AP® Spanish Language and Culture
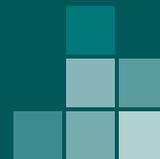## Course Planning and Pacing Guide 1

Ann H. Mar
Alamo Heights High School
San Antonio, Texas

CollegeBoard

About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.

For further information, visit www.collegeboard.org.
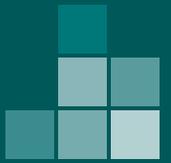
AP Equity and Access Policy

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.
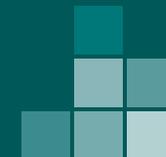
Welcome to the AP® Spanish Language and Culture Course Planning and Pacing Guide

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 the 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.

Contents

Alamo Heights High School
San Antonio, Texas

School	Public high school in San Antonio, Texas, with 1,500 students
Student population	Alamo Heights Independent School District is a small, suburban district with one high school, serving an economically diverse population. Fixed district boundaries and community stability allow the district to enjoy a low rate of student mobility. The student population is: • 62 percent Caucasian • 34.1 percent Hispanic • 2.3 percent Asian/Pacific Islander • 1.4 percent African American • 0.3 percent Native American 23 percent of the students are economically disadvantaged. 94 percent of graduates attend college; 74 percent attend four-year institutions.
Instructional time	The course meets for 50 minutes each day throughout the 180-day school year. One week per semester is set aside for midterm and final exams. School begins in mid to late August and ends in late May to early June.
Student preparation	Students in the AP Spanish Language and Culture course vary widely in their prior language study, leading to differing levels of proficiency in and knowledge about the language. Many students are juniors who come to the AP course after three years of language study, having started in eighth grade. Others are sophomores who have participated in the district's Spanish immersion program since first grade. Finally, a number of native speakers enter the program at level three or four via a placement process.

Overview of the Course

I see preparation for the AP Spanish Language and Culture Exam not as an end in itself, but as a means to help students participate in the world as culturally aware, bilingual people, now and throughout their lives. This goal informs my decisions about what and how to teach. My students are diverse in their experiences with Spanish. I strive to provide them with work that is respectful of their interests as individuals and that fulfills their needs as learners, while also preparing them for the exam. With few exceptions, I speak Spanish exclusively in my course and encourage my students to do so as well.

Sequential Topical Units: Units 1–6 focus on one topic each, from the perspective of two or more AP themes. I choose to delve deeply into a limited number of topics so students encounter and process essential vocabulary and concepts in a variety of contexts for each one. I believe this helps them communicate with confidence and consider the essential questions in depth. These units generally have an assortment of informational and literary readings, audio selections, and audiovisual materials. Students explore additional resources independently, collaborate together, and share their findings with one another and with me both in the classroom and in virtual spaces using technology (e.g., blogs, shared online documents, audiovisual presentations posted on the Web).

Ongoing Activities: *Las actualidades* and *El español en mi vida* are ongoing activities revisited throughout the year. In the first, students study, blog about, and discuss current events in the Spanish-speaking world. In the second, students dedicate two hours a month to an out-of-class activity of their choice. These activities provide many opportunities to address the essential questions of the course and provide new contexts for interpersonal, presentational, and interpretive communication.

Portfolio Assessment: In this third ongoing activity, students create portfolios of their work in each communicative mode while addressing the other four Cs of the National Standards for Foreign Language Education: Cultures, Connections, Comparisons, and Communities. Written reflections on selected portfolio pieces and small-group portfolio conferences held after the AP Exam
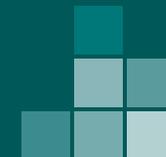
provide me with feedback on student learning as well as student perspective on the value of course work in preparing for the test. During the year, we occasionally spend a class period reviewing completed work as students select portfolio pieces. We discuss what work products provide evidence for each standard, creating awareness of the course goals and how learning activities help students to reach them. The portfolio counts as half the final exam grade.

Differentiation: My role is to guide and support students as they learn, encouraging them to think for themselves and develop a passion for learning that will lead them to become lifelong language learners. To do this, I need to gauge students' different levels of readiness, provide scaffolding where needed, and appropriately challenge all students. To address differing levels of vocabulary knowledge, we develop topic vocabulary lists on sites such as Quia and Quizlet. Some students only need to look over these lists briefly; others practice a lot using online flash cards, games, and practice quizzes. Some students bring strong listening comprehension skills; others do not. Homework requiring students to listen to and summarize podcasts on the Web allows those who need to repeat audio several times to do so, without wasting time for others. Students show different patterns of linguistic error in their speaking and writing tasks. I direct students to online resources and practice websites to work on areas of individual need, and provide in-class and online lessons in some linguistic areas that challenge many students. Finally, students select books at their own level for independent reading.

Formative Assessment: Regular formative assessments like exit slips, comprehension checks, and skill-based checklists are designed not just to see if students can get the "right" answer but to help me understand their thinking, identify their misconceptions, and help them see the areas in which they need to improve.

By focusing our work around the essential questions, providing students with feedback about their developing proficiency, and listening to students' observations about the class and their own learning, I hope to create a supportive and effective learning community in my AP Spanish Language and Culture classroom.

La tecnología en la clase y en el mundo

Themes:
- Contemporary life
- Science and technology
- Global challenges

Estimated Time:
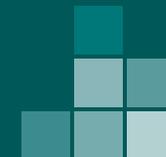*4 weeks*

Essential Questions: ▼ How can technology impact learning and social values today? ▼ How does access/lack of access to technology impact people in the Spanish-speaking world? ▼ What environmental challenges result from the use of technology?

Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication Audio, Visual, and Audiovisual Interpretive Communication Spoken Interpersonal Communication		**Instructional Activity: Exploring and Evaluating Technology Resources** Each student explores one resource from a list of websites and Web-based tools and completes a rubric assessing the tool's effectiveness for meeting course goals in the areas of Communication, Cultures, Connections, Comparisons, and Communities. The activity provides differentiation by allowing students to choose resources that align with their interests and technological skills. Students share observations in a pair-share-square format. (Students first pair and share with partners, then pairs form groups of four in which students report what their partners said.) We follow up with a class discussion of the question, *How can technology impact learning in our Spanish class this year?* and create a list of tools, websites, and technology-related activities that address the essential question on the impact of technology on learning.
Written Interpersonal Communication		**Formative Assessment: Exit Slip** Based on the conversations and the list created in the previous activity, students write an exit slip answering these questions (in Spanish): *What areas of technology do you need help in? How do you recommend that we use technology in our class this year? What skills and knowledge of technology can you share with your classmates?*
Spoken Interpersonal Communication		**Instructional Activity: Paired Conversations** I prepare cue cards with language- and technology-learning issues, including those identified on the exit slips as well as others identifying common areas of linguistic challenge. Examples include understanding different accents, creating a recording for an assignment, and collaborating with a partner on a project. Half of the students pick a cue card then partner with another student to ask for help. Partners make suggestions and offer help, using tools identified in the first activity. Every 2 to 3 minutes, I flash the lights and students switch roles, pick a new card, and find a new partner. To help students with this activity, I post a list of useful expressions for asking for help and making suggestions.

The websites students select from include resources with authentic content, Web-based tools for collaboration and sharing, and classroom tools and software. Possible examples: Caracol Radio, BBC Mundo, RTVE, Clarín, Newseum's "Today's Front Pages," Capzles, VoiceThread, and Prezi.

This quick assessment activity helps me gauge interest and readiness for language and technology goals by identifying student strengths and needs in technology. I can also identify students in need of instruction and practice in the language functions of asking for help and making suggestions. I provide feedback in the form of corrected errors; I also provide recommendations for guided practice on paper and online.

When I hear errors in the targeted language functions, I gesture to the list to encourage students to try again. This provides struggling students with the support they need to participate fully in this fluency activity while also working on accuracy.
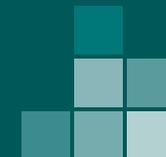
Essential Questions: ▼ How can technology impact learning and social values today? ▼ How does access/lack of access to technology impact people in the Spanish-speaking world? ▼ What environmental challenges result from the use of technology?

Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication Audio, Visual, and Audiovisual Interpretive Communication		**Formative Assessment: Role-Play** Working in pairs or small groups, students are assigned an everyday ethical dilemma involving technology (e.g., use of translators for Spanish homework, texting while driving, downloading music illegally). Students select roles based on the assigned scenario and interact with one another in character. The functional outline for their dialogue includes asking for and offering help, making suggestions, expressing consequences, and coming to conclusions. Students practice their role-play interaction, but do not write or memorize it. As they perform for the class, the others take notes, identifying the ethical issues and evaluating the conclusions reached. Students then vote for Best Actor, Best Storyline, etc. Follow-up discussion leads students to relate the role-played dramas back to issues of personal responsibility while using technology.
Written and Print Interpretive Communication Audio, Visual, and Audiovisual Interpretive Communication Spoken Interpersonal Communication	**Sample online resources** "La banda ancha es la nueva división entre naciones" "Finlandia, donde internet es un derecho" "Palomas mensajeras le ganan a la banda ancha"	**Instructional Activity: Texts on Access to Technology** Students, in groups of three, are assigned resources to read, view, listen to, and summarize. (Topics include recent reports on availability and cost of broadband access; efforts of governments to provide Internet access to poor neighborhoods; and the positive impact of technology in rural areas, such as access to customers and pricing information for small farmers.) Using Google Docs, students collaborate to write a summary of the assigned article, audio recording, or video and use evidence from the resource to answer the essential question, *How does access/lack of access to technology impact people in the Spanish-speaking world?* They collaborate in real time to write the summary as a group in a shared document for use in the next phase of the lesson.
Spoken Presentational Communication Spoken Interpersonal Communication		**Instructional Activity: Reporting on Reading** Students from the previous activity's groups split up and serve as "experts" on their sources, sharing their Google Docs and giving 1-minute presentations of the summaries to their new groups. They also answer any questions on their topics posed by the other group members. A whole-class discussion follows, focusing on the negative impacts of limited access to technology contrasted with success stories where technology is abundant. Finally, students make comparisons to their own communities' issues with access to technology.

I provide students with a rubric assessing clarity and development of the dialogue's treatment of the dilemma as well as the individual student's language use. Students who show patterns of errors write out a script of their parts of the conversation, paying particular attention to the areas of difficulty. I help them find ways to practice and focus on the goal of eliminating targeted patterns of error.

I circulate and converse with the groups to informally assess students' understanding of the sources as they work, providing scaffolding as needed by asking guiding questions or highlighting key passages in the texts. I make note of readiness levels for reading as I plan differentiated instruction for the year.
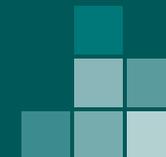
Essential Questions: ▼ How can technology impact learning and social values today? ▼ How does access/lack of access to technology impact people in the Spanish-speaking world? ▼ What environmental challenges result from the use of technology?

Learning Objectives	Materials	Instructional Activities and Assessments
Written Presentational Communication		**Formative Assessment: Mini-Essay** Using their notes from the previous activities, students write a short essay answering the questions, *How does access/lack of access to technology impact people in the Spanish-speaking world?* and *How can society address these impacts?* They are required to include information from their own studies and their classmates' reports.
Written and Print Interpretive Communication Written Presentational Communication Spoken Interpersonal Communication	**Textbook** Balzarino, "Rosa"	**Instructional Activity: Literary Reading** Students read and discuss the short story, which relates to themes of humans and machines and obsolescence. Students also answer comprehension questions.
Audio, Visual, and Audiovisual Interpretive Communication Written and Print Interpretive Communication Spoken Interpersonal Communication	**Online video** "¿Se ahoga México en basura electrónica?" **Sample online articles** "Europa sigue exportando basura electrónica" Torres, "Telefonía celular verde, negocio rentable"	**Instructional Activity: Negative Impacts of Technology** Students view a short informational video on electronic trash and discuss the impact of their use of cell phones and computers on the environment, addressing the essential question about the environmental challenges resulting from technology use. Students then explore BBC Mundo and other websites to find articles about the toxic elements in the technology they use, issues of disposing technology products, and innovations in green computing. They share their findings in the pair-share-square procedure described above and discuss as a class.
Spoken Presentational Communication		**Formative Assessment: Advertising Presentation** Students present mock advertisements and public service announcements promoting environmentally friendly practices relating to technology use, as if they were pitching an advertising campaign to a client. They need to (a) state the problem, (b) identify the target audience, (c) describe the proposed solution, and (d) explain why they think the message will be effective. By creating their ads, students learn how audiovisual communication appeals to an audience using both words and images. The actual ads, created in GarageBand, iMovie, Photo Story, or Movie Maker, are posted on a class website as a gallery.

This is the first presentational writing assessment of the year. I provide students with feedback to guide them in revising and producing final versions for their portfolios. By observing an individual's patterns of errors as well as common problems (e.g., lack of using logical connectors to develop ideas, errors in gender and subject-verb agreement), I can plan for both whole-class and targeted-group instruction and practice.

Students' projects are due for peer review two days before the final presentations. They each present to a peer, who uses the rubric (which includes points for on-time work) to provide feedback. Students have a day to improve their ads and their pitches. This helps students focus on the characteristics of excellent work, and assures that all are prepared for their final presentations.
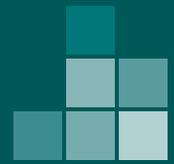
Essential Questions: ▼ How can technology impact learning and social values today? ▼ How does access/lack of access to technology impact people in the Spanish-speaking world? ▼ What environmental challenges result from the use of technology?

Learning Objectives	Materials	Instructional Activities and Assessments
Written Interpersonal Communication		**Summative Assessment: Email to an ESL Student** In this summative assessment, based on the new AP format for assessing Written Interpersonal Communication, students respond to an email message from the ESL teacher. The email describes an ESL student's grade level, current courses, and schedule, and asks the AP Spanish student to help the ESL student in several technology-related areas. The AP student reads the request and writes a response directed to the ESL student.

This assessment addresses the essential question, How can technology impact learning and social values today? *and puts into use the specific interpersonal functions targeted as unit goals in interpersonal writing and speaking. When schedules allow, we have also included a peer-teaching session during which the AP class meets with an ESL class in the library to support these students in technology-related areas. This lends authenticity to the unit and provides students with an experience of using Spanish in the school community.*

Identidades hispanas: un enfoque regional

Themes:
- Personal and public identities
- Global challenges

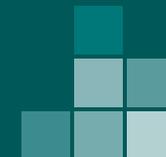**Estimated Time:** *5 weeks*

Essential Questions: ▼ How do the diverse geographies, languages, ethnicities, and cultures of the Spanish-speaking world interact to form local, national, and regional identities? ▼ How have these identities changed over time? ▼ What challenges and opportunities are presented by the economic and demographic situations in different parts of the Spanish-speaking world?

Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication	**Website** CIA: The World Factbook	**Instructional Activity: Creating a Database on the Spanish-Speaking World** Students are each assigned a country in the Spanish-speaking world and must complete a fact sheet in Spanish based on that country. Required information includes capital city; bordering countries; racial/ethnic group populations; languages spoken, with percentages; per capita GDP; income distribution (GINI index); birthrate; infant mortality; life expectancy; literacy; economic data such as exports and imports; and trading partners. Students also note current challenges, including domestic and international issues. The CIA World Factbook website provides comparable data for all countries. Once completed, students form groups by region (*El Cono Sur, Países Andinos, Centroamérica,* etc.) and take turns reading the data from their fact sheets while the other students listen and one group member inserts information in an Excel spreadsheet to create a class database.
Audio, Visual, and Audiovisual Interpretive Communication		**Formative Assessment: Knowledge of Geography** As a class, we view parts of the database on the classroom projector, and I make comparative statements about the countries. Students use individual whiteboards to respond *Cierto/Falso/No hay información suficiente*. Using interactive maps on the whiteboard, I also ask questions requiring some map knowledge, such as *¿Cuál país de esta region tiene frontera con Perú?* Students' answers give me important feedback about their ability to understand questions and interpret the charts as well as their knowledge of geography.
Written and Print Interpretive Communication Spoken Presentational Communication	**Sample online article** "Pueblos indígenas"	**Formative Assessment: Reading About Indigenous Issues** I select and print a recent news article relating to an indigenous group and ask students to examine the graphics, headlines, and headings. They write two to three predictions about the content of the article. We share ideas as a class. Then students have 10–15 minutes to read and summarize the main ideas of the article. Finally they share their summaries with a partner and add their partners' information to their own summaries.

Background knowledge of geography (e.g., countries, capitals, major geographical features including lakes, mountain ranges, climates, and types of vegetation) varies greatly from student to student. This knowledge is necessary for discussion of the essential question regarding diverse geography and regional identities. Based on this initial formative assessment, I assign online games, vocabulary practice, and further assessment of background information to ensure all students have the foundational knowledge necessary for success in this unit.

For this activity, I use the two-pen strategy. In my class, students use a blue or black pen for work done independently, and a green pen for work done collaboratively. This allows me to assess each student's individual reading skill. This reading assessment helps me prepare texts at the appropriate difficulty level for the next activity. I also provide small-group instruction in reading strategies for struggling readers.

Essential Questions: ▼ How do the diverse geographies, languages, ethnicities, and cultures of the Spanish-speaking world interact to form local, national, and regional identities? ▼ How have these identities changed over time? ▼ What challenges and opportunities are presented by the economic and demographic situations in different parts of the Spanish-speaking world?

Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication Spoken Interpersonal Communication		**Instructional Activity: Indigenous Identities** Using the data on languages and ethnic groups from the database and information from the map activity, students identify countries in which indigenous cultures continue to form an important part of the nation's population. We then seek news stories about indigenous groups in sources such as BBC Mundo, Radio Naciones Unidas, and Newseum's "Today's Front Pages," which has links to newspapers from around the world. Land rights, mining on indigenous lands, access to health care and education, and political power are frequent topics in the news. Students read and summarize the articles to prepare for a discussion on the following questions: *What challenges do indigenous groups face? How do language and culture contribute to identity? How do ethnic and national identities interact?*
Spoken Presentational Communication	**Online tool** Glogster	**Instructional Activity: National Identity** Students prepare a small poster on paper or using Glogster, depicting elements that help define the identities in the country for which they were responsible in the initial database activity. Poster elements should represent both national identity and diverse regional, linguistic, or ethnic identities; examples might include an outline map, flag, iconic geographical features, animals, economic products, monuments, historical figures, national heroes, words in different languages, rural and urban scenes, and indications of poverty and wealth. Students make 2-minute oral presentations of their posters to the class, describing how the images relate to the peoples of the country.
Spoken Interpersonal Communication		**Instructional Activity: Comparing Countries** After hearing presentations on a group of countries, students engage in a think-pair-share activity: They take 1 minute to view the group of posters, then create two lists, one for similarities and one for differences. Students first share their ideas with partners; then pairs share with the class, respecting the "no repeats" rule: When sharing ideas with the class, students may not repeat ideas that have already been shared by others.

To differentiate this activity for students with different levels of reading ability, I find articles with varied levels of complexity and assign them appropriately. I scaffold difficult readings by adding some glosses, starring key passages, or adding comprehension questions. In this way, all students can build their reading skills and participate on an equal footing in the follow-up discussion.

This follow-up class to the poster presentations helps students begin thinking in regional terms, which prepares them to address the last part of the essential question, How do the diverse geographies, languages, ethnicities, and cultures of the Spanish-speaking world interact to form local, national, and regional identities?

Essential Questions: ▼ How do the diverse geographies, languages, ethnicities, and cultures of the Spanish-speaking world interact to form local, national, and region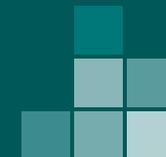al identities? ▼ How have these identities changed over time? ▼ What challenges and opportunities are presented by the economic and demographic situations in different parts of the Spanish-speaking world?

Learning Objectives	Materials	Instructional Activities and Assessments
Written Presentational Communication		**Formative Assessment: National Identities Essay** Students write short in-class essays answering the question, *What are some features of geography, language, ethnicity, and culture that help to define national, regional, and/or ethnic identity in your assigned country?* Based on my feedback, they revise their work to create final versions of the essays.
Spoken Presentational Communication Audio, Audiovisual, and Visual Interpretative Communication		**Instructional Activity: Regional Comparisons** Pairs of students use their country reports, maps, the regional database, and other Web-based resources to find and explain patterns and anomalies in the data. Students explore questions relating to such topics as literacy, the economy, and geography. Sample questions include: *What is the relationship between GDP and literacy? Which countries have the lowest literacy rates? What other factors do the countries have in common that might explain these similarities and differences?* Students present graphical representations such as pie charts, bar graphs, pictographs, or annotated maps to illustrate oral presentations. Classmates take notes for later assessment of regional differences.
Written and Print Interpretive Communication Audio, Visual, and Audiovisual Interpretive Communication Written Presentational Communication Spoken Presentational Communication		**Instructional Activity: Changing Borders** In small groups, some students research a region's history and prepare a set of annotated maps showing how borders have changed over time. Students are encouraged to use their world geography and world history textbooks and teachers as resources, and to include maps showing indigenous groups prior to contact, colonial divisions, independence, and attempts at unification, such as *La Gran Colombia* and *Provincias Unidas de Centroamérica.* Other small groups map current trade alliances such as NAFTA. When complete, the students form jigsaw groups to present their maps to their classmates and hear other regional presentations.

When assessing the draft essay, I identify strengths and weaknesses in writing skills, particularly organization, use of logical connectors, and patterns of errors in grammar. Students create a final draft using this feedback. In addition, I assign practice in areas of need, such as gender and agreement, use of ser *and* estar, *etc.*

Essential Questions:	▼ How do the diverse geographies, languages, ethnicities, and cultures of the Spanish-speaking world interact to form local, national, and regional identities? ▼ How have these identities changed over time? ▼ What challenges and opportunities are presented by the economic and demographic situations in different parts of the Spanish-speaking world?	

Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Presentational Communication		**Instructional Activity: News Podcast** Students gather news articles from their assigned countries on topics relating to the data gathered in the database (primarily economic news, health, literacy, and education). They distill each news article into a 30- to 60-second radio news spot. Then, in regional groups, they record a regional news podcast, using voice recording software such as GarageBand or Audacity. As a group, they prepare an introduction to the program, select audio for the intro, and insert a brief audio "stinger" between stories. Each reporter begins the news story with the name of the capital city and ends with his or her name, "*reportando desde*," and the assigned country. I share the podcasts with the AP class and with the students in my Spanish 3 class, providing an audience for the AP students' work.
Spoken Presentational Communication Spoken Interpersonal Communication		**Summative Assessment: Regional Round Table Discussions** Students form groups by regions and use the completed unit activities to prepare a round table discussion of key questions in front of the class. Each student on the panel introduces a major topic with background information, then opens the panel discussion with specific examples. Observers take notes and pose clarifying questions such as: • *What geographical, linguistic, ethnic, and cultural factors unite the region? Which divide it?* • *How are the countries similar? How are they different?* • *What local, ethnic identities exist within the countries and the region?* • *What challenges and opportunities do the groups, countries, and regions face?* After all regions have presented, I pose questions asking students to compare regions and to support their conclusions with information presented by the different groups.

> *By using the students' podcasts for listening practice and cultural information in lower-level classes, I provide the AP students with a clear communicative purpose and motivate them beyond doing the assignment for a grade. This also provides the Spanish 3 students with a glimpse of what they will be doing in the future.*

> *This assessment addresses the following essential questions:*
> - *How do the diverse geographies, languages, ethnicities, and cultures of the Spanish-speaking world interact to form local, national, and regional identities?*
> - *What challenges and opportunities are presented by the economic and demographic situations in different parts of the Spanish-speaking world?*

Las artesanías: expresiones de la comunidad

Themes:
- Families and communities
- Beauty and aesthetics
- Science and technology
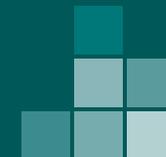
Estimated Time:
4 weeks

Essential Questions: ▼ How have traditional practices, arts, and crafts contributed to indigenous culture and identity in the globalized world? ▼ What role do ethics play in the study, preservation, and display of cultural artifacts?

Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication Spoken Interpersonal Communication	**Online videos** Assorted videos about the Kuna Indians **Textbook** Yunsán, "Los indios Kuna"	**Instructional Activity: Social Customs and Values of the Kuna** We search for short online videos about "Los indios Kuna" to familiarize students with images of the Kuna Indians of Panama, their homeland Kuna Yala, and their material culture. Next, students read an article in their textbook about the Kuna, seeking answers to the questions, *How have the Kuna Indians maintained their traditions and social values while participating in the national and global societies?* and *What role do the production and sale of* molas *play in this process?* Students complete a series of activities that guide comprehension, including organizing their notes and completing graphic organizers. We discuss the questions as a class in a think-pair-share format.
Audio, Visual, and Audiovisual Interpretive Communication	**Sample online radio report** "Una microempresa ejemplar" **Online videos** "Papel amate" "El rebozo de Bolita" "Artesano de Ayacucho Perú" "Artesanía Perú, ruraq maki arte en cerámica"	**Formative Assessment: Traditional Crafts** We listen to audio recordings of radio reports and watch short online videos about traditional crafts in the Spanish-speaking world (e.g., Oaxaca wood carvings, pottery). Students take notes as they listen, form pairs, then read their notes to their partners and take additional notes based on what their partners heard, using the two-pen strategy described in Unit 2. We discuss the advantages and disadvantages of the cottage industries that produce crafts.
Spoken Presentational Communication Audio, Visual, and Audiovisual Interpretive Communication		**Instructional Activity: Crafts: Products, Practices, and Perspectives** Students find real or virtual examples of craftwork from other cultures to bring to class. They give a 2-minute presentation describing the object (the product); how it is made, used, and sold (practices); and what it tells us about the points of view and culture of the makers (perspectives). Examples include Guatemalan textiles, metal work from Toledo, a mate gourd from Argentina, a song by Shakira or Manu Chao. Students who have traveled abroad are encouraged to share objects or photographs from their trips and to research and report on how the products relate to practices and reflect identity. Students listen and take brief notes on the presentations as evidence of listening comprehension, focusing their notes on how traditions shape identity.

The in-depth study of Kuna history, social organization, economy, and relationship with the outside world serves as a point for comparison throughout the course as we learn about indigenous populations in other parts of the world.

Based on their notes, I evaluate students' ability to listen to authentic audio and take notes. Students who have not demonstrated the appropriate skills are assigned additional listening practice, which I scaffold to help them succeed. I provide links to additional radio pieces from Radio Naciones Unidas *to complete at home. These pieces include a short synopsis of the text, providing background information, keywords, and main ideas. Students take notes and turn them in as evidence of their developing skills.*

Students' presentations are framed around the essential question, How have traditional practices, arts, and crafts contributed to indigenous culture and identity in the globalized world? *During class discussion (after hearing about three or four presentations), I ask students to relate the artifacts to other recommended contexts, such as economic issues, social customs and values, etc., as suggested by the particular artifacts.*
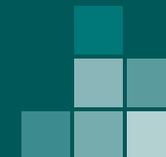
Essential Questions: ▼ How have traditional practices, arts, and crafts contributed to indigenous culture and identity in the globalized world? ▼ What role do ethics play in the study, preservation, and display of cultural artifacts?

Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication Written and Print Interpretive Communication	**Online video** "Perú: Exponen las piezas de Machu Picchu llegadas de Yale" **Online articles** Cabitza, "Perú lucha contra el saqueo de su riqueza cultural" Rojas Urrutia, "La disputa por el penacho de Moctezuma"	**Instructional Activity: Repatriation of Cultural Artifacts** To further address the essential question, *What role do ethics play in the study, preservation, and display of cultural artifacts?*, students read articles and view clips about the repatriation of cultural artifacts from Yale University to Peru. To learn more about this topic, they also read about the dispute regarding ownership of Montezuma's headdress.
Spoken Presentational Communication Spoken Interpersonal Communication		**Instructional Activity: Research and Debate** Students visit local museums, explore museum websites, and contact museum officials via email in order to research answers to the following questions: • *Are there artifacts from other countries in museums near where you live?* • *How did they get there?* • *When and how were they removed from the country of origin?* They then give brief oral presentations to the class outlining their findings. Afterward, students debate the ethical issues of the study, preservation, and display of cultural artifacts.
Written Presentational Communication		**Summative Assessment: Persuasive Essay** Students write persuasive essays addressing the question, *Should cultural artifacts always remain in their country of origin?* Students should present arguments for and against the issue, and should also express and defend their own opinions.

This research can be part of the students' ongoing "El español en mi vida" *assignment, which requires them to do self-selected activities in the community that show evidence of learning beyond the classroom.*

Rather than base their essays on specific sources, as on the AP Spanish Language and Culture Exam, students are encouraged to consult their notes from all unit activities as they prepare their summative assessments. The essay topic addresses the essential question, What role do ethics play in the study, preservation, and display of cultural artifacts?

Unit 4:

La salud y el bienestar

Themes:
- Contemporary life
- Families and communities
- Science and technology
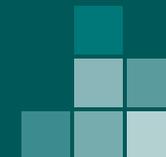
Estimated Time:
5 weeks

Essential Questions:	▼ What are the health challenges presented by contemporary life? ▼ How can we lead healthy lives? ▼ How do cultural products, practices, and perspectives impact the health of families and communities? ▼ How do science and technology impact health today?

Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication		**Instructional Activity: Activating Prior Knowledge** As a class, we brainstorm answers to the first essential question, identifying important health challenges. Then, using the think-pair-share-square strategy, students discuss ways of addressing the identified challenges through healthy living. Issues such as obesity, diabetes, inactivity, stress, automobile accidents, and teen suicide may come up. Each group of four reports to the class with a "no repeats" rule in place. As a follow up, students complete health-related vocabulary activities and games with teacher-created resources on Quia.com.
Spoken Interpersonal Communication Written Presentational Communication		**Formative Assessment: Giving Advice** Students make lists of their favorite foods and activities, then form pairs and take turns playing the role of "counselor." The counselor listens to his or her partner's list and categorizes the items as "healthy," "okay," and "not healthy." Then the counselor writes a note commenting on the other student's likes and habits, and includes recommendations, using the stems such as *Es bueno que … /Es malo que … /Me alegra que … /Sugiero que …,* etc. I provide students with structured input using a variety of grammatical forms for giving advice. We observe, highlight, and comment on the forms (affirmative and negative commands, infinitive expressions and subjunctive in noun clauses) used to give advice prior to guided practice. As students read the notes from their "counselors," they circle the advice they want to follow.
Written and Print Interpretive Communication	**Online article** "Recetas coloridas contra la desnutrición en los Andes"	**Instructional Activity: Critical Reading** Students read about a recipe competition that encourages consumption of locally grown ingredients in place of processed foods with limited nutritional value. Based on readiness for extended reading, I scaffold the activity by providing the following guiding questions, which students answer in writing as they read and later discuss as a class: *¿Por qué se creó esta competencia? Describe los problemas que trata de solucionar. Describe las propiedades de los granos tradicionales que el programa está rescatando. ¿Cómo ha cambiado la vida de algunas familias? Compara la situación en los Andes con los problemas de nutrición en los Estados Unidos.* The activity culminates in a discussion of the essential question, *How do cultural products, practices, and perspectives impact the health of families and communities?*

Students review and expand their health-related vocabulary. Many students have difficulty as they literally translate expressions like get a cold, get sick, get tired, *and* get depressed. *They benefit from the insight that many ideas expressed with* get + adjective *in English are expressed in Spanish with reflexive verbs (*enfermarse, cansarse, deprimirse*). Focusing on language in this way addresses the curriculum framework's overarching premise, incorporating the Comparisons standard.*

I evaluate students' advice for appropriateness, commenting on the messages (e.g., "great idea to get in some exercise!") and highlighting incorrect forms. After small-group or whole-class lessons, students revise their messages to improve content and form. I provide opportunities (in class and online) for additional written and oral practice on the use of subjunctive for making suggestions and giving advice.

Essential Questions: ▼ What are the health challenges presented by contemporary life? ▼ How can we lead healthy lives? ▼ How do cultural products, practices, and perspectives impact the health of families and communities? ▼ How do science and technology impact health today?
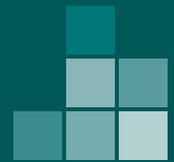
Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Presentational Communication Spoken Interpersonal Communication		**Instructional Activity: Health Fair** Students put on a health fair in Spanish during their class period; we invite students in other levels as well as ESL students and other Spanish speakers in the school community. Each student prepares a 2-minute oral presentation with visual support in the form of a poster or audiovisual presentation. Props may include items such as dumbbells for a weight-lifting lesson or samples of healthy shakes and snacks. Also included in each presentation is some form of audience participation in the form of Q&A, a survey, or a game. Students choose topics like nutrition, exercise, stress management, suicide awareness and prevention, or global health challenges such as diabetes, AIDS, or hunger.
Written Presentational Communication		**Summative Assessment: Grant Application** Students respond to a prompt calling for proposals for community-based initiatives to improve the health of children in the area. The prompt encourages individuals and organizations to complete a written grant application including (a) a description of the health problem they want to address in the community, (b) an analysis specifying the causes of the problem, (c) a proposed project that will have a positive impact in the health habits of young people, and (d) a request for a specific dollar amount to implement the project.

All students are required to prepare and present and are assessed on their visual and spoken communication. The Spanish 2 students attending the fair are given fair brochures. They circulate, interacting with the presenters, who provide a sticker when the visitors ask questions or participate in some way in the demonstrations. I find that students enthusiastically prepare and interact in Spanish for the entire class period.

This assessment addresses the following essential questions:
- *What are the health challenges presented by contemporary life?*
- *How can we lead healthy lives?*
- *How do cultural products, practices, and perspectives impact the health of families and communities?*

Unit 5:

La poesía: el arte en las palabras

Themes:
• Beauty and aesthetics
• Contemporary life

Estimated Time:
4 weeks

Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication		**Instructional Activity: Activating Prior Knowledge** In groups of four, students discuss questions about poetry. Sample questions include: *¿Tienes un poema favorito en español o inglés? ¿Qué te gusta del poema? ¿Has memorizado un poema? ¿Cuándo y dónde escuchamos y recitamos poesía hoy en día? ¿Cuáles son las letras de tus canciones favoritas? ¿Las letras de las canciones son poesía? ¿Por qué o por qué no? Habla con tus padres y tus abuelos. ¿Tienen ellos poemas favoritos que han memorizado? ¿Qué ventajas hay de memorizar?*
Spoken Interpersonal Communication		**Instructional Activity: Poets' Lives** I prepare and distribute a chart with the names of the poets whose works are included in our poetry study. Each student researches the basic biography of one poet (nationality, life span, types of jobs held, places lived, outstanding problems and successes, manner of death). Students pair up to exchange information and eventually complete the chart for all the poets.
Written and Print Interpretive Communication Spoken Presentational Communication	**Poem** Guillén, "Balada de los dos abuelos"	**Instructional Activity: Analyzing Poetry 1: Guillén** Based on the title and the poet's nationality, students make predictions about the themes they may find in a *balada*. We discuss the literal and figurative meanings of *abuelo*. Before we listen to an audio recording of Guillén reading "Balada de los dos abuelos," small groups are each assigned a segment of the poem to analyze. They prepare small drawings to represent the imagery in their segment and create a class collage contrasting the two *abuelos*. As groups create their drawings, they describe the images orally, relating them to the words in the poem. Students then use their glossary of literary terms to identify elements such as *metáfora, anaphora, rima,* and *aliteración,* highlighting examples on their papers. We discuss the effect of using these elements in the poem.
Written and Print Interpretive Communication	**Poem** Guillén, "La muralla"	**Instructional Activity: Analyzing Poetry 2: Guillén (Continued)** We read the poem "La muralla," listing elements that are welcomed (*abre la muralla*) and elements that are rejected (*cierra la muralla*). Then the class divides into two parts: Half the class works on a visualization similar to that in the first Guillén activity, above, and the other half practices and presents a choral reading of the poem. Finally we discuss the metaphor of the wall in this poem as something that unites and protects, rather than divides us.

I circulate and listen to groups' conversations. This allows me to assess students' attitudes toward poetry as well as their familiarity with literary terms such as figurative language, metaphor, simile, and alliteration. Students are provided with a glossary of literary terms. Students taking AP English are generally quite familiar with many of the terms; for others, these are new.

Some years, a third group of students, chosen for their readiness to read and interpret independently, may be assigned to study a third poem with similar themes and present it to the class. "Blasón" by José Santos Chocano references indigenous and Spanish identities in a way that pairs well with Guillén.
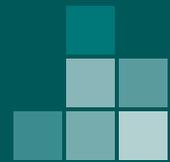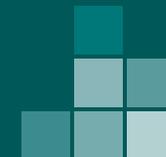
▼ What makes a collection of words a poem? ▼ What makes a poem particularly appealing? ▼ What does a poem reveal about the poet and the world? ▼ How do poets both reflect and challenge cultural perspectives?

Learning Objectives	Materials	Instructional Activities and Assessments
Written Presentational Communication	**Poem** Guillén, "Balada de los dos abuelos" and "La muralla"	**Formative Assessment: Cultural Perspectives** After studying both poems over two days, students write personal reflections on an exit slip answering their choice of the following questions: • *¿Qué revelan los poemas "Balada de los dos abuelos" y "La muralla cantada" sobre el poeta — la voz poética? ¿Qué realidades históricas y sociales del caribe se reflejan en el poema?* • *¿Qué percepciones culturales se reflejan y se desafían en estos poemas? ¿Qué relevancia tienen estos poemas para ti personalmente?* The next day, prior to returning students' cards, I read some of the insightful comments to the class (without mentioning students' names).
Written and Print Interpretive Communication Written Interpersonal Communication	**Poem** Storni, "Tú me quieres blanca"	**Instructional Activity: Analyzing Poetry 3: Storni** We begin by reading the poem's title and attempt to answer the following questions: *¿La voz poética le pertenece a un hombre o a una mujer? ¿Cómo sabes? ¿A quién se dirije el poema? ¿Qué palabras e ideas asocias con la palabra "blanca" en el título?* I then read the entire poem aloud to the students, and in pairs they list elements associated with the poetic voice and those associated with the interlocutor. We then paraphrase the commands in the latter part of the poem (*"Huye hacia los bosques ..."*), identify poetic devices (especially hyperbole and anaphora), and discuss how they contribute to the tone of the poem.
Written and Print Interpretive Communication Written Interpersonal Communication	**Poem** Storni, "Peso ancestral"	**Instructional Activity: Analyzing Poetry 4: Storni (Continued)** Students read a second poem by Storni and then compare the two poems, answering the questions, *¿Qué perspectivas culturales son reflejadas y desafiadas en estos poemas?* and *¿Cómo se comparan estas perspectivas a las perspectivas hoy en día en tu propia cultura?* Students use a class blog to discuss in writing how the two poems relate to their knowledge and/or experiences of the evolution of gender roles and the "double standard" for boys and girls in academics, sports, and social activities as well as how these have changed over time. They share their own opinions, react to others' comments, and engage in a written dialogue about the poems.

By reading students' commentaries on how poetry can reflect and challenge perspectives, I can begin to evaluate their readiness for this level of discussion without putting them "on the spot" orally in front of their peers. I make brief comments and ask probing questions, responding to their insights. Reading aloud selected comments the next day affirms those students already able to analyze at this level, and provides models for students at lower levels of readiness.

Essential Questions: ▼ What makes a collection of words a poem? ▼ What makes a poem particularly appealing? ▼ What does a poem reveal about the poet and the world? ▼ How do poets both reflect and challenge cultural perspectives?

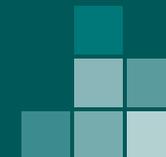| Learning Objectives	Materials	Instructional Activities and Assessments
Written Presentational Communication	**Poem** Storni, "Tú me quieres blanca" and "Peso ancestral"	**Formative Assessment: Communicating with the Poem** Students select one of the Storni poems and write a brief letter to the man addressed, expressing the ideas Storni presents on gender expectations. Students can choose to write in the voice of the woman or as a friend familiar to both the man and the woman. Students exchange papers and evaluate how well their classmates' letters capture the ideas in the poem by noting lines in the poem that "match" statements in the letter. After reviewing feedback from peers, students may revise their letters.
Spoken Presentational Communication		**Instructional Activity: Open-Mike Session** We plan and hold an open-mike poetry session with coffee, snacks, and an opportunity to recite poetry in Spanish. Students may write their own poems, or read or recite poems, individually or in groups.
Written Presentational Communication	**Online tool** VoiceThread	**Summative Assessment: VoiceThread: Un poema** Students choose one of the poems we have read in class, or read and choose another poem. They prepare a PDF of the poem to upload onto VoiceThread; prepare and record answers to at least two of the essential questions, using VoiceThread's doodling feature to point out lines or words in the poem; and record their comments about the poem. To ensure that all students' work is viewed, each student must read and comment on six of their classmates' projects (three assigned and three of their choice).

Peer review and discussion provides formative assessment of students' understanding of the poem and scaffolds support in a nonthreatening way. I read students' final versions, after peer input, and assess their comprehension and writing. The information gleaned helps me recommend poems of an appropriate level of complexity for the students as they make selections for the open-mike activity and summative assessment to come.

This summative assessment addresses the following essential questions:
- *What makes a collection of words a poem?*
- *What makes a poem particularly appealing?*
- *What does a poem reveal about the poet and the world?*
- *How do poets both reflect and challenge cultural perspectives?*

Poetry can be integrated into regional and thematic units. We have included a poetry unit in this course to ensure that students who go on to take AP Spanish Literature and Culture have had experience with poetry analysis.

Themes:

- **Contemporary life**
- **Personal and public identities**
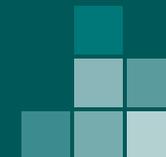- **Beauty and aesthetics**

Estimated Time:
5 weeks

Essential Questions: ▼ How is contemporary life influenced by music? ▼ How are aspects of identity expressed in music? ▼ How does music both reflect and challenge cultural perspectives?

Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication Spoken Interpersonal Communication		**Instructional Activity: Music Moves Us** Students listen to teacher- and student-provided music from a variety of artists and musical styles (e.g., classical guitar, flamenco, mambo, Andean folk music, mariachi, Latin pop), conversing with partners and then as a whole class to answer the following questions: • *¿Cómo te hace sentir esta música?* • *¿Conoces el estilo musical o el artista?* • *¿En qué piensas cuando escuchas la música?*
Written Interpretive Communication Written Presentational Communication	**Website** Biografía y vidas	**Instructional Activity: Researching Music and Style** Each student picks a musical artist or group to research. I provide students with a table in Google Docs with a series of topics to research on the Web, instructing them to take notes in Spanish on their online document. Students research the artist's biography, genre, and musical evolution including influences, early hits, two representative songs, impact of the music on the public and on other artists, and the artist's impact on the community through causes they support. In their written documents, students describe ways in which the artist's life and/or work show connections to history or geography.
Written and Print Interpretive Communication Written Interpersonal Communication		**Formative Assessment: Peer Exchange — Read and Comment** I establish groups of two to four members, made up of students who researched artists with related musical styles. They share their Google Docs, read one another's reports, and use the "comments" function to note similarities and differences among the artists' lives and music, including answers to questions such as the following: • *¿Qué estilos de música representan los artistas en este grupo, y cómo han evolucionado?* • *¿Qué revela la música de estos artistas sobre su vida y sobre la historia de sus pueblos?* • *¿Qué impacto tiene la música en estas personas y en sus comunidades?* After reading their classmates' comments, students complete any missing information and write reports on their artists.

The theme of "Music: Sound in Movement" has multiple levels of meaning. It refers not only to the way music moves us to dance, but also alludes to the ability of music to bring people together. In music we can hear the sharing and exchanging of cultural influences and trace the many migrations that continue to shape the Spanish-speaking world.

My evaluation and feedback focus on content. I help students ensure that the information in their reports will allow them to contribute to the group discussion about the evolution of musical styles and the impact of music and musicians on their communities. Students may not join a group that will create the multimedia presentation (see next activity) unless they show in their papers that they will have something to contribute.
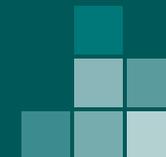
Essential Questions: ▼ How is contemporary life influenced by music? ▼ How are aspects of identity expressed in music? ▼ How does music both reflect and challenge cultural perspectives?

Learning Objectives	Materials	Instructional Activities and Assessments
Written Presentational Communication	**Online tools** Prezi Capzles Google Sites	**Instructional Activity: Creating Multimedia Presentations** Working in groups, students create a multimedia presentation using a collaborative online tool. They showcase the artists and their music, answering the questions outlined in the instructional activity above.
Spoken Presentational Communication		**Instructional Activity: Presenting Multimedia Presentations** Student groups present their multimedia presentations to the class. After each presentation, the audience members identify relationships between the artists featured in the presentation and their own artists.
Spoken Interpersonal Communication		**Instructional Activity: Think-Pair-Share** I present the class with the following challenge: *Think of a piece of music that for you reflects an aspect of culture.* Students write the name of the musical piece and write about what it reflects. They pair up with partners and read one another's ideas. Then, the pairs form groups of four and tell the larger group what they learned about their partners from what they read. After all students in the group have shared, they select one of the group's pieces that they feel challenges a cultural perspective and makes the listener see things in a new way. They share that piece with the whole class.
Spoken Interpersonal Communication		**Summative Assessment: Whole-Class Discussion** I present the following scenario to the class: *The school board is considering new elective classes for the middle school. The junior high school immersion teacher has asked us to help design a course teaching the history of the Spanish-speaking world through the study of musical styles. We must choose six pieces of music to include, and justify each piece as influential in defining and shaping the culture and history of the Spanish-speaking world.* Students come to class with notes on two pieces they think should be included. In the discussion, students must justify their selections, make suggestions, express agreement and disagreement, and contribute details to support classmates' ideas. As a group they come to a final list of six works.

This activity addresses the essential question, How does music both reflect and challenge cultural perspectives? *Latin music includes very traditional forms that reflect cultural roots and values, but also evolves and incorporates new styles, themes, and messages that challenge traditions and show us different points of view.*

This culminating discussion reflects students' understanding of the essential questions, How are aspects of identity expressed in music? *and* How does music both reflect and challenge cultural perspectives? *Each student gets a limited number of tokens representing turns to speak, so they must be thoughtful about how they will use their opportunities. Students take turns moderating, picking up the tokens as students speak so I can focus on evaluating the content and communicative proficiency reflected in their contributions.*

Ongoing

Activity A:
Las actualidades

Themes:

All themes

Estimated Time:
3 weeks, distributed throughout the school year

Essential Questions:

▼ What environmental, political, and social issues pose challenges to societies in the Spanish-speaking world? ▼ What scientific and technological innovations are affecting the lives of people in the Spanish-speaking world? ▼ What are the challenges of contemporary life? ▼ What are some aspects of cultural identity that are expressed through the news media? ▼ What can we learn through the local news media about the roles that families and communities assume in the Spanish-speaking world? ▼ What do newspapers reveal about the role of the arts in the Spanish-speaking world?

Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication	**Web** "Today's Front Pages"	**Instructional Activity: Newseum.com** Students access the "Today's Front Pages" portion of the Newseum website. Using the "map" interface, they explore newspapers from across the Spanish-speaking world, seeking information to answer the essential question, *What environmental, political, and social issues pose challenges to societies in the Spanish-speaking world?* They note the name of the newspaper and the city, copy the headline, and write a one- to two-sentence summary of three different articles addressing any of the types of issues mentioned. I also direct students to *El País*, which is not linked to on the Newseum site.
Spoken Interpersonal Communication		**Instructional Activity: Sharing Observations** As a class, we share general observations about the newspapers, noting that several are written in Catalán. In groups of four, students share their summaries and compile a list of issues.
Written Interpersonal Communication		**Formative Assessment: News Blog** On a weekly basis, students read and view news from the Spanish-speaking world and respond to questions on a class news blog. Throughout the year, I post questions relating to the different AP Spanish Language and Culture themes and contexts. Questions are designed to complement our thematic units and focus on different regions throughout the year. I also pose questions based on current events as they occur.

The current events "unit" is distributed throughout the school year in the AP Spanish Language and Culture course. In our school, students begin accessing newspapers and video news from Spanish-speaking countries early in the program. In Spanish 1 and 2, they read headlines, get basic information from short articles, and observe ads and photographs to analyze products and practices. In Spanish 3, they also summarize assigned articles and news broadcasts relating to unit themes.

On the blog, I read and respond to students' posts, focusing on the content and depth. As needed, I ask them to justify generalizations with evidence from news sources, recommend further reading, or ask for clarification. Through this give and take, I can observe how the quality of students' reading and interpersonal writing progresses, as well as how their understanding of the themes and contexts broadens and gains depth over time.

Essential Questions:

▼ What environmental, political, and social issues pose challenges to societies in the Spanish-speaking world? ▼ What scientific and technological innovations are affecting the lives of people in the Spanish-speaking world? ▼ What are the challenges of contemporary life? ▼ What are some aspects of cultural identity that are expressed through the news media? ▼ What can we learn through the local news media about the roles that families and communities assume in the Spanish-speaking world? ▼ What do newspapers reveal about the role of the arts in the Spanish-speaking world?

Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Presentational Communication		**Summative Assessment: News Panel Presentations** Once per semester, we have a news seminar. Students are divided into groups of three or four and assigned a news area that we have focused on during the semester. These might include environmental, political, or social issues; scientific or technological innovations; arts news; family and society; technological challenges; or a region (the southern cone, the Andean nations, Central America, etc.). The group reviews the class blogs and their notes on any discussions of current events, and prepares a news summary of items relating to their assigned area to present to the class orally in a panel presentation.

Students are directed to frame their panel presentations around one or more of the essential questions, making connections to recent major news events and the thematic units we have studied. While students may refer to many if not all of the essential questions in their presentations, the most salient essential question is, What are the challenges of contemporary life?
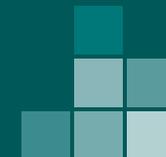
Ongoing

Activity B:
El español en mi vida

Themes:

- Contemporary life
- Families and communities
- Personal and public identities

Estimated Time:
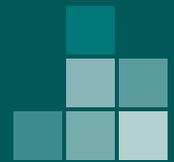*2 weeks, distributed throughout the school year*

Essential Questions:

▼ What opportunities are there to pursue entertainment, volunteerism, and personal interests in Spanish in our community? ▼ How can students use technology to safely participate in Spanish-language communities outside the classroom? ▼ How can the student, as a bilingual or multilingual person, engage in lifelong language learning in an interconnected world?

Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication Written and Print Interpretive Communication Written Interpersonal Communication Spoken Interpersonal Communication		**Instructional Activity: Personal Interests** Students spend two weeks per month pursuing a personal interest outside of the classroom in Spanish. They might volunteer in a context where they use their Spanish; watch Spanish movies, TV programs, or sporting events; attend concerts, lectures, or exhibits relating to the Spanish-speaking world; interview a native speaker of Spanish; read about a personal interest on the Internet; learn about, prepare, and serve a meal with food from a Spanish-speaking country, etc.
Written Presentational Communication Spoken Presentational Communication		**Formative Assessment: Personal Experiences** Students write a two-paragraph report about their experiences each month, including a narrative of what they did along with a reflection on their learning focusing on an AP Spanish Language and Culture theme, essential question, or one of the National Standards for Foreign Language Education — for example, Connections (with another course of study), Comparisons (with their own culture), or Cultures (cultural products, practices, and perspectives). Students make 1-minute presentations to the class about their *el español en mi vida* activity, including a recommendation for their peers.
Spoken Interpersonal Communication		**Summative Assessment: Portfolio Conference** One requirement for the students' end-of-year portfolios is a reflection on their *el español en mi vida* assignment. In the conference, I ask students how they see themselves using Spanish in their lives in the future.

I provide feedback to students on their written and oral presentations by writing comments on their papers. I note strengths and weaknesses in richness of vocabulary, organization, and grammatical accuracy, noting patterns of errors to avoid in the future.

This assessment addresses the ultimate course goal: How can the student, as a bilingual or multilingual person, engage in lifelong language learning in an interconnected world?

Ongoing

Activity C:
Portfolio Assessment

Themes:

All themes

Estimated Time:
2 weeks, distributed throughout the school year

Essential Questions:
▼ What does the work in your portfolio reveal about your developing proficiency in the Spanish language?
▼ What do the individual and collected items in your portfolio reveal about your understanding of the essential questions addressed in the unit/course?

Learning Objectives	Materials	Instructional Activities and Assessments
Written Presentational Communication		**Instructional Activity: Written Portfolio Reflections** At the end of each unit, students are provided with one period of class time to select several items of work completed during the unit to include in their portfolios. They write a reflection on each item, answering the following questions: • *¿Qué aprendiste al hacer esta actividad?* • *¿Qué revela este producto sobre tu habilidad de comunicar en español?* • *¿Qué revela este producto sobre la(s) pregunta(s) esencial(es)?* • *¿Qué observaciones o recomendaciones tienes para la maestra y para los estudiantes futuros con relación a esta actividad?*
Written Interpersonal Communication Spoken Interpersonal Communication		**Formative Assessment: Portfolio Feedback** The first time students write portfolio reflections, I read one reflection per student, and respond with a note to each student, requesting clarification and providing direction to encourage deeper reflections if needed. As the year progresses, students share their portfolio reflections with one another orally, or read one another's reflections, providing oral or written observations.
Spoken Interpersonal Communication Written Presentational Communication		**Summative Assessment: Portfolio Conferences** After the AP Exam, I schedule small-group portfolio conferences in which students share their portfolios with several classmates and me. I pose a selection of essential questions and ask students to share their answers with the group, showing portfolio pieces that address the questions.

Portfolio assessment directs students to reflect on their work, helping them understand how the activities relate to course goals. The final portfolio includes a table of contents, a reflection on each piece, and the actual work products. All communicative modes and each AP Spanish Language and Culture theme must be addressed. Students can use a manila folder for papers and a CD-RW for audio files. Alternatively, students can create a digital portfolio on a flash drive or within a Google Site.

Throughout the year, I spot-check the developing portfolios to ensure that students are developing portfolios with a balance of skills and AP Spanish Language and Culture themes.

The portfolio conference is a conversation addressing a selection of the essential questions from each unit. The student is assessed based on oral responses as well as the evidence presented in the portfolio itself. Because these essential questions vary depending on student selection of materials, no specific essential questions are listed here.
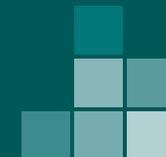
Resources

General Resources

Audacity. Accessed May 3, 2012. http://audacity.sourceforge.net/.

BBC Mundo. British Broadcasting Corporation. Accessed May 3, 2012.
http://www.bbc.co.uk/mundo/.

Capzles. Accessed May 3, 2012. http://www.capzles.com/.

Caracol Radio. Accessed May 3, 2012. http://www.caracol.com.co/.

CVC: Centro Virtual Cervantes. Accessed May 3, 2012.
http://cvc.cervantes.es/portada.htm.

Díaz, José M., Stephen J. Collins, and María Nadel. *Abriendo paso: Lectura*.
Upper Saddle River, NJ: Pearson Prentice Hall, 2007.

Glogster EDU. Accessed May 1, 2012. http://edu.glogster.com/.

Mar, Ann. "Spanish Language and Culture Resources." Accessed May 15, 2012.
http://www.quia.com/pages/amar10/page18.

El País. Accessed May 15, 2012. http://elpais.com/.

Prezi. Accessed May 3, 2012. http://prezi.com/.

Radio Naciones Unidas. Accessed May 3, 2012.
http://www.cinu.org.mx/radio/index.htm.

RTVE. Corporación de Radio y Televisión Española. Accessed May 3, 2012.
http://www.rtve.es/.

"Today's Front Pages." Newseum. Accessed May 1, 2012.
http://www.newseum.org/todaysfrontpages/.

VoiceThread. Accessed May 3, 2012. http://voicethread.com/.

Unit 1 Resources

Balzarino, Angel. "Rosa." In *Abriendo paso: Lectura*, by José M. Díaz, Stephen J. Collins,
and María Nadel. Upper Saddle River, NJ: Pearson Prentice Hall, 2007.

"La banda ancha es la nueva división entre naciones." BBC Mundo. September 16, 2011.
http://www.bbc.co.uk/mundo/noticias/2011/09/110915_banda_ancha_brecha_cch.shtml.

"Europa sigue exportando basura electrónica." BBC Mundo. August 4, 2010.
http://www.bbc.co.uk/mundo/ciencia_tecnologia/2010/08/100804_europa_exporta_
basura_electronica_lh.shtm.

"Finlandia, donde internet es un derecho." BBC Mundo. Video, 2:37. January 26, 2010.
http://www.bbc.co.uk/mundo/ciencia_tecnologia/2010/01/100125_video_finlandia_
internet_np.shtml.

"Palomas mensajeras le ganan a la banda ancha." BBC Mundo. September 18, 2010.
http://www.bbc.co.uk/mundo/ciencia_tecnologia/2010/09/100917_banda_ancha_
palomas_mensajeras_reino_unido_experimento.shtml.

"¿Se ahoga México en basura electrónica?" BBC Mundo. Video, 3:07. June 21, 2010.
http://www.bbc.co.uk/mundo/america_latina/2010/06/100610_video_ewaste_mr.shtml.

Torres, Gabriela. "Telefonía celular verde, negocio rentable." BBC Mundo. February 18,
2010. http://www.bbc.co.uk/mundo/economia/2010/02/100217_0109_mobile_world_
congress_celular_ecologico_barcelona_irm.shtml.

Unit 2 Resources

CIA: The World Factbook. Central Intelligence Agency. Accessed May 1, 2012.
https://www.cia.gov/library/publications/the-world-factbook/.

"Pueblos indígenas." Temas mundiales. Organización de las Naciones Unidas. Accessed
May 1, 2012. http://www.un.org/es/globalissues/indigenous/index.shtml.

Supplemental Resources

"Mapas interactivos de Enrique Alonso." Accessed May 15, 2012.
http://www.xtec.cat/~ealonso/flash/mapasflash.htm.

Mar, Ann. "Flashcards: Geografía del mundo hispanohablante." Quizlet. Created October
4, 2011. http://quizlet.com/7001951/geografia-del-mundo-hispanohablante-flash-cards/.

Unit 3 Resources

"Artesano de Ayacucho Perú." Comunidad Andina. YouTube video, 3:38. Uploaded
September 2, 2010.
http://www.youtube.com/watch?v=EYmZVbOMSf0&feature=related.

Cabitza, Mattia. "Perú lucha contra el saqueo de su riqueza cultural." BBC Mundo.
December 15, 2011. http://www.bbc.co.uk/mundo/noticias/2011/12/111214_regreso_
tesoros_peru_jgc.shtml.

"Papel amate." Instituto Nacional de Antropolgía e Historia. YouTube video, 3:00.
Uploaded August 30, 2011.
http://www.youtube.com/watch?v=lcw2tpEWULI&feature=relmfu.

"Perú: Exponen las piezas de Machu Picchu llegadas de Yale." BBC Mundo. Video, 1:46.
April 6, 2011. http://www.bbc.co.uk/mundo/noticias/2011/04/110405_video_peru_
machu_picchu_artefactos_regreso_jg.shtml.

"El rebozo de Bolita." Instituto Nacional de Antropología e Historia. YouTube video, 5:31.
Uploaded August 25, 2010. http://www.youtube.com/watch?v=MLK2JyoVSFw&list=P.
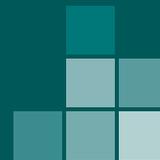
Rojas Urrutia, Carlos. "La disputa por el penacho de Moctezuma." *El Universal*.
    November 19, 2008. http://www.eluniversal.com.mx/notas/556636.html.

"Ruraq Maki — hecho a mano." Instituto Nacional de Cultura. YouTube video, 6:40.
    Uploaded January 19, 2010.
    http://www.youtube.com/watch?v=7iMv16-3gB0&feature=related.

"Una microempresa ejemplar." Radio Naciones Unidas. Audio recording, 15:00.
    November 11, 2011. http://www.unmultimedia.org/radio/spanish/2011/11/una-
    microempresa-ejemplar/index.html.

Yunsán, César A. "Los indios Kuna." In *Abriendo paso: Lectura*, by José M. Díaz,
    Stephen J. Collins, and María Nadel. Upper Saddle River, NJ: Pearson Prentice Hall, 2007.

Unit 4 Resources

"Recetas coloridas contra la desnutrición en los Andes." BBC Mundo. November 17,
    2010.
    http://www.bbc.co.uk/mundo/noticias/2010/11/101116_recetas_andinas_am.shtml.

Unit 5 Resources

Guillén, Nicolás. "Balada de los dos abuelos." Biblioteca Virtual Miguel de Cervantes.
    Audio recording, 2:32. Accessed May 3, 2012.
    http://bib.cervantesvirtual.com/bib_autor/Guillen/voces.shtml.

Guillén, Nicolás. "Balada de los dos abuelos." Fundación Nicolás Guillen. Accessed May
    3, 2012. http://www.fguillen.cult.cu/guigale/072.htm.

Guillén, Nicolás. "La muralla." Cantada por Ana Belén. Fundación Nicolás Guillén. Audio
    recording, 3:53. Accessed May 3, 2012. http://www.fguillen.cult.cu/sonidos/muralla.mp3.

Guillén, Nicolás. "La muralla." Centro Virtual Cervantes. Accessed May 3, 2012.
    http://cvc.cervantes.es/literatura/escritores/guillen/poemas/poema_05.htm.

Storni, Alfonsina. "Peso ancestral." Centro Virtual Cervantes. Accessed May 3, 2012.
    http://cvc.cervantes.es/actcult/storni/antologia/antologia05.htm.

Storni, Alfonsina. "Tú me quieres blanca." Centro Virtual Cervantes. Accessed May 3,
    2012. http://cvc.cervantes.es/actcult/storni/antologia/antologia03.htm.

Unit 6 Resources

Biografías y vidas. Accessed May 2, 2012. http://www.biografiasyvidas.com/.