



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

## Course Planning and Pacing Guide 3

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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 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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## Lake Zurich High School Lake Zurich, Illinois

School	Public high school located in Lake Zurich, Illinois. Lake Zurich is a northwest suburb of Chicago. Average class size is 25 students. The school offers 22 AP courses, as well as 38 honors courses.
Student population	<p>Enrollment of approximately 2,200 students:</p> <ul style="list-style-type: none"> <li>• 86 percent Caucasian</li> <li>• 5 percent Latino</li> <li>• 5 percent Asian American</li> <li>• 3 percent Other</li> <li>• 1 percent African American</li> </ul> <p>About 90 percent of the students continue their education at a postsecondary institution.</p>
Instructional time	The course plan is based on 180 school days. Class meets daily for 44 minutes. Classes normally begin the third week of August every year and conclude the first week of June.
Student preparation	<p>Many students begin their study of Spanish in middle school, completing Spanish 1, and then continue with Spanish 2 and 3 in high school. Many of the most common themes, such as travel and gastronomy, are covered using the textbook of choice along with supplementary materials. In Spanish 4 we begin to expose the students to art and literature in a more profound manner, while continuing with thematic units. Grammar and culture are of course taught and reviewed each year.</p> <p>At each level the students have various strengths and weaknesses. Some speak very well without any language anxiety at all. Others demonstrate their talent with writing and their precision of grammar. For this reason our department strives to ensure that we teach and assess equally across the modes of communication. Since most of our students are not native speakers but learn the grammar very easily, one of our main focuses is to help decrease students' language anxiety so that they can begin speaking comfortably as soon as possible. The hope is that by the time they complete the AP course, the students will become more proficient across the modes of communication.</p> <p>Although we use teacher recommendations as a guide, admission to all AP courses is open to any student who is interested and willing to work hard. Most students take at least one or two other AP courses in addition to AP Spanish Language and Culture; some students take as many as four or five AP courses at the same time. Typically, there are about 35 to 45 students enrolled in AP Spanish Language and Culture, and they are divided into two sections of the class.</p>

# Overview of the Course



The AP Spanish Language and Culture course gives students the opportunity to review, refine, apply, and advance the language skills that they have acquired in previous years. Students will have studied most of the grammatical structures presented in this course and have a considerable breadth of vocabulary. Moreover, they will have studied some of the themes that are taught in the AP course. The AP year is their chance to refine their knowledge and to study the intricacies of the language and its cultures in more detail. By the time students enter this course, they are expected to use Spanish at all times in the classroom, and to this end I communicate with students almost exclusively in Spanish throughout the year. Our students express clearly to us that they desire to speak as fluently as possible. In order to improve Spoken Interpersonal Communication, students work almost daily in *familias*, or cooperative learning groups, that I organize before the course begins. I encourage them to support one another to develop accuracy in language use, while also encouraging their creativity, humor, and imagination. Although an ample amount of class time is devoted to spoken communication, it is not at the expense of other modes. I emphasize the importance of interpretive mode almost daily, as it is essential for advanced college courses that students have the ability to read and listen critically and to reflect on a written text or audio recording.

In determining my thematic units, I take into consideration the six AP Spanish Language and Culture themes (the themes that are commonly taught at the university level) and the contexts for those themes that will be most interesting to the students. I also consider what connections can be made to background knowledge and knowledge from other courses that students have taken or are currently taking. I try to align my thematic units each semester so that one flows easily into the next.

After determining which themes will be taught, I look for the authentic sources to be used for each unit. This is where I focus most of my efforts. I spend a great deal of time looking for the ideal literary texts, articles, film, videos, and podcasts for the unit. I believe that the most important duty of the teacher is to ensure that there is an equal amount of instruction across all modes of communication.

The students at Lake Zurich High School are high achievers; therefore they are driven to score well on the ACT and AP Exams. Although a number of my assessments model the AP Exam, I have designed my AP class to be one that is not overly driven by exam preparation. I believe it is my duty not only to prepare students for the AP Exam, but also to help them develop the skills that they will use in college and later in life. Fortunately we have a digital world language computer lab that we visit once a week, in which we have the opportunity to practice for the AP Exam when necessary. Other days are dedicated to preparing students to handle any topic or source, written or spoken, that they may encounter on the exam or in a subsequent course.

Even though the AP Exam does not drive the course, students have to fully understand the level of performance that is expected of them on the exam. Students review the scoring guidelines and learn how to use them to evaluate their own work. I also use these rubrics to assess their progress throughout the year. At the beginning of the year, I let them be “AP Exam Readers” as we look through the examples provided at AP Central. Since I am an AP Exam Reader myself, I train my students as we are trained at the reading. By doing this, students clearly understand the course and exam expectations as well as the exam format. This tends to lower their anxiety when taking this difficult exam.

## Themes:

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

## Estimated Time:

4–5 weeks



### Essential Questions:

- ▼ How do we and how should we define role models and heroes? ▼ How do role models and heroes influence our daily lives? ▼ What are the roles and responsibilities of celebrities? ▼ How have Hispanic heroes and role models affected communities?

Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication		<p><b>Instructional Activity: Vocabulary Building</b></p> <p>I begin this unit with a review of vocabulary related to personality and physical characteristics. The students and I add to their existing vocabulary and create a thorough and comprehensive list. Using this list, they describe the qualities of those who positively influence their lives. Students then pair up and take turns interviewing each other about their role models and positive influences. Students share who their role models are and why.</p>
Written and Print Interpretive Communication Spoken Interpersonal Communication	<p><b>Sample online articles</b></p> <p>“Gael García recibirá premio de Derechos Humanos en EU”</p> <p>“Lo de Santana todo es natural”</p>	<p><b>Formative Assessment: My Hispanic Role Model</b></p> <p>After they identify their current role models, I show the students some articles about famous Hispanics and their related achievements in and outside their fields. (Samples of these articles are listed in the materials column.) Students then independently research a famous Hispanic with whom they believe they have a connection. In their <i>familias</i>, students give mini compare-and-contrast presentations to one another about their current role models and their newly adopted Hispanic role models. With this activity I begin instruction on the importance of organizational skills and transitional words in a compare-and-contrast presentation. Students write down similarities and differences between role models to show me their ability to effectively compare and contrast. I return these to students with comments.</p>
Spoken Interpersonal Communication		<p><b>Instructional Activity: The Role of Celebrities</b></p> <p>In pairs, students discuss the positive and negative influences that celebrities have on their communities and on those who look up to them. Students are encouraged to explore such questions as: <i>Are the famous different from us? Do they deserve special treatment or rights? Do they have extra societal responsibilities? Do they deserve the attention they receive? How do they affect everyday society and culture?</i> Finally, in their <i>familias</i>, students discuss the changes they would make in how the media depicts and even celebrates many celebrities’ bad behavior.</p>

*I find this to be good vocabulary to start with, as it can be used with all of the other units.*

*I walk around the room to give feedback on organizational and grammatical skills.*



## Essential Questions:

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Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication	<b>Sample audio</b> "Intermediate Spanish Podcast 39: Heroes"	<b>Formative Assessment: Heroes</b> Almost every week of the semester I post a podcast, video, or audio file to my website. Their themes always correspond to the current unit being studied. I particularly look for podcasts that contain a lot of the vocabulary we are currently studying. This podcast addresses the theme of heroism. Students listen to the podcast on their own and take notes. Within a few days, I assess them with questions of varying difficulty about the podcast.
Written and Print Interpretive Communication	<b>Short story</b> Elflein, "El mensajero de San Martín"	<b>Instructional Activity: Unsung Heroes</b> Students read "El mensajero de San Martín," a short literary text by Ada María Elflein, in order to appreciate different types of heroism. They answer comprehension questions and work together in their <i>familias</i> to discuss additional types of heroism that exist in our community and/or society. Students identify and discuss those in the school or larger community who may be unsung heroes.
Written Interpersonal Communication		<b>Formative Assessment: Who Deserves Credit?</b> Students respond to an email (created by me) from a fictional official in the community who is seeking to nominate someone from the school district who could be considered a hero or role model. Students respond in writing and are encouraged to use the information from the previous activities. In addition to being interpersonal, this assessment provides an opportunity for persuasive writing.
Written Presentational Communication		<b>Formative Assessment: Hispanos Famosos</b> In this "classroom museum" assessment students create an exhibition showcasing famous Hispanics and how they have contributed positively to society. Each student selects an image of the famous person and develops accompanying text on a small poster. These posters are then displayed in the classroom and classmates evaluate each project as part of a gallery walk. Half of the students act as the "curators" and explain their choices to their classmates, who act as visitors to the exhibit. Then students switch roles. The exhibit can be visited by other teachers and their students if they have time and interest.

*Most of our students are not native speakers. These frequent audio and/or video assessments improve their comprehension and note-taking skills. After the assessment, in order to help further develop these skills, we discuss what information was most important and why. This helps me understand where students need to focus their attention in the next activity (e.g., identifying main ideas, supporting details, recognizing intended audience or point of view.)*

*I find that the realistic nature of this prompt leads students to be much more sincere in their responses, and I end up with excellent writing samples. The AP World Language and Culture Exams Scoring Guidelines for Interpersonal Writing and my personal comments are used to give feedback to the students.*

*A benefit of this assessment is that many of the famous Hispanics showcased often reappear later in the year in other units. Students receive feedback from me via a rubric and are encouraged to make changes to their work before submitting a final copy.*



## Essential Questions:

▼ How do we and how should we define role models and heroes? ▼ How do role models and heroes influence our daily lives? ▼ What are the roles and responsibilities of celebrities? ▼ How have Hispanic heroes and role models affected communities?

Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication	<b>Film</b> <i>Diarios de Motocicleta</i>	<b>Instructional Activity: <i>Diarios de Motocicleta</i></b> Students view the film <i>Diarios de Motocicleta</i> . I use this film to start the discussion about whether or not Che Guevara should be considered a hero. During the film students take notes and answer questions that I have prepared. I encourage them to examine the change that takes place in Che and why. This film will be used later in the unit as part of a summative assessment (a persuasive essay about whether Che Guevara is a true hero or a ruthless revolutionary — see below).
Written Presentational Communication	<b>Blog post</b> “¿Che Guevara, héroe o verdugo?”  <b>Audio</b> “Palabras del Che”	<b>Summative Assessment: Hero or Not?</b> After viewing the film <i>Diarios de Motocicleta</i> , students read an article that provides biographical information about Che. They also listen to a podcast that is a narration of Che’s own words and beliefs. Students then synthesize the perspectives found in the three sources and present their own point of view by writing a persuasive essay about whether Che Guevara represents true heroism. A rubric is provided to students before the assignment so they will know how their presentations will be evaluated. Following the assessment, the rubric helps provide students with information on the strength of their presentations and areas to target for improvement.
Spoken Presentational Communication		<b>Summative Assessment: Comparative Heroes</b> Students research and choose an American hero/role model and a hero/role model from the Spanish-speaking world. They should choose two heroes/role models who share several similarities and differences. I provide such examples as César Chávez and former Senator Ed Kennedy and their focus on workers’ rights, or Drew Brees and Lionel Messi and their respective charity work. Students present their two heroes/role models to the class in a 2-minute formal presentation. Each presentation includes a slide show that is projected in front of the class. A rubric is provided to students before the assignment so they will know how their presentations will be evaluated. Following the assessment, the rubric helps provide students with information on the strength of their presentations and areas to target for improvement.

*There is no doubt that this is a controversial film and Che a controversial subject. Students often see his image but don't really know who he is. I want them to understand that he is infamous and that perhaps his initial intentions were good, but his means to achieving his ends were not.*

*This summative assessment addresses the essential question, How do we and how should we define role models and heroes?*

*This summative assessment addresses the essential question, How have Hispanic heroes and role models affected communities?*



- Families and communities
- Contemporary life
- Global challenges


**Essential Questions:**

- ▼ How does family structure differ throughout the world? ▼ How do men's and women's roles differ in other societies? ▼ How do our families make us who we are? ▼ How have women overcome gender-bias obstacles?

Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication		<b>Instructional Activity: Who Is My Family? Who Am I?</b> We begin this unit with a quick review of family vocabulary. I have the students go to the board and write as many family-related words as they can remember. Next, in their classroom <i>familias</i> , students discuss more specifically the makeup of their actual families. Students are encouraged to think about and discuss the ways in which their families and family histories have shaped them as individuals.
Spoken Interpersonal Communication		<b>Instructional Activity: Roles of Men and Women</b> In their <i>familias</i> , students discuss and write down all the societal roles and expectations of Hispanic men and women within the family, as well as those of non-Hispanic American men and women, and the stereotypes that surround them. They begin with roles and expectations that are considered stereotypes, what they have seen in the media, and their own prior knowledge.
Written and Print Interpretative Communication Spoken Presentational Communication	<b>Textbook</b> "La familia hispana: Modos de vida"	<b>Formative Assessment: Compare Family Structures</b> Students read and take notes on the article about families in the Spanish-speaking world titled "La familia hispana: Modos de vida." Using information from the previous instructional activities, all students work together in their <i>familias</i> to prepare an oral presentation about the similarities, differences, and stereotypes of Hispanic families in comparison to other families. I then randomly select one member from the <i>familia</i> to present. Although only one student presents, all have to be prepared because they do not know whom I will choose. This puts the responsibility on each student to not only be prepared but to help ensure that everyone else in the <i>familia</i> is also prepared.

*Students enjoy sharing information about their families; for example, whom in their families they are most like and why, or whether they are completely different from everyone else in their families.*

*I give feedback immediately after each presentation, highlighting strengths and areas for improvement. Cooperative learning has worked well in my classes and gives me a chance to call on some of the less vocal students.*


**Essential Questions:**

- ▼ How does family structure differ throughout the world? ▼ How do men's and women's roles differ in other societies? ▼ How do our families make us who we are? ▼ How have women overcome gender-bias obstacles?

Learning Objectives	Materials	Instructional Activities and Assessments
Written Presentational Communication	<p><b>Textbook</b> "La mujer en el mundo hispano: De la tradición al cambio"</p> <p><b>Online article</b> "Seguimiento de egresados: Estudios a 5 años"</p> <p><b>Audio</b> "La familia en España y la conciliación laboral"</p>	<p><b>Summative Assessment: Women in the Workforce</b></p> <p>Students write persuasive essays debating whether the family structure functions better or worse when women work outside the home. Students read the textbook selection and article, listen to the podcast, and then synthesize the information and form their opinions. The AP World Language and Culture Exams Scoring Guidelines for Presentational Writing are used to grade this assessment and give feedback to the students.</p>
Written and Print Interpretive Communication	<p><b>Short story</b> Ferré, "La muñeca menor"</p>	<p><b>Instructional Activity: "La muñeca menor"</b></p> <p>Students read the short literary text by Rosario Ferré titled "La muñeca menor." By reading this work, students will gain an understanding of how some women overcome the expectation that they must be submissive to their husbands. After reading, they answer comprehension questions of varying difficulty. Students then investigate and discuss in their <i>familias</i> the societal stereotypes and expectations highlighted in the text and how the female characters overcome them.</p>
Audio, Visual, and Audiovisual Interpretive Communication	<p><b>Song</b> Downs, "Dignificada"</p>	<p><b>Instructional Activity: "Dignificada"</b></p> <p>Students listen to the song "Dignificada" by Lila Downs, then discuss the tone and message of the song by identifying key words and phrases. Students then read and analyze the poem "Hombres necios que acusáis" in the same manner. They identify societal expectations of women and compare and contrast the messages in these works.</p>
Written and Print Interpretive Communication	<p><b>Poem</b> Sor Juana, "Hombres necios que acusáis"</p>	

*This summative assessment addresses the following essential questions:*

- How do men's and women's roles differ in other societies?
- How have women overcome gender-bias obstacles?

*This story exposes to students an example of how some men use women to benefit themselves socially and economically.*


**Essential Questions:**

- ▼ How does family structure differ throughout the world? ▼ How do men's and women's roles differ in other societies? ▼ How do our families make us who we are? ▼ How have women overcome gender-bias obstacles?

Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication	<b>Film</b> <i>Volver</i>	<b>Instructional Activity: <i>Volver</i></b>  Students view Pedro Almodóvar's film <i>Volver</i> . During the film, students answer comprehension questions and identify the societal challenges and stereotypes that the female characters face as well as how they overcome them. They also identify the abundance of symbolism found in the film. At one point during the film we pause it, and I ask the students to work in their <i>familias</i> to make predictions about how the movie is going to end.
Written Interpersonal Communication		<b>Formative Assessment: Discussion of the Film</b>  After viewing the film <i>Volver</i> , students divide into pairs or groups of three. I pose a question related to the movie to be answered in writing via a discussion forum such as a wiki or even something as basic as email messages between the group members. For example, I may ask whether the film should have been nominated for cinematic awards. After a determined number of exchanges, I collect the discussion.
Audio, Visual, and Audiovisual Interpretive Communication	<b>Audio</b> "El papel de las mujeres en lucha por independencia de la América Latina"  <b>Online article</b> Valasis, "La mujer en el Ejército Mexicano"	<b>Formative Assessment: Women in the Military</b>  Working independently, students listen to and take notes on a podcast about the role women played in the fight for independence in Latin America. Students are assessed with questions of varying difficulty about the podcast. After the assessment, in order to help develop their skills, we discuss what information was most important and why. Next, students individually read the article. We then discuss the role of women in the military in a Socratic seminar.

*Students seem to really enjoy this film. Also, since Pedro Almodóvar is arguably Spain's most famous director, I believe it is important culturally to show them one of his films.*

*I use a slightly modified version of the AP World Language and Culture Exams Scoring Guidelines for Interpersonal Writing to evaluate this assessment and give feedback to the students.*

*A Socratic seminar is a formal group discussion meant to bring about a deeper understanding of a particular text or topic. Both the students and I prepare questions beforehand.*


**Essential Questions:**

- ▼ How does family structure differ throughout the world? ▼ How do men's and women's roles differ in other societies? ▼ How do our families make us who we are? ▼ How have women overcome gender-bias obstacles?

Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Presentational Communication		<p><b>Summative Assessment: Families Around the World</b></p> <p>Students work in groups of three to research how families function differently around the world. Each group chooses a different country. They then create and act out scenes featuring cultural aspects, customs, and/or other elements of contemporary life that might typically occur within these families. Groups can role-play any generation interacting with another. We often have students of various cultures in the class, so they are able to provide guidance when the opportunity arises. To enhance the experience of watching the presentations, students are provided with the names of the countries beforehand so that they can guess which presentation represents each country. A rubric is provided to students before the assignment so they will know how their presentations will be evaluated. Following the assessment, the rubric helps provide students with information on the strength of their presentations and areas to target for improvement.</p>

*This summative assessment addresses the essential question, How does family structure differ throughout the world? My students genuinely take interest in this assessment and tend to take an anthropological approach to their analyses. Also, I state in the rubric that any negative stereotyping will not be tolerated.*

- Beauty and aesthetics
- Contemporary life
- Families and communities


**Essential Questions:**

- ▼ How do we define culture, and how does culture define us? ▼ How does culture affect our daily lives?
- ▼ Should all culture be preserved? If so, how? ▼ How does United States culture differ from the cultures of Spanish-speaking countries?

Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication Spoken Presentational Communication	<b>Short story</b> de Larra, “Vuelva usted mañana”	<b>Instructional Activity: Come Back Tomorrow</b>  Students read the short literary text “Vuelva usted mañana.” During and after reading, students answer questions to measure their understanding of the story — especially their understanding of the culture shock that the character experiences when he is visiting Spain. After answering the questions, students work in their <i>familias</i> to compare and contrast the slow-paced Spain of the story with the fast-paced United States. They are encouraged to use additional cultural information they have learned about Spain and other Spanish-speaking countries from previous classes. Each <i>familia</i> gives a short oral presentation to the class.
Audio, Visual, and Audiovisual Interpretive Communication	<b>Audio</b> “Advanced Podcast 77: La muerte de la siesta”	<b>Formative Assessment: Death of the Siesta</b>  Working independently, students listen to and take notes on the podcast about how the siesta in Spain is becoming less common due to globalization and keeping up with the pace of the European Union. Students will be exposed to some new vocabulary in this thematic unit and assessed with questions of varying difficulty about the podcast. When they have finished answering the questions, we discuss them and the more important information from the podcast.
Spoken Interpersonal Communication	<b>Short story</b> de Larra, “Vuelva usted mañana”  <b>Audio</b> “Advanced Podcast 77: La muerte de la siesta”	<b>Instructional Activity: La Siesta</b>  Using the podcast from the previous activity and referring back to the short story “Vuelva usted mañana,” we discuss in a Socratic seminar whether Spain should hold on to its longtime tradition and/or whether the United States should adopt this custom.

*During the class discussion, I provide feedback to students about their performance on the assessment.*



## Essential Questions:

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- ▼ Should all culture be preserved? If so, how? ▼ How does United States culture differ from the cultures of Spanish-speaking countries?

Learning Objectives	Materials	Instructional Activities and Assessments
Written Presentational Communication	<p><b>Short story</b> de Larra, “Vuelva usted mañana”</p> <p><b>Audio</b> “Advanced Podcast 77: La muerte de la siesta”</p> <p><b>Online article</b> “Más de la mitad de los españoles nunca duerme la siesta”</p>	<p><b>Summative Assessment: Will the Siesta Survive?</b></p> <p>Students return to the podcast about the death of the Spanish siesta and the short story “Vuelva usted mañana.” They also read the article from ABC.es. Each student synthesizes the perspectives found in these three sources and presents his or her own point of view by writing a persuasive essay supporting either (a) the position to end the siesta due to changing times and globalization, or (b) the position that it is still a valuable custom. The AP World Language and Culture Exams Scoring Guidelines for Presentational Writing are used to grade this assessment and give feedback to the students.</p>
Spoken Interpersonal Communication Written Interpersonal Communication		<p><b>Instructional Activity: What Is Culture?</b></p> <p>Students work in their <i>familias</i> to prepare a list of all the components that comprise culture, with the goal of trying to define <i>culture</i>. Students discuss visible culture such as music, dance, holidays, and religion, as well as invisible culture such as beliefs, attitudes, and personal space. Students then discuss how these cultural components affect their daily lives. Finally, students write everything they discussed on the boards in the classroom.</p>
Spoken Interpersonal Communication		<p><b>Instructional Activity: Exchange of Cultures</b></p> <p>Students work in their <i>familias</i> to discuss the cultural influences of other countries on the United States. They also discuss the influences of the United States on other countries. Students write all of their findings on the board and we discuss them as a class.</p>
Written Interpersonal Communication		<p><b>Formative Assessment: How Does Culture Define Me?</b></p> <p>After the thorough discussion in the previous instructional activity, students begin to journal about key cultural components and how these affect their lives. Students then turn in these journal entries and I randomly redistribute them to other students. Students comment on the journal entries they have received. I do this numerous times and then finally collect the entire discussion.</p>

*This summative assessment addresses the essential question, Should all culture be preserved? If so, how?*

*After evaluating these I let the students review them. Those who started the journal entry are always excited to see what the other students had to say in response. I use a slightly modified version of the AP World Language and Culture Exams Scoring Guidelines for Interpersonal Writing to evaluate this assessment and give feedback to the students.*



## Essential Questions:

- ▼ How do we define culture, and how does culture define us? ▼ How does culture affect our daily lives?
- ▼ Should all culture be preserved? If so, how? ▼ How does United States culture differ from the cultures of Spanish-speaking countries?

Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication	<b>Audio</b> "Advanced Spanish Podcast 56: Choques culturales"	<b>Formative Assessment: Culture Shock</b>  Working independently, students listen to the podcast about <i>choques culturales</i> . The podcast exposes the students to new vocabulary from the thematic unit. Students take notes and are assessed with questions of varying difficulty about what they have heard.
Spoken Interpersonal Communication		<b>Instructional Activity: KWL</b>  After the assessment on the "Choques culturales" podcast, students share with their <i>familias</i> any experiences they have had with culture shock at home or abroad. Students each have a KWL (Know-Want to Know-Learned) template that they fill out during the period. After identifying what they know in their <i>familias</i> , they share this information with the rest of the class by filling every inch of whiteboard space in the room.
Spoken Interpersonal Communication Written Interpersonal Communication		<b>Instructional Activity: What's Your Culture?</b>  Students share with their <i>familias</i> any particular customs, holidays, or other cultural aspects that are unique to their families. These relate back to the essential question, <i>How does culture affect our daily lives?</i> Students journal about the information that they learn from one another. Then each student fills out a map of the world handout, marking regions where he or she has family history or connections. Students engage in a free-form, full-class discussion to conduct interviews and fill in their maps with additional information from their peers. At the end we take a look at the maps to see where the class is culturally distributed throughout the world.

*This podcast comes from the Notes in Spanish website, which contains around 100 excellent podcasts related to the six themes for AP world language and culture courses. Following the assessment, in order to help further develop student skills, we discuss what information was most important and why.*

*Many students have had the opportunity to travel abroad before taking AP Spanish. They are excited to share their experiences and other students are pleasantly surprised by what they learn from their peers.*


**Essential Questions:**

- ▼ How do we define culture, and how does culture define us? ▼ How does culture affect our daily lives?
- ▼ Should all culture be preserved? If so, how? ▼ How does United States culture differ from the cultures of Spanish-speaking countries?

Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Presentational Communication		<p><b>Summative Assessment: You Do What?</b></p> <p>Students choose a cultural topic to compare and contrast regarding customs in the United States and a Spanish-speaking country. For example, a student might compare Christmas customs in the United States with Christmas customs in Spain. I approve the topics so that we have a variety of presentations. Students present their comparisons to the class in a 2-minute formal presentation. These presentations include slide shows to be projected in front of the class. A rubric is provided to students before the assignment so they will know how their presentations will be evaluated. Following the assessment, the rubric helps provide students with information on the strength of their presentations and areas to target for improvement.</p>

*This summative assessment addresses the essential question, How does United States culture differ from the cultures of Spanish-speaking countries?*



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


**Essential Questions:**

- ▼ How do we express our personal identities through the arts? ▼ How do the arts both challenge and reflect cultural perspectives? ▼ What are the positive and negative impacts of the arts on teenagers?

Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication		<p><b>Instructional Activity: What Artistic Impression Impacts Me?</b></p> <p>In the last unit, students discussed aspects of culture that influenced their lives. Now students explore the arts more specifically and profoundly. They begin this unit by discussing in their <i>familias</i> any specific music, dance, literature, or artwork that makes/has made an impact on their lives. Students are encouraged to really self-reflect and try to understand why they identify with a particular piece of art or type of artistic expression.</p>
Written and Print Interpretive Communication Audio, Visual, and Audiovisual Interpretive Communication	<p><b>Website</b> “Frida Kahlo Fans”</p> <p><b>Essay</b> “Frida Kahlo y el nacionalismo mexicano”</p> <p><b>Audio</b> Olaso, “Lila Downs: La música de la migración”</p>	<p><b>Formative Assessment: Artistic Expression</b></p> <p>In their <i>familias</i>, students brainstorm specific examples of artists, dancers, musicians, and authors who have used the arts to document their lives. Having already studied Frida Kahlo in Spanish 4, students review the information learned the previous year. Students then read an article about Frida and her Mexican heritage, and listen to the audio about Lila Downs. Students compare and contrast how Frida embraces her Mexican heritage through her art with how Lila Downs’s struggle with her Mexican identity is demonstrated in her music. Students discuss this topic in their <i>familias</i> and then write a brief essay reflecting their ideas.</p>
Spoken Presentational Communication		<p><b>Summative Assessment: Who or What Best Represents Me?</b></p> <p>Students choose a piece of art they feel best expresses who they are. They could choose a song, piece of art, dance, story, or poem. If they desire, students may alternatively create something of their own. They then give an oral presentation to the rest of the class explaining the connection between themselves and the selected work of art. Using a rubric, I provide feedback on the strength of students’ presentations and areas to target for improvement.</p>
Audio, Visual, and Audiovisual Interpretive Communication Spoken Presentational Communication	<p><b>Film</b> <i>Tango</i></p>	<p><b>Instructional Activity: Field Trip to Argentina</b></p> <p>Students view the film <i>Tango</i> by Carlos Saura. They answer comprehension questions and take notes about how Saura highlights the integration of the tango in various aspects of Argentinean culture. After viewing the film, students work in <i>familias</i> to find examples of how American cultural products reflect American culture in the same way the tango reflects Argentinean culture. One student from the <i>familia</i> presents their findings to the rest of the class.</p>

*I enjoy making students think about and explain why they identify with a particular kind of music or read their favorite author. I believe it increases their self-awareness.*

*This activity addresses the essential question, How do we express our personal identities through the arts? I return the essays with feedback on the strength of students’ compare-and-contrast explanations.*

*This summative assessment addresses the essential question, How do we express our personal identities through the arts? This is one of the most meaningful activities of the year for most of my students.*

*This film is a confidence booster for the students regarding their listening comprehension. It is an easier film to follow than some of the others we watch in class.*

**Essential Questions:**

▼ How do we express our personal identities through the arts? ▼ How do the arts both challenge and reflect cultural perspectives? ▼ What are the positive and negative impacts of the arts on teenagers?

Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication	<b>Audio</b> "El tango"	<b>Formative Assessment: Let's Tango</b>  Working independently, students listen to the podcast about the music and dance of the tango in Argentina. The podcast exposes students to new vocabulary from this thematic unit. Students take notes and are assessed on their understanding with questions of varying difficulty. We also compare the information from the podcast with that from Carlos Saura's film.
Written Interpersonal Communication		<b>Formative Assessment: Why Can't We Be More Like Argentina?</b>  Students first read an article that I, pretending to be a newspaper columnist, have created. The article argues that the United States has little to none of its own artistic culture, that all of its culture is the result of its being a melting pot. Students provide a written response to the article. They can either support or oppose the views I have expressed. This is an opportunity for the students to practice their persuasive writing skills.
Spoken Interpersonal Communication		<b>Instructional Activity: Can Music Be Destructive?</b>  In the Socratic seminar format, students discuss how music affects the younger generations. We discuss time periods such as the roaring 20s, the 60s, and today; whether the behavior of young people in those time periods can be classified as extreme or destructive; and what role, if any, music played in that behavior. Ultimately students discuss current music styles such as heavy metal and rap music and whether these types of music cause destructive behavior.

*After the assessment, in order to help further develop students' skills, we discuss what information was most important and why. We also do a post-assessment reflection as a group and students alert me to what was most difficult for them in this podcast.*

*Students are able to use prior knowledge of U.S. history from their social studies classes. I use the AP World Language and Culture Exams Scoring Guidelines for Interpersonal Writing to evaluate this assessment and give feedback to the students.*

*Most students are anxious to weigh in on this topic because music is so important to them. They are also able to use knowledge learned in their social studies classes.*



**Essential Questions:** ▼ How do we express our personal identities through the arts? ▼ How do the arts both challenge and reflect cultural perspectives? ▼ What are the positive and negative impacts of the arts on teenagers?

Learning Objectives	Materials	Instructional Activities and Assessments
<p>Written Presentational Communication</p> <p>Audio, Visual, and Audiovisual Interpretive Communication</p> <p>Written and Print Interpretive Communication</p>	<p><b>Online articles</b></p> <p>“Papel de la música en los jóvenes”</p> <p>“MONITOR MPI — Monitor de Imagen y Posicionamiento de Marcas: Segmento Jóvenes Montevideo”</p> <p>“Influencia de la música en la conducta de los adolescentes”</p> <p><b>Audio</b></p> <p>“La música mejora el rendimiento académico”</p>	<p><b>Summative Assessment: Teenagers and Music</b></p> <p>Students read the articles and listen to the audio in order to address the topic of music in the lives of teenagers. It is well documented that music has its benefits, but can too much or certain types of music have negative influences? Students synthesize the information provided and address this issue by writing persuasive essays about the effects of music on teenagers. The AP World Language and Culture Exams Scoring Guidelines for Presentational Writing are used to grade this assessment and give feedback to the students.</p>

*This summative assessment addresses the essential question, What are the positive and negative impacts of the arts on teenagers?*

- Science and technology
- Contemporary life
- Global challenges


**Essential Questions:**

- ▼ How does technology affect our daily lives?
- ▼ What are the positive and negative effects of science and technology?
- ▼ How are language and communication changing due to science and technology?
- ▼ How is our social behavior changing due to technology?

Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication		<b>Instructional Activity: How Plugged-in Are We?</b> Students work in their <i>familias</i> to prepare a list of all the ways we are connected to technology on a daily basis. Students are encouraged to discuss how they react when they lose their cell phones or their computers crash. Students present their findings to the rest of the class via discussion.
Written Interpersonal Communication		<b>Formative Assessment: Tech Help!</b> Students respond to an email (of my own creation) as part of an ongoing problem with their Internet service provider. The problem could involve poor service, too much email, and/or spam. I encourage the students to work hard on their etiquette skills when writing this assessment, since this problem will most likely occur at some point in their lives.
Spoken Interpersonal Communication		<b>Formative Assessment: Good and Bad of Technology</b> Students work in their <i>familias</i> to identify all the positive and negative effects of technology. Each group works together to prepare a short oral presentation. All members of each <i>familia</i> work together to be sure each member is prepared, but I choose only one to present.
Written and Print Interpretive Communication	<b>Short story</b> Yánez Cossio, “La IWM mil”	<b>Instructional Activity: Story About an iPhone</b> Students read the short literary text by Alicia Yánez Cossio, “La IWM mil.” This story highlights what happens when everyone becomes entirely dependent on an apparatus that we would recognize today as a smartphone. Students answer comprehension questions and then write a brief analysis to describe how this story parallels what is happening in their lives and the rest of society today.
Spoken Interpersonal Communication		<b>Instructional Activity: How Do We Unplug?</b> After completing the story, students work in pairs to interview one another. They exchange opinions about the stress that technology can cause even though it is meant to make our lives easier. Then they discuss what they do in order to get a break from technology or “unplug.”

*Because technology is meaningful to the students, this unit holds a great deal of interest for them.*

*I use the AP World Language and Culture Exams Scoring Guidelines for Interpersonal Writing to evaluate this assessment and give feedback to the students.*

*We debrief after the presentations to discuss the strengths of the connections made and the overall organization of the presentations.*

*This is probably the short story students most enjoy reading. They are in awe of the parallels between the story written three decades ago and the use of smartphones today.*


**Essential Questions:**

- ▼ How does technology affect our daily lives? ▼ What are the positive and negative effects of science and technology? ▼ How are language and communication changing due to science and technology? ▼ How is our social behavior changing due to technology?

Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication		<b>Instructional Activity: How We Communicate</b>  Students work in their familias to discuss how cell phone usage and texting have dramatically changed how we communicate. Before they start, I share with them several experiences from when I was younger and how the lack of technology influenced those experiences. I also pose the idea that although technology enables us to be in more frequent contact, we now have less face-to-face contact with one another. After some discussion I pose the next questions: <i>Is communication better or worse due to the advances in technology? Is texting beneficial or detrimental?</i> After further discussion I call on volunteers to present their opinions.
Written Presentational Communication Audio, Visual, and Audiovisual Interpretive Communication Written and Print Interpretive Communication	<b>Online articles</b> Lee, “Lenguas en extinción florecen gracias a la tecnología”  González, “Tecnología y lengua nacional”  <b>Audio</b> “Los celulares y la evolución del comportamiento social”	<b>Summative Assessment: Are We Better Off With or Without Technology?</b>  Students read articles and listen to an audio recording in order to write a persuasive essay about whether technology is positively or negatively affecting how we communicate.
Audio, Visual, and Audiovisual Interpretive Communication Spoken Interpersonal Communication	<b>Audio</b> “Advanced Spanish Podcast 91: El móvil”	<b>Formative Assessment: Cell Phone Usage in Spain</b>  Working independently, students listen to the podcast about cell phone usage in Spain. The podcast exposes the students to new vocabulary from the thematic unit. Students take notes and are assessed on their understanding with questions of varying difficulty. Upon finishing the quiz, we discuss the questions and students also discuss how cell phone usage in Spain compares to their own.

*This summative assessment addresses the following essential questions:*

- What are the positive and negative effects of science and technology?
  - How are language and communication changing due to science and technology?
- I use the AP World Language and Culture Exams Scoring Guidelines for Presentational Writing to grade this assessment and give feedback to the students.*

*After the assessment, in order to help further develop students’ skills, we discuss what information was most important and why.*


**Essential Questions:**

▼ How does technology affect our daily lives? ▼ What are the positive and negative effects of science and technology? ▼ How are language and communication changing due to science and technology? ▼ How is our social behavior changing due to technology?

Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication Written and Print Interpretive Communication	<b>Print</b> "Videojuegos que entrenan a niños y adolescentes para ser violentos en la escuela"	<b>Instructional Activity: Who Is to Blame?</b>  Students read the article and then debate in their <i>familias</i> the issue of whether technology, such as video games, music, videos, and images in the media, can cause violent behavior. After discussing in their <i>familias</i> , students interview one another individually in order to complete a survey of their classmates' opinions. We gather the results and create a graph to be posted in the classroom.
Spoken Interpersonal Communication		<b>Instructional Activity: What Will the Future Be Like?</b>  Students work in their <i>familias</i> to make predictions about the future. What new inventions will there be? Will the polar ice caps be gone? Students are encouraged to think about the roles of technology and science. Science and medicine may be helping us live longer, but at the same time, technology may be causing illnesses, diseases, and lack of exercise. Student groups give oral presentations of their predictions to the class.
Spoken Presentational Communication		<b>Summative Assessment: What Will They Think of Next?</b>  Students can use the previous activity's discussion to help inform and inspire their next project: designing and/or inventing any type of technological product. Students present their product and all that it is capable of doing in the form of a video commercial. I provide students with a thorough rubric to guide them through this project and give them feedback. I generally divide this project into a few sections so that students can receive feedback throughout the development of their project and the making of their commercial.

*Students are usually very eager to express their opinions about this issue. They like to see the results and where they stand in comparison with their classmates.*

*This summative assessment addresses the essential question, How does technology affect our daily lives?*

- Beauty and aesthetics
- Contemporary life
- Science and technology


**Essential Questions:**

▼ Are humans getting healthier or unhealthy? ▼ Is technology helping or harming our health? ▼ What impact does our leisure time have on our health? ▼ How do teenagers in the U.S. spend their free time differently from teenagers in Spanish-speaking countries?

Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication	<b>Online article</b> "Prevalencia del sobrepeso y obesidad en estudiantes adolescentes de dos contextos: rural y urbano, de la Región de los Ríos, Chile"	<b>Instructional Activity: Are You Healthy?</b> Students begin this unit by examining and discussing their personal eating and exercising habits in their <i>familias</i> . They then each complete a survey by performing interviews to find out if overall the class is healthy, moderately healthy, or unhealthy. I post the results of the survey on one of the bulletin boards. Additionally, students compare their results with those from a study done on adolescents in Chile.
Spoken Interpersonal Communication		<b>Instructional Activity: Healthy Plan</b> After reviewing their findings, students work in their <i>familias</i> to come up with a plan to make the class healthier. We use the results from the survey to create this plan and to set our goals. Next, in pairs, students role-play as nutritionist and patient to more specifically establish their individual plans and goals. We continue to post the students' progress on the bulletin board.
Audio, Visual, and Audiovisual Interpretive Communication	<b>Audio</b> "Intermediate Spanish Podcast 28: Comida rápida"  "La obesidad es una nueva preocupación para América Latina"	<b>Formative Assessment: Fast Food Leads to Obesity</b> Working independently, students listen to the audio recordings about fast food and obesity in Latin America. These expose the students to new vocabulary from the thematic unit. Students take notes and are assessed with questions of varying difficulty. Upon finishing the quiz we discuss the questions. Students also discuss the problem of obesity and how U.S. fast food restaurants may be causing an increase in obesity in other countries.
Written Interpersonal Communication		<b>Formative Assessment: Let's Get in Shape</b> Students compose an email message or letter in response to an email that I create posing as a district coordinator for student wellness. Students assume they are working with the coordinator to help start a new wellness program for students.

*I think it is important for the students to see the results posted on a bulletin board as a constant reminder about their health. I leave it posted for the rest of the year.*

*After the assessment, in order to help further develop students' skills, we discuss what information was most important and why.*

*I use the AP World Language and Culture Exams Scoring Guidelines for Interpersonal Writing to evaluate this assessment and give feedback to the students.*



**Essential Questions:**

▼ Are humans getting healthier or unhealthier? ▼ Is technology helping or harming our health? ▼ What impact does our leisure time have on our health? ▼ How do teenagers in the U.S. spend their free time differently from teenagers in Spanish-speaking countries?

Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication		<p><b>Instructional Activity: Visit to the Doctor</b></p> <p>Students first review vocabulary by mapping and/or categorizing on the boards all the words related to health learned in previous years. We then work together to create a comprehensive list of symptoms and illnesses. Next, students pair up to role-play a doctor's visit. The student playing the patient begins the conversation by describing his or her symptoms to the doctor. The student playing the doctor continues the conversation by trying to diagnose the problem and give the appropriate prescription or advice for the health issue. Students then switch partners and roles.</p>
Spoken Interpersonal Communication	<p><b>Sample charts</b></p> <p>"Obesidad — tasa de prevalencia en adultos — Mundo"</p> <p>"Tasa de mortalidad"</p>	<p><b>Instructional Activity: Who Is the Healthiest?</b></p> <p>Students investigate the Index Mundi website and its numerous charts and graphs about people's health in countries around the world. After reviewing these graphs, students discuss in their <i>familias</i> why certain countries are ranked where they are. For each country, students are encouraged to examine the gastronomy, economy, customs, how leisure time is spent, etc., culminating in a classroom discussion about this information.</p>
Spoken Interpersonal Communication		<p><b>Instructional Activity: Leisure Time</b></p> <p>Students discuss in their <i>familias</i> how they spend leisure time. They are encouraged to look most closely at two areas: sports and technology. They analyze whether their leisure time alleviates stress or causes more of it, and also discuss more generally their stress levels, what causes stress, and how they deal with it. Students individually present their findings to the class, and together we take a close look at the mental wellness of the class.</p>

Since students sometimes are inconsistent with register, this is an opportunity to stay strictly in the Ud. form while talking to the doctor.





**Essential Questions:**

▼ Are humans getting healthier or unhealthier? ▼ Is technology helping or harming our health? ▼ What impact does our leisure time have on our health? ▼ How do teenagers in the U.S. spend their free time differently from teenagers in Spanish-speaking countries?

Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Presentational Communication		<p><b>Summative Assessment: Adolescents Around the Globe</b></p> <p>Students conduct research and give oral presentations to their classmates about how teenagers in the United States spend their leisure time and how teenagers of Spanish-speaking countries spend theirs. Areas such as school, sports, technology, the arts, family, and work are to be highlighted. Students present these two analyses to the class in a 2-minute formal presentation. They include a slide show that is projected in front of the class. A rubric is provided to students before the assignment so they will know how their presentations will be evaluated. Following the assessment, the rubric helps provide students with information on the strength of their presentations and areas to target for improvement.</p>

*This summative assessment addresses the essential question, How do teenagers in the U.S. spend their free time differently from teenagers in Spanish-speaking countries?*

- Global challenges
- Contemporary life
- Beauty and aesthetics



## Essential Questions:

- ▼ What is happening and what is going to happen to our environment? ▼ How are my personal habits affecting the environment? ▼ What is my role in limiting harm to the environment? ▼ What is the relationship between the environment of a country and its economy? ▼ What is tourism's role in preserving the environment?

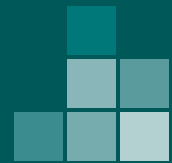
Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication		<p><b>Instructional Activity: The Environment and Its Problems</b></p> <p>In their <i>familias</i> students brainstorm a list of all the problems they can think of that are occurring in the environment around the world. I then assign various target areas such as water, air, and animals in danger of extinction to each group to do more in-depth research. A volunteer from each group presents its findings to the rest of the class.</p>
Written and Print Interpretive Communication	<p><b>Short stories</b></p> <p>Quiroga, “A la deriva” and “El hijo”</p>	<p><b>Instructional Activity: Horacio Quiroga</b></p> <p>Students read two short literary texts by Horacio Quiroga: “A la deriva” and “El hijo.” They then answer short comprehension questions and write brief analyses about the balance and relationship between man and his environment. I pose the questions, <i>How long will humans walk this Earth?</i> and <i>What predictions can you make about what specifically will happen between man and nature?</i> I like to have a Socratic seminar focusing on these questions and let the students debate the topic.</p>
Written and Print Interpretive Communication	<p><b>Online article</b></p> <p>“Un alpinista se amputa el brazo con su navaja después de cinco días atrapado bajo una roca”</p> <p><b>Short stories</b></p> <p>Quiroga, “A la deriva” and “El hijo”</p>	<p><b>Instructional Activity: What Would You Do?</b></p> <p>Students read an article about a hiker who cut off his own arm in order to survive a hiking accident. They work in their <i>familias</i> to compare and contrast Quiroga’s stories with the article. Then, in a Socratic seminar, they share with one another what they would do in the situations from the short stories and the article. We also share experiences of our own or others we know of that relate to the theme of man against nature.</p>
Audio, Visual, and Audiovisual Interpretive Communication	<p><b>TV program</b></p> <p><i>Medio ambiente MX</i></p>	<p><b>Instructional Activity: The Situation in Mexico</b></p> <p>Students view the program <i>Medio ambiente MX</i>. This is an excellent, level appropriate, 30-minute program discussing what is happening in the environment in Mexico as well as ideas to solve these environmental issues. Students answer questions while watching the video. After viewing we discuss as a class whether this is similar to or different from what is happening in our communities and the U.S. in general.</p>

*This summative assessment addresses the essential question, How do teenagers in the U.S. spend their free time differently from teenagers in Spanish-speaking countries?*

*These stories highlight the struggle and balance between man and nature.*

*Students take great interest in talking about stories of survival and what they would or would not do to survive.*

*This program is a confidence booster because it uses much of the typical environmental vocabulary that students would learn in a unit like this one.*



## Essential Questions:

- ▼ What is happening and what is going to happen to our environment? ▼ How are my personal habits affecting the environment? ▼ What is my role in limiting harm to the environment? ▼ What is the relationship between the environment of a country and its economy? ▼ What is tourism's role in preserving the environment?

Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication	<b>Audio</b> "Advanced Spanish Podcast 66: Las tres 'erres.'"	<b>Formative Assessment: RRR</b>  Working independently, students listen to a podcast about recycling, reusing, and reducing in Spain. The podcast exposes the students to a lot of vocabulary from the thematic unit. Students take notes and are assessed on their understanding with questions of varying difficulty. Upon finishing the questions, we discuss the answers, and students also discuss how Spain compares to the U.S. in the areas of recycling and the environment.
Written Interpersonal Communication		<b>Formative Assessment: Recycling Club</b>  Students respond to questions and points brought up in an email written by the principal with regard to starting a recycling club at the school.
Spoken Presentational Communication		<b>Summative Assessment: Do Your Part!</b>  Having already laid the foundation for a recycling club in their email response to the principal in the previous assessment, students now work in their <i>familias</i> to create a larger plan for a recycling club for the school and/or the community. They are expected to provide explanations of the resources needed, numbers of people required for projects, etc. Student groups can use poster board, PowerPoint, Prezi, a video, or any other means to present their plan. I provide students with a rubric to explain the requirements and to give feedback.
Spoken Interpersonal Communication		<b>Instructional Activity: What Is Ecotourism?</b>  Students work in their <i>familias</i> and with my guidance to define and thoroughly explain the definition of <i>ecoturismo</i> and its growing role in helping to save the environment.
Spoken Presentational Communication	<b>Online article</b> "Plan para preservar Machu Picchu"  <b>Audio</b> "Haz turismo conservando la naturaleza"	<b>Instructional Activity: The Impact of Tourism</b>  Students first review tourism vocabulary by mapping all related words on the board. Then, working independently, they read the article, listen to the podcast twice, and take notes. Finally, in their <i>familias</i> , students discuss the impact of tourism on the environment. I ask for volunteers or choose a few individual students to present the results of their discussions to the class.

*After the assessment, in order to help further develop their skills, we discuss what information was most important and why.*

*We have successful recycling and environmental clubs with many members. This is a realistic and meaningful assessment for our students. I use the AP World Language and Culture Exams Scoring Guidelines for Interpersonal Writing to evaluate this assessment and provide feedback.*

*This summative assessment addresses the essential question, What is my role in limiting harm to the environment?*



## Essential Questions:

- ▼ What is happening and what is going to happen to our environment?
- ▼ How are my personal habits affecting the environment?
- ▼ What is my role in limiting harm to the environment?
- ▼ What is the relationship between the environment of a country and its economy?
- ▼ What is tourism's role in preserving the environment?

Learning Objectives	Materials	Instructional Activities and Assessments
Written Presentational Communication Spoken Presentational Communication		<p><b>Summative Assessment: Poster</b></p> <p>Students work in their <i>familias</i> to create a poster that promotes the protection of the environment and ecotourism. To ensure variety, each <i>familia</i> is responsible for a different aspect of the environment. While planning their posters, students consult a website in Spanish for an organization related to their cause. Students present their completed posters to the class.</p>

*This summative assessment addresses the following essential questions:*

- What is the relationship between the environment of a country and its economy?
- What is tourism's role in preserving the environment?

*I provide students with a rubric that describes all the requirements for the poster and the presentation. I use this to guide them through the multiple steps of this assessment.*

- Global challenges
- Contemporary life
- Personal and public identities


**Essential Questions:**

▼ What challenges do indigenous communities face? ▼ How have communities been affected by social challenges and their resolutions? ▼ How can beliefs and ideologies cause social and political challenges as well as resolve them?

Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication		<b>Instructional Activity: Social Challenges</b> Students begin this unit with discussion of some social challenges that exist here in the United States as well as in other countries around the world. Some examples are multiple languages, the rights of native communities, and tension between economic classes. Students work in their <i>familias</i> and present their findings to the others by writing them on the board and discussing them orally. Students are then encouraged to look at our own history and our treatment of Native Americans.
Audio, Visual, and Audiovisual Interpretive Communication	<b>Film</b> <i>The Devil's Miner</i>	<b>Instructional Activity: The Mountain That Eats Men</b> Students view the documentary <i>The Devil's Miner</i> . They take notes and answer questions on the film. In their <i>familias</i> , students compare and contrast the lives of the two young Bolivian miners with their own. Students are encouraged to specifically compare their hardships with those of the two Bolivian boys. This film will later be used in a summative assessment.
Written and Print Interpretive Communication	<b>Short stories</b> Ocampo, "El indio Paulino" Montoya, "La Palliri"	<b>Instructional Activity: The Life of a Miner</b> Students read Ricardo Ocampo's "El indio Paulino" and Victor Montoya's "La Palliri." They answer comprehension questions and take notes. Then, in their <i>familias</i> , students compare these short stories with what they viewed in the documentary film. This will give students a good knowledge base of the lives and hardships of indigenous peoples in South America. This text will also be used in a summative assessment.

*This film highlights two brothers, ages 12 and 14, who work 12- to 24-hour shifts in the silver mines of Bolivia.*

*These stories almost exactly parallel the documentary The Devil's Miner.*


**Essential Questions:**

▼ What challenges do indigenous communities face? ▼ How have communities been affected by social challenges and their resolutions? ▼ How can beliefs and ideologies cause social and political challenges as well as resolve them?

Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication	<b>Online video</b> "Guardia Indígena y popular: lucha resistencia y valor"	<b>Formative Assessment: These Are Our Lands</b>  Students view the video about the <i>Guardia Indígena</i> in Colombia, who are trying to protect the lands to which they believe they have ancestral rights. Students take notes on the video and are assessed on their understanding. Students discuss the parallels between the situation highlighted in the video and the land conflict that occurred here in the U.S. between Native Americans and the government.
Written Presentational Communication	<b>Online article</b> "Lenguas indígenas del Paraguay"	<b>Summative Assessment: Rights of the Indigenous Communities</b>  Drawing on what they learned from watching the documentary, reading the short stories, watching the video, and analyzing the graphs, students write persuasive essays defending the rights of the indigenous peoples of South America. Students are encouraged to highlight the rights to land ownership, language issues, and work conditions. The AP World Language and Culture Exams Scoring Guidelines for Presentational Writing are used to grade this assessment and give feedback to the students.
Spoken Interpersonal Communication		<b>Instructional Activity: Causes of Conflict</b>  Students return to our discussion of the social challenges faced by countries around the world. Using prior knowledge and what they have learned so far in this unit, students discuss the causes of conflict between governments and their people. Students present their findings to the rest of the class on the board and orally.
Audio, Visual, and Audiovisual Interpretive Communication	<b>Film</b> <i>La Historia Oficial</i>	<b>Instructional Activity: Argentina's Dirty War</b>  Students view the Argentine film <i>La Historia Oficial</i> about the Dirty War in Argentina in the 1970s. Students answer questions and take notes on the film. They then work in their <i>familias</i> to discuss both the political and personal challenges shown in the film. Students are especially encouraged to discuss what they would do if in the same situation.

After the assessment, in order to help further develop their skills, we discuss what information was most important and why.

This summative assessment addresses the essential question, What challenges do indigenous communities face?

This film is about an upper middle class couple with an adopted child. The mother believes that the child was born of someone who "disappeared" during Argentina's Dirty War.


**Essential Questions:**

▼ What challenges do indigenous communities face? ▼ How have communities been affected by social challenges and their resolutions? ▼ How can beliefs and ideologies cause social and political challenges as well as resolve them?

Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretation Communication Spoken Presentational Communication	<b>Online article</b> "Chile: dictadura y democracia"	<b>Instructional Activity: Chile's September 11th</b> Students read the article about the coup d'état in Chile in 1970 and take notes on the material. I divide the class into two groups. One group looks for comparisons with other political and social challenges in Argentina. The other group compares and contrasts the impact of the September 11th events in the U.S. and in Chile. I ask for volunteers to present to the class.
Spoken Presentational Communication		<b>Summative Assessment: Researching Political/Social Challenges</b> Students research a difficult social or political era in a Spanish-speaking country. They then compare and contrast this era with one of a similar nature from United States history. Students describe this social/political challenge, how it was resolved, the impact it has left, and how the communities commemorate the events. Students present their findings to the class in a 2-minute formal presentation. Presentations include a slide show to be projected in front of the class. A rubric is provided to students before the assignment so they will know how their presentations will be evaluated. Following the assessment, the rubric helps provide students with information on the strength of their presentations and areas to target for improvement.

*Students are surprised to discover that there was another September 11th event. This one was in Chile.*

*This summative assessment addresses the following essential questions:*

- How have communities been affected by social challenges and their resolutions?
- How can beliefs and ideologies cause social and political challenges as well as resolve them?



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