

AP Spanish Language and Culture Syllabus

INTRODUCTION

Our school operates on a semester block system and AP Spanish Language is offered in the spring. The course is conducted completely in Spanish and covers the equivalent of a third-year college course in advanced Spanish writing and conversation.

In the AP Spanish Language course, students greatly increase their vocabulary and polish their linguistic skills. We teach all basic grammar and a wide variety of vocabulary in levels 1 through 5, always with appropriate recordings and readings, and an expectation of communication in Spanish in writing and orally at all levels. *Therefore authentic materials and literature in AP Spanish Language are accessible and useful for sophisticated discussions.* Students participate both casually and formally in Spanish.

A variety of readings (both fiction and non-fiction), recordings, films, and activities combine to form the curriculum. A major goal is to develop language skills that can be used in various disciplines beyond the classroom and to provide rigor via intellectually challenging texts and course activities.

TIMELINE

18 week course; 90 minute daily classes

*Please note that the course is organized by units (see integration of course themes below) and that the Temas: AP Spanish Language and Culture text will be mined for activities appropriate to the themes being studied. The grammar will be systematically reviewed with the text Abriendo Paso Gramática as outlined in this timeline. The teacher will choose the necessary structures or points to study closely, assign outside of class practice and use very little class time for explanations or practice. Students will be assessed on their independent grammar reviews.

TEXTBOOK RESOURCES

Díaz, José M., et al. Abriendo Paso Gramática. Boston, Massachusetts: Pearson Prentice Hall 2007.

Draggett, Parthena, et al. Temas: AP Spanish Language and Culture. Boston, Massachusetts: Vista Higher Learning, 2014.

WEEK 1

- Overview of course goals and exam format
- Introduction to scoring rubrics
- Introduction to ONGOING projects:
 - **current events:** The teacher will present or assign materials from web-based radio or newspapers. Various activities (for example: vocabulary study, discussion, written response) will be based on these articles.
 - **individual research projects:** Students will choose a topic of personal interest to research throughout the course. They will consume audio and print texts (chosen with the help of the teacher) related to their chosen topic. They will write, present formally, as well as facilitate classroom activities and discussion, all connected to their area of expertise.

WEEKS 2-3

- Unit 1: LOS DESAFÍOS MUNDIALES
- Abriendo Paso Gramática, Unidad 1

WEEKS 4-5

- Unit 2: LA CIENCIA Y TECNOLOGÍA
- Abriendo Paso Gramática, Unidad 2

WEEK 6

- Practice AP exam #1

WEEKS 7-8

- Unit 3: LA VIDA CONTEMPORANEA
- Abriendo Paso Gramática, Unidad 3

WEEKS 9-10

- Unit 4: LAS IDENTIDADES PERSONALES Y PÚBLICAS
- Abriendo Paso Gramática, Unidad 4

WEEK 11

- Practice AP exam #2

WEEKS 12-13

- Unit 5: LAS FAMILIAS Y LAS COMUNIDADES
- Abriendo Paso Gramática, Unidad 5

WEEKS 14-15

- Unit 6: LA BELLEZA Y LA ESTÉTICA
- Abriendo Paso Gramática, Unidad 6

WEEKS 16-18

(during and following AP exams)

- Evaluation and student feedback
- Review and practice of advanced travel vocabulary (role plays, interviews)

OUTLINE OF SKILLS

Course content will include all six themes as put forth by the College Board. Specific content activities will reflect the intellectual interests and content expertise of the teacher as well as the interests of the students.

Listening and Speaking

- Listening comprehension exercises, including short narratives and dialogues
- Songs and films
- Radio articles
- Persuasive Speech on selected topics
- Expressing ideas and opinions on topics related to class study
- Telling original stories in pairs, groups, or individually, based on sets of pictures
- Discussing literature and poetry
- Discussing present and past cultural events related to Spanish speaking countries and the United States
- Summarizing orally the key points of lectures, oral presentations, and films
- Interviews

Reading

- Literature and poetry
- Newspapers and magazines (available online)
- Short narratives (non-fiction)
- Fables and proverbs
- Autobiographical texts

Writing

- Intensive grammar review as needed
- Intensive training in the organization and writing of various texts
- Writing formal and informal letters and emails
- Compositions (timed, without a dictionary)
- Developing a plot for a skit or theatrical scene
- Writing to persuade
- Research about non-fiction topics (using MLA style)

GENERAL TEACHING STRATEGIES AND CLASSROOM ACTIVITIES

The students will be exposed to material designed to develop their knowledge of the content addressed by the six themes. They will continue the vocabulary development necessary to discuss this content. In addition, they will refine their grammar skills as needed and increase the ease with which they can use the sophisticated grammatical structures they have learned in previous course.

Seemingly unrelated themes may be drawn into the study of one or more works. For example, while studying *Cajas de Cartón*, students are asked to keep an ongoing Facebook-style conversation in the role of the various characters which will then lend itself to a comparison of the cultural contexts of relationships (Science and Technology: social impact of technology or new media).

The choice of current events or other mini-units will depend on the themes or contexts not addressed by the major units of the course. For example, students will read the following article based on food waste at a site such as http://www.bbc.co.uk/mundo/america_latina/2009/09/090921_desperdicio_comida_rgf.shtml which will then prompt discussion or other activities (Global Challenges: nutrition and food safety). Another example of this type of impromptu mini-unit is listening to a podcast, watching a video, or reading a text from <http://www.bbc.co.uk/mundo/> (Contemporary Life: travel, leisure and sports; or Beauty and Aesthetics: architecture).

Speaking: In class, students discuss the films and readings on the syllabus. They also prepare role-plays in small groups, and prepare mini-presentations which require more extended and developed speaking skills. They will regularly participate in unscripted interviews with the teacher.

Listening: Students gain much listening experience through the classroom discussion and occasional teacher lecture. The films, viewed without subtitles, and various recordings, such as those from <http://radiolingua.com/tag/advanced-spanish-listening/> or <http://www.ver-taal.com/>, provide authentic listening experiences.

Reading: Some reading is completed in class with guidance and scaffolding. As the students gain confidence, reading is mainly an outside-of-class assignment.

Writing: Assignments include written responses: sentences, short answers, paragraphs. All are corrected and returned to the students. They have numerous opportunities to practice and improve writing skills in addition to the structured and timed essays and emails.

INTEGRATION OF AUTHENTIC MATERIALS AND COURSE THEMES

The course is designed in such a way to use various literary and cinematic works to allow students to develop the three types of communication while exploring the six cultural themes. The academic year is divided into units based upon the 6 different themes as put forth by the College Board. Within each unit, students work to improve their competency through formal and informal reading, writing, speaking, and listening activities (note that these have been explained in the teaching strategies section).

UNIT 1- LOS DESAFÍOS MUNDIALES

Essential Questions:

El pensamiento filosófico y la religión

1. How do philosophical and religious beliefs create global challenges in a community, and how are these challenges affected by these beliefs? *population and demographics, *social well-being, *social consciousness?

Los temas económicos

3. How does an educational system affect the job market in a society and vice versa?
4. How does social position in a society affect one's success in the job market?
5. Does globalization have economic importance in the future of Latin-American countries?
6. What are some projects and situations, economically and socially, that have resulted directly to the globalization in Spanish-speaking countries; the differences between rich and poor countries, the buying of land in poor countries by rich countries, and fair trade? How has globalization been affected by technology?

El bienestar social

7. The advances contribute to the well being of the society; however, these advances sometimes cause problems. What is the importance of maintaining a balance between the uses of the technological advances and the well being of the planet?
8. Modern life presents great difficulties with youth. At the same time, the youth worry about their future. What can the youth do to confront the challenges of the present and be able to succeed in their life?

Los temas del medio ambiente

9. Is it necessary to protect the environment at any cost?
10. How does human perception of the environment affect how they choose to modify it?

El pensamiento filosófico y la religión

1. ¿Cómo crean las creencias filosóficas y religiosas desafíos globales en una comunidad y cómo son afectados estos desafíos por estas creencias? *población y demografía, *bienestar social, *la conciencia social?

Los temas económicos

3. ¿Cómo un sistema educacional afecta el mercado profesional en una sociedad y viceversa?
4. ¿Cómo afecta la posición social de una persona en la sociedad en el mercado profesional el éxito de tal persona?
5. ¿Tiene o no tiene importancia económica la globalización para el futuro de los países latinoamericanos?
6. ¿Cuáles son algunos proyectos y situaciones de carácter económico y social que han sido resultado directo de la globalización en países de habla hispana; las diferencias entre países ricos y pobres, la compra de tierras por parte de países ricos en países pobres, y el comercio justo? ¿Cómo ha sido afectada la globalización por la tecnología?

El bienestar social

7. Los avances contribuyen al bienestar de la sociedad. Sin embargo, estos avances a veces causan problemas. ¿Cuál es la importancia de mantener un equilibrio entre los usos de los avances tecnológicos en el bienestar del planeta?
8. La vida moderna presenta grandes problemas para la juventud. Al mismo tiempo los jóvenes se preocupan por su futuro. ¿Qué pueden hacer los jóvenes para enfrentarse a los retos del presente y lograr tener éxito en su vida?

Los temas del medio ambiente

9. ¿Es necesario proteger el medio ambiente a cualquier costo?
10. ¿La manera en que percibimos el medio ambiente afecta cómo decidimos modificarlo?

Learning Objectives	Material	Instructional Activities and Assessments
El pensamiento filosófico y la religión		
Spoken and written Interpersonal Communication		Students share with their families 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.
Audio, Visual, and Audiovisual Interpretive Communication Spoken Interpersonal Communication	“Indígenas usan la red para proteger la Amazonia”	Students write a persuasive essay integrating the information from the article and the video that are presented based on the following prompt: <i>¿Qué piensas de la integración del mundo nuevo con el mundo viejo? Después de haber leído los artículos en clase y mirar el video, ¿qué podemos hacer para ayudar a los indígenas a preservar su manera de vivir o piensas que se deben integrar más en la sociedad?</i>
Written and Print Interpretive Communication	Yunsán, César A. “Los indios Kuna.” In <i>Abriendo paso: Lectura,</i>	Students create a diagram to illustrate how the Kuna society has changed throughout history due to influences and environmental changes. Then the students will relate that to how our current society is and how our society might change in the future. Are there similarities or only differences between these two societies?
Los temas económicos		
Spoken and written Interpersonal Communication	Notecards with a question on each one	Students talk with each other for 1-2 minutes with a variety of questions: What are the jobs that interest them? Why are they interested in those careers? What educational background will they need to be successful? Etc.
Written and Print Interpretive Communication Audio, Visual, and Audiovisual Interpretive Communication Spoken Interpersonal Communication	integrated speaking (reading and audio) AP Spanish Language Preparing for the Exam: Section 12 (la industria de las flores y la globalizacion)	Students will write an essay based on the listening and reading in Section 12 of AP Spanish Language book. (the effect of globalization in Latin America)
Audio, Visual, and Audiovisual Interpretive Communication Spoken Interpersonal Communication	Contamíname by Ana Belen for discussing the impact of tourism and globalization.	Students will complete a cloze and then debate: Tourism has negative/positive effects on the places that are visited.

El bienestar social		
Spoken and written Interpersonal Communication		Students make and complete a survey about how they use technology, how much time they spend using technology, and what they they are the pros and cons with the technology that they use.
Audio, Visual, and Audiovisual Interpretive Communication Spoken Interpersonal Communication Written and Print Interpretive Communication	el artículo de : http://elpais.com/diario/2010/04/25/eps/1272176815_850215.html http://www.ver-taal.com/noticias_20120511_ciudaddel_futuro.htm	Discussion in small groups after reading the article: Los avances de la tecnología y su impacto a la sociedad How has technology changed Spain's youth? After completing the listening activities on the website, students will then create a presentation about their ideas of what a futuristic city will be like.
Los temas del medio ambiente		
Spoken and written Interpersonal Communication	Escuchar la canción: <i>Dónde jugarán los niños?</i>	After listening to the song, the students will debate the impact humans have on the environment and at what cost the environment should be protected.
Written and Print Interpretive Communication Audio, Visual, and Audiovisual Interpretive Communication Spoken Interpersonal Communication	http://www.ver-taal.com/noticias_20120505_mercabarna.htm http://www.ver-taal.com/noticias_20120715_corcho.htm Medio Ambiente fuerza la ley para favorecer al hermano de un alto cargo, http://ccaa.elpais.com/ccaa/2013/04/14/valencia/1365956671_984164.html	After watching the two videos and reading the article, students will discuss how the environment can change how a society lives.
Los Temas Económicos		
Written and Print Interpretive Communication	el artículo de http://elpais.com/diario/2008/12/10/sociedad/1228863601_850215.html ;	Students will write an essay describing the effects of globalization with Latin American jobs.
Written and Print Interpretive Communication Audio, Visual, and Audiovisual Interpretive Communication Spoken Interpersonal Communication	AP Spanish Language: (section 1 writing): http://elpais.com/diario/2010/04/25/eps/1272176815_850215.html	¿Por qué es importante mejorar las condiciones sociales de los niños en todos los rincones del mundo? After reading the article and answering comprehension questions, students will write a reflection that is about: Economic situations that have directly resulted from globalization. In particular, how a country is affected by the purchase of land by another country.

Audio, Visual, and Audiovisual Interpretive Communication	http://www.bbc.co.uk/mundo/ciencia_tecnologia/2010/03/100317_amazonas_indigenas_brasi_l_ip.shtml	Students will discuss how the environment and technology can transform a culture.
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Unit 1 Resources

“En Perú ya se masticaba coca hace 8.000 años.” December 2, 2010.

“Indígenas usan la red para proteger la Amazonia.” BBC Mundo. Video, 2:41. March 17,

“Los Matsiguenga.” YouTube video, 2:36. Uploaded May 18, 2011. <http://www.youtube.com/watch?v=xzOGVJ8lrwE>.

“Nativos matsiguengas piden respetar el Santuario de Megantoni.” YouTube video, 3:56. Uploaded February 22, 2011. <http://www.youtube.com/watch?v=mvWVOUBACXk>.

Yunsán, César A. “Los indios Kuna.” In *Abriendo paso: Lectura*, edited by Stephen Collins, José Díaz, and Stephen J. Collins, 347–357. Upper Saddle River, NJ: Pearson Prentice Hall, 2007.

UNIT 2 - LA CIENCIA Y TECNOLOGÍA

Essential Questions:

<ol style="list-style-type: none"> 1. How have interpersonal relationships changed with the introduction of technology? 2. How does access to technology affect the development of each age group? 3. Does technology advance too quickly? How does it affect our lives and society? 4. Are science and technology important for our personal and societal development? 5. What are the similarities and differences between traditional or homeopathic medicine and modern medicine? How do their respective results affect different communities? 6. How has globalization affected the perception of what is considered science and ethics? 7. In what ways do different types of natural disasters both benefit and harm different affected areas and their cultures? 8. Compare the benefits and drawbacks between texting and emailing as opposed to other types of communication such as telephone calls, letters, and face-to-face conversation. 	<ol style="list-style-type: none"> 1. ¿Cómo han cambiado las relaciones interpersonales con la introducción de la tecnología? 2. ¿Cómo afecta el acceso a la tecnología el desarrollo de los diferentes rangos de edad? 3. ¿Avanza la tecnología demasiado rápido? ¿Cómo afecta nuestras vidas y nuestra sociedad? 4. ¿Son importantes la ciencia y la tecnología para nuestro desarrollo personal y social? 5. ¿Cuáles son las semejanzas y diferencias entre la medicina tradicional u homeopática y la medicina moderna? ¿Cómo los resultados de éstas afectan a diversas comunidades? 6. ¿Cómo la globalización ha afectado la percepción de lo que es la ciencia y la ética? 7. En cuales diferentes maneras son beneficiosas y dañinas los desastres naturales a las áreas y culturas afectadas? 8. Compara los beneficios y las pérdidas entre el uso de mensajes de texto y el correo electrónico al uso de las llamadas de teléfono, las cartas, y la conversación cara a cara.
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Learning Objectives	Materiales	Instructional Activities and Assessments
Spoken Interpersonal Communication		<p>How Plugged-in Are We? Students work in groups 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.</p>
Written Interpersonal Communication		<p>Tech Help! 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.</p>
Spoken Interpersonal Communication		<p>Formative Assessment: Good and Bad of Technology Students work in groups to identify all the positive and negative effects of technology. Each group works together to prepare a short oral presentation. All members of each group work together to be sure each member is prepared, but I choose only one to present.</p>
Spoken Interpersonal Communication Audio, Visual, and Audiovisual Interpretive Communication	<p>http://www.ver-taal.com/noticias_20070616_aspectosPC.htm</p>	<p>Formative Assessment: Role-Play Working in pairs or small groups, students are assigned an everyday ethical dilemma involving technology (e.g., use of translators for Spanish homework, texting while driving, downloading music illegally). Students select roles based on the assigned scenario and interact with one another in character. The functional outline for their dialogue includes asking for and offering help, making suggestions, expressing consequences, and coming to conclusions. Students practice their role-play interaction, but do not write or memorize it. As they perform for the class, the others take notes, identifying the ethical issues and evaluating the conclusions reached. Students then vote for Best Actor, Best Storyline, etc. Follow-up discussion leads students to relate the role-played dramas back to issues of personal responsibility while using technology.</p> <p>After watching the video on the website, students write an essay about how society has changed relationships due to technology. They will use the information in the video to support their thesis.</p>

Written and Print Interpretive Communication	Short story Yánez Cossio, “La IWM mil”	Instructional Activity: Story About an iPhone 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		Instructional Activity: How Do We Unplug? 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.”
Spoken Interpersonal Communication		Instructional Activity: How We Communicate 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.
Spoken Interpersonal Communication		Instructional Activity: Visit to the Doctor 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>Written and Print Interpretive Communication Audio, Visual, and Audiovisual Interpretive Communication Spoken Interpersonal Communication</p>	<p>Sample online resources “La banda ancha es la nueva división entre naciones” “Finlandia, donde internet es un derecho” “Palomas mensajeras le ganan a la banda ancha”</p>	<p>Instructional Activity: Texts on Access to Technology Students, in groups of three, are assigned resources to read, view, listen to, and summarize. (Topics include recent reports on availability and cost of broadband access; efforts of governments to provide Internet access to poor neighborhoods; and the positive impact of technology in rural areas, such as access to customers and pricing information for small farmers.) Using Google Docs, students collaborate to write a summary of the assigned article, audiorecording, or video and use evidence from the resource to answer the essential question, <i>How does access/lack of access to technology impact people in the Spanish-speaking world?</i> They collaborate in real time to write the summary as a group in a shared document for use in the next phase of the lesson.</p>
<p>Spoken Presentational Communication Spoken Interpersonal Communication</p>		<p>Instructional Activity: Reporting on Reading Students from the previous activity’s groups split up and serve as “experts” on their sources, sharing their Google Docs and giving 1-minute presentations of the summaries to their new groups. They also answer any questions on their topics posed by the other group members. A whole-class discussion follows, focusing on the negative impacts of limited access to technology contrasted with success stories where technology is abundant. Finally, students make comparisons to their own communities’ issues with access to technology.</p>
<p>Written Presentational Communication</p>		<p>Formative Assessment: Mini-Essay Using their notes from the previous activities, students write a short essay answering the questions, <i>How does access/lack of access to technology impact people in the Spanish-speaking world?</i> and <i>How can society address these impacts?</i> They are required to include information from their own studies and their classmates’ reports.</p>
<p>Spoken Interpersonal Communication</p>		<p>Instructional Activity: Activating Prior Knowledge As a class, we brainstorm answers to the first essential question, identifying important health challenges. Then, using the think-pair-share-square strategy, students discuss ways of addressing the identified challenges through healthy living. Issues such as obesity, diabetes, inactivity, stress, automobile accidents, and teen suicide may come up. Each group of four reports to the class with a “no repeats” rule in place. As a follow up, students complete health-related vocabulary activities and games with teacher-created resources on Quia.com.</p>

Unit 2 Resources

Yáñez Cossio, Alicia. “La IWM.” In *Pasajes: Literatura*, 6th ed., edited by Mary Lee Bretz, Trisha Dvorak, and Carl Kirschner, 76–86. New York: McGraw-Hill, 2005.

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

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

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

UNIT 3 – LA VIDA CONTEMPORÁNEA

Essential Questions:

<p>La educación y las carreras profesionales</p> <ol style="list-style-type: none">1. How does an educational system affect the job market in a society?2. What are the advantages of school choice in our society?3. What role does education play in the life of people in underdeveloped countries versus people in developed countries?4. How have women and minorities conquered the obstacles of gender bias? <p>El trabajo voluntario</p> <ol style="list-style-type: none">5. What are the pros and cons of volunteer organizations in comparison to government programs?6. Should companies encourage employees to do volunteer work and should employees be given time off for volunteer work?7. Should high school students be required to do volunteer work as a criteria for graduation?	<p>La educación y las carreras profesionales</p> <ol style="list-style-type: none">1. ¿Cómo puede un sistema educativo afecta el mercado laboral en una sociedad?2. ¿Cuáles son las ventajas de seleccionar escuelas en nuestra sociedad?3. ¿Qué papel toma la educación en la vida de las personas en países subdesarrollados las personas en los países desarrollados?4. ¿Cómo han conquistado las mujeres y las minoridades los obstáculos del bias entre los géneros? <p>El trabajo voluntario</p> <ol style="list-style-type: none">5. ¿Cuáles son los pros y contras de organizaciones voluntarias en comparación a programas gubernamentales?6. ¿Deben compañías animan a sus empleados hacer trabajo voluntario y deben los empleados recibir tiempo afuera de sus trabajos para hacer trabajo voluntario?7. ¿Deben los estudiantes secundarios hacer trabajo voluntario como un requisito para graduarse?
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<p>Las relaciones personales</p> <p>8. How does social media and other methods of diversion affect our daily lives socially, academically and professionally?</p> <p>9. How can social mediums be used to create an identity and to better form self-esteem?</p> <p>10. How do new ways of working affect personal relations?</p> <p>11. What are the various aspects of maintaining positive relationships with people of different ages and backgrounds?</p>	<p>Las relaciones personales</p> <p>8. ¿Cómo hacen la media social y otros métodos de diversión afectan nuestras vidas diarias socialmente, académicamente y profesionalmente?</p> <p>9. ¿Cómo se pueden usar los medios sociales para crear una identidad y formar/mejorar la autoestima?</p> <p>10. ¿Cómo las nuevas modalidades de trabajo afectan las relaciones personales?</p> <p>11. ¿Cuáles son los varios aspectos de mantener las relaciones positivas con personas de diferentes edades y fondos?</p>
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Learning Objectives	Material	Instructional Activities and Assessments
La educación y las carreras profesionales		
<p>Spoken Interpersonal Communication</p> <p>Written and print Interpretative Communication</p>	<p>On-line article “Equidad de Género”</p>	<p>Instructional Activity: Brainstorm Session</p> <p>Before reading the article, students brainstorm a list of gender biases that exist in society. Students have 10-15 minutes to read the article. As a class, we would summarize its major points. Then, students would pick some facet of the article and write a critique.</p>
<p>Audio, Visual, and Interpretive Communications</p> <p>Written and Print Interpretative Communication</p>	<p>YouTube video: “Dignificada” por Lila Downs</p> <p>“Hombres necios que acusáis” por Sor Juana Inés de la Cruz</p>	<p>Students listen to the song and discuss the tone and message of the song by identifying key words and phrases. Students read and analyze the poem, identify societal expectations of women, and compare and contrast the messages in these works.</p>
<p>Written Presentational Communication</p>	<p>Textbook - “La mujer en el mundo hispano: De la tradición al cambio”</p> <p>Online article - “Seguimiento de egresados: Estudios a 5 años”</p> <p>Audio - “La familia en España y la conciliación laboral”</p>	<p>Summative Assessment: Women in the Workforce</p> <p>Students write a persuasive essay 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 and to give feedback to the students.</p>

El Trabajo Voluntario		
<ul style="list-style-type: none"> Spoken Interpersonal Communication Audio, Visual, and Interpretative Communication 	<p>Youtube video: “Más de 200 jóvenes aragoneses pasan el verano en campos de trabajo y programas de voluntariado” http://www.youtube.com/watch?v=HaEzqkgHAJk</p>	<p>Listen to the Youtube video about adolescents from Aragon, Spain discussing the types of work they do in work camps and in volunteer programs and why they come back to participate in these programs next summer. Students comment on the value of participating in such programs.</p>
<ul style="list-style-type: none"> Written and Print Interpretive Communication Spoken Interpersonal Communication 	<p>On-line article: “El Mercado del Trabajo: El Trabajo Voluntario” http://www.uv.es/selva/guiaempleo/mercado4.htm</p>	<p>Read the article on “El Mercado del Trabajo: El Trabajo Voluntario”. In pairs, have students do skits using the ideas from the article to express their opinions about the value of volunteer work.</p>
<ul style="list-style-type: none"> Spoken Presentational Communication 		<p>Using what students learned from the Youtube video and the on-line article, students are to synthesize the information and form their own opinions create a video to share with the class about some aspect of volunteer work in which they have participated.</p>
<ul style="list-style-type: none"> Written Presentational Communication 		<p>Students are to write a persuasive essay entitled “El valor del trabajo voluntario” in which they are to convince other adolescents of the value of doing volunteer work.</p>
<ul style="list-style-type: none"> Written Interpersonal Communication 	<p>Ver el documento anexo (carta de renuncia)</p>	<p>Students will answer a resignation letter from a volunteer worker by e-mail using formal register acting as the director of the Mexican Red Cross.</p>
Las Relaciones Personales		
<p>Audio, Visual and Audiovisual Interpretive Communication</p>	<p>Online video Condorito: Una entrevista</p>	<p>Instructional Activity: Class discussion/Brainstorm Session Students brainstorm how comic strips have become a part of our culture.</p>
<p>Written and Print Interpretive Communication</p>	<p>Online article “Condorito y Mafalda: Íconos a la Cultura Pop”</p>	<p>Formative Assesment: Students select two American comic strips and compare the characters in these comic strips with Condorito and Mafalda. Students jot down the comparisons between comic strips of Condorito and Mafalda and the American comic strips and as a class, we create a ven diagram showing the similarities & differences.</p>
<p>Written Presentational Communication</p>		<p>Summative Assessment: Skit using the different characters and the information learned from the similarities and differences between the comic strips mentioned above.</p>

Unit 3 Resources

La educación y las carreras profesionales

Hombres necios que acusáis por Sor Juana Inés de la Cruz, <http://heron5.tripod.com/anto/necios.htm>

“Dignificada” por Lilla Downs, www.youtube.com/watch?v=CUTeZRAq_eg

Un trabajo inusual: cholitas voceadoras, <http://www.veintemundos.com/magazines/39-en/>

Valasis, Adriana. “La mujer en el Ejército Mexicano.” Noticieros Televisa. March 8, 2011.
<http://us.noticierostelevisa.esmas.com/especiales/266840/la-mujer-ejercito-mexicano/>.

OECD. “La familia en España y la conciliación laboral.” Audiria. July 2, 2011. Podcast audio.
<http://www.audiria.com/capitulos-detalle.php?id=806>.

Leyva Navarro, Ava Jo-Ann, and Alethia Juárez Garbalena. “Seguimiento de egresados: Estudios a 5 años.” Universidad Autónoma de Ciudad Juárez. Accessed June 1, 2012. <http://www.uacj.mx/planeacion/sedi/Paginas/Seguimiento2007-II.aspx>.

Empleados de CEMEX dedican parte de su tiempo para estimular el éxito estudiantil
<http://www.cemex.com/ES/DesarrolloSustentable/CasosEstudio/EstimularExitoEstudiantil.aspx>

Lista de compañías en México, http://en.wikipedia.org/wiki/List_of_companies_of_Mexico

Equidad de Género, <http://www.econlink.com.ar/equidad-genero>

El Trabajo Voluntario

El Mercado del Trabajo: El Trabajo Voluntario, <http://www.uv.es/selva/guiaempleo/mercado4.htm>
Investiga el sitio de red mencionado en el artículo, “El Mercado del Trabajo: El Trabajo Voluntario”

Entidades y Recusos Web para más información

Youtube Video, 10 de agosto, 2010, “Más de 200 jóvenes aragoneses pasan el verano en campos de trabajo y programas de voluntariado”
<http://www.youtube.com/watch?v=HaEzqkgHAJk>

Las relaciones personales

“Condorito y Malfalda Íconos de la Cultura Pop”

<http://www.veintemundos.com/magazines/56-en/>

http://www.youtube.com/watch?v=CxB9neXBko0&feature=player_embedded

Malfalda Youtube video: “¿Qué te gustaría si vivieras?”

http://www.youtube.com/watch?feature=player_embedded&v=Ra7wLWos1fg#t=8s

Ejercicio de escuchar: el lenguaje no verbal

http://www.ver-taal.com/noticias_20100314_lenguajenoverbal.htm

Transcripción del ejercicio de escuchar: el lenguaje no verbal

http://www.ver-taal.com/noticias_20100314_lenguajenoverbal_transcripcion.htm

Zankos, más de entrenamiento, una opción laboral

<http://www.veintemundos.com/magazines/wpcontent/themes/vm/print/veintemundos12/reportaje.pdf>

Costa Rica, una lección de vida

<http://www.veintemundos.com/magazines/wp-content/themes/vm/audio/veintemundos16/podcast/intercambio.mp3>

Online video: “Juventud y Redes Sociales”

<http://www.youtube.com/watch?v=g24Z4xhdiaw>

Online article: “¡Fíjate en mí y no en tu Smartphone!”

http://www.bbc.co.uk/mundo/noticias/2013/01/130124_tecnologia_etiqueta_smartphone_aa.shtml

UNIT 4: LAS IDENTIDADES PERSONALES Y PÚBLICAS

Essential Questions:

IDENTIDADES HISPANAS: UN ENFOQUE REGIONAL

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

LA INMIGRACIÓN

4. Why do people choose to leave their land and immigrate?
5. What is the impact of Hispanic culture on U.S. immigrant communities?
6. What is the impact of immigration on children?
7. How does one adapt to a new life/culture and how does one conserve their own customs upon changing their geographic location? Is it important to adapt oneself and change in order to incorporate oneself to the new society? What are the consequences of both perspectives?

IDENTIDADES HISPANAS: UN ENFOQUE REGIONAL

1. ¿Cómo interactúan las geografías, los lenguajes, las etnicidades y las culturas diversas del mundo hispanohablante para formar las identidades locales, nacionales, y regionales?
2. ¿Cómo han cambiado estas identidades a través del tiempo?
3. ¿Cuáles son los desafíos y oportunidades presentados por las situaciones económicas y demográficas en diferentes partes del mundo hispanohablante?

LA INMIGRACIÓN

4. ¿Por qué deciden algunas personas irse de su patria e inmigrar a otro país?
5. ¿Cuál es el impacto de la cultura hispana en las comunidades inmigrantes en los Estados Unidos?
6. ¿Cómo impacta la inmigración a los niños?
7. ¿Cómo se adapta a una nueva vida/cultura y cómo se conservan sus propias costumbres cuando uno se muda a un nuevo lugar geográfico? ¿Es importante adaptarse y cambiarse para incorporarse a la nueva sociedad? ¿Cuáles son las consecuencias de ambas perspectivas?

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

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

		versions of the essays.
Spoken Presentational Communication Audio, Audiovisual, and Visual Interpretative Communication		Instructional Activity: Regional Comparisons Pairs of students use their country reports, maps, the regional database, and other Web-based resources to find and explain patterns and anomalies in the data. Students explore questions relating to such topics as literacy, the economy, and geography. Sample questions include: <i>What is the relationship between GDP and literacy? Which countries have the lowest literacy rates? What other factors do the countries have in common that might explain these similarities and differences?</i> Students present graphical representations such as pie charts, bar graphs, pictographs, or annotated maps to illustrate oral presentations. Classmates take notes for later assessment of regional differences.
Written and Print Interpretive Communication Audio, Visual, and Audiovisual Interpretive Communication Written Presentational Communication Spoken Presentational Communication		Instructional Activity: Changing Borders In small groups, some students research a region’s history and prepare a set of annotated maps showing how borders have changed over time. Students are encouraged to use their world geography and world history textbooks and teachers as resources, and to include maps showing indigenous groups prior to contact, colonial divisions, independence, and attempts at unification, such as <i>La Gran Colombia</i> and <i>Provincias Unidas de Centroamérica</i> . Other small groups map current trade alliances such as NAFTA. When complete, the students form jigsaw groups to present their maps to their classmates and hear other regional presentations.
Spoken Presentational Communication		Instructional Activity: News Podcast Students gather news articles from their assigned countries on topics relating to the data gathered in the database (primarily economic news, health, literacy, and education). They distill each news article into a 30- to 60-second radio news spot. Then, in regional groups, they record a regional news podcast, using voice recording software such as GarageBand or Audacity. As a group, they prepare an introduction to the program, select audio for the intro, and insert a brief audio “stinger” between stories. Each reporter begins the news story with the name of the capital city and ends with his or her name, “ <i>reportando desde,</i> ” and the assigned country. I share the podcasts with the AP class and with the students in my Spanish 3 class, providing an audience for the AP students’ work.

<p>Spoken Presentational Communication Spoken Interpersonal Communication</p>		<p>Summative Assessment: Regional Round Table Discussions Students form groups by regions and use the completed unit activities to prepare a round table discussion of key questions in front of the class. Each student on the panel introduces a major topic with background information, then opens the panel discussion with specific examples. Observers take notes and pose clarifying questions such as:</p> <ul style="list-style-type: none"> • <i>What geographical, linguistic, ethnic, and cultural factors unite the region? Which divide it?</i> • <i>How are the countries similar? How are they different?</i> • <i>What local, ethnic identities exist within the countries and the region?</i> • <i>What challenges and opportunities do the groups, countries, and regions face?</i> <p>After all regions have presented, I pose questions asking students to compare regions and to support their conclusions with information presented by the different groups.</p>
<p>LA INMIGRACION</p>		
<p>Audio, Visual, and Audiovisual Interpretive Communication Spoken Interpersonal Communication</p>	<p>Online video “Inmigrantes en EE.UU. tienen dificultades para acceder a la universidad“</p>	<p>Instructional Activity: Class Discussion/Brainstorm Session Students brainstorm a list of reasons people choose to immigrate. The list is generated on the board and discussed in class. Then students watch the video about immigration to the United States, and they revisit the list. They make changes to it based on their comprehension of the video.</p>
<p>Written and Print Interpretive Communication</p>	<p>Online article ”Los nuevos emigrantes gallegos”</p>	<p>Formative Assessment: Comparison of Immigrants Students read the online article and respond to 10 comprehension questions, as well as jot down comparisons between Galician emigrants and immigrants to the U.S. We then create a diagram on the board using the students’ information to compare U.S. immigration and emigration from Galicia. At the end of class, students summarize what they have learned during class and turn it in for my review.</p>
<p>Written Presentational Communication</p>		<p>Summative Assessment: Comparison Essay Students write an essay comparing the issues of immigration in the United States with those in Spain, focusing on the similarities and differences between people when they choose to/have to leave their country.</p>

Audio, Visual, and Audiovisual Interpretive Communication	Online video “Españoles en el mundo: Chicago”	Instructional Activity: Immigration and Politics In order to focus on the effects of immigration on the political landscape, students watch a video about Spaniards around the world, in this case in Chicago. Students watch the video and take notes, focusing on the reasons why those in the video chose to come to the United States and what opportunities they are offered that would not have been available to them in Spain. We follow up with a class discussion about where students would choose to go if they had to leave the United States.
Written Presentational Communication		Formative Assessment: Short Essay Writing Throughout this unit, students write short essays to work on comprehension, vocabulary, and grammar skills. Examples of the writing prompts are chosen from a list given to students. The list is a compilation of topics such as <i>El estrés y sus efectos en los jóvenes hoy día</i> , <i>La peor pesadilla de mi niñez, ¿Qué es el sueño americano y todavía existe?</i> , <i>¿Vale la pena mantener las culturas de los Indígenas?</i>
Written and Print Interpretive Communication	Short story Jiménez, “Cajas de Cartón”	Instructional Activity: “Cajas de Cartón” Students read “Cajas de Cartón,” the story of a young boy whose family of migrant workers must move frequently. I ask the students what the title of the story means and to predict what will happen. After reading the story, students complete a set of comprehension questions. In groups, students retell the story, give their opinions on what happens at different points in the story, and share how they think they would react in a similar situation.
Audio, Visual, and Audiovisual Interpretive Communication Spoken Presentational Communication		Instructional Activity: Recording Comparisons Students record a 2-minute presentation comparing their life with that of Francisco, the protagonist in “Cajas de Cartón,” using GoogleVoice or Audacity. As part of their comparison, they also discuss a teacher who has had a great impact on their life, much as Francisco’s teacher does in the story.
Written Interpersonal Communication		Formative Assessment: Email Activity Students respond to a teacher-created email message that incorporates the themes presented in the story. Once I collect all of the students’ responses to the email, I hand out these responses to classmates for peer-editing purposes. Additionally, I ask them to craft a response to the student-created email they read.
Spoken Presentational Communication Written Presentational Communication		Summative Assessment: Essay In this assessment, students tell their own immigration story or that of a

		close family member or friend supported by research on that person’s experience. They focus on the struggles and pressures they, or the family member or friend, faced as immigrants and present their stories. Students are required to use some kind of technology as part of their presentations. Students also submit a written piece to accompany their oral presentation.
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Unit 4 Resources

IDENTIDADES HISPANAS: UN ENFOQUE REGIONAL

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

“Pueblos indígenas.” Temas mundiales. Organización de las Naciones Unidas. Accessed May 1, 2012.

<http://www.un.org/es/globalissues/indigenous/index.shtml>.

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

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

LA INMIGRACION

“Españoles en el mundo: Chicago.” Accessed May 15, 2012. <http://www.rtve.es/television/espanoles-en-el-mundo/chicago/>.

“Inmigrantes en EE.UU. tienen dificultades para acceder a la universidad.” Video, 2:08. August 4, 2010.

http://www.dailymotion.com/video/xe9g71_inmigrantes-en-ee-uu-tienen-dificul_news.

Jiménez, Francisco. “Cajas de Cartón” in *Abriendo Paso: Lectura*, edited by Stephen Collins, José Díaz, and María Nadel, 71–93. Upper Saddle River, NJ: Pearson Prentice Hall, 2007.

“Los nuevos emigrantes gallegos.” November 17, 2011. <http://www.lavozdeg Galicia.es/galicia/2011/11/18/00031321620326777138961.htm>.

UNIT 5 - LAS FAMILIAS Y LAS COMUNIDADES

1 - How has life as a couple changed? What changes have been positive and what changes have been negative?	1 - ¿Cómo ha cambiado la vida en pareja? ¿Qué cambios han sido positivos y que cambios han sido negativos?
2 - How are friendship relationships changed over time? What are the	2 - ¿Cómo han cambiado las relaciones de amistad? ¿Cuáles son los

<p>positive and negative factors of those changes?</p> <p>3 - What is a <i>family</i> and how has its definition changed through various generations?</p> <p>4 - Is there a difference between the real world and the virtual world?</p> <p>5 - Does mass tourism allow the awareness of other cultures or on the contrary reinforces the existing stereotypes?</p> <p>6 - What is the importance of keeping alive the traditional celebrations of different towns and regions of a country?</p> <p>7 - What are the differences and similarities between various educational systems in the world and how do these differences and similarities mold the future of such societies?</p> <p>8 - How has the life and history of past civilizations contributed to what we nowadays can call geographical human movement?</p>	<p>factores positivos y negativos de esos cambios?</p> <p>3 - ¿Qué es una familia y cómo ha cambiado su definición a través de varias generaciones?</p> <p>4 - ¿Existe una diferencia entre el mundo real y el mundo virtual?</p> <p>5 - ¿El turismo de masas permite el conocimiento de otras culturas o por el contrario refuerza los estereotipos existentes?</p> <p>6 - ¿Cuál es la importancia de mantener vivas las celebraciones tradicionales de los diferentes pueblos y regiones de un país?</p> <p>7 - ¿Cuáles son las semejanzas y diferencias entre varios sistemas educativos del mundo y cómo estas diferencias y semejanzas moldean el futuro de tales sociedades?</p> <p>8 - ¿Cómo la vida e historia de las civilizaciones antepasadas ha contribuido a lo que hoy en día podemos llamar movimiento geográfico humano?</p>
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Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Interpersonal Communication	http://www.20minutos.es/encuestas/	Instructional Activity: Encuestas Students discuss in pairs/groups one or two poll questions and their own personal reactions. Then, they compare others' answers in and out of the classroom seating. Students will also synthesize what certain gender groups and ages would say.
Written and Print Interpretive Communication	<u>Online article</u>	Instructional Activity: América Latina tiene mala nota en educación This activity begins with a class discussion about the different ways we grade different things; performance, tests,
Spoken Interpersonal Communication		Instructional Activity: Vocabulary Building Using Jenga blocks labeled with adjectives or pastime activities, students describe themselves, their likes, and their dislikes. As a student pulls a block, he or she must describe how the word or phrase is or is not relative to him or her. If the term does not relate to the student, he or she must replace it with information that is pertinent to his or her likes and dislikes.
Written and Print Interpretive Communication	Short stories Borges, "Borges y Yo" Borges, "El Otro"	Instructional Activity: Borges vs. Borges In order to better understand the link between identity and literature, students read short stories written by Borges called "Borges y Yo" and "El Otro" in which the author addresses his fictional self and ponders the meaning of the other. After an

		<p>initial vocabulary building activity, students are divided into two groups — one group reads “Borges y Yo,” and the others read “El Otro.”</p> <p>Students present each story to partners, compare them, and then share their comments in a whole-class discussion.</p>
Written and Print Interpretive Communication	Poem Burgos, “A Julia de Burgos”	<p>Formative Assessment: “A Julia de Burgos”</p> <p>All students read the poem “A Julia de Burgos” and in groups discuss the similarities and differences between the authors’ personality traits as portrayed in Borges’s short stories as compared to Burgos’s poem.</p>
Written Presentational Communication		<p>Summative Assessment: Written Essay: “(Name) y Yo”</p> <p>Students write their own version of either “Borges y Yo” or “El Otro” in which they emphasize the inner self or a projection of themselves in the future. In addition to their version of the short story, they also write a reflection piece that focuses on the essential question that accompanies this assessment.</p>
Written and Print Interpretive Communication	Short story Aisemberg, “Jaque Mate en Dos Jugadas”	<p>Instructional Activity: Paired Reading Activity</p> <p>Students read the story “Jaque Mate en Dos Jugadas” and, in pairs, create a story map of the action. Students can use symbols, images, and numbers, but they may not use any words. They put the story maps up around the room in order to share information. Students compare these with other members’ versions to see if they provided enough visual detail to tell the story.</p>
Spoken Interpersonal Communication		<p>Formative Assessment: Story Map Walk</p> <p>I number the story maps created by the students, and they use them to retell the story to other groups. Students discuss the familial relationships and include as much detail as they can. At this level I am looking for the main idea and details. Students should be able to identify the main characters, the setting, and the crime itself.</p>
Spoken Presentational Communication		<p>Formative Assessment: Crime Scene Report</p> <p>Students use Google Voice and call in as a news reporter from the scene of the crime in the story. The students must describe the crime scene as well as discuss the information they collect after “interviewing” a few of the key witnesses.</p>
Spoken Interpersonal Communication		<p>Instructional Activity: Mock Trial</p>

Spoken Presentational Communication		<p>I create a mock trial scenario for the class for Claudio and Guillermo, the two nephews in the story. To assist the students, I provide them with a list of the 10 most common vocabulary terms they will need for the scenario. The class then determines which brother is guilty by playing a variety of roles, including judge, witnesses, defendants, jury members, etc. Attorneys and witnesses have the ability to prepare statements, but there is quite a bit of interpersonal communication during the actual court scene. Students who are jury members take notes during the trial, deliberate, and decide on a verdict to conclude the scenario.</p>
Written Presentational Communication		<p>Summative Assessment: First-Person Essay Students complete a debriefing of the trial activity and then, based on the outcome of the trial, write a scenario discussing the future plans of either Guillermo or Claudio. The students are assigned a number, which tells them if they will write as if they were Claudio or Guillermo.</p>
Spoken Presentational Communication Audio, Audiovisual, and Visual Interpretative Communication		<p>Instructional Activity: Regional Comparisons Pairs of students use their country reports, maps, the regional database, and other Web-based resources to find and explain patterns and anomalies in the data. Students explore questions relating to such topics as literacy, the economy, and geography. Sample questions include: <i>What is the relationship between GDP and literacy? Which countries have the lowest literacy rates? What other factors do the countries have in common that might explain these similarities and differences?</i> Students present graphical representations such as pie charts, bar graphs, pictographs, or annotated maps to illustrate oral presentations. Classmates take notes for later assessment of regional differences.</p>
Written Presentational Communication		<p>Formative Assessment: National Identities Essay Students write short in-class essays answering the question, <i>What are some features of geography, language, ethnicity, and culture that help to define national, regional, and/or ethnic identity in your assigned country?</i> Based on my feedback, they revise their work to create final versions of the essays.</p>

<p>Audio, Visual, and Audiovisual Interpretive Communication</p>		<p>Formative Assessment: Knowledge of Geography As a class, we view parts of the database on the classroom projector, and I make comparative statements about the countries. Students use individual whiteboards to respond <i>Cierto/Falso/No hay información suficiente</i>. Using interactive maps on the whiteboard, I also ask questions requiring some map knowledge, such as <i>¿Cuál país de esta region tiene frontera con Perú?</i> Students’ answers give me important feedback about their ability to understand questions and interpret the charts as well as their knowledge of geography.</p>
<p>Written and Print Interpretive Communication</p> <p>Spoken Interpersonal Communication</p>		<p>Instructional Activity: Indigenous Identities Using the data on languages and ethnic groups from the database and information from the map activity, students identify countries in which indigenous cultures continue to form an important part of the nation’s population. We then seek news stories about indigenous groups in sources such as BBC Mundo, Radio Naciones Unidas, and Newseum’s “Today’s Front Pages,” which has links to newspapers from around the world. Land rights, mining on indigenous lands, access to health care and education, and political power are frequent topics in the news. Students read and summarize the articles to prepare for a discussion on the following questions: <i>What challenges do indigenous groups face? How do language and culture contribute to identity? How do ethnic and national identities interact?</i></p>
<p>Spoken Presentational Communication</p>	<p>Online tool Glogster</p>	<p>Instructional Activity: National Identity Students prepare a small poster on paper or using Glogster, depicting elements that help define the identities in the country for which they were responsible in the initial database activity. Poster elements should represent both national identity and diverse regional, linguistic, or ethnic identities; examples might include an outline map, flag, iconic geographical features, animals, economic products, monuments, historical figures, national heroes, words in different languages, rural and urban scenes, and indications of poverty and wealth. Students make 2-minute oral presentations of their posters to the class, describing how the</p>

		images relate to the peoples of the country.
Spoken Interpersonal Communication		Instructional Activity: Comparing Countries After hearing presentations on a group of countries, students engage in a think-pair-share activity: They take 1 minute to view the group of posters, then create two lists, one for similarities and one for differences. Students first share their ideas with partners; then pairs share with the class, respecting the “no repeats” rule: When sharing ideas with the class, students may not repeat ideas that have already been shared by others.
Written and Print Interpretive Communication Spoken Presentational Communication	Sample online article “Pueblos indígenas”	Formative Assessment: Reading About Indigenous Issues I select and print a recent news article relating to an indigenous group and ask students to examine the graphics, headlines, and headings. They write two to three predictions about the content of the article. We share ideas as a class. Then students have 10–15 minutes to read and summarize the main ideas of the article. Finally they share their summaries with a partner and add their partners’ information to their own summaries.

Unit 5 Resources

Aisemberg, Isaac. “Jaque Mate en Dos Jugadas” in *Abriendo Paso: Lectura*, edited by Stephen Collins, José Díaz, and María Nadel, 174–198. Upper Saddle River, NJ: Pearson Prentice Hall, 2007.

Borges, Jorge Luis. “Borges y Yo.” YouTube video, 2:32. Uploaded November 11, 2009. <http://www.youtube.com/watch?v=PCrH7LL5KT8>

Borges, Jorge Luís. “El Otro” in *Encuentros maravillosos: Gramática a través de la literatura*, edited by Abby Kanter, 4–6. Upper Saddle River, NJ: Pearson Prentice Hall, 1998.

de Burgos, Julia. “A Julia de Burgos” in *Nuevas Vistas: Curso de Introducción*, edited by Maria Elena Alvarado, Sylvia Madrigal Velasco, and Virginia Maricochi, 260–261. Austin, TX: Holt, Rinehart and Winston, 2006.

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

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

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

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

UNIT 6 - LA BELLEZA Y LA ESTÉTICA

Essential Questions:

<p>1 - What is the meaning of "beauty" and what does it represent? 2 - Does art reflect society or is society affected by art? 3 - Are the clothes you wear (your physical appearance) a true representation of who you really are? 4 - What can be deducted about a society due to its architecture? 5 - How do visual and performing arts give us insight into political and historical aspects of a society? 6 - How has language evolved in literature and why have these evolutions/developments occurred? 7 - What do you consider to be the source of creativity? 8 - Could literature be considered the art of language?</p>	<p>1 - ¿Qué representa y qué piensas que significa "la belleza"? 2 - ¿El arte refleja a la sociedad o es afectada la sociedad por el arte? 3 - ¿Es la ropa (la apariencia física) una verdadera representación de quién eres? 4 - ¿Qué se puede deducir sobre una sociedad por su arquitectura? 5 - ¿Cómo las artes visuales y las artes escénicas nos llevan a comprender bien los aspectos políticos e históricos de una sociedad? 6 - ¿Cómo ha evolucionado el lenguaje en la literatura y porqué han ocurrido estas evoluciones? 7 - ¿Qué consideras que es la fuente de la creatividad? 8 - ¿Se puede considerar la literatura el arte del idioma?</p>
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Learning Objectives	Materials	Instructional Activities and Assesments
Written and Print Interpretive Communication	http://html.rincondelvago.com/evolucion-de-la-lengua-castellana.html	Instructional Activity – Reading Students will read, discuss, and reflect on the evolution of the Spanish language.
Spoken Interpersonal Communication	Student centered questions: <i>¿Cuáles experiencias has tenido con el arte que reflejan el patriotismo? ¿Conoces algunas obras de arte del mundo hispanohablante que reflejan este patriotismo?</i>	Instructional Activity – Questioning Students will engage in an informal conversation to answer questions about art and patriotism.
Written and Print Interpretive Communication	http://www.jose-marti.org/jose_marti/obras/poesia/versossencillos/03_yosoyunhombresincero.htm	Instructional Activity – Versos Sencillos Students read <i>Versos Sencillos</i> , Martí and cite the importance of this literary product in showing the perspective of José Martí and his contemporaries.
Audio, Visual, and Audiovisual Interpretive Communication	Mi Tierra: http://www.youtube.com/watch?v=44oqk_BV-ek	Instructional Activity – Mi Tierra vs. Guantánamera
Spoken Interpersonal Communication	Guantánamera: http://www.ver-taal.com/can_guantanamera.htm	Students will listen to <i>Mi Tierra</i> by Gloria Estefan and discuss the similarities and differences in writing to

		those of <i>Guantanamera</i> by Celia Cruz.
Spoken Interpersonal Communication	Interviewee; Questions	Assessment - Entrevista Students interview a Spanish speaker who left another country to move to the U.S., using questions developed by the students under the guidance of the teacher. Topics may include the decision to move, difficulties and assimilation, preservation of cultural roots, family issues, and the like. This interview is conducted in Spanish and may be done with someone in their family, their community, or via Skype if needed.
Spoken Presentational Communication		Assessment – Comparación Students present a cultural comparison based on the songs from Estefan/Cruz and a “patriotic” American singer.
Audio, Visual, and Audiovisual Interpretive Communication Spoken Interpersonal Communication	http://www.banrepcultural.org/museo-botero	Instructional Activity - Botero Teacher shows images of Fernando Botero’s works of art; paintings and sculptures. Using the vocabulary words that they have for this unit, students, in small groups, analyze the art.
Written and Print Interpretive Communication	http://fuentesdecreatividad.blogspot.com/	Instructional Activity – Reading Students will read, discuss, and reflect on the sources of creativity.
Written and Print Interpretive Communication	http://cierzo.blogia.com/2003/092009-el-arte-de-la-literatura.php	Instructional Activity – Reading Students will read, discuss, and reflect on the art of literature.

Unit 6 Resources

“Evolución de la lengua española.” <http://html.rincondelvago.com/evolucion-de-la-lengua-castellana.html>

“La pagina de José Martí.” http://www.jose-marti.org/jose_marti/obras/poesia/versossencillos/03yosoyunhombresincero.htm

“Mi Tierra.” http://www.youtube.com/watch?v=44oqk_BV-ek

“Guantanamera.” http://www.ver-taal.com/can_guantanamera.htm

“Museo Botero.” <http://www.banrepcultural.org/museo-botero>

“Las fuentes de creatividad.” <http://fuentesdecreatividad.blogspot.com/>

“El Arte de la literatura.” <http://cierzo.blogia.com/2003/092009-el-arte-de-la-literatura.php>