Al Otro Lado*. (To the Other Side). Univision Communications, Inc. 2007.  
*Diarios de motocicleta*. (The Motorcycle Diaries). Focus Features. 2004.  
*The City, La Ciudad*, PBS Broadcasting; [www.pbs.org/itvs/thecity/](http://www.pbs.org/itvs/thecity/)

AUTHENTIC TV NEWS BROADCASTS

Univision *Al Punto*  
 Univision *Primer Impacto*  
*Noticias Univision 41*  
 Corporación Radiotelevisión Española - [www.rtve.es](http://www.rtve.es)

CR2a—Instructional materials include a variety of authentic audio and video recordings.

CR2b—Instructional materials include a variety of authentic nonliterary texts such as newspaper and magazine articles.

AUTHENTIC NEWSPAPERS

El País - [www.elpais.com](http://www.elpais.com)  
 El Mundo - [www.elmundo.es](http://www.elmundo.es)  
 Prensa Escrita - [www.prensaescrita.com/](http://www.prensaescrita.com/)  
 Latin American Network Information Center - <http://lanic.utexas.edu/la/region/news/indexesp.html>

AUTHENTIC MAGAZINES

*Américas*. Organization of American States, Washington, D.C  
*Vanidades*.  
*Muy Interesante*.

WEBSITES

Audiria - [www.audiria.com](http://www.audiria.com)  
 BBC Mundo - [www.bbc.co.uk/languages/spanish/](http://www.bbc.co.uk/languages/spanish/)  
 Nuevos Horizontes - [www.nuevoshorizontes.org](http://www.nuevoshorizontes.org)  
 Univisión - [www.univision.com](http://www.univision.com)  
 Tierra América - [www.tierramerica.info](http://www.tierramerica.info)