



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

## Course Planning and Pacing Guide 2

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## 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.

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## The Bolles School Jacksonville, Fla.

School	Private pre-K–12 school in Jacksonville, Florida, with 1,646 students on three campuses. In grades 9–12, there are 781 students. The school employs 163 faculty members and offers 20 AP courses and 33 honors courses.
Student population	<p>Most students come from the surrounding area, but there are also more than 90 students from other parts of the United States as well as students from 23 different countries housed in the boarding program.</p> <p>The student population is:</p> <ul style="list-style-type: none"> <li>• 78 percent Caucasian</li> <li>• 5 percent African American</li> <li>• 5 percent Hispanic</li> <li>• 14 percent Asian, Asian American, and other</li> </ul> <p>100 percent of students go on to four-year colleges and universities.</p>
Instructional time	The course plan is based on 175 school days. The class meets five days a week for 45 minutes each session. School begins the third week in August.
Student preparation	Because students in our school can begin their study of Spanish as early as fourth grade, students in this course have benefited from exposure to language and culture at an early age. Students begin a more formal study of Spanish in the seventh grade. By the third or fourth year of study, the Spanish curriculum is organized thematically, and grammar and vocabulary are presented according to communicative needs. Admission to the AP course is open to all students who receive a teacher recommendation and meet the prerequisites for the course. Students enroll in AP as their fifth level of Spanish. Typically, there are 15–18 students enrolled in the AP Spanish Language and Culture course. Most of these students are taking at least one or two additional AP courses in other subject areas.

# Overview of the Course



The AP Spanish Language and Culture course gives students the chance to review, fine tune, and expand the language skills they developed over the previous four or more years of study. In those earlier courses, students learned the necessary grammatical framework and appropriate vocabulary to be able to communicate and develop their perspectives on a variety of subjects. They have also already been exposed to several of the AP course themes. The AP course itself provides them with the opportunity to broaden and enhance their understanding of these and other topics, while refining their command of the language and familiarity with the culture(s) of the Spanish-speaking world. In short, all language use is at a higher, more sophisticated level. Class discussions are more substantive, and Spanish is the primary language for communication.

In order for students to understand the culture through the language, I choose a variety of authentic materials and try to capitalize on the strengths and interests of the particular students currently enrolled in the course. I always emphasize that they do not have to understand every word of what they read or hear. Students are given some choice in preparation of work on various topics as long as they are working with the same themes and addressing the same skills. This is helpful for students who learn in different ways, and it also exposes the other students to alternate approaches.

Students work in pairs or individually on a variety of activities in and out of the classroom, and I try to stick to the guideline that we do not do anything in the classroom that they could do outside of the classroom, so as to maximize the time they have together. Every class begins with a “big” or “small” question of the day related to the theme, which starts our discussion. Sometimes part of their homework is a journal entry related to that issue. On other occasions, the day’s question will involve reacting to a newspaper headline or news story. This gives real-world relevance to the discussion and introduces students to varying perspectives and issues related to each theme.

In order to differentiate instruction, and because not all students in the class are preparing for the AP Exam, I present the material in a variety of ways, and assessments are designed to give students the opportunity to demonstrate their knowledge using different modes of communication.

Students do spend time some time practicing for the AP Exam by using previously released AP Exam questions that may relate to the theme we are studying; however, by not overemphasizing their importance, I avoid increasing the students’ stress level. We do examine the rubrics used to grade the different parts of the AP Exam, but it is not until the second half of the course that these rubric explanations even appear. Because we cover a variety of themes throughout the course, students should be ready to handle most any subject they may see on the AP Spanish Language and Culture Exam. My goal is to teach them how to develop informed perspectives, build their confidence in their ability to make connections between disciplines, and ultimately to increase their appreciation of and ability in speaking Spanish and engaging in discourse related to the culture(s) of the Spanish-speaking world.

- Contemporary life
- Personal and public identities
- Science and technology


**Essential Questions:**

▼ What does one learn through travel? ▼ How has travel changed throughout history and changed the way we live?

Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication	<b>Online video</b> “Jaén Renacimiento entre Olivos – Andalucía – Muchoviaje.com”  <b>Website</b> Paradores de Turismo	<b>Instructional Activity: Talking About Travel</b>  I begin this unit by presenting students with a questionnaire about travel, asking them such things as where they would go, how they would travel, and in what types of activities they would like to participate, if money and time were no object. Next, students watch an excerpt of a travel video about a city in Spain with which they are most likely not familiar and look at images from the Paradores de Turismo website describing different types of lodging and activities. Then we discuss rating systems such as <i>estrellas</i> and <i>tenedores</i> . Students comment orally about the different destinations and make comparisons about what is required of the traveler when taking different types of trips.
Written and Print Interpretive Communication		<b>Instructional Activity: Developing Vocabulary</b>  Students study vocabulary related to travel plans, types of travel, and means of transportation within different countries. We use an “ <i>autoprueba</i> ” method, in which students choose 20 words from vocabulary provided in the textbook to formulate definitions and synonyms in Spanish. They compare their lists with others, and each student creates a personal minilist. Students are also given time to discuss their choices with their classmates.
Written and Print Interpretive Communication Audio, Visual, and Audiovisual Interpretive Communication	<b>Online article</b> “Machu Picchu, ciudad sagrada de los incas”  <b>Audio</b> “Recorriendo el Camino Inca”	<b>Instructional Activity: Reading About Machu Picchu</b>  Students read an authentic excerpt about Machu Picchu from the website Enjoy Peru and listen to a selection about “Recorriendo el Camino Inca.” They answer multiple-choice questions to check for comprehension. In pairs, they discuss their impressions of what a visit to these places would be like.
Written and Print Interpretive Communication		<b>Instructional Activity: Building Vocabulary</b>  Students review vocabulary related to architecture, terrain, and history, in preparation for the next activity. Once again, students prepare their own minilists from words introduced via the textbook. They also compare their words with a classmate. In this way, each student develops a personal working list.

*Students seem to “own” the vocabulary more if they select the words they feel will be useful.*

*I like to post links to audio from the text series on my website so that students may refer to them outside the classroom. Students whose listening skills are weaker can benefit from extra review.*


**Essential Questions:**

▼ What does one learn through travel? ▼ How has travel changed throughout history and changed the way we live?

Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication  Audio, Visual, and Audiovisual Interpretive Communication	<b>Website</b> Fotos de < Flickr: Patrimonio de la Humanidad > listadas por país  <b>Online article</b> "Así son las siete nuevas maravillas"	<b>Instructional Activity: The Seven New Wonders</b>  I present information about the "seven new wonders of the world," found in a newspaper article, and show a PowerPoint presentation that includes photographs of World Heritage sites located in Spanish-speaking countries. As a group, we discuss the information about World Heritage sites. We also discuss issues involved in protecting such sites. Students work in small groups to list what they think the dangers might be in preserving such sites, focusing especially on concerns about how tourism affects each site. After their group work, we discuss their conclusions as a class.
Spoken Presentational Communication		<b>Formative Assessment: Oral Presentation</b>  After choosing a site from a list, students research the site in preparation for an oral presentation. They are required to include general information about the site, explain why it was chosen to be a World Heritage site, and how it fits the criteria. The oral presentation must be 3 minutes long, and students may use only minimal notes. (Notes are only allowed at all because this is the first unit of the school year; students will not be able to use notes in future presentations.) The audience takes notes and asks questions of each presenter, since this information will become part of a summative assessment at a later date.
Spoken Interpersonal Communication		<b>Instructional Activity: Interviewing a Classmate</b>  When all reports have been presented, students interview a partner, asking questions about some of the World Heritage sites selected and why they were chosen. Each student formulates his or her own questions for the interview.
Written and Print Interpretive Communication  Audio, Visual, and Audiovisual Interpretive Communication	<b>Online video</b> "Ejercicio de escucha: Pequeña historia de los vuelos transatlánticos"	<b>Instructional Activity: History of Travel</b>  I deliver a lecture on the history of travel and how our modes of transportation, tourist destinations, etc., have changed over time. Students watch a video clip about how transatlantic travel has changed. Students take notes and then hold small-group discussions focusing on the positives and negatives of how travel has changed over the centuries. Issues for discussion include speed, leisure value, and modes of transportation.

*These oral presentations, graded on a rubric, give me the chance to correct any inaccurate assumptions on the part of students and assist them in articulating their ideas orally. I give students individual feedback, including advice on areas for growth (for example, pronunciation).*

*Through this activity, students are able to make connections to what they have learned in other subject areas, such as history.*


**Essential Questions:**

▼ What does one learn through travel? ▼ How has travel changed throughout history and changed the way we live?

Learning Objectives	Materials	Instructional Activities and Assessments
Written Presentational Communication Written and Print Interpretive Communication Audio, Visual, and Audiovisual Interpretive Communication		<b>Formative Assessment: Writing like a Reporter</b>  Students are given the following writing assignment: You are a reporter for a newspaper from one of the areas where a World Heritage site is located. Write a travel review of the city or community, discussing it on the basis of: <ul style="list-style-type: none"> <li>• how to arrive there;</li> <li>• attractions that reflect its history and culture; and</li> <li>• how easy it would be for a person from another area to adjust to the community — its history, opportunities for activities, physical features, etc.</li> </ul>
Spoken Presentational Communication	<b>Blog entry</b> Mutti, “Día mundial del Turismo: La mejor universidad es viajar”	<b>Formative Assessment: “La mejor universidad es el viajar”</b>  Using the travel blog from Argentina as a guide, students prepare a 2-minute recorded personal commentary on “La mejor universidad es el viajar.” They respond to the blog entry and may agree or disagree with the blogger’s point of view. They must explain why they take this position, referring to specific examples from the past few weeks’ study.
Written Presentational Communication Written and Print Interpretive Communication		<b>Summative Assessment: Unit 1 Test</b>  Students take a written test in which they display their knowledge about World Heritage sites, their understanding of the history of travel, and, in particular, their ability to express their personal opinions about travel. The test includes multiple-choice questions, a short essay relating to an article about travel, and segments from articles about travel that students read and respond to. Students use new vocabulary and respond to questions that require them to demonstrate their cultural awareness.

*This written assignment prepares students for the unit’s summative assessment, since it will make them aware of missing information or thoughts they do not know how to express. I provide feedback on errors and address individual weaknesses in certain grammar points by using a rubric that evaluates areas such as task completion, following directions, use of vocabulary, appropriate sentence structure, etc. Students should be able to make cultural comparisons in a meaningful way.*

*For this formative assessment, I use a rubric for spoken presentational communication and focus feedback not only on content from students’ personal commentary, but also on their understanding of the blogger’s point of view. The information I get from this assessment alerts me to any misunderstandings students may still have regarding any of the sources from the previous weeks’ study.*

*This summative assessment addresses the following essential questions:*

- What does one learn through travel?
- How has travel changed throughout history and changed the way we live?

*It cements the unit by allowing students to demonstrate their understanding of the importance of travel as a broadening experience throughout history.*



# ¿Quiénes éramos y quiénes somos? (parte 1)

## Themes:

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

## Estimated Time:

4–5 weeks



### Essential Questions:

▼ How does family shape our identity? ▼ How has family structure changed over time? ▼ How has technology affected our personal and public identities?

Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication Audio, Visual, and Audiovisual Interpretive Communication Spoken Interpersonal Communication	<b>Website</b> Casa de Su Majestad el Rey de España	<b>Instructional Activity: Spain's Royal Family</b>  I begin the unit by introducing the royal family of Spain via the family's website. In preparation, students have learned additional vocabulary related to family histories (e.g., <i>antepasados</i> , <i>heredar</i> ) using the <i>autoprueba</i> method based on a vocabulary list I give them. Next, I arrange students in seven groups. Each group is assigned one of the members of the royal family to research. This may be done in a computer lab setting or for homework. The next day, the class divides into new groups composed of students who have each researched a different family member. They draw the royal family tree; brainstorm a list of questions about the family members' life experiences, current activities, etc.; and compare and contrast the different generations based on their collective research.
Audio, Visual, and Audiovisual Interpretive Communication	<b>Online video</b> "Ejercicio de escucha: Historia de la familia y la pareja"  <b>Online slideshow</b> "Cómo ha cambiado la familia en 5 décadas"	<b>Instructional Activity: The Family</b>  Students watch a video clip on the history of the institution of family, answer online questions about it, and complete online activities. This is followed by a class discussion on changes in the concept of family over the course of history. Students then look at an online slideshow about how the family unit has changed in the last 50 years. As a class, they comment on the changes shown in the pictures, and then in small groups they list five types of changes represented in the slideshow. Each group then shares its conclusions with another group to find similarities and differences in their summaries.
Written Presentational Communication Interpersonal Spoken Communication	<b>Textbook</b> Rulfo, "No oyes ladrar los perros"	<b>Instructional Activity: "No oyes ladrar los perros"</b>  In preparation for reading the short story "No oyes ladrar los perros" by Juan Rulfo, I give a brief overview of the themes in Rulfo's work. Students then read the story over several days. In class, we focus on key vocabulary and discuss how the father alternates between <i>tú</i> and <i>Ud.</i> when addressing his son. We then discuss the story and its depiction of the nature of family struggles.

Students in the classroom come from different types of family structures, and this activity provides the basis for some very interesting class discussions.



## Essential Questions:

▼ How does family shape our identity? ▼ How has family structure changed over time? ▼ How has technology affected our personal and public identities?

Learning Objectives	Materials	Instructional Activities and Assessments
Written Presentational Communication	<b>Textbook</b> Rulfo, "No oyes ladrar los perros"	<b>Formative Assessment: News Report</b>  Students write an imaginary news report of what happened in the story after the son died. They are required to include a reporter's interview with the father in which they ask (and answer) probing questions.
Spoken Interpersonal Communication		<b>Summative Assessment: Conversation About "No oyes ladrar los perros"</b>  In this assessment, student pairs have conversations based on the story. They address questions I give them about themes, identify key passages and discuss characters, and make their own personal reflections about the family dynamic in the story. Student A discusses certain passages and Student B others. Students are also assigned the role of either the father or the son in the story and ask each other questions in character; they do not know ahead of time who will play which parts. They are also required to use vocabulary learned in the story. Each pair's conversation is recorded.
Written and Print Interpretive Communication	<b>Blog entry</b> "La gestión de la diversidad generacional"	<b>Instructional Activity: La brecha generacional</b>  I begin the next part of this unit by introducing the idea of <i>la brecha generacional</i> . I first relate the concept back to information gathered on the royal family by reviewing the differences in their ages and experiences. I follow this up with a class discussion about generation gaps and technology, based on the blog article "La gestión de la diversidad generacional."
Written Presentational Communication		<b>Formative Assessment: Letter</b>  Students write a letter to an imaginary older adult or older relative, inviting that person to participate in an activity that requires the use of some technology that he or she probably doesn't know how to use. Students refer in their letters to the inventions, etc., that are probably new to the experience of the older person and ask questions about how some tasks were accomplished in the past.

*This assessment helps clear up any confusion about the events of the story, since students are asked to use specific examples to show the changing relationship between father and son. The probing questions and answers allow students to put into practice new vocabulary words. I am also able to identify any grammatical issues that impede their communication. Students complete a rough draft, which I use to provide feedback prior to their completion of the final version.*

*This summative assessment addresses the essential question, How does family shape our identity? Students may record their conversations in a language lab setting or use cell phones or laptops.*

*Students enjoy comparing their technological awareness to that of the older adults they know. It gives them a perspective on how rapidly technology can change over a generation.*

*This activity provides a good opportunity for review of imperfect tenses and commands. I can also provide feedback on appropriate register and on the student's clarity of expression. This activity helps me to see how well they have understood the information in the article about la brecha generacional.*

# ¿Quiénes éramos y quiénes somos? (parte 1) *(continued)*



## Essential Questions:

▼ How does family shape our identity? ▼ How has family structure changed over time? ▼ How has technology affected our personal and public identities?

Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication  Spoken Interpersonal Communication	<b>Online video</b> "La familia digital"	<b>Instructional Activity: La familia digital</b>  Students watch the YouTube video "La familia digital" and take notes. We discuss the ideas presented in the video, focusing mainly on technology's effect on family life. Students are encouraged to share experiences from their personal lives as well. I also post the link on my website so that they may watch it several times if they wish.
Written and Print Interpretive Communication  Written Presentational Communication	<b>Online article</b> Arce, "La familia 2.0"	<b>Summative Assessment: Persuasive Essay</b>  Students write a persuasive essay on the changing concept of the family and what factors have been important in these changes. They read a previously unseen article about how families are affected by technology and write their essays using the information from this article, videos seen in class, and what they have learned overall about the history of the family, how families have changed, and how technology has affected the institution of the family.

*This summative assessment addresses the essential questions:*

- How has family structure changed over time?
- How has technology affected our personal and public identities?

- Contemporary life
- Science and technology
- Families and communities


**Essential Questions:**

▼ How does food reflect the culture of its origin? ▼ How have changes in our society affected our diet and health?

Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication Written and Print Interpretive Communication	<b>Article</b> “EE. UU. consume más salsa que ketchup”	<b>Instructional Activity: Eating Habits</b> I begin this unit by asking students to comment on the various types of restaurants in our community, categorized by atmosphere (relaxed/casual/beachside/formal), type of food, and nationality. In pairs, students make a list of the five most typical meals in the U.S. and then share their results with the class. In order for students to learn how influences from other cultures have begun to impact our food, I introduce an article from <i>¡A toda vela!</i> (“EE. UU. consume más salsa que ketchup”), which they read for homework.
Audio, Visual, and Audiovisual Interpretive Communication Written Presentational Communication	<b>Online articles</b> “Dieta mediterránea: Alimentos, calidades y frecuencia” “La Guía Pirámide de Alimentos”	<b>Instructional Activity: The Food Pyramid</b> We continue by comparing the Spanish-language version of the U.S. food pyramid to a food pyramid from Spain based on the Mediterranean diet. In class, we have a discussion comparing the two. Students participate in and take notes on the class discussion.
Written and Print Interpretive Communication		<b>Instructional Activity: Developing Vocabulary</b> In preparation for the next activity, we study the vocabulary of food preparation and ingredients. Students make a mind map divided into categories such as types of dishes (appetizers, entrees, etc.), verbs useful in food preparation, and nouns that apply to ingredients. This gives them a good basis to begin searching for recipes.
Written and Print Interpretive Communication Written Presentational Communication		<b>Instructional Activity: Recipes</b> Students are then assigned a country from which to research two recipes. (I have students draw from a box of numbers assigned to the names of Spanish-speaking countries.) Each student writes a report of approximately 100–150 words on the basics about preparing these dishes, the main ingredients, and the connection between these dishes and the history and culture of their country of origin. I offer feedback and suggest corrections.
Spoken Presentational Communication		<b>Formative Assessment: Recipe Presentations</b> After receiving feedback, each student gives a 3-minute oral presentation to the class. The other students take notes and ask questions for clarification. The students then compile a booklet of the recipes, which I copy and distribute to the class. Later on, in groups of three, students will choose a recipe to prepare and bring to class to share.

*It is interesting for students to think about how the places we eat reflect our attitudes and lifestyles. It is also interesting for students to realize how much “international” food is a part of their daily diets.*

*A Venn diagram or other graphic organizer that helps students compare and contrast is useful here.*

*Students are able to compare ingredients and understand that ingredients in most settings are based on availability and terrain.*

*Before the students compile the booklet, I offer them feedback about the information and delivery of their presentations and clarify any areas of confusion.*


**Essential Questions:**

▼ How does food reflect the culture of its origin? ▼ How have changes in our society affected our diet and health?

Learning Objectives	Materials	Instructional Activities and Assessments
Written Presentational Communication	<p><b>Online articles</b>  Fernández, “Comida orgánica, ¿más nutritiva?”</p> <p>Pérez U., “Los altos precios de alimentos han cambiado la dieta de consumidores”</p> <p><b>Podcast</b>  Sánchez, “Aumento de obesidad en España”</p>	<p><b>Summative Assessment: Why We Eat What We Do</b></p> <p>After the oral presentations are completed, students write essays evaluating the differences among the ingredients of all the dishes presented. Then they compare these to the U.S. food pyramid and the Mediterranean food pyramid. They also include personal commentaries on how their own lifestyles and culture affect their diets. They do this by responding to three sources that they have read and/or listened to in preparation: an article from Spain about organic food, a newspaper story from Mexico about how food prices have changed consumption, and a podcast from RTVE about rising obesity in Spain.</p>

*This assessment helps students appreciate and understand the nutritional value of foods from different countries. It also addresses the two essential questions of this unit:*

- How does food reflect the culture of its origin?
- How have changes in our society affected our diet and health?

- Personal and public identities
- Global challenges
- Contemporary life



### Essential Questions:

▼ How do immigration and ethnicity affect our society and each individual's personal identity? ▼ How does the media affect our view of ourselves and others?

Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication Audio, Visual, and Audiovisual Interpretive Communication	<b>Online videos</b> "Torre de Babel" "Chinos en España"	<b>Instructional Activity: Immigration</b>  I lead the class in a discussion about immigration, examining the experiences of several groups in different countries. We make a list of all the countries from which the students' ancestors emigrated. Those who know some of their family's history are encouraged to share reasons for its emigration. Next, in small groups, students are asked to list other reasons that people emigrate. We then discuss these lists as a class. Students watch two videos about immigrants to Spain, "Torre de Babel" and "Chinos en España," and complete the site's online comprehension exercises that accompany the videos. Finally, we discuss how immigration is not just an issue in the U.S. I ask students to give examples of other waves of immigration they may have learned about.
Written and Print Interpretive Communication		<b>Formative Assessment: Issues in American Immigration</b>  Students answer the following questions in preparation for a written research project:  1. In order of population figures, from what countries do Hispanic immigrants to the U.S. come from? 2. For what reasons do these groups come? Give examples. What are your reactions to those reasons? 3. What do you imagine the experience of the Hispanic immigrant is like before, during, and after his or her arrival to the U.S.? 4. What effects does immigration have on the U.S.? 5. What are some suggestions people have made about dealing with illegal immigration? Which of these do you agree with? Which do you disagree with?  Students begin their research projects, using their answers to the questions as a guide. Finished projects are handed in to me upon completion.

*As you begin these discussions, it is important to be aware of students' knowledge base on this issue. Students are usually most aware of immigration to the U.S. by Hispanics, due to news coverage, etc. Students often arrive to this unit with many preconceived notions.*

*Some of the answers to these research questions will vary based on student research, and some will serve as a basis for examining students' own attitudes. This assessment allows me to evaluate students' basic understanding of reasons why people immigrate and what problems and issues arise for both the immigrants and their new country. The focus on the U.S. helps them see the problems close to home. I provide written feedback to each student.*



## Essential Questions:

▼ How do immigration and ethnicity affect our society and each individual's personal identity? ▼ How does the media affect our view of ourselves and others?

Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication Audio, Visual, and Audiovisual Interpretive Communication	<b>Websites</b> Unión Romani Fundación Secretariado Gitano	<b>Instructional Activity: The Romani People</b>  In preparation for this activity, students do basic research about the Romani people, using information from the Unión Romani website. In class, we also watch a video of a public service ad campaign in Spain about prejudice toward "los gitanos" and a video of the campaign song, "El alma no tiene color" (both found on the Fundación Secretariado Gitano website). In pairs, students complete a Venn diagram, which they then use to discuss parallels and differences in racial/ethnic prejudice in Spain and the U.S.
Written and Print Interpretive Communication	<b>Short story</b> Matute, "Los alambreadores"	<b>Instructional Activity: "Los alambreadores"</b>  I introduce students to the work of Ana María Matute via a lecture. Students then read "Los alambreadores." The story details a group of gypsies' visit to a small town in early 20th-century Spain and the prejudice they encounter there. The class discusses the time period in which the story was written and how things may or may not have ended differently if the story were set in the present.
Written and Print Interpretive Communication		<b>Formative Assessment: Self-Check for Comprehension</b>  Students take a self-assessed written comprehension check about the story, including the basic parts of the plot, the characters, and the narrator's point of view. We discuss the answers in class and then I collect the self-check. The final section of the assessment also includes a space for questions addressed to me about parts of the story that students may still find confusing.
Spoken Presentational Communication		<b>Formative Assessment: Role-Play</b>  In pairs, students write and role-play an interview with a Romani teenager living in Spain. The interviewer asks the teenager about experiences he or she might have had in school, looking for work, etc. Students submit their scripts for the conversation ahead of time, and I give them feedback before their presentations.

*Most of my students are unfamiliar with the Romani people. It is enlightening for students to realize that prejudice is a worldwide problem.*

*The characters in the story are archetypes of the faces of prejudice — those who are victims of it, those who promote it, those who simply accept it, and those who are committed to fighting against it. For these reasons, the story is accessible to all students and provides the material for some dynamic class discussions.*

*This formative assessment provides me with information on how well the students understand the connection between the story and the problem of racial/ethnic prejudice. As I read the questions from the final part of the quiz, I can figure out what I need to clarify via further class discussion. Many students find this story difficult linguistically.*

*Reading the scripts gives me a chance to offer feedback to students about their understanding of the Romani people's challenges in Spain.*


**Essential Questions:**

▼ How do immigration and ethnicity affect our society and each individual's personal identity? ▼ How does the media affect our view of ourselves and others?

Learning Objectives	Materials	Instructional Activities and Assessments
Written Presentational Communication	<b>Short story</b> Matute, "Los alambreadores"	<b>Summative Assessment: Reflection Essay</b>  Students write a reflection essay based on "Los alambreadores," discussing the themes and characters. They are required to discuss the issues of alienation and discrimination and the difficulty of settling in a new community. Students also comment on the ways in which the characters in the story represent different points of view about outsiders (in this case, gypsies) coming into a community.
Written and Print Interpretive Communication Written Presentational Communication		<b>Summative Assessment: Publicity Campaign</b>  In pairs, students will devise a U.S. publicity campaign like the one viewed earlier in class about the Romani people, addressing an issue of immigration pertinent to our country. They are required to present either a poster or a PowerPoint presentation, as well as a pamphlet and a short video of a commercial message.

*This assessment addresses the essential question, How do immigration and ethnicity affect our society and each individual's personal identity?*

*In this assessment, students address the essential question, How does the media affect our view of ourselves and others?*



- Contemporary life
- Global challenges
- Science and technology


**Essential Questions:**

▼ What role do ethics play in scientific advancement? ▼ How do developments in science and technology affect our lives?

Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication Written and Print Interpretive Communication Written Interpersonal Communication	<b>Online article</b> "Avances tecnológicos del siglo XX"	<b>Instructional Activity: Technological Advances</b>  I ask students to list what they think are the 10 greatest technological advances of the past 100 years. Once students have completed their lists, they form pairs and compare their lists with those of their partners. Over the next few days, students engage in a discussion via our wiki page. They read an online encyclopedia article that lists important advances of the 20th century by decade, then argue their choices for the top five inventions as well as those inventions' positive and negative effects on modern society. The first part of this activity is a written assignment, but students then present their evaluations to others in a follow-up verbal discussion.
Written and Print Interpretive Communication	<b>Online articles</b> "Un 40% de los usuarios de teléfono móvil en España lo usa para conectarse a internet"  Oviedo, "El Gobierno de Costa Rica planea aumentar masivamente el acceso a telefonía móvil e internet"	<b>Instructional Activity: Technology in Spanish-Speaking Countries</b>  I show students a table detailing use of cell phones in Spain. Then we read an article about cellular and Internet access in Costa Rica. In pairs, students discuss the differences between access to technology in these two countries.
Written and Print Interpretive Communication Spoken Presentational Communication		<b>Instructional Activity: Modern Technology</b>  In pairs, students research the AVE high-speed train, use of the emergency number 112 (comparable to 911), numbers and percentages of Internet users, presence of online courses, new medical technology, various social media, online dating, environmental technology (e.g., wind power, desalination), and their uses in Spain. The focus on one country (especially one with economic issues) provides an interesting discussion on what technology a "modern" society needs. Each pair then develops a presentation on any personal technology interests they may have. They research a subject and must refer to information from three websites in Spanish. The pair produces a 3- to 4-minute oral presentation with props. Other students are expected to ask questions.

*Often I need to manage students' choices to avoid excessive duplication of the same technological advances. Their choices provide an interesting reflection of their interests.*

*Students often have the misconception that Spanish-speaking countries are "behind" the U.S. in technology. This research opens their eyes to similarities and differences between the U.S. and Spain. This also provides a wonderful opportunity for students to learn current, useful, technological vocabulary.*



## Essential Questions:

▼ What role do ethics play in scientific advancement? ▼ How do developments in science and technology affect our lives?

Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication  Written and Print Interpretive Communication	<b>Song</b> Tam Tam Go, “Atrapados en la red”	<b>Instructional Activity: Online Dating</b>  To prepare for this activity, we discuss how technology has impacted personal and private areas of our lives, using online dating as an example. Students work in pairs to discuss the pros and cons of online dating. Then we listen to the song “Atrapados en la red,” which discusses online dating, and watch the video (available online). I also give them the lyrics. Based on the lyrics of the song, we analyze the singer’s point of view, intended audience, and ways he appeals to the listener.
Audio, Visual, and Audiovisual Interpretive Communication  Written Presentational Communication	<b>Online video</b> “Libros electrónicos: Pros y contras”	<b>Instructional Activity: The Consumer and Technology</b>  Students watch a YouTube video about the pros and cons of ereaders. Students discuss their reactions to the video in small groups, including personal opinions. Students then write a note to a friend who asks for advice about whether he or she should buy an ereader, referring to information learned from the video. They offer their opinions on whether they agree with the video.
Spoken Interpersonal Communication	<b>Online article</b> Ortiz, “Los libros no van a desaparecer, pero nosotros pertenecemos a la última generación que va a poder tener una relación sensual con ellos”	<b>Instructional Activity: The Future of Books</b>  In preparation for class, students read an article from an online newspaper regarding the future of books and whether they will disappear due to advances in technology. Then, in class, they interview and note the opinions of four of their classmates on this same subject. Students share some of their more interesting comments in a class discussion.

*It is interesting to pair students who are more interested in the humanities with those who are more focused on math and science to see if different attitudes about reading in general frame the debate.*



## Essential Questions:

▼ What role do ethics play in scientific advancement? ▼ How do developments in science and technology affect our lives?

Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication Spoken Interpersonal Communication	<b>Short story</b> Adolph, “Nosotros, no”	<b>Instructional Activity: “Nosotros, no”</b>  For homework, students read “Nosotros, no,” a futuristic story about the invention of an injection that guarantees eternal life, and fill out a story map graphic organizer based on the events of the story. In class, small groups discuss and compare their story maps to see what they may have missed in their individual readings.
Written Presentational Communication Spoken Interpersonal Communication		<b>Formative Assessment: Conversation</b>  Students have a discussion with a classmate on the following topic: <i>If you could, would you take the injection that would give you eternal life?</i> Students prepare the questions that they will ask their partners in advance, so I can offer feedback before the conversations take place.
Written Presentational Communication		<b>Summative Assessment: Essay</b>  Students write a 200-word essay comparing the futuristic world in “Nosotros, no” with some of the inventions of the last 50 years and current technology in the U.S. and other countries. They must refer specifically to some of the ideas raised in the story as well as real-world technological advances, and address hypothetical technology-related issues.

*These conversations can be recorded using a language lab, computer, or cell phone, so I can offer feedback on the thoroughness of students' answers to their partners' questions. This is a great way to reinforce students' mastery of hypothetical, contrary-to-fact verb constructions, a key to many types of discussions about inventions and the future.*

*This summative assessment addresses the following essential questions:*

- What role do ethics play in scientific advancement?
- How do developments in science and technology affect our lives?



### Essential Questions:

▼ How do a culture's heroes reflect its collective identity? ▼ How is culture reflected in individual identity?

Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication		<b>Instructional Activity: National Heroes</b> I ask students who they think America's national heroes are. Working in small groups, they make lists, trying to include people (living or dead) who represent various fields. They must also be able to describe why they think these individuals are national heroes and what they know about them. We share all the lists on the board and students contribute their ideas about the people who have been suggested. We discuss the characteristics of a national hero, and note how many of the people we came up with are male, female, minorities, etc.
Spoken Presentational Communication	<b>Online videos</b> "Los Hispanos Famosos"  <b>Websites</b> "Protagonistas de la Historia" Biografías y Vidas	<b>Instructional Activity: Famous Hispanics</b> I begin by showing students videos about famous Hispanics. Then I have students choose a number from a bowl, which corresponds to a number on a list of Spanish-speaking countries. Students research a national hero from their assigned country who has the characteristics previously discussed in class. I give them some suggested websites and preview the sites they choose. They must use at least two sites for their research. Each student prepares a 3-minute oral presentation, along with a brief outline about the person and his or her significance. I collect the outlines and turn them into handouts for the entire class. In their presentations, students address how their heroes reflect the culture of their countries.
Written Presentational Communication		<b>Formative Assessment: Compare and Contrast</b> Using the outlines that other students prepared on their heroes, students write a short composition comparing the lives and influence of two of the heroes and make a further comparison to a hero in American culture.
Written and Print Interpretive Communication		<b>Instructional Activity: More Famous Hispanics</b> Students read several articles about famous Hispanics in <i>Abriendo Paso</i> and <i>¡A toda vela!</i> , including one about the singer Shakira, who is a hero not only in the entertainment world but also as an advocate for UNICEF. They answer questions that accompany these materials about how famous people can use their fame to help others.

*If you have more students than countries, you may assign more than one student the same country, as long as they pick different heroes.*

*This assessment allows me to address any factual errors as well as each student's ability to make meaningful cultural comparisons.*



## Essential Questions:

▼ How do a culture's heroes reflect its collective identity? ▼ How is culture reflected in individual identity?

Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication Written Presentational Communication Spoken Interpersonal Communication	<b>Websites</b> <i>People en Español</i>  Esmas  <i>Hola</i>  <i>Fama</i>	<b>Instructional Activity: Celebrities or Heroes?</b>  Students look at images from some online celebrity-focused magazines, as well as from the traditional press. They comment on the types of stories that appear about these famous people. Students then write a personal reflection on why there is so much interest in the private lives of celebrities, and this reflection serves as a starting point for further discussion.
Spoken Presentational Communication Written Presentational Communication		<b>Summative Assessment: Role-Play Interviews</b>  In pairs, students write and record an interview between a current celebrity and a figure from history. One plays the role of the celebrity and one the historical figure. The interviews address the figures' biographical information and personal lives as well as how they view the society in which they live. Then each student writes a personal reflection regarding what he or she believes the celebrity or historical figure tells us about the society in which that person lives or lived.

*Students have strong opinions on the difference between merely being famous and being a hero. They offer very interesting perspectives on why certain celebrities receive so much attention.*

*The interviews may be recorded in a language lab setting, or by using cell phones or other devices. This assessment addresses the following essential questions:*

- How do a culture's heroes reflect its collective identity?
- How is culture reflected in individual identity?

- Global challenges
- Science and technology


**Essential Questions:**

- ▼ What is our relationship to the earth? ▼ What environmental issues pose challenges to our world?
- ▼ What are some possible solutions to these challenges?

Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication Spoken Interpersonal Communication	<b>Short story</b> Quiroga, “La guerra de los yacarés”	<b>Instructional Activity: “La guerra de los yacarés”</b>  I begin this unit by giving a brief introduction to the work of Quiroga. Students read the story and we discuss it in class. The story, with alligators and fish as main characters, was published in 1918, and details the conflict between river creatures and the crew of a ship destroying the peace. It provides a springboard for our discussion about our relationship to nature and the planet we inhabit. In small groups, students discuss what a modernized version of this story might look like, exchanging the <i>buque de guerra</i> in the story for more modern warfare.
Spoken Presentational Communication Spoken Interpersonal Communication		<b>Formative Assessment: Conversation</b>  As preparation for this assessment, students gather magazine pictures, Google images, or personal photographs that they might use to retell Quiroga’s story, such as a nature scene, flowing river, alligators, other large fish, warships, etc. Then they gather pictures that they will use to tell a modern version of the story. In pairs, they discuss the differences between their modernized versions of the story, and record their conversations.
Written and Print Interpretive Communication	<b>Online article</b> “Primera etapa: Ciencias”	<b>Instructional Activity: Global Environmental Challenges</b>  Although the environment is a widely discussed topic, it is still important to frame the issues to limit students’ focus so that they have a launching pad for their discussions in Spanish. First, students in small groups list some environmental problems in our community. I give them a chart with two columns, and they fill out one side. Then, students go to a website from Venezuela that offers them many links to a general discussion of the environment and where they can see some examples of pertinent environmental issues in other countries. In addition, this site reexposes them to the general working vocabulary, etc., useful in discussing environmental issues. Students individually complete the rest of the chart, based on their observations from the website.

Using pictures from places students know makes their conversations seem even more real to them. They record their conversations in a language lab setting, on a laptop, or on their phones. I have the chance to evaluate their understanding of the events of the story and offer feedback on issues such as pronunciation, comparisons, and vocabulary choices.

# La tierra que habitamos

(continued)



**Essential Questions:**

- ▼ What is our relationship to the earth? ▼ What environmental issues pose challenges to our world?
- ▼ What are some possible solutions to these challenges?

Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Presentational Communication		<b>Formative Assessment: Presentation on Environmental Issues</b>  Working in small groups, students research environmental issues affecting a country of their choice by reading several articles from online newspapers. Each group reports about the issues in their country of choice to the class. Some of the most commonly discussed areas are sustainable development, air and water pollution, noise pollution, etc. The group presentation must be a total of 6–7 minutes, and each student must speak for at least 1.5 minutes. Groups also provide some visuals that deal with the environmental issues in that particular country, as well as a minisummary of the issues being discussed.
Written and Print Interpretive Communication Spoken Interpersonal Communication	<b>Online articles</b> “La yuca, el ‘arma’ para resistir los efectos del cambio climático”  “Para lavar ropa, una bicilavadora”  Smink, “Argentina: Crean un plástico a base de maíz y mandioca”	<b>Instructional Activity: Possible Solutions</b>  To broaden their investigation about solutions to these problems, students read three articles from BBC Mundo about less conventional ways to deal with environmental issues. Students discuss these in three groups, with each group focusing on one of the ways mentioned in the articles. Then we mix up the groups for discussion, with the new groups including members from all three original groups. These new groups discuss and compare the solutions in terms of viability.
Written Presentational Communication		<b>Formative Assessment: Letter</b>  Students write a letter to an imaginary organization, asking for a grant to work on an environmental project in another country. Students must explain the issue, why it is important, and suggest some ways to work on solutions.

*I offer students feedback on their oral presentations, checking that they use appropriate vocabulary. Since many terms may be hard to pronounce, I also help with individual difficulties in that area.*

*With this activity, I am able to see if students have sufficient language resources to discuss a particular environmental problem and verify that they gathered information and gained insights from the group reports. They turn the letters in to me and I provide feedback to students on content, register, and language use.*

# La tierra que habitamos

(continued)



**Essential Questions:**

- ▼ What is our relationship to the earth? ▼ What environmental issues pose challenges to our world?
- ▼ What are some possible solutions to these challenges?

Learning Objectives	Materials	Instructional Activities and Assessments
Written Interpersonal Communication	<b>Online tool</b> Wikispaces	<p><b>Summative Assessment: Online Discussion and Writing</b></p> <p>Using Wikispaces, students participate in an online discussion about solutions to various environmental issues, being sure to cite specific content from the reports of their classmates. These discussions occur online over a period of days with different students participating at different times. I give questions as a guide to start them off, and then they elaborate on their own. They also respond to one another's comments. Usually four to five students engage in the discussions daily, and I post new questions every day. In class during this period, students read a passage about the environment and answer multiple-choice questions. They also write a personal reflection paragraph about their perceptions of balancing "progress" and nature, based on the story "La guerra de los yacarés."</p>

*This combined online and in-class assessment allows students to address several modes of communication and refers back to the essential questions for this unit:*

- What is our relationship to the earth?
- What environmental issues pose challenges to our world?
- What are some possible solutions to these challenges?



- Beauty and aesthetics
- Personal and public identities


**Essential Questions:**

- ▼ How do the arts reflect perspectives of beauty? ▼ How do the arts reflect changing cultural perspectives?
- ▼ How can a work of art affect an individual?

Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication  Spoken Interpersonal Communication	<b>Painting</b> Velázquez, <i>Las meninas</i>  <b>Website</b> “Genios de la Pintura: Ficha Velázquez”	<b>Instructional Activity: Talking About Art</b>  I give students a handout with helpful terms to use when discussing a work of art. Then I present an introductory lecture on the artist Diego Velázquez, relating the art terms to the works as we go. We look at <i>Las meninas</i> , and in small groups students use the terms to describe the painting. In their groups they create a list of questions to ask about the painting, which we share and try to answer as a class.
Audio, Visual, and Audiovisual Interpretive Communication  Spoken Interpersonal Communication		<b>Instructional Activity: Looking at Art</b>  I also show students the different perspectives of <i>Las meninas</i> as interpreted in two additional works (also called <i>Las meninas</i> ) by Picasso and Dalí. We discuss the differences and similarities in these versions and how they reflect the artists’ different perspectives.
Written and Print Interpretive Communication  Written Presentational Communication	<b>Websites</b> “Genios de la Pintura: Ficha Picasso”  “Arte español: Ficha Dalí Domènech, Salvador”	<b>Instructional Activity: Comparing Works of Art</b>  Students research Picasso and Dalí online. They compose written comparisons of the three <i>Las meninas</i> paintings, indicating which version they like best, explaining why, and discussing how the works may have been influenced by the times in which they were painted — an exploration directly related to the second essential question in this unit.
Written Presentational Communication		<b>Instructional Activity: Build an Art Collection</b>  Students imagine they are assembling art collections for their homes. They must each assemble a collection representing artists from at least three Spanish-speaking countries. I give them a list of names to research and they decide on a collection of six paintings, making sure their choices cover a broad historical period. They make a list of these paintings with brief information on each painter and his or her work.

*This allows students to explore personal preferences in art and equips them with the skills to explain their individual likes and dislikes.*



**Essential Questions:**

- ▼ How do the arts reflect perspectives of beauty?
- ▼ How do the arts reflect changing cultural perspectives?
- ▼ How can a work of art affect an individual?

Learning Objectives	Materials	Instructional Activities and Assessments
Written Interpersonal Communication		<b>Formative Assessment: Asking for Feedback</b> <p>Each student writes a message to a friend, asking for opinions on the paintings the student has selected for his or her collection. The messages include brief descriptions of each work of art along with an explanation of the student's selection process. Students engage in an online discussion about their choices by commenting on one another's messages.</p>
Spoken Presentational Communication		<b>Summative Assessment: Oral Presentation</b> <p>In 5-minute oral presentations, students provide images of the six paintings they collected to share with the class, describe these works and how they reflect the artists and the times/places where the artists lived, explain why they chose these works, and illustrate through their choices how art has changed over time.</p>

*This activity lets the students clear up any confusion about the artists and hone their descriptive writing skills using art terminology. The use of a wiki allows me to monitor the discussion along the way, and provide feedback regarding content and language. This provides me with information as to whether students are ready to tackle the essential questions in the summative assessment that follows.*

*Students' presentations tie in to this unit's essential questions:*

- How do the arts reflect perspectives of beauty?
- How do the arts reflect changing cultural perspectives?
- How can a work of art affect an individual?



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