



AP[®] Spanish Language and Culture

Course Planning and Pacing Guide 4

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Welcome to the AP® Spanish Language and Culture Course Planning and Pacing Guide

This guide is one of four course planning and pacing guides designed for AP® Spanish Language and Culture teachers. Each provides an example of how to design instruction for the AP course based on the author's teaching context (e.g., demographics, schedule, school type, and setting). Each course planning and pacing guide highlights how the components of the *AP Spanish Language and Culture Curriculum Framework* — the learning objectives, course themes, and achievement level descriptions — are addressed in the course. Each guide also provides valuable suggestions for teaching the course, including the selection of resources, instructional activities, and assessments. The authors have offered insight into the *why* and *how* behind their instructional choices — displayed in boxes on the right side of each page — to aid in planning the AP Spanish Language and Culture course. The primary purpose of these comprehensive guides is to model approaches for planning and pacing curriculum throughout the school year. However, they can also help with syllabus development when used in conjunction with the resources created to support the AP Course Audit: the Syllabus Development Guide and the four Annotated Sample Syllabi. These resources include samples of evidence and illustrate a variety of strategies for meeting curricular requirements.

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Dunwoody High School Dunwoody, Georgia

School	Public high school located in Dunwoody, Georgia. Dunwoody is a suburb north of Atlanta. The average class size is 25 students. Dunwoody offers more than 15 AP courses.
Student population	Enrollment of approximately 1,500 students: <ul style="list-style-type: none"> • 46 percent Caucasian • 26 percent African American • 19 percent Hispanic • 8 percent Asian • 1 percent Other
Instructional time	The course plan is based on 180 school days. The class is taught on a 4x4 block schedule; it meets for 90 minutes daily during the fall semester, for a total of 18 weeks. School begins the first week of August.
Student preparation <i>(continues on next page)</i>	<p>Many students begin studying Spanish in middle school and complete the first course over two years in seventh and eighth grades and then continue on to Spanish 2 Accelerated and/or Gifted in high school. Other students, however, begin their study of Spanish in the ninth grade. Both groups are able to continue through levels 3 and 4 with topics based on the Georgia Performance Standards. However, most of the students who begin in middle school take the AP Spanish Language course as juniors, whereas the others take it as seniors. Almost all students take Spanish 5, which emphasizes more advanced literature and nonfiction articles in preparation for the reading demands of the AP Spanish Language and Culture course (Spanish 6). Culture is embedded in all topics, and grammar is contextualized throughout the courses.</p> <p>Most of the students enrolled in our Spanish classes are nonnative speakers. However, we have recently begun to offer Spanish class for native speakers in hopes of encouraging more students to have an AP experience. The native speakers complete two years in that class and then enroll in Spanish 5, followed by AP Spanish Language and Culture. Students are then able to continue taking subsequent Spanish courses, such as AP Spanish Literature and Culture.</p>



Student preparation
(continued)

In my experience, most of the AP students have taken AP World History as 10th-graders. AP World History serves as excellent preparation for the critical writing and analytical writing required in the AP Spanish Language and Culture course. Students are usually enrolled in other AP classes along with the AP Spanish Language and Culture class. The total number of AP Spanish Language and Culture students has increased each year since 2008; in 2012 there were 40 students divided into two classes.

Overview of the Course



As students become more proficient with the Spanish language, they are better able to appreciate the vast diversity of Spanish-speaking countries and their intricacies, such as their music, literary traditions, and politics. As students prepare to enter the global workplace, it is more important than ever that they can demonstrate proficiency in the different modes of communication. The AP Spanish Language and Culture course seeks to refine the skills that the students have developed throughout their previous study of Spanish but also give them the confidence to discuss issues that are important to both Spanish speakers and citizens throughout the world. All communication in the AP Spanish Language and Culture class is carried out in Spanish, and class participation grades reflect the requirement that students use Spanish almost exclusively in the classroom.

Since this course is taught on a block schedule (which means that the students are with me for only one semester), I want to make sure that my students are prepared to maintain their skills and become lifelong Spanish language learners. The goal is to ensure that the students are confident in communicating in a variety of ways. The course is designed to allow them to comprehend oral discourse and written texts through podcasts, videos, and readings (Interpretive Communication) and to use the Interpersonal/Presentational Communication to share their thoughts and opinions on a variety of topics ranging from literary works to interdisciplinary topics including economics, politics, history, and sociology.

In my course, students create digital portfolios, which allow them to monitor their own language learning and cultural growth throughout the course. Instructional activities include cooperative work, creative work, and independent work. The digital portfolios allow for differentiation because students make choices about which activities represent them best. I encourage students to maintain their sites for my course and as a showcase of their level of proficiency across the modes that they can share with future professors and even employers. Most of my students indeed continue to study Spanish at the university level, and many choose to major or minor in Spanish.

The skills and tools acquired through the course will prove useful in a variety of circumstances. Ultimately, I hope that through the AP Spanish Language and Culture course experience, students will gain a greater appreciation of cultures — not just the products of different cultures, but also the practices and perspectives related to them and, consequently, be better equipped for the global workplace.

- Science and Technology
- Global Challenges
- Personal and Public Identities


Essential Questions:

- ▼ What are the social implications of technology? ▼ What is the role of the school in preparing students to use technology responsibly? ▼ Does technology improve our lives in the long run?

Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication		Instructional Activity: History of Technology On the interactive whiteboard, I present six pictures of technological items (e.g., rotary phone and smartphone, old computer, iPad, wood-burning stove, microphone). Students use adjectives to describe the items and the purpose that they currently serve or once served. Students discuss the advantages and disadvantages of using these items.
Written and Print Interpretive Communication Audio, Visual, and Audiovisual Interpretive Communication Spoken Interpersonal Communication	Online article “Los niños prefieren preguntar a Google antes que a sus padres” Online video “¿Qué son las TIC?”	Instructional Activity: The Role of Technology Today After reading a Web article on children’s preference for Google’s advice over advice from their parents, students complete a checklist to determine what they have in common with students in the article. Some questions might include, <i>How do you begin a research project?</i> and <i>Do you consult more than one source?</i> Students then form pairs and compare their actions to those of students in the article. Students discuss what similarities and differences they find in the article with their partners. Students then watch a video on new technologies and take notes to prepare for a discussion on how new technologies have changed the way people interact.
Audio, Visual, and Audiovisual Interpretive Communication Spoken Interpersonal Communication	Online video “La Globalización Cultural”	Instructional Activity: Cultural Globalization After completing the readings in the prior section, groups of three to four students discuss what cultural globalization is and how it has changed the way people interact. They write down their definition of <i>cultural globalization</i> and share it with the class. Students watch the video and discuss whether their definition is similar to their classmates’ and whether they agree with the opinion given in the video.
Written and Print Interpretive Communication	Online article “Consecuencias políticas y culturales de las nuevas tecnologías”	Instructional Activity: Political and Cultural Consequences In small groups, students read the article and brainstorm the cultural and political consequences of technology as presented in the article and in their own contexts. They create a list of advantages and disadvantages of technology in the world and decide which types of technology are essential to life in the 21st century.

To get students interested in the topic of technology, we begin by discussing how technology has evolved. This appeals to my students because this is a topic with which they are comfortable.


Essential Questions:

- ▼ What are the social implications of technology?
- ▼ What is the role of the school in preparing students to use technology responsibly?
- ▼ Does technology improve our lives in the long run?

Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication		<p>Formative Assessment: <i>La Vida en 2168</i></p> <p>Using VoiceThread, I record a prompt for an extended online discussion in which students create a short oral response to the question, <i>¿Cómo será la vida en el año 2168? Justifica tu respuesta basada en las conversaciones que tuvimos en la clase.</i> As explained in an interpersonal-speaking rubric I create for this task, students are expected to describe their predictions (based on the readings, videos, and class discussions we have had up to this point) of ways that technology will have changed the world by 2168 and how they, as adults, will interact with their children. To make this truly interpersonal, I respond to their answers, and they, in turn, continue the conversation.</p>
Written and Print Interpretive Communication Spoken Interpersonal Communication	<p>Short story Adolph, “Nosotros, No”</p>	<p>Instructional Activity: “Nosotros, No”</p> <p>Students read the short story “Nosotros, No” individually and discuss the main ideas and details of the story in three sections. Students work together at the end of each section to ensure that everyone understands the story to that point. I ask questions of each group in order to verify that all students understand the story in preparation for the debate. Discussion questions include <i>¿Cuáles son las ventajas y las desventajas de la vida eterna?</i>, <i>¿En qué aspectos de la vida esperas ver más avances tecnológicos durante tu vida?</i>, and <i>¿Hay aspectos que a tí no te gustan de la tecnología?</i></p>
Spoken Interpersonal Communication Spoken Presentational Communication		<p>Instructional Activity: Debate</p> <p>I first divide the class into two groups: a pro group and a con group, based on the information from the story. I then present the topic for the debate: <i>¿Se debería de administrar la inyección del cuento “Nosotros, no”?</i> To ensure that all students participate in the debate, all students prepare a 1-minute presentation responding to the teacher-created questions. Then during the debate they respond to additional questions and comments from their peers.</p>

This is an effective way for each student to participate in conversation and for me to assess their ability to use the vocabulary and sentence structures. After reviewing their responses, I am able to identify patterns of errors that occur. Additionally, students receive a rubric with specific information, such as vocabulary and grammatical forms, that they should focus on in their next recording.

“Nosotros, No” is a story about a scientific invention that makes available to people under the age of 20 an injection that will allow them to live indefinitely. However, individuals over 20 are not eligible to receive the injection. Its focus on the themes of science and technology in the service of prolonging life raises issues of both ethics and the role of technology in our lives.

This debate is a wonderful way to have students discuss the advantages and limitations of technology, as well as the potential ethical implications of its use. Students love to debate how one determines who should receive the shot and who should not.



Essential Questions: ▼ What are the social implications of technology? ▼ What is the role of the school in preparing students to use technology responsibly? ▼ Does technology improve our lives in the long run?

Learning Objectives	Materials	Instructional Activities and Assessments
Written Presentational Communication Written Interpersonal Communication	Online tool Nicenet	Summative Assessment: Online Written Discussion Using the online tool Nicenet, students create a threaded discussion about a topic suggested by this unit. Students respond to the question, <i>¿Debería tener un negocio el derecho de tener acceso a las páginas individuales de las redes sociales? Si tuviera ese derecho, ¿qué efecto tuviera en el comportamiento de la gente?</i> Their response must meet the requirements of the rubric for interpersonal writing that I share with them. Students are assigned a classmate to respond to directly, and they choose at least one other student's response to comment on as well.

This summative assessment addresses the following essential questions:

- What are the social implications of technology?
- Does technology improve our lives in the long run?

In this activity, I begin with written presentational communication, but I also add written interpersonal communication, and students communicate via a written medium, exchanging opinions, asking for clarification, and asking additional questions. Sometimes students continue conversations past the requirements that I present.

- Beauty and Aesthetics
- Personal and Public Identities


Essential Questions:

- ▼ How does a country's architecture reflect its soul? ▼ What role does architecture play in the development of a country?

Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication		Instructional Activity: Overview of Architectural Types I provide an introduction to architecture in the Spanish-speaking world by giving a PowerPoint presentation of a variety of architectural types, such as cathedrals, the Mezquita, the Giralda, and the Mayan pyramids. We then have a class discussion on the importance of these buildings and how they impacted the development of different countries in the past and the present.
Spoken Interpersonal Communication		Instructional Activity: Vocabulary Building I use PowerPoint to present the vocabulary for the various types of buildings studied. After reviewing the vocabulary, I prepare cards, some with vocabulary words and some with pictures. Students then match cards using the vocabulary and pictures of famous buildings and monuments. Students review vocabulary words using the game Manzanas con Manzanas. Students receive cards with nouns and adjectives; everyone gets five to seven noun cards. One student puts down an adjective card. Each player has to pick one noun card that he or she thinks would most likely be described by the adjective card. The "judge" for that round picks the noun card he or she thinks is the best match, and the winner gets to keep the adjective card as a way of counting points.
Spoken Interpersonal Communication		Instructional Activity: Architectural Museum Walk In small groups, students create a web of related words in order to see links among types of architecture in the Spanish-speaking world. Students display these webs around the room and present the vocabulary to the class, as well as add to their vocabulary lists. This allows students to look at other works and ask questions about them in a type of museum walk.
Spoken Interpersonal Communication Written Presentational Communication		Formative Assessment: Landmarks That Speak ... Students are given a chart of the buildings I presented at the beginning of the unit. They choose two monuments from one country and, in a written presentation, discuss how these reflect the culture and history of that country. Students should also explain why they chose these monuments.

Students are introduced to historical monuments in other classes, and this activity links well to assist students in learning about architecture in the Spanish-speaking world.

I present a rubric to the students prior to the first written assignment. Students focus on three main areas used in the AP Spanish Language and Culture course: content, linguistic accuracy, and topic development. I identify patterns of errors that can be addressed with the class as a whole, and I also give students individual feedback on their presentations.



Essential Questions: ▼ How does a country's architecture reflect its soul? ▼ What role does architecture play in the development of a country?

Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication	Online article "Monumentos de España"	Instructional Activity: Jigsaw Reading The class is divided into four groups to read selections about specific monuments from the website ArteGuías. They are divided into expert groups in which they read their article and take notes. They also answer 10 teacher-developed questions from the reading. Students then meet in a jigsaw format with members of other groups, sharing the content of their reading by focusing on the information from the questions for comprehension. They take additional notes, ask questions, and make sure they understand the different sections read by the class.
Spoken Presentational Communication		Summative Assessment: Cultural Comparison Students select one of the monuments that they have read about and prepare a 2-minute oral presentation for an architecture-focused morning television segment, comparing the importance of the monument from the Spanish-speaking world to one from their own culture and focusing on how it is a symbol of the "soul" of the country it represents.
Written and Print Interpretive Communication	Online article "Giralda"	Instructional Activity: Jigsaw Reading Students read sections of the article and present the information in jigsaw fashion, as described in an earlier activity in this unit. Here, students focus on the historical significance of the Giralda and use knowledge from other courses such as world history to discuss the connections between the New World and Old World as presented in the reading.
Written and Print Interpretive Communication		Instructional Activity: Understanding the Cathedral I lead a discussion focusing on the structure of a cathedral and the metaphors contained in its architecture (e.g., the altar at the center or "heart" of the building). The students are presented the vocabulary and use it to describe the building itself. Using their individual whiteboards, students identify the sections of the cathedral to reinforce the vocabulary.
Audio, Visual, and Audiovisual Interpretive Communication	Online videos "Documental sobre Gaudí" "La Basílica de la Sagrada Familia en Barcelona"	Instructional Activity: Understanding Gaudí Students watch a video of the life of Antoni Gaudí, focusing on his architectural creations such as the <i>Parc Güell</i> , <i>La Pedrera</i> , <i>La Sagrada Família</i> , and <i>La Casa Vicens</i> . Students learn about Gaudí as an iconoclast and about the role that Gaudí played in making Barcelona an avant-garde city.

This assessment addresses the essential question: How does a country's architecture reflect its soul? Students are assessed using the AP Spanish Language and Culture Rubric for Presentational Speaking. Additionally, I emphasize presentational skills such as intonation and pitch in these presentations. We discuss that this presentation is for a morning show audience and how this affects language choice and presentational style.

I teach a variety of students. In order to understand the culture(s) of the Spanish-speaking world, students must also understand the role of religion in culture. Here, students must understand the vital role that Catholicism plays throughout the Spanish-speaking world.



Essential Questions: ▼ How does a country's architecture reflect its soul? ▼ What role does architecture play in the development of a country?

Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication	Online article "Machu Picchu"	Instructional Activity: Online Reading Activity In small groups, students read about various topics related to Machu Picchu. They put the main ideas from the reading on a large sheet of white paper. Then students compare Gaudí's work and the Incas' building of Machu Picchu using a Venn diagram to illustrate similarities on the forward thinking of both.
Written and Print Interpretive Communication	Short story Fuentes, "Chac Mool"	Instructional Activity: Monuments That Speak Students first read Carlos Fuentes's "Chac Mool," in which a stone statue comes to life and tells its story. Students read individually in class and then complete a story timeline of the action. They then compare and contrast their timelines with other students' to improve comprehension.
Spoken Presentational Communication		Formative Assessment: Blabberize After reading the story, students choose one monument that relates what they have studied and give it a voice to tell its story, focusing on how the object that has come to life is important to the culture it represents. Students use the online tool Blabberize to make the monument/sculptural piece "speak."
Written Presentational Communication		Summative Assessment: Monumental Stories Students choose an iconic monument and write a fictional story from the point of view of a person who visits that monument, focusing on the connection between the fictional character and the monument itself. In their stories, students should reflect on how the monument embodies the national character of the country. Students develop drafts of their stories, which are then peer-edited in class, and they present their final drafts to me. I share these with the class, and we vote for the story that best answers the essential question.

Blabberize is an online tool that allows one to put audio with pictures. Since the premise of the story is that the monument comes to life, the pieces created by the students should also speak. I give students feedback on their presentations, as well as have students comment on each other's work via the Blabberize website. I use this assessment to prepare students for the summative assessment that follows.

This assessment addresses the essential question: How does a country's architecture reflect its soul? It is a natural counterpart to Fuentes's short story.

- Families and Communities
- Personal and Public Identities


Essential Questions:

- ▼ How does one interact within the family structure? ▼ How do family members interact with and respond to one another? ▼ Is a person defined from within or without and does that cause inner conflict?

Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication		Instructional Activity: Vocabulary Building Using Jenga blocks labeled with adjectives or pastime activities, students describe themselves, their likes, and their dislikes. As a student pulls a block, he or she must describe how the word or phrase is or is not relative to him or her. If the term does not relate to the student, he or she must replace it with information that is pertinent to his or her likes and dislikes.
Written and Print Interpretive Communication	Short stories Borges, “Borges y Yo” Borges, “El Otro”	Instructional Activity: Borges vs. Borges In order to better understand the link between identity and literature, students read short stories written by Borges called “Borges y Yo” and “El Otro” in which the author addresses his fictional self and ponders the meaning of the other. After an initial vocabulary building activity, students are divided into two groups — one group reads “Borges y Yo,” and the others read “El Otro.” Students present each story to partners, compare them, and then share their comments in a whole-class discussion.
Written and Print Interpretive Communication	Poem Burgos, “A Julia de Burgos”	Formative Assessment: “A Julia de Burgos” All students read the poem “A Julia de Burgos” and in groups discuss the similarities and differences between the authors’ personality traits as portrayed in Borges’s short stories as compared to Burgos’s poem.
Written Presentational Communication		Summative Assessment: Written Essay: “(Name) y Yo” Students write their own version of either “Borges y Yo” or “El Otro” in which they emphasize the inner self or a projection of themselves in the future. In addition to their version of the short story, they also write a reflection piece that focuses on the essential question that accompanies this assessment.

Jenga is a game in which you build a tower and then pull blocks out one by one. Students are able to review vocabulary in a fun format through this activity.

The discussion by Borges of who he is invites students to talk about who they are. Adolescents are naturally searching for their identity, and it is appropriate for them to learn that this search continues for many people throughout adolescence and into young adulthood.

By focusing on class presentations for the different groups, I can give immediate feedback to groups, as can fellow students. Here I can clarify misconceptions and challenge students to defend their ideas. This activity gives me information as to whether students are ready for the summative assessment that follows.

This assessment addresses the essential question: Is a person defined from within or without and does that cause inner conflict?



Essential Questions:

- ▼ How does one interact within the family structure? ▼ How do family members interact with and respond to one another? ▼ Is a person defined from within or without and does that cause inner conflict?

Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication	Short story Aisemberg, "Jaque Mate en Dos Jugadas"	Instructional Activity: Paired Reading Activity Students read the story "Jaque Mate en Dos Jugadas" and, in pairs, create a story map of the action. Students can use symbols, images, and numbers, but they may not use any words. They put the story maps up around the room in order to share information. Students compare these with other members' versions to see if they provided enough visual detail to tell the story.
Spoken Interpersonal Communication		Formative Assessment: Story Map Walk I number the story maps created by the students, and they use them to retell the story to other groups. Students discuss the familial relationships and include as much detail as they can. At this level I am looking for the main idea and details. Students should be able to identify the main characters, the setting, and the crime itself.
Spoken Presentational Communication		Formative Assessment: Crime Scene Report Students use Google Voice and call in as a news reporter from the scene of the crime in the story. The students must describe the crime scene as well as discuss the information they collect after "interviewing" a few of the key witnesses.
Spoken Interpersonal Communication Spoken Presentational Communication		Instructional Activity: Mock Trial I create a mock trial scenario for the class for Claudio and Guillermo, the two nephews in the story. To assist the students, I provide them with a list of the 10 most common vocabulary terms they will need for the scenario. The class then determines which brother is guilty by playing a variety of roles, including judge, witnesses, defendants, jury members, etc. Attorneys and witnesses have the ability to prepare statements, but there is quite a bit of interpersonal communication during the actual court scene. Students who are jury members take notes during the trial, deliberate, and decide on a verdict to conclude the scenario.
Written Presentational Communication		Summative Assessment: First-Person Essay Students complete a debriefing of the trial activity and then, based on the outcome of the trial, write a scenario discussing the future plans of either Guillermo or Claudio. The students are assigned a number, which tells them if they will write as if they were Claudio or Guillermo.

This story is about two nephews who live with their uncle, who is murdered. The story is told from the point of view of one nephew. Prior to reading the story, the students discuss how people's identities are shaped by family and also by circumstances.

As the students retell the story, I use a rubric to indicate the detail, content, and vocabulary during the retelling. This gives me a better idea of who understands the story and can retell it in detail, and who needs more help with vocabulary and grammatical forms.

I want the students to emphasize the verb forms necessary so they can continue differentiating between the actions and descriptions in the story.

This assessment addresses the following essential questions:

- How do family members interact with and respond to one another?
- Is a person defined from within or without and does that cause inner conflict?

- Personal and Public Identities
- Families and Communities
- Contemporary Life

3 weeks



Essential Questions:

- ▼ What challenges confront today's youth? ▼ How can adolescents preserve their values in today's society?
- ▼ How do societies create a sense of patriotism in today's youth?

Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication		<p>Instructional Activity: Characteristics of Heroes</p> <p>Students individually use adjectives to create a web of characteristics of heroes. In groups of three, they then discuss which characteristics are the most important and create one list as a group. Then, in a class discussion, we review each group's top three choices and look for similarities and differences to begin to define which qualities the groups have in common.</p>
Spoken Presentational Communication	<p>Online tool VoiceThread</p>	<p>Instructional Activity: Who Are Our Heroes?</p> <p>Students create a presentation called "¿Quiénes son nuestros héroes?" They create a VoiceThread with an upload of two pictures that show a variety of heroes. Afterward, the students visit two classmates' presentations and comment about the heroes chosen.</p>
Spoken Presentational Communication		<p>Formative Assessment: A Quien Yo Admiro</p> <p>Students choose one of the people in their VoiceThread presentations and make a 2-minute presentation comparing their choice to a famous person from the Spanish-speaking world whom they admire.</p>
Spoken Interpersonal Communication		<p>Instructional Activity: Discussion of Heroes and National Pride</p> <p>In small groups, students discuss the characteristics of heroes and the qualities that make someone a leader. We also discuss what qualities of school spirit parallel the creation of national pride.</p>
Written and Print Interpretive Communication	<p>Online article "La responsabilidad como escritores"</p>	<p>Instructional Activity: Prereading</p> <p>I begin this activity by asking students what the words <i>el beso de la patria</i> could mean. Then, after having the students read the first paragraph of the article "La responsabilidad como escritores," I ask them again to explain what <i>el beso de la patria</i> means, and we discuss comparative awards at our school. We discuss their goals for the upcoming year as student heroes, student leaders, student athletes, etc.</p>

This formative assessment allows me to give feedback through the VoiceThread comment function, which allows students to give feedback as well. I focus my comments on content and comprehensibility, especially in regard to vocabulary and giving and defending opinions, which is the focus of the first two instructional activities.

To emphasize the importance of awards in a school setting, I like to have the students read the article. They are able to relate to the importance of school awards in the story as well as the challenge and conflict that are presented.



Essential Questions: ▼ What challenges confront today's youth? ▼ How can adolescents preserve their values in today's society?
▼ How do societies create a sense of patriotism in today's youth?

Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication	Short story Rivera-Valdés, "El Beso de la Patria"	Instructional Activity: "El Beso de la Patria" Students read the story and write answers to questions about purpose, main idea, supporting details, and point of view. I pair students to compare answers and to select 10 vocabulary words that they think would be most beneficial to learn. They then share the vocabulary words that they have in common, and we generate a vocabulary list for the entire class.
Spoken Presentational Communication		Formative Assessment: School Awards Students choose a school award that is similar to <i>el beso de la patria</i> and compare and contrast the importance of awards in society. Students choose an award that is important to them and prepare a 2-minute presentation comparing the two awards. The presentation is then shared via VoiceThread.
Spoken Presentational Communication		Summative Assessment: Dealing with Pressure Students respond to the following prompt comparing the pressures they face in their daily lives with those faced by the protagonist in "El Beso de la Patria": <i>Comenta la influencia social de la presión de grupo entre los jóvenes de tu escuela. ¿Cómo te afecta, tus costumbres y tus acciones?</i>

Students learn more about the importance of awards and similarities between cultures. Students first give these presentations to other students in class and ask for feedback with a focus on comparisons and basic grammatical structures, such as agreement. I collect the peer reviews of the in-class presentation and provide a follow-up in my comments based on their final presentation online.

This assessment addresses the following essential questions:

- What challenges confront today's youth?
- How can adolescents preserve their values in today's society?

The prior formative assessment helps students prepare by providing a concrete example of student pressure.

- Global Challenges
- Families and Communities


Essential Questions:

- ▼ Why do people choose to leave their land and immigrate? ▼ What is the impact of Hispanic culture on U.S. immigrant communities? ▼ What is the impact of immigration on children?

Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication Spoken Interpersonal Communication	Online video "Inmigrantes en EE.UU. tienen dificultades para acceder a la universidad"	Instructional Activity: Class Discussion/Brainstorm Session Students brainstorm a list of reasons people choose to immigrate. The list is generated on the board and discussed in class. Then students watch the video about immigration to the United States, and they revisit the list. They make changes to it based on their comprehension of the video.
Written and Print Interpretive Communication	Online article "Los nuevos emigrantes gallegos"	Formative Assessment: Comparison of Immigrants Students read the online article and respond to 10 comprehension questions, as well as jot down comparisons between Galician emigrants and immigrants to the U.S. We then create a diagram on the board using the students' information to compare U.S. immigration and emigration from Galicia. At the end of class, students summarize what they have learned during class and turn it in for my review.
Written Presentational Communication		Summative Assessment: Comparison Essay Students write an essay comparing the issues of immigration in the United States with those in Spain, focusing on the similarities and differences between people when they choose to/have to leave their country.
Audio, Visual, and Audiovisual Interpretive Communication	Online video "Españoles en el mundo: Chicago"	Instructional Activity: Immigration and Politics In order to focus on the effects of immigration on the political landscape, students watch a video about Spaniards around the world, in this case in Chicago. Students watch the video and take notes, focusing on the reasons why those in the video chose to come to the United States and what opportunities they are offered that would not have been available to them in Spain. We follow up with a class discussion about where students would choose to go if they had to leave the United States.
Written Presentational Communication		Formative Assessment: Short Essay Writing Throughout this unit, students write short essays to work on comprehension, vocabulary, and grammar skills. Examples of the writing prompts are chosen from a list given to students. The list is a compilation of topics such as <i>El estrés y sus efectos en los jóvenes hoy día</i> , <i>La peor pesadilla de mi niñez</i> , <i>¿Qué es el sueño americano y todavía existe?</i> , <i>¿Vale la pena mantener las culturas de los Indígenas?</i>

I like to use this article to show that the issue of immigration is not unique to the United States. This gives students an opportunity to look at the movement of people from a different point of view. In this formative assessment, I give students feedback on their comprehension of the day's topic of conversation. The next day, I make general comments about their notes and clarify any misunderstandings, being especially wary of generalizations and stereotypes.

This assessment answers the following essential question: Why do people choose to leave their country? I think it's important that students make comparisons and discuss how immigration affects many countries.

While not directly related to the theme of this unit, these short essays give me a better idea as to the growth of each student. They are able to focus on specific issues grammatically and work toward more advanced writing through the use of transitional words and vocabulary presented throughout the lessons.



Essential Questions:

- ▼ Why do people choose to leave their land and immigrate? ▼ What is the impact of Hispanic culture on U.S. immigrant communities? ▼ What is the impact of immigration on children?

Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication	Short story Jiménez, "Cajas de Cartón"	Instructional Activity: "Cajas de Cartón" Students read "Cajas de Cartón," the story of a young boy whose family of migrant workers must move frequently. I ask the students what the title of the story means and to predict what will happen. After reading the story, students complete a set of comprehension questions. In groups, students retell the story, give their opinions on what happens at different points in the story, and share how they think they would react in a similar situation.
Audio, Visual, and Audiovisual Interpretive Communication		Instructional Activity: Recording Comparisons Students record a 2-minute presentation comparing their life with that of Francisco, the protagonist in "Cajas de Cartón," using GoogleVoice or Audacity. As part of their comparison, they also discuss a teacher who has had a great impact on their life, much as Francisco's teacher does in the story.
Spoken Presentational Communication		Formative Assessment: Email Activity Students respond to a teacher-created email message that incorporates the themes presented in the story. Once I collect all of the students' responses to the email, I hand out these responses to classmates for peer-editing purposes. Additionally, I ask them to craft a response to the student-created email they read.
Written Interpersonal Communication		Summative Assessment: Essay In this assessment, students tell their own immigration story or that of a close family member or friend supported by research on that person's experience. They focus on the struggles and pressures they, or the family member or friend, faced as immigrants and present their stories. Students are required to use some kind of technology as part of their presentations. Students also submit a written piece to accompany their oral presentation.
Spoken Presentational Communication		
Written Presentational Communication		

This story allows students to see the immigration issue from the point of view of a young boy, not just as a political issue.

This assignment links to the impact on communities of immigrants. Using this format allows students to work on advanced structures and vocabulary. This formative assessment lets me focus on writing, especially on formal register in letters and emails. Once students peer-edit and respond, I get a chance to read their communications and comment on strengths and weaknesses in their responses.

This assessment addresses the following essential question: What is the impact of immigration on children?

- Families and Communities
- Contemporary Life
- Global Challenges

3 weeks



Essential Questions:

- ▼ How have economic and technical advances changed contemporary life? ▼ What risks exist in the new global world? ▼ What role should developed countries play in maintaining traditions and customs of indigenous peoples?

Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpretive Communication		<p>Instructional Activity: Overview of Indigenous Peoples</p> <p>I prepare an introductory PowerPoint presentation that introduces many of the ethnic groups that live or have lived in Latin America. The groups include the Incas, Maya-Quichés, and the Kuna Indians. As a means of comparison, students share their knowledge about the ethnic groups in the United States and find contrasts as well as similarities.</p>
Written and Print Interpretive Communication	<p>Article Yunsán, “Los indios Kuna”</p>	<p>Instructional Activity: “Los indios Kuna”</p> <p>Students read the selection “Los indios Kuna” and complete comprehension questions in groups. They work in groups to discuss answers as well as identify main themes from the work.</p>
Audio, Visual, and Audiovisual Interpretive Communication	<p>Online news site BBC Mundo</p>	<p>Instructional Activity: BBC Mundo News</p> <p>Students watch BBC <i>Mundo en un Minuto</i> newscasts about current events related to our unit theme to improve listening comprehension and awareness of cultural and political events around the world.</p>
Spoken Presentational Communication		<p>Formative Assessment: Interview with a Kuna</p> <p>In pairs, one student plays the role of a journalist while the other plays the role of a member of the Kuna. They have a conversation about the type of assistance the Kuna might need to maintain their customs and traditions in the 21st century.</p>
Spoken Interpersonal Communication	<p>Online videos “Los Matsiguenga” “Nativos matsiguengas piden respetar el Santuario de Megantoni”</p>	<p>Instructional Activity: “Los Matsiguenga”</p> <p>Students listen to the videos about the Matsiguenga from Peru. I create a graphic organizer for students to fill in with information about the Matsiguenga’s traditions, lifestyles, and customs. Students then compare the Matsiguenga to the Kuna people.</p>

I like the format of the BBC Mundo en un Minuto. It allows the students to hear an authentic source but with the assistance of video and subtitles. In addition, the newscasts discuss many sections of the world that students may not be exposed to while watching their local news broadcasts.

This is related to the simulated conversations on the AP Exam, where students have to formulate answers based on given information. It also gives students the opportunity to speculate as to what their responsibility might be in maintaining indigenous cultures.

The Matsiguenga are an indigenous tribe from Peru. They are only one of many indigenous groups from this area. After watching the video, students will be able to discuss some of the similarities and differences between the groups.



Essential Questions:

▼ How have economic and technical advances changed contemporary life? ▼ What risks exist in the new global world? ▼ What role should developed countries play in maintaining traditions and customs of indigenous peoples?

Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Presentational Communication	Online article "Indígenas usan la red para proteger la Amazonia"	Instructional Activity: Indigenous Groups and Technology Students are divided into groups, and they then read an article on how an indigenous group in Brazil is using the Internet to maintain its lifestyle. Students discuss the article and take notes individually. Afterward, students make 1-minute presentations focusing on their reactions to the article and the proposal of two additional ideas to help maintain this people's traditions and customs. This allows students to practice making suggestions and expressing the potential consequences of those suggestions.
Written and Print Interpretive Communication Spoken Presentational Communication	Online article "En Perú ya se masticaba coca hace 8.000 años"	Instructional Activity: Peru and the Coca Leaf Students read the article about the chewing of coca leaves as a Peruvian cultural tradition, and then they use VoiceThread to record their response to a verbal prompt asking how to preserve this aspect of Peruvian culture without fomenting the growth of illicit drug use in the United States. Students listen to one another's answers and comment on at least two other classmates' responses via VoiceThread.
Audio, Visual, and Audiovisual Interpretive Communication Written and Print Interpretive Communication Written Presentational Communication	Online video and article "Indígenas usan la red para proteger la Amazonia"	Summative Assessment: Technology and Traditional Cultures Students write a persuasive essay integrating the information from the article and the video that are presented based on the following prompt: <i>¿Qué piensas de la integración del mundo nuevo con el mundo viejo? Después de haber leído los artículos en clase y mirar el video, ¿qué podemos hacer para ayudar a los indígenas a preservar su manera de vivir o piensas que se deben integrar más en la sociedad?</i>

This assessment addresses the following essential questions:

- What risks exist in the new global world?
- What role should developed countries play in maintaining traditions and customs of indigenous peoples?

At this point I evaluate the students to see how they are able to integrate and synthesize the information from the two sources and use advanced grammatical structures such as the subjunctive and "si" clauses.



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